Maths Department Curriculum Rationale

KS3 Rationale	**KS4 Rationale**
• *Follow a mastery approach covering year 7 and year 8* • *Follow the National Curriculum and build on KS2 prior knowledge* • *Focus on mixed attainment teaching* • *High expectations of all students irrespective of starting points* • *Do Now and Home Learning tasks to consolidate and revisit prior learning* • *The structure of lessons allows access to problem solving and reasoning* • *Cultural capital and careers link mathematics to the real world*	• *Follow a mastery approach focussed on GCSE mathematics* • *Follow the AQA GCSE and build upon KS3 prior learning* • *One scheme of learning for all students covers both tiers* • *High expectations of all students irrespective of starting points* • *Do Now and Home Learning tasks to consolidate and revisit prior learning* • *The structure of lessons allows access to problem solving and reasoning* • *Cultural capital and careers link GCSE mathematics to the real world*
Pedagogy within the classroom • **Pace -** Every lesson matters. Lessons are well planned and purposeful. **"**Do Now" activities will be followed by specific, brisk and timed activities • **Challenge -** All students are challenged in order for them to make the best possible progress from their individual starting points • **Questioning -** will be effective in developing student knowledge and understanding**,** assessing progress and informing teacher planning • **Progression -** All learning builds towards an end point. Learners are being prepared for their next stage of education, training or employment at each stage of their learning	**Links to School Improvement Plan** • Every student and staff member will have the highest expectations • Every student will be an independent, committed and engaged learner • Every student will arrive ready to learn • Every student will be respectful of themselves and others • Every student will take responsibility for their own learning and progress • Every barrier to learning in mathematics will be removed for all students • Every student will 'Aim High' and achieve their best • Every opportunity will be provided for students to progress and succeed • Every achievement will be celebrated
Skill Progression • Students repeatedly build on their prior learning, knowledge and skills • 'Do Now' tasks revisit prior learning as a routine start to lessons • Skills are consolidated each year, key stage and scheme of learning • Students develop strong foundations for ever increasing challenge • Tasks given to students are appropriately challenging and match the aims of the ambitious curriculum	**SEN** • Flexible and adaptable teaching which meets the needs of all (SEN) students • Understanding the needs of all (SEN) students in each class • Planning effectively to scaffold, support and differentiate all (SEN) students appropriately • Creating a "no-excuses" culture: never letting a student's SEN become an excuse for inadequate or poor-quality work • Seeing the whole student and not their SEN needs • Having the same high standards of SEN students as for all students