

Intent	Implementation	Impact
<p><u>Key stage 3</u></p> <p>Our Key Stage 3 is a 2 year spiralled programme of study for all pupils. We use the Rising Stars Primary scheme for the pupils in Year 7 and 8 as this allows us to build confidence in the use of Maths and to begin to develop problem solving skills.</p> <p>The scheme covers number as its main component, with some aspects of simple shape, data and algebra. We use this scheme as the majority of our pupils are working below age related on arrival and in some cases, they are working at P scales. The scheme allows us to begin to diminish the difference by aiming to increase the pace of progress for our pupils</p> <p>Our Key stage 3 curriculum allows us to fill gaps in learning from Key stage 2, tackle misconceptions, gain deeper understanding and develop resilience.</p> <p>CPD is provided for any non specialists as required in order for staff to feel confident in delivering the curriculum and delivering the best outcomes for the pupils</p>	<p>The curriculum in Key stage 3 is adjusted from the published schemes to fit our pupil profiles and is delivered using a variety of learning experiences delivered using a range of teaching pedagogy. All tasks are differentiated for pupils dependant on ability and confidence levels</p> <p>Our lessons all follow a similar structure so the pupils know what to expect and feel confident immediately on entry to the classroom. The lessons follow a 3 part structure of</p> <ul style="list-style-type: none"> • Mental starter, usually a differentiated "5 a day" sheet • Main teaching area with input from teaching staff supported by the TA, including problem solving tasks where appropriate • Review of learning <p>There are a range of differentiated structured, scaffolded activities, independent work, use of ICT and application of skills provided throughout the topic areas to allow pupils to build</p>	<p>Pupils enjoy maths lessons and engage in their learning. They demonstrate that they are gaining in confidence by being able to work independently and by tackling problem solving tasks, applying their knowledge and skills to a range of questions and scenarios.</p> <p>Pupil recall of facts is better. Progress is shown in assessments and resilience is more obvious, with pupils no longer giving up on questions or topic areas they feel are challenging or unknown.</p> <p>Pupils that have accessed intervention sessions are more able to access the work in the whole class sessions and feel confident enough to complete work in there, even with support where required.</p> <p>Pupils feel able to communicate with their peers in class and are confident enough to answer questions they are unsure of, without feeling a fear of failure.</p>

	<p>confidence in their own ability and prepare for the start of the GCSE course. All topic areas are planned to allow for multiple revisits and reviews which our pupils require due to their SEMH needs.</p> <p>Pupils receive instant feedback on their progress through the lesson, from teaching staff and TA support, allowing any misconceptions to be tackled immediately.</p> <p>Our pupils working at the lowest levels on entry to school have access to 1-1 or 1-2 intervention sessions with a Maths trained HLTA in order to boost their confidence and rapidly close gaps in their learning so that they can reintegrate with their group and achieve their full potential.</p> <p>Assessment for learning is carried out during the lesson in order to plan for next steps and more formal assessments are carried out at the end of every topic and year.</p>	<p>Progress is monitored in end of topic tests chosen and delivered by teaching staff and standardised end of year assessments.</p>
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Intent	Implementation	Impact
<p><u>Key stage 4</u></p> <p>Our Key Stage 4 is a 3 year spiralled programme of study for all pupils. We have a 3 year Key stage 4 as our learners need the extra time in order to cover all the topic areas in enough depth to build confidence, independence, resilience and develop their problem solving abilities and transferrable skills.</p> <p>We use the AQA scheme for the pupils in Year 9 to 11. The scheme is very clearly set out and allows for flexibility and movement of topics to suit our own learners. The topics all have clear objectives set out for specialist and non specialist teachers which ensure that all areas are well covered. The scheme allows for links to real life problems and prepares students for the world outside of school.</p> <p>Pupils are entered for Maths GCSE where appropriate, and for Entry Level if GCSE is not considered to be suitable for them.</p> <p>CPD is provided for any non specialists as required in order for staff to feel</p>	<p>The curriculum in Key stage 4 is adjusted from the published schemes to fit our pupil profiles, with the objectives up to Grade 4 being the priority and those for Grade 5 being used as stretch and challenge for most pupils. This is delivered using a variety of learning experiences, using a range of teaching pedagogy. All tasks are differentiated for pupils dependant on ability and confidence levels. Pupils in Year 10 and 11 are able to be set in Maths lessons when appropriate to allow our higher achieving pupils to access the Higher Tier of GCSE. This also allows the pupils who struggle to receive targeted teaching and intervention to accelerate their progress.</p> <p>Year 9 is taught as a "bridging year" between KS3 and KS4 where the pupils are taught the basic topic areas with a GCSE approach, allowing for fluency before revisiting in Years 10 and 11 for mastery to develop.</p> <p>Our lessons all follow a similar structure so the pupils know what to expect and feel</p>	<p>Pupils enjoy maths lessons and engage in their learning. They demonstrate that they are gaining in confidence by being able to work independently and by tackling problem solving tasks, applying their knowledge and skills to a range of questions and scenarios.</p> <p>Pupil recall of facts is better. Progress is shown in assessments and resilience is more obvious, with pupils failing to give up on questions or topic areas they feel are challenging or unknown.</p> <p>Pupils that have accessed intervention sessions are more able to access the work in the whole class sessions and feel confident enough to complete work in there, even with support where required.</p> <p>Pupils feel able to communicate with their peers in class and are confident enough to answer questions they are unsure of, without feeling a fear of failure.</p>

<p>confident in delivering the curriculum and delivering the best outcomes for the pupils</p>	<p>confident immediately on entry to the classroom. The lessons follow a 3 part structure of</p> <ul style="list-style-type: none">• Mental starter, usually a differentiated "5 a day" sheet• Main teaching area with input from teaching staff supported by the TA, including problem solving tasks where appropriate• Review of learning <p>There are a range of differentiated structured, scaffolded activities, independent work, use of ICT and application of skills provided throughout the topic areas to allow pupils to build confidence in their own ability and prepare for the <i>GCSE</i> examination. All topic areas are planned to allow for multiple revisits and reviews which our pupils require due to their SEMH needs.</p> <p>Pupils receive instant feedback on their progress through the lesson, from teaching staff and TA support, allowing any misconceptions to be tackled immediately.</p>	<p>Pupils can access exam style questions using a range of areas of maths to solve complex, multi-step problems.</p> <p>Progress is shown in topic tests, end of year tests and the mock exam.</p>
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