



Dudley Academies Trust - The Link Academy

Statement of Curriculum Intent – Mathematics

At the Link we believe that learners deserve a creative and ambitious Mathematics curriculum, rich in skills and knowledge. A curriculum that exposes students to challenge, and provides the cultural capital that prepares them for their futures careers in the local job market, and allows them to make a positive contribution towards Dudley's future sustainability. This is not dependant on their mathematical ability or starting point. We want to nurture a love of Mathematics and a belief that anyone can do it, through communication, engagement and success! We believe that our learners should be able to access the fundamentals of mathematics allowing them to recall and apply knowledge to a variety of contextual questions, and that they will be able to communicate, justify, argue and prove using mathematical vocabulary and use this to develop their resilience, confidence and independence both in and outside of the classroom.

We want our learners to understand how mathematical skills are useful in the wider world.

How will this be achieved in our curriculum?

We do this through; the use of sequential lessons and topic areas; building on work from KS2 to move from the familiar to the unfamiliar in year 7 and throughout KS3. Followed by linking back to this work from KS3 into KS4 and building on this to model and study new areas of mathematics. We use a variety of approaches such as mastery and interleaving; and the use of a collaborative structure. This gives students time to think about what they have learnt as well communicate new learning with their teachers and peers, providing opportunities to verbalise their understanding and develop their oracy skills. As teachers we model the journey to expertise with our learners. Styles of questioning allow our learners to progress from a declarative knowledge of mathematics to develop a procedural and contextual approach to their understanding.

How does assessment fit in?

In all year groups we use consistent formative assessment, made at key hinge points of lessons, in the form of demonstrate and connect tasks and targeted questioning. This provides learners and teachers with feedback of individual understanding of how well learners can recall what they have learnt to answer mathematical questions, and informs the next teaching response.

Summative assessment is also consistent across all year groups. This is vital as it is used alongside our formative assessment to allow teachers to highlight areas of weakness or specific mathematical concepts, that learners are struggling with, and where there are gaps in knowledge. Our summative assessment takes the form of half termly, or termly, exam papers in classrooms.

Year 7 and 8, start and end the year with a GL assessment, all other assessments are created to cover the previous learning from that term, these are completed during lesson time.

Year 9 complete assessments are created to cover the previous learning from that term. These are completed during lesson time.

Year 10 and 11, each assessment is bespoke to the tier of entry for that learner. These are a mixture of half and full papers. Some assessments are carried out in lessons others as PPE's to fully prepare our learners for the experience of external examinations. At the end of the first half term of year 10 learners also complete a shorter more bespoke paper that consists of content covered since the start of year 10.

How does extra-curricular for **Mathematics** benefit our learners?

We now offer extra-curricular opportunities that not only allow us to assist our learners with their home learning but also gives students options to explore the financial world around them in more detail. They get to look at how Maths is relevant and vital in everyday living costs.