

# CURRICULUM IMPACT STATEMENT: MATHEMATICS

## INTENTION

- Taking students from numerous schools, following different Schemes of Work, at varying stages throughout their academic career, having had varied experiences in all subjects; the Short Stay School for Norfolk offers a Mathematics curriculum which will provide the broadest spectrum of topics to enable students to achieve their maximum potential.
- To accurately assess the prior learning of students in all mathematical topic areas, in order that progress can be assessed over time. Accurate assessment will enable individualised learning plans to be developed for each student, ensuring that all students, including those re-integrated into mainstream or specialist provision can be shown to have made progress.
- That every KS4 student leaves the SSSfN with a Mathematics qualification in Functional Skills and/or GCSE Mathematics.
- To strengthen links between the mathematics and science curriculums.
  - TLR's to identify common topic areas or skills sets that can be implemented across subject areas, enhancing student understanding and ability to problem solve.
  - TLR's to investigate and develop resources to be used to boost cross-curricular links.
- To fully understand the Schemes of Work followed by other departments to identify cross-curricular links. Enhancing the learning experience of all students by identifying the relevance and diversity that the SSSfN offers by educating the 'whole' student.
- To implement a numeracy/calculation policy across the SSSfN to complement teaching in all subjects and standardise some mathematical methods to ensure the best outcome for students.

## IMPLEMENTATION

- Year 10 Scheme of Work is aimed at Foundation level students and cover topics that will allow students to achieve a good pass at Foundation level GCSE. The SOW contains topics that populate the National Curriculum at Year 9 and Year 10.

- Year 11 Scheme of Work is predominantly aimed at Higher achieving students and directed to those who will sit the Higher GCSE Paper.
- Mock examinations will allow for bespoke lesson planning and revision programmes for Year 11 students.
- Steps taken to strengthen links with other departments and other bases
  - Encouragement for all departments, across all bases to standardise the type of Scientific calculators used and purchased.
  - Implement Numeracy/Calculation Policy.
  - To use bespoke group data sets (where appropriate) to populate investigations in science and PHSE.
  - To reinforce good practice for data interpretation and recording with Science, ie graphical representation and consistency across subjects including ICT
  - To support delivery within Art, Food Technology, ICT with respect to ratio and proportion calculations and conversions, including Golden ratio.
  - To work with Art department when delivering perspective, to support understanding of nets and elevations
  - To work with Science and DT department around accuracy in measurement and presentation, relating to tolerances accepted under exam conditions.
  - To identify common topics within the science curriculum where proficiency or problem solving capability can show 'mastery' and apply third tick on learning ladders.

## **IMPACT**

- Bespoke learning plans, will enable students to make accelerated progress within specified topic areas, ensuring that learning gaps are filled with little or not overlap with prior learning.
- Students showing increased progress on SSSfN tracking by implementing problem solving activities and questions to show embedded knowledge which may be assessed in another subject through cross-curricula links.
- A continued increase in the number of pupils achieving a good pass at GCSE level, enabling more students to access their chosen course at college.
- Focusing on specified topic areas will see pupils demonstrating an increase in their effective use and expansion of Mathematical vocabulary leading to a greater understanding of problem solving questions in all areas and subjects.

- All students are secure with the fundamentals of numeracy, ensuring students are able to function independently as young adults within society, confidently managing their own finances.