

<p>KS3 Rationale</p> <p>KS3 follow a mastery model and follow one scheme of work which has been developed since the introduction of the current 9-1 GCSE examination was introduced. The scheme meets the requirements of the National Curriculum and builds on prior learning at KS2. Pupils are placed in sets from the start of year 7 according to KS2 data and this is constantly reviewed along with progress. Problem solving is included within all topics as is the use of GCSE style questions to challenge pupils. Starter and homework tasks are used to consolidate and recap prior learning.</p>	<p>KS4 Rationale</p> <p>Through the AQA GCSE Curriculum, pupils develop their confidence and expertise in all of the six areas of GCSE mathematics. The GCSE in mathematics is introduced in year 9 and this continues to be built on during Year 10 and 11. The scheme also follows a mastery model with one scheme of work at both the Foundation and the Higher tier. The pupils are monitored closely to ensure they are making progress towards their challenging GCSE targets and that they are in the correct set and studying at the correct tier for them.</p>
<p>Pedagogy within the classroom</p> <p>High expectations of all pupils regarding behaviour for learning and outcomes. Pace. Every lesson matters. Lessons are well planned and purposeful. “Starter” activities will be followed by specific, brisk and timed activities. Challenge. All pupils are challenged in order for them to make the best possible progress from their individual starting points. Questioning will be effective in developing pupil 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.</p>	<p>Links to School Improvement Plan</p> <p>Increase the use of low stakes assessments, revision tools and consolidation resources so that pupils increase in confidence and remember the content they have been taught in the longer term. Ensure that incisive feedback is in place and that pupils are given opportunities to respond to it so that pupils learn from mistakes, close gaps in their learning and ultimately take more responsibility for their own progress. Literacy - Promote a passion for reading and a thirst for knowledge. Any gaps in reading to be addressed rapidly.</p>
<p>Skill Progression</p> <p>Pupils build on prior knowledge and skills to help them prepare for the next stage of their education.</p> <p>Skills are consolidated from one key stage to the next, providing the foundation for increasing challenge.</p> <p>Work given to pupils to be more demanding and to match the aims of the ambitious curriculum.</p>	<p>SEN</p> <p>Working to increase our own knowledge of different areas of SEN and how to differentiate appropriately. Understanding the SEN needs of all pupils on the SEN register in the class. Being flexible and adaptable in teaching approaches to meet the needs of all pupils, not just those with SEN. Not seeing the “label” but seeing the child. Having as high expectations of lower-ability as we do for the highest; recognising that these pupils may need even more knowledge to plug gaps in their learning than their peers, not less. Creating a “no-excuses” culture: never letting a child’s SEN become an excuse for inadequate or poor-quality work.</p>