



**YORK HIGH
SCHOOL**

**“In its own
way, pure
mathematics
is the poetry
of logical
ideas.”**

Albert Einstein

MATHEMATICS

KS3 SUBJECTS ON A PAGE

OUR AIMS AND INTENTIONS

To ignite a passion for the challenges that Maths provides, whilst equipping students with the essential numeracy skills to be highly competent citizens of the 21st century.

CURRICULUM KNOWLEDGE

The curriculum in Maths allows students full access to the National Curriculum through the study of: Number; Algebra; Ration, Proportion and Rates of Change; Geometry and Measures, probability and statistics.

SUBJECT SPECIFIC SKILLS

- Develop fluency
- Reason mathematically
- Solve problems

IMPLEMENTATION

- The Maths Programme of Study is written and regularly reviewed with subject staff. Subject

meetings focus on pedagogy and resources that support, build resilience and challenge.

- Each class in a year group are taught in stages using the Assertive Maths programme, which is carefully differentiated by ability.
- Regular reviewing of challenge with our feeder primary schools to ensure that Y7 learning builds on, rather than repeats KS2.
- Lesson by lesson resources are QA'd by Subject Leader and shared on the O Drive. They are all differentiated by stage and show progression within a topic as appropriate.
- Recall of knowledge is supported via the interleaving of topics through starter tasks, homework and end of unit assessments.
- Half termly focus of Number, Calculator skills, Algebra, Ratio and Proportion that identifies weaknesses through a

MATHEMATICS IMPLEMENTATION OF THE WIDER YHS CURRICULUM

RESILIENCE	ASPIRATION	SUCCESS
■ Problem solving activities ■ Multi staged questions ■ Assessments each half term. ■ Chimp activities.	■ Aiming high in Maths ATL while action planning for improvement. ■ Aspiring to the 'gold/ thinking harder challenges' in lessons ■ Regular links to future pathways that include Maths.	■ Quick mental calculations ■ Financial capability; budgeting/VAT/ interest rates ■ Real life problem solving tasks. ■ Showing steps in calculations

diagnostic test and then differentiated starters focus on these areas.

- Formal feedback is given at least once per half term on yellow sheets and identifies WWW and EBI, which is then used to extend learning during 'CHIMP' (CHeck and IMProve) time.

INTENDED IMPACT

- The KS3 curriculum meets the National curriculum.
- Pupils have the necessary

numeracy skills for the next stage in their learning.

- Pupils progress through the stages of the 'Assertive Maths' programme well.
- Regular formal assessments are completed via the staged tests which are used to diagnose gaps in learning and inform targeted teaching in subsequent lessons.
- Student's 'Chimp' responses demonstrate that all pupils use their assessments to advance their learning.