



MATHEMATICS: CURRICULUM STATEMENT

- We create conditions for every student to make progress in mathematics.
- We develop confidence and positive attitudes in our students.
- We nurture an awareness of the interconnectedness of mathematics, and its application in the real world .
- We desire to share the 'language of mathematics' and give students the ability to communicate fluently.
- We aim to foster conceptual understanding as well as procedural fluency in our students.

- We plan to prepare our students for success in public examinations and beyond.

Our curriculum, from Year 7 to Year 13, follows a carefully planned content sequence that allows students to form a solid foundation, moving logically and methodically through a coherent shared journey of ever increasing complexity in mathematics.

Building a solid foundation ...

At the beginning of Year 7 we accurately diagnose the starting point of each of our students, celebrating their strengths and identifying gaps in understanding. We use this information, to as far as possible, place students into homogenous groups to allow teachers to best meet the needs of the students in their classrooms. Any gaps identified previously are built into the curriculum. Our goal, at this stage, is for a depth of understanding rather than a breadth of content, in the knowledge that this will facilitate accelerated learning later in the curriculum. Maths is built into the curricula of other disciplines in the form of project-based learning to develop an interconnectedness of the discipline but still assessed within mathematics to monitor progress.

Paving the way ...

Our aim is that the solid foundation built in earlier years has given a platform for students to be successful in mathematics, driving increased motivation in our students, leading to more success later in the curriculum. We ensure we have covered the breadth of the national curriculum but still sequenced in such a way that our students have had the opportunity to make links between different facts as well as the opportunity to apply these to a wide range of problem-solving scenarios throughout. Regardless of attainment level, our expectations serve to engender an ethos of independent study and resilience, fostering student ownership of learning, essential skills for success in public examinations, Sixth form, the workplace, college and university.

Aiming high ...

Assessment forms an integral part of our curriculum provision. Students are assessed at regular points throughout the academic year of recently covered content. This serves to give feedback to both students and teachers in continually monitoring progress and informing future teaching. Students who have not gained a solid understanding of core content will be unsuccessful in the application of this content in more complex scenarios. Cumulative assessments will be held three or four times a year to assess which content has transitioned into students' long term memory. Our intention is to teach the breadth of the mathematics curriculum to all students to allow each and every student to access the highest qualifications possible to access the greatest range of opportunities in their future pathways.

Nurturing excellence ...

We strive for an equity opportunity in all that we do. From Year 7 to Year 13 policies and procedures in terms of feedback, assessment, learning environment, lesson structure and homework are all consistent. This helps embed routines with our students and develop an understanding of the methodology behind the decisions we take. Staff regularly assess their own areas of development and share these with students in order to make the learning process a more inclusive environment.