Mathematics Curriculum Statement

Intent

We aim to facilitate a deep understanding of Mathematics and its applications.
We aim to ensure that each student reaches their potential at GCSE and A-Level.

We hope to develop skills that can be applied in all areas of their studies and outside of school, improving their problem solving skills.

We expect our students to make mistakes and to learn as much from their incorrect answers as they do from their correct answers.
We challenge students to pay careful attention to their methods and working out, as a correct answer does not always mean a correct approach.

Implementation

Our curriculum is designed to build confidence in Mathematics by revisiting key topics in both key stages. Interleaving of teaching allows us to form links between connected topics.

Students are set according to ability from Year 7 onwards. GCSE begins in Year 9 with more focussed pathways to either Higher or Foundation GCSE followed. We then offer A-Level Mathematics and Further Mathematics.

Each member of the department has a unique pedagogy, whilst following consistent schemes of work. Lessons contain modelling, discussion, peer or self-assessment, with differentiation to meet the needs of individual learners.

Students take summative assessments to monitor progress. These are marked by teachers and students fill in self-assessment sheets to identify their own strengths and areas for development. Teachers will deliver whole class feedback informed by their analysis of the marks received for each question and pupils are directed to revise their individual areas of weakness using online platforms. Consolidation weeks are built into our scheme of work to allow tailored teaching to either recap prior learning or explore topics in more depth.

Impact

Our department ensure students experience passionate and informed teaching and sit their exams confident that they have received the requisite skills and knowledge to succeed.

Our results at GCSE are consistently above the national average, with a significant proportion achieving grade 7 and above. Each year, there is a high demand for A-Level Mathematics, with many of our students choosing to continue studying the subject with us at post-16.

It is common that our leavers have gone on to study a mathematical related course in areas such as Finance, Engineering and Physics at University.