

Subject Name: Mathematics

Subject intent incorporating ambition, community and kindness where possible:
Feel free to use what is already there and tweak

What do we do?

We reject the idea that some pupils ‘just can’t do maths’. We believe that through hard work all pupils can improve their understanding and be successful. Our aim is to support our pupils to develop a long-term, secure, and adaptable understanding of mathematics. This is achieved through developing their fluency, mathematical reasoning, and the ability to solve problems in unison.

How is the curriculum designed?

Using an adapted version of The White Rose Scheme of Learning, our lessons are carefully sequenced to equip our students with the prerequisite knowledge required to approach unfamiliar problems and areas of mathematics. Our ambitious curriculum is broken down into small manageable steps to help our students better understand complex concepts. Our five-year programme of study, which provides full coverage of the National Curriculum, enables our students to develop as learners who see mathematics as a series of interconnected skills rather than disparate topics.

Students who grasp concepts rapidly are challenged through rich and thought-provoking tasks within the same narrow focus before any acceleration through new content is considered. Those who are not sufficiently fluent consolidate their understanding before moving on.

How is the content delivered?

Each lesson begins with retrieval practice, of varying recency, designed to strengthen recall and develop well-connected mathematical knowledge. These no-stakes assessments provide students with immediate feedback and allowing for effective ‘gap-filling’.

New topics/techniques will be ‘broken-down’ into their component skills; we support our students to perform these simpler tasks so they can then build upon these acquired skills to tackle more complex tasks. We make frequent use of mathematical representations to allow our pupils to access the underlying structure of the mathematics. We do not believe in teaching shortcuts and tricks; pupils are supported to develop and understand the concepts being taught.

Mathematical oracy underpins much of our work; students are exposed to the exacting nature of mathematical language and are supported to use this in their discussions, reasoning and requests for help.

Students sit six low-stakes assessments through the year and are then supported to reflect and evaluate their learning. Three summative assessments are also completed. Our students receive one hour of Sparx homework per week to support their in-class learning.

Teachers of Mathematics	
Head of Maths & Computer Science	Max Wallace
KS4 Coordinator Maths	John Wright
KS3 Coordinator Maths	Claudia Hill
Comp Science	Sam Robbins
Maths	Tom Blagden
Maths	Ian Butler
Maths	Sarah Everitt
Maths	Pat Laver
Maths	Michele Ovenden
Maths	Cara Stockman
Maths	Josh Goldman
Maths	Jenni Baker