Curriculum intent in Mathematics

Academy intent statement	In Maths we:	In order to:	Progress
Be knowledge based, accessible and aspirational for all students	• Make use of "Assess, Teach, Review Cycles" in all Schemes of Work • In Years 7-9 student assessments are differentiated to individual level • In Years 10-11 student assessments are differentiated to class level • Flexible approach for Year 9 to allow them to move between the Y7-9 scheme of work to the more demanding GCSE syllabus • Ensure access to Question Level Analysis for both staff and students	Allow students to: • Understand how/why they are learning what they are learning (Metacognition) • Access/experience a bespoke learning plan for the class they are in, making use of assessment to identify and address skill gaps • Have confidence to make and learn from mistakes • Be challenged through differentiation and relevant starting points based on prior understanding • Make connections to other aspects of the maths curriculum, the wider curriculum and British values by allowing staff to logically sequence topics and lessons that better suit the needs of the class and their skill gaps • Provide a clear pathway to connect Key Stage 2 learning with the expectations of the GCSE syllabus by using structured stages to underpin and develop the entire Y7-9 and Y10-11 curricula • Develop the underpinning skills necessary to achieve throughout Y10-11	In place
Enable students to make choices to keep themselves safe and well	• Build media/data awareness into parts of the curriculum, e.g. research skills, spotting bias, questioning data validity etc. • Develop students' communication & reasoning skills	• Ensure that students can evaluate sources/data independently • Enable students to make reasoned and informed decisions	In place throughout the Y7-9 and Y10-11 Schemes of Work
Raise aspirations and prepare students for successful progression post-16	• Integrate A-level knowledge into lessons where appropriate • Provide opportunity for further maths qualifications above GCSE level to those able to access • Ensure students are aware of the requirement to resit GCSE Maths to achieve a standard pass • Discuss potential careers links with our subject where appropriate, e.g. graphic design, computer	• Build confidence in communication/reasoning for life and work • Develop the ability to make informed and reasoned decisions • Ensure that students have effective ICT skills for life and work	

	science, scientific fields, engineers, economists/financial sectors, etc.	• Raise aspirations to those with potential for studying STEM subjects to above GCSE level, particularly from under-represented groups. • Prepare students to be life-long learners who understand the need to achieve well in maths, and therefore are ready to continue Post-16 study of Maths GCSE (resits) • Broaden students' understanding of potential uses for the skills they learn and practise in Maths	
Ensure students develop knowledge, confidence and skill within English and Maths	• Share good practice across other areas and support colleagues where necessary • Ensure staff across the academy are highlighting maths skills in their lessons	• Develop and embed excellent Maths skills across the Academy	Developed but needs to be introduced at whole staff training to embed
Develop cultural capital	• Give real-life examples of how Maths skills build for lifelong learning • Discussion about the rich cultural history of maths; key mathematicians from different backgrounds; challenges faced by careers around STEM (lack of women, etc.) • Provide opportunity for students to experience a variety of STEM based activities and trips to raise aspirations	• Instil a respect and love of mathematical processes and reasoning/logic • Show students the relevance of the skills they are learning for their own futures • Create memories of experiences that many students would otherwise not be able to access • Develop students' understanding of the world they live in & the technology they use • Develop students' ability to question and interrogate arguments based on data/assumptions	In place
Develop skills and understanding for life in modern Britain	• Explore how Britain and British values are represented in Mathematical settings and how interpretations of data can influence decision making	• Deepen students' understanding of their country and the origins of current thinking and social structures • Challenge each others' ideas about British values and to deepen students' understanding of key areas in our society	Mappings between Schemes of Work and explicit British Value links in progress
Promote the development of personal qualities such	• Insist on upon high standards of presentation of work.	• Ensure that students take pride in their work	In place

| *as commitment to learning, respect for others, resilience, pride in achievement and independence* | • Celebrate improvement in performance over time, e.g. when attempting exam questions, etc.
• Use discussion opportunities to promote excellent cooperation with others, listening and respect for other opinions.
• Incorporate problem solving & logical thinking into our work.
• Create a supporting environment that sees mistakes as being valuable tools for learning, and resilience, questions and making connections as a basis for praise. | • Ensure that students are aware of their own progress and that they take pride in their achievements
• Enable students to practise resolving conflict, as well as promoting respect for others

• Promote independence and resilience. | |

Where progress is described as in progress, it means that at present our delivery of this is not made explicit in SoWs and that this will be rectified for September 2020.