

Subject: Mathematics

Subject Leader: Debra Cunnington

Other teachers that deliver subject: JT, ASC Teachers

Intent statement

(What do we want our young people to learn)

Discuss the critical content of your curriculum and what you intend the students to learn through your curriculum (what they should know by certain points in their life). Discuss the sequential order of learning.

Every student should be able to function successfully and confidently in the world and have the necessary certification to access further education and training.

All young people should leave school able to use maths in the real world. They should be able to deal with money and budgeting, time, ratio and proportion, practical applications of shape and be able to interpret data in different formats.

Most young people will leave with certificated qualifications such as Entry Level Certificate, Certificate in Mathematics and Functional Skills exams.

Some young people will leave with GCSE exams.

Implement statement

(How will the students learn what our curriculum is delivering)

Discuss how you and your teachers will deliver your curriculum, how you will ensure students remember the most important things (opportunities for deep learning. Why are you or your staff teaching the way they are?

The Maths curriculum at High Close School starts in Rowan and continues until the young people leave in year 11.

The curriculum is not defined by age, year group or key stage. Each student works at the level appropriate to them and continues on the Learning Journey at a speed that suits them.

In Rowan the emphasis is on acquiring basic numeracy skills and building confidence. The learning is structured into eight areas: properties of

number, calculations, fractions, decimals and percentages, time, money, geometry and statistics.

In addition to Maths lessons, there are timetabled sessions to rehearse fluency of timetables and number facts.

The Entry Level programme of study is introduced in Rowan and young people start working towards achieving that accreditation.

As they move through the Learning Journey, other formal qualifications are introduced enabling young people to achieve the necessary accreditations to access further education or training.

Entry Level, Edexcel Award Level 1 and Functional Skills Level 1 focus on the real-life aspects of maths and how it relates to directly to young people. The Edexcel Award level 2 and Functional Skills Level 2 begin to focus on problem solving and applying the knowledge that young people have acquired. It also introduces the concept of algebra. In GCSE, both Foundation and Higher tier, the focus is more on pure mathematics.

Qualifications are available at various points throughout the learning journey and young people can access formal qualifications when they are ready (allowing for Exam Board restrictions) and not at predetermined ages.

The Learning Journey shows how young people will progress in maths and detailed Learning Journeys show the learning for each particular qualification. Each young person enters the journey at a stage appropriate for them and learning is personalised for individuals.

Topics are revisited throughout the Learning Journey enabling deep learning and mastery and young people begin to solve problems that are increasingly complex.

Intervention is available as appropriate and some young people have one to one sessions to strengthen their skills and build their confidence.

Impact statement

(How we can monitor whether the young people have learnt what is taught)

Discuss how you will be able to judge the success of your curriculum and how well the students have performed.

Young people will show positive engagement in Maths and will display increasing confidence in learning and applying the skills they have mastered. They will use these skills to solve problems in wider contexts.

Young people will be able to function confidently in society and be competent in basic numeracy and related life skills.

Young people will have the necessary knowledge, confidence and qualifications to take them on to the next stages in life.