



# Christleton High School

The mathematics curriculum aims to inspire, challenge and motivate students to want to excel at maths. We hope that on leaving school, students will be numerate and equipped with sufficient knowledge, skills and understanding to enable them to cope with mathematics that they are likely to encounter in adult daily life. Students will be taught such that they develop a deep understanding of key mathematical concepts. Students will be able to approach problem-solving with confidence and in a logical, systematic manner, choosing appropriate techniques for their solution. Students will experience satisfaction in, and enjoyment of, their mathematical achievements. We aim to provide a variety of different learning experiences, each of which is delivered with enthusiasm, in a positive environment of mutual respect.

## Mathematics Curriculum Overview



# Mathematics CURRICULUM OVERVIEW

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1. What are we trying to achieve?

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2. How do we organise learning?

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3. How well are we achieving our aims?

The curriculum aims to					
<b>Curriculum vision</b>	Develop students into happy, hardworking and caring people, who aspire to be the best they can be and ensure their aspirations are brought to life				
<b>Core values of</b>	Cheerful	Caring	Committed	Collaborative	Creative
<b>Focus for learning</b>	<b>Attitudes-</b> determined, respectful, dedicated, helpful	<b>Habits-</b> resilient, resourceful, reflective and collaborative	<b>Skills-</b> literacy, numeracy, ICT, personal, learning and thinking skills	<b>Knowledge and understanding-</b> subject expertise to shape our knowledge of the world	

The curriculum as an entire planned learning experience underpinned by a broad set of common values and purposes							
<b>Approaches to learning inside and outside of the classroom</b>	<b>Varied approach-</b> matched to learning need e.g. enquiry, instruction, practical	<b>Assessment-</b> fit for purpose and integral to teaching and learning. <b>AFL</b> <b>Summative</b>	<b>Personalised-</b> offering challenge and support to enable all learners to make progress	<b>Retrieval-</b> in the form of low stake testing to help students with long term knowledge gains without pressure	<b>Metacognition-</b> encourage learners to reflect on their own learning	<b>Learning Habits-</b> students are given opportunities to work collaboratively, reflectively resourcefully and with resilience	<b>Targeted resources-</b> matched to learning need- use of time, space, people, materials
<b>Knowledge and skills</b>	Curriculum content (see KS3, KS4, KS5 curriculum maps)		Oracy, language and literacy	ICT	SMSC, Healthy mind and body	CEIAG (pathways)	Problem solving, reasoning and fluency
<b>Mathematical skills and key concepts</b>	Number	Ratio	Algebra	Geometry	Statistics		

To ensure teaching and learning is effective so that learners understand quality and how to improve								
<b>Evaluating impact</b>	Look at whole child e.g. progress and personal development	Uses information intelligently to identify areas for development	Use a wide range of measures, both qualitative and quantitative	Creates a continuous improvement cycle	Uses a variety of techniques to collect and analyse information	Choose assessments that are fit for purpose	Ensure all information is quality assured by a "critical friend"	Convey impact to all stakeholders in a simple clear format

To secure				
<b>How we measure the impact</b>	Use KS2 data to set Y7 and termly tests to make any changes. Use exit tickets regularly to feedback to students. Use retrieval starters including Ttrockstars and numeracy ninjas	All test data shared on dept spreadsheet. Staff use this spreadsheet and SISRA to identify student under achievement and set home intervention.	Use mini whiteboards and questioning. Online retrieval homework, EOB tests, MMQ, regular practice exam papers and QLA of tests/mocks	Lesson observation, work scrutiny, student voice, learning walks, TLRs check reports and support staff