

***School Curriculum Intent***

- Young people leave Vandyke as confident and socially responsible world ready citizens with the skills, knowledge and courage to thrive.

***Subject Curriculum Intent***

- To establish a foundation of knowledge for all students upon which they can develop a deeper understanding of maths to prepare them to be world ready

***Subject Curriculum Implementation***

Students at Vandyke start a three year journey with us in maths with the opportunity to extend that over a two year A-level course. This journey has been mapped out to ensure that all students, regardless of prior attainment, have the opportunity to be successful at the end of KS4 and, if moving onto A-level, at KS5.

Two pathways journey from year 9 to 11 which cater for the needs of students aiming for the higher tier and foundation tier paper. In year 9, we give students the opportunity to develop their core and fundamental understanding of number within parallel pathways meaning we can adjust groups and ensure that each student is on the right journey.

This journey is slow and deliberate with a clear focus on developing the depth of students' understanding throughout each unit of work. Time is given for summative assessment which works alongside formative quizzes, retrieval starters and exercise book marking to ensure all students have understanding before moving on to a new topic. Extra time is given to review the summative assessment and reteach and areas of development as well as giving students the opportunity for topic specific enrichment activities.

Teachers are encouraged to mark work in lesson and circulate around the room to get an overview of student progress through a task. Modelling is also a focus ensuring that students initially see similar examples to the problems that they are about to solve in the first phase of teaching new material.

At KS3 and KS4 there is a focus on retrieval activities at the start of each lesson which means that students are having to recall previously taught content on a daily/weekly basis. Opportunities within the SOL for review and reflection on previous units also helps with this process as well as assessments reviewing multiple units of work and end of year assessments. HW aims to consolidate the work that students are completing in class. It can then be used to review and reteach and areas of weakness that arise from the HW task.

At KS5 the SOL is structured to allow students to develop their understanding at KS4 to enable them to be successful across the two years in sixth form. The focus is then to support students onto further education with maths being at the core of any aspirations.

STEM takes a prominent role in the department with extra-curricular activities being available at KS3 and KS4. The opportunity for our brightest to engage with a further maths curriculum during after school lessons also helps us bridge the gap between KS4 and KS5.

***Subject Curriculum Impact***

- How do you evidence your impact – review student progress (assessment data), homework reviews, learning walks, student input (feedback), review sequences and endpoints to see if they are correct?
- How well are groups doing in your subject?
- How are students prepared for their next stage of education, training or employment?

There is an emphasis on continuity of teaching staff as students complete their three year journey from year 9 to 11. The first year is used to assess students at two key points; first half term through a baseline assessment and then before Easter with a review of the three/four foundational units for the start of the GCSE course. These key summative assessments are reviewed at a departmental level and used to make any appropriate set changes to help meet the needs of the students.

Team reviews are used as the main mechanism for reviewing the progress of students against the provision that each teacher is offering. These involve lesson observations, a work scrutiny and a review of recent progress review data. HW is also reviewed during this process.

From the last set of national results the school is performing above the national average with a P8 of +0.35. There have been several changes made in both curriculum approach and in staffing that has helped to improve the provision and, as a team, we are confident that that P8 score can continue to increase and all students can have an opportunity to succeed, regardless of prior attainment and any barriers to learning.

As a department we aim to prepare the next cohort of A-level students to give them the best chance of being successful in maths. The offer of an optional further maths course is well attended and supports those students who are keen to take maths at A-level. We ensure that our students on the borderline and lower end of the attainment spectrum get access to high quality teaching and learning and that the expectation held for these students matches that of those aspiring to A-level.

***Cultural Capital and Careers input***

- Maths is aiming to give all students a solid foundation in their understanding of mathematical concepts
- This base will allow all students to be in the best position to choose their desired options choices post-16
- In year 9 we use drop-down time to review key areas such as credit and personal finance to give students more practical, real-life exposure to maths
- Key elements of units are explained to students and links to careers are used to engage as well as inform throughout all years

***Cross-curricular links***

- Maths is an integral element of numerous subjects across the curriculum and we aim to provide support to all departments who need it
- We have structured our SOL to focus on the foundational elements of maths in year 9 to help support different departments with their mathematical application
- The maths department communicates with other departments and organizes its SOL to help support the delivery of key content across the school