

West Kirby School Curriculum Overview – Intent, Implementation, Impact

Subject: Maths

Overall Intentions for Students -

Using the Programmes of Study from the National Curriculum 2014 it is our aim to develop:

- A positive attitude towards mathematics
- Competence and confidence in mathematical knowledge, concepts and skills
- An ability to solve problems, to reason, to think logically and to work systematically and accurately
- An ability to use and apply mathematics across the curriculum and in real life
- To achieve GCSE or other externally accredited examinations by the end of year 11.

Assessments including baselines

Progress in Maths – G L Assessment (Baseline and Yearly)

Teachers Assessments

Pearson/White Rose assessments

Provision for SEND and GT

Children are taught within the daily Mathematics lesson and are encouraged to take part when and where possible

Where applicable children's IEPs incorporate suitable objectives based upon their EHCP

Pupils identified as being talented will be supported and provided with opportunities to further develop their strengths

| <p style="text-align: center;"><u>Intent</u> (Curriculum design, coverage and appropriateness)</p> | <p style="text-align: center;"><u>Implementation</u> (Curriculum delivery , teaching and Assessment)</p> | <p style="text-align: center;"><u>Impact</u> (Attainment and progress, reading, destinations)</p> |
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| <p style="text-align: center;"><u>Across all Phases</u></p> <ul style="list-style-type: none"> • Topics covered will fulfil the requirements of Maths National Curriculum. • Planning will be completed collectively as a cluster of classes but then differentiated appropriate to age/ability/SEN needs of each class. • All Topics in the 4 areas of Algebra, Shape, Space and Measure, Number and Handling data to be covered • Cross Curriculum links identified in planning • Plan lessons around enquiry questions and learning rather than learning objectives e.g. 'How are we measure the area of the classroom...' • The curriculum is focused on knowledge that takes pupil beyond their everyday experience | <p style="text-align: center;"><u>Across all Phases</u></p> <ul style="list-style-type: none"> • Cross curricular link fully utilized especially SMSC/PHSE/literacy/Science • Vocabulary bank used as a minimum coverage for each topic this will be differentiated as appropriate • Memorable learning experience used to enhance learning experience and different learning styles. | <p style="text-align: center;"><u>Across all Phases</u></p> <ul style="list-style-type: none"> • Work Scrutiny • Lesson Observations • Learning walks • Pupil progress Meetings • Pupil progress discussion • Teacher Assessments • External Accreditation |
| <p style="text-align: center;"><u>Key Stage 1 and 2</u></p> <ul style="list-style-type: none"> • All pupils to access White Rose Maths • All Key stage 1 and 2 pupils set targets of 1 years progress | <p style="text-align: center;"><u>Key stage 1 and 2</u></p> <ul style="list-style-type: none"> • Use of White Rose Maths Scheme to be embedded into the curriculum • Opportunity for in house staff training in maths • Use of interventions including Mathematics • Moderation of maths across the primary department | <p style="text-align: center;"><u>Key stage 1 and 2</u></p> <ul style="list-style-type: none"> • White Rose maths up and running in the primary department. • Pupil's to make at least 1 years progress from baseline testing • Increase in staff confidence in the teaching of maths across the primary department |
| <p style="text-align: center;"><u>Key Stage 3</u></p> <ul style="list-style-type: none"> • All Key stage 3 pupils set targets of 1 years Progress • September 2020 – New Pearson Maths Scheme to be introduced into West Kirby School. | <p style="text-align: center;"><u>Key Stage 3</u></p> <ul style="list-style-type: none"> • Use of Maths interventions such as IDL Maths • Use of specialist maths teacher to oversee curriculum delivery and provide support and training to non- specialist teachers. • Moderation of maths across the school | <p style="text-align: center;"><u>July 2022</u></p> <ul style="list-style-type: none"> • Termly tracking and teacher Assessment |

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| | <ul style="list-style-type: none"> • Training for whole school on maths from Early years to GCSE | |
| <p style="text-align: center;"><u>Key Stage 4 and 5</u></p> <ul style="list-style-type: none"> • All year 11 pupils to complete an external qualification in maths. (Entry Level 1, 2, 3, Level 1 and 2, GCSE, AS Level) | <p style="text-align: center;"><u>Key Stage 4 and 5</u></p> <ul style="list-style-type: none"> • Use of Maths interventions such as IDL Maths • Use of specialist maths teacher to oversee curriculum delivery and provide support and training to non-specialist teachers. | <p style="text-align: center;"><u>Keystage 4 and 5</u> <u>July 2022</u></p> <ul style="list-style-type: none"> • 100% of all year 11 pupils completed an external Qualification |

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