

Maths Curriculum intent

Pupils' learning and development is at the heart of our school's curriculum; it is aimed to be broad and balanced and equip pupils with the skills necessary to succeed in life after school.

What the curriculum is designed to do

A high-quality mathematics education provides a foundation for understanding the world. Mathematics provides a broad range of skills in problem solving, logical reasoning and flexible thinking, whilst giving students the opportunity to explore and enjoy mathematics.

How we deliver the curriculum

Schemes of work are sequenced in a cyclic order to ensure that students revisit and embed core skills from Year 7 to Year 11. This allows for problem solving to be embedded throughout.

Curriculum changes are responded to regularly, through the adaptations of schemes of work and assessment to ensure that students are provided with the transferable skills needed to succeed in their future education, employment and ultimately life. Where possible cross curricular links with subjects such as Science, Geography and Computing are demonstrated and encouraged.

Students are set from year 7, allowing all students to maximise understanding and progress by giving the opportunity to develop as mathematicians at their own pace, growing in confidence, ability and resilience. There is fluidity between groups to ensure students are accessing the appropriate parts of the curriculum.

At KS3 the lower prior attaining groups have much smaller numbers offering a more tailored approach and support for students, with the aim of improving fluency of skills before moving on to KS4.

The KS3 and KS4 curriculum are both tiered with multiple layers. The tiered system allows for all students to experience success and achievement. Each scheme is carefully sequenced to allow for topics to be built upon in a logical order and importantly accessible for all.

Independent learning is built into the curriculum alongside the importance of retention and resilience. These skills are imperative to ensure that students are suitably prepared for further education, careers, and the ever-changing world.

How we assess pupils

Students in year 7-10 have six summative assessments throughout the year (one per half-term). In year 7 and 8, these assessments cover the two units they have been studying that half term. In years 9 and 10 students have cumulative assessments where they are reassessed on prior taught topics to further embed their knowledge. In year 11 students are repeatedly assessed using past papers and formal mock exams. In addition to summative assessment, teachers will use a varied of formative assessment topics such as mini whiteboards, progress checks and live marking.

How it benefits pupil learning and personal development

Our curriculum will provide students with the ability to reason mathematically, appreciate the power and beauty of mathematics whilst providing key opportunities for students to build resilience through problem solving.

Students are encouraged to delve deeper into their understanding of mathematics and how it relates to the world around them. Opportunities to work in groups will be provided, allowing communication and teamwork skills to grow.

Building a confidence with number is an important aspect of the curriculum as this will ensure that students are prepared for life beyond school. Through mathematics lessons and specifically designed activities, students are given—the opportunity to develop this fluency in performing key mathematical skills so they become second nature.