



Vision	Intent	Implementation	Impact
<p>“Mathematics is not about numbers, equations, computations, or algorithms: it is about understanding”</p> <p>Our vision in the maths department is to create a safe environment, where students are encouraged to task risks and accept that they will be challenged in their lessons. We build resilience through solving problems and rich mathematical discussions allowing students to thrive in this fundamental discipline.</p> <p>We provide a rich curriculum, which is engaging and motivates and aspires students in their learning. Our staff instil strong values whilst being respectful of those around them. We teach our learners to strive for the highest standards and be proud of their achievements to become the best versions of themselves.</p>	<p>The intent of the maths curriculum is to foster a love of learning throughout key stage 3 and key stage 4. To explore mathematical concepts in great depth and to cement learning by making connections with prior learning, developing fluid knowledge of key facts and giving every student the opportunity to solve non- routine problems to ensure everyone can succeed.</p> <p>We strongly believe everyone can access the subject regardless of background or ability and as such our curriculum is designed so everyone can access all parts of it when they are ready. The essential feature of our curriculum is our focus on ensuring everyone obtains a deep and connected understanding of the key ideas so that learning is sustainable over time and that students are</p>	<p>The mathematics curriculum is designed to flow through to the next stage and provide students with knowledge and understanding needed to progress. In Key Stage 3 we take small steps as studies have shown this leads to greater long term memory retention and allow us to progress onto new material in subsequent years without spending a large amount of time recapping work. Assessment takes place through regular regular unit tests that focus on objectives from Key Stage 3 national curriculum.</p> <p>The implementation of the curriculum depends on the delivery of high-quality lessons from the department. We have an excellent ethos and culture in the department because of the cycle we have of delivering relevant CPD to address curriculum needs and staff acting</p>	<p>Examination results, together with examination analysis and evaluations, are discussed through examination meetings with the Deputy Headteacher and the Headteacher. These are also reported to other senior leaders and the governing body to ensure challenge and accountability. The Faculty Leader and Co-coordinator are an integral part of the termly progress meetings which evaluate the data outcomes, following assessment periods. Faculty learning walks for KS3 and KS4, based on the faculty’s priorities, are scheduled and are woven into the monitoring calendar for each academic year. Student voice is used to survey the impact of the curriculum and evaluate the impact of those modules on our students’ learning and enjoyment; these outcomes are used to help reshape the</p>



	<p>able to progress to the next stage of their learning.</p> <p>In Key Stage 3, our teaching incorporates fundamental principles of mastery: introducing topics with lots of visual representations and making connections with prior learning, learning progresses with small connected steps developing fluency, a variation of tasks helps students understanding and we deepen mathematical thinking with rich reasoning discussions and allow all students access to non-routine problems.</p> <p>In Key Stage 4, we aim to build on the knowledge and understanding. Develop the learning from Key Stage 3 to solve increasingly sophisticated problems. The key principles are to:</p> <ul style="list-style-type: none"> -develop fluency and be able to move freely between different 	<p>on this CPD to contribute to lessons and shared resources. Staff are therefore invested in the curriculum and it's delivery.</p> <p>Students are assessed at each assessment point in later years in school using exam papers and graded against this benchmark and progress is tracked to ensure each student reaches their potential. Students are tracked against previous year groups and compared to subsequent ones to ensure no student's progress stalls.</p> <p>Outstanding lesson delivery is a product of staff adopting the Baldon Learning Sequence into their practice. Staff begin lessons with 'Bold Starts' where learning is revisited from previous lessons and/or schemes of learning. The sequence progresses onto new learning being introduced, together with development of new knowledge through independence and enrichment.</p>	<p>curriculum, going forward. Finally, external reviews and evaluations from our School Improvement Officer allows the faculty to be ever evolving, with a relentless drive to deliver exceptional student outcomes.</p>
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	<p>number, algebraic, graphical and diagrammatic representations.</p> <ul style="list-style-type: none">-reason mathematically in geometry, number and algebra and using geometric constructions.- solve problems to develop their mathematical knowledge and make and use connections in different parts of mathematics to solve problems in various contexts.	<p>New learning is then reviewed through varied questioning through 'cold-calling' strategies.</p>	
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