



Maths Curriculum Overview

What are the aims of the Maths curriculum?

The Maths curriculum encourages students to develop confidence in, and a positive attitude towards, mathematics and to recognise the importance of mathematics in their own lives and to society. It should also provide a strong mathematical foundation for students who go on to study mathematics or related subjects at a higher level post-16 and post-18.

The curriculum should enable students to:

1. Develop fluent knowledge, skills and understanding of mathematical methods and concepts
2. Acquire, select and apply mathematical techniques to solve problems
3. Reason mathematically, make deductions and inferences and draw conclusions
4. Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

How does the Maths curriculum support the Seaton Valley Federation's curriculum vision and intent?

The Maths curriculum should enable students to be numerically confident and develop skills needed to manage personal finances in their future. The curriculum is resourced to ensure that students can experience both success and challenge and that they enjoy making progress. Each lesson is designed to help develop mathematical literacy skills - whether that be a focus on key words and instructions or making and justifying conclusions. We aim to foster an appreciation for the beauty of mathematics by using cultural references and applying the content to real life examples. The curriculum encourages students to be resilient and take responsibility, through extended practice of weak areas or problem solving activities.

How is the Maths curriculum sequenced to support pupils to make effective progress?

Each half term, the curriculum strengthens, develops and extends prior learning in each of the 4 areas of mathematics (number, algebra, shape and statistics). Interleaving starter and warm-up tasks allow students to retrieve key facts and methods, and then link them to new learning.

How is assessment used to aid progress?

Formative assessment is used each lesson via Do Now tasks. New learning is assessed during each lesson via live marking. At the end of each unit, students are given the opportunity to review this learning and complete a unit assessment. After the assessment, students review their assessment, guided by their class teacher, to identify any mistakes or misconceptions. They then reattempt any questions in which they made mistakes. Scores are recorded on an assessment sheet which is glued in the front of students' books. Formal termly tests also follow this model.

Homework is issued weekly (mymaths y7,8 and Sparx maths y9 and 10). Homework follows the same scheme of work as the curriculum. Year 11 teachers set homework which aims at revising topics their class need to develop.



Post assessment, teachers are able to identify gaps in student knowledge and modify future lesson plans.. Students are able to identify their own areas for improvement from their feedback sheets and are pointed towards sources for independent practice.

How is staffing organised within Maths?

KS3 Y7 & Y8: S Edwards N Robinson (WMS)

L Phillipson, B Thompson, R Root, A Harris (SVHS)

GCSE Y9, 10, 11: A Scott, E Ferguson, L Phillipson, A Harris, B Thompson, R Root

GCSE 12/13 resit: B Thompson, E Ferguson, A Harris

A Level: L Phillipson, A Harris, A Scott, E Ferguson

Examined courses – exam board and course code (exams and controlled assessment elements)

Y11 GCSE(9 to 1) Edexcel 601/4700/3 1MAF

Y11 GCSE(9 to 1) OCR 601/4606/0 J560

Y11 Level 2 Further Maths AQA 8365

Y12 GCE Further Maths AS Edexcel 603/14990 8FM0

Y13 GCE Maths A level Edexcel 603/1333/X 9MA0

Y13 GCE Further Maths A level Edexcel 603/1499/0 9FM0