



INTENT

Our aim is to provide learners with a deep conceptual understanding of mathematics. This will then enable them to articulate their learning confidently.

A sequence of small steps is used to ensure that content is mastered before moving on. Students will then be able to apply their understanding to problem solving and develop the independence needed for further study.

We emphatically reject the idea that people just can't do maths.

The habits of thinking mathematically are life-enriching. Because it is vital to be numerate to participate fully in society and democratic processes: our economy depends on a numerate workforce and a significant number of specialists in maths and science-related subjects.

So, when we are thinking about the 'Intent' of our programme, it is all about finding ways to ensure that every young person, regardless of background, has a rich and meaningful mathematics education.

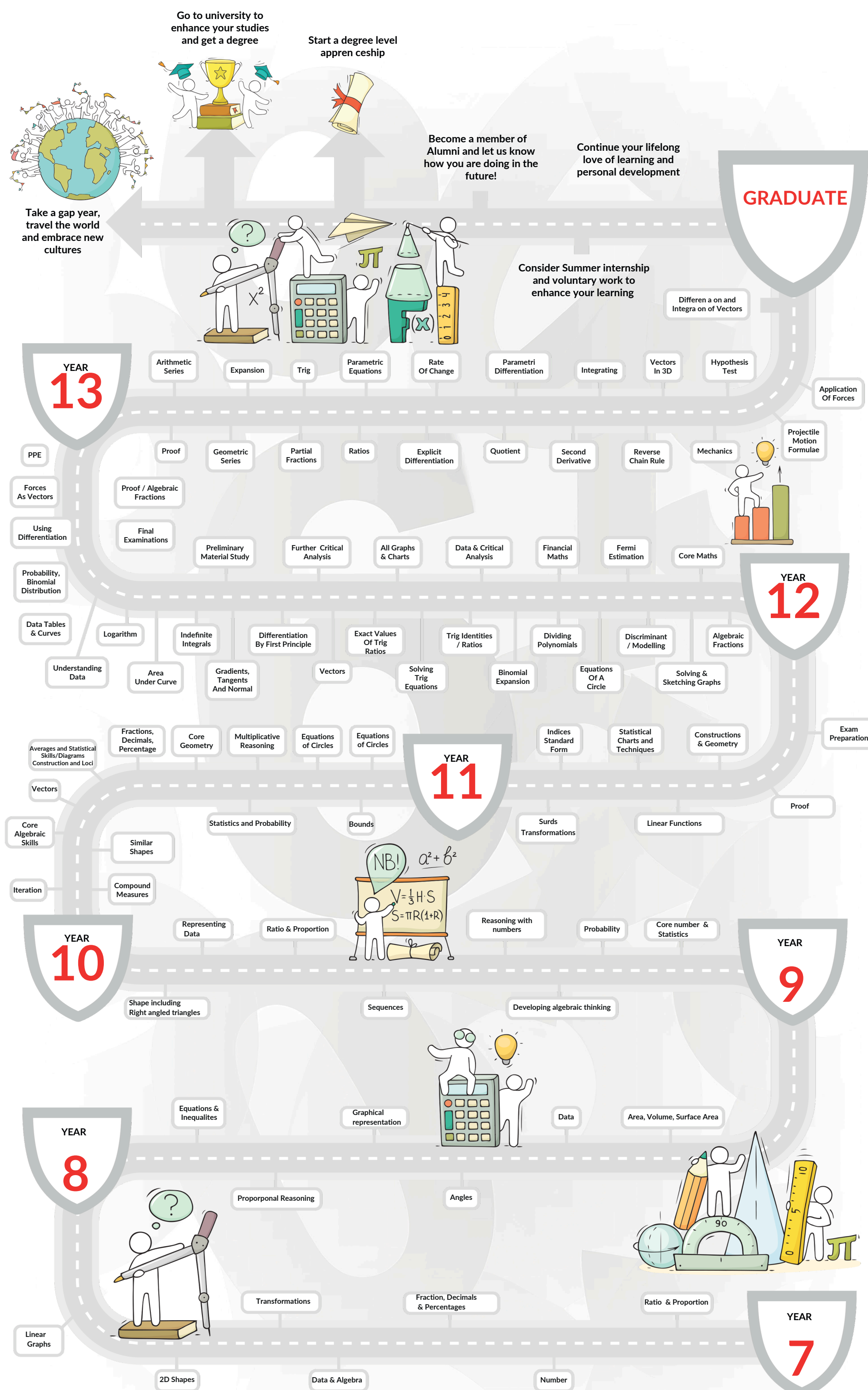
IMPACT

The aims and learning outcomes of this curriculum is to enable students to develop the ability to:

- Rise to the challenge of demanding and fulfilling content,
- Demonstrate the mathematical skills, knowledge and understanding that are as good as that of the highest performing jurisdictions in the world
- Have a strong foundation for further academic and vocational study and for employment
- Demonstrate the appropriate mathematical skills, knowledge and understanding to help them progress to a full range of courses in further and higher education.
- This includes Level 3 mathematics courses as well as Level 3 and undergraduate courses in other disciplines such as biology, geography and psychology, where the understanding and application of mathematics is crucial
- Develop fluent knowledge, skills and understanding of mathematical methods and concepts
- Acquire, select and apply mathematical techniques to solve problems
- Reason mathematically, make deductions and inferences, and draw conclusions
- Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

KEY PRIORITIES

- To review and implement curriculum changes with a view to ensuring suitable diversity across the curriculum offer.
- To use the Rosenshine principles in order to utilise research and classroom practice to improve student progress.
- Where new staff are within the department, ensure that induction and ongoing support is in place
- Ensure our HAP student progress in line with their peers.
- Support post-16 students who have not got a standard pass at GCSE
- Develop cross-curricular links with mastery at the heart



"Everybody Matters, Everbody Succeeds, Everybody Helps"