

Statement of Intent – Maths

"Mathematics knows no races or geographic boundaries; for mathematics, the cultural world is one country." David Hilbert

At All Saints Academy we align our maths curriculum to our vision of *'Living Well Together with Dignity, Faith and Hope.'* Within maths, we promote collaborative learning in the classroom in order for students to have the opportunities to build relationships with peers therefore demonstrating that we encourage them to show each other, and staff, that they are *'Living Well Together.'* We strive to ensure that our students are mathematically literate in order have dignity in later life by applying the skills they have learnt to the wider world, but also to have the confidence to make mistakes and learn from them. We strive to develop their financial literacy across the 5 years to ensure students have dignity to live life confidently handling money matters once they leave school. As staff, we encourage students to have faith in their ability and their mastery of the key skills and content. It is our hope that all students leave us with the minimum of a GCSE grade 4 in order to give them the best opportunities in later life.

We make sure that any boundaries to learning are removed by using our pupil premium funding to fully equip students with the tools they require to complete all aspects of the maths curriculum. We do this by having scientific calculators, rulers, protractors and compasses in all maths classrooms. 5-a-day retrieval task books are purchased for all students. These are used as a 'Do Now' task at the start of every lesson and enable staff to identify gaps in knowledge. These retrieval task books are differentiated and ensure that every student has tasks that are aimed at enabling them to make progress towards the next grade. We recognise that all students learn at different rates and to make sure all students learn effectively we use differentiated online textbooks, which utilise the iPads that all students have access to. These textbooks are designed in conjunction with exam board so that we are confident that all content is covered in a way that builds self-mastery of the skills. Topic based learning mats support and extend students with additional needs. The learning mats used throughout Year 7 to 9 include basic mathematical skills scaffolding and a copy of the formula sheet that will be available to students in final GCSE examinations. They need to be used to referring to this using the information included on it as part of their normal way of working.

Additionally, we use our student support workers to support small group work for students to allow them the time and space to develop their skills, without feeling rushed by the pace of the lesson for others in the class or to support in the classroom setting. Staff are also proficient at supporting SEND students. The teaching PowerPoints have a 'New Learning in Small Steps' section which limits the amount of new knowledge students are exposed to. There are pink scaffolding hints on PowerPoints and staff also provide pink guidance in exercise books as they circulate.

In order to engage our Year 7 cohort immediately we start students off by developing skills that were covered in KS2 so that students are aware that KS3 and KS4 curriculum is continually developing throughout their time at All Saints Academy. We have also designed the maths curriculum in such a way that retrieval tasks are used to refresh prior knowledge before developing further.

Due to the pandemic disruption to learning over the last few years we are ensuring there are no gaps in the students' learning by changing the order of lessons so the assessment lesson is undertaken before the stretch lesson. This then gives the teacher the opportunity to revisit the content with those that have not mastered the skill, whilst still allowing those who have to undertake more challenging extension work.

Year 7

Substantive knowledge (Declarative Knowledge)

Throughout Year 7 students will be expected to use and develop their substantive knowledge related to all topics within maths. Students will be expected to learn the following facts in relation to data and probability: how to group data, the different types of averages (which they will know from KS2), how to construct graphs including line graphs and composite bar charts, how to use language related to probability, and calculating probability and experimental probability. Within number, students will need to have a working knowledge of mathematical operations from KS2 to develop this further in order to find highest common factors and lowest common multiples, work with fractions and functions of fractions, and understand ratio and sharing quantities in a ratio. Students will have an understanding of shapes from KS2, but will develop this further by learning to identify angle facts in special triangles and in quadrilaterals, by constructing triangles, and by learning the skills of the four transformations. Algebra is introduced at KS2, however, this is only at the basic level of function machines. This will be developed in Year 7 to algebraic notation and expressions, developing this from their existing knowledge of function machines.

Disciplinary knowledge (Procedural Knowledge)

Year 7 will be stretched in all areas of mathematics and this will be evident in the learning of new formulae and in the mathematical processing which they will be expected to do. We have high expectations for our Year 7 students and because of this have a challenging curriculum in order for them to make rapid progress in their mathematical thinking and mastery of the skills and content. Within the data topic, students will use their fluency in averages to develop their reasoning and problem-solving when comparing averages from a list and from a table, then further teaching our students how to analyse data from a variety of different graphs and tables.

Number looks at how students can use their current knowledge of mathematical operations, such as multiples and factors, and combine this with fractions skills in order to understand how to add and subtract fractions with different denominators. This will also lead to a better in depth understanding and interweaving of mathematical skills for students.

In algebra, once students understand the substantive concepts of notations and expressions, then they will be able to learn to manipulate these expressions through expanding brackets and substitution.

Shape looks to include many rules that students will need to learn and apply correctly, including having a link to algebra with substitution.

Within all of the above teaching, students are exposed to a wide range of vocabulary and develop their comprehension through the use of worded questions in a problem-solving and/or reasoning context. Students will also have a chance to develop their thinking skills through the use of projects, including a project on averages, one linked to money and salaries, one about understanding time and time zones and another looking at decorating and the mathematics involved in carpeting, painting and planning a room layout using scale.

Year 8

Substantive knowledge (Declarative Knowledge)

Our Year 8 curriculum takes the new facts, which have been taught in Year 7, and continues to add to our students' mathematical understanding with a view to mastering these skills over time. We aim to ensure that maths becomes a second language where students are able to look at different mathematical problems and intuitively know what they can do to complete these calculations. The

data topic builds on previous graphs to add further graphical knowledge in the form of stem and leaf diagrams and scatter graphs. Number focuses on developing highest common factor (HCF) and lowest common multiple (LCM) skills, combined with knowledge of prime numbers, to work on drawing prime factor trees and using these, and Venn diagrams, to find HCF and LCM. Students also develop their fraction skills from last year by working with mixed numbers and then starting to add percentages into their knowledge base. Shape relies upon the students having a clear understanding of properties of 2D shapes in order to further develop the angle rules from last year to look at angles on parallel lines, as well as developing their understanding of area and perimeter from KS2 to ensure they can use formulae to calculate these, further developing this to introduce calculating volume. Students will develop their working knowledge of algebra so they can learn that the opposite of expanding is to factorise an expression, and how to do this, as well as introducing the concept of algebraic notation in solving equations, something they will have done using function machines previously.

Disciplinary knowledge (Procedural Knowledge)

Much like Year 7, we focus on fluency, reasoning and problem-solving in all areas of mathematics in order to continually develop these skills. This will again be different in each area of mathematics, however, the key principle which students will continue to focus on is the idea that all maths is interwoven and that content and skills from one area in algebra, for example, can help with solving an angles problem in shape.

Within data, we use the skills of drawing graphs and representing data to also look at how graphs can produce misleading data, focussing on reasoning and drawing conclusions whilst being able to critique. In addition, students begin to look at real life graphs and their cross-curricular uses in science.

Number skills are developed from last year to start to link with other topics, for example, decimals and ratio are interwoven skills, therefore knowing how to access these and link the substantive knowledge to build the disciplinary knowledge is something we will support students to develop. Shape introduces 3D shapes and angle rules so this will be reinforced with understanding why angles rules are those rules or why volume is linked with length and depth in a cuboid ensuring students are not just learning a process, but are gaining a deeper understanding. Algebra is used heavily this year in terms of a focus on graphs. This unit gives students the opportunity to see how number, data and algebra have a key link and, again, are interwoven skills.

Within all of the above knowledge, students will also look at maths in real-life context through independent and group projects. In particular, for Year 8, students have a long-term project over 3 or 4 lessons that looks at building a theme park, developing further their skills in scale drawing, budgeting, money calculations and creativity in advertising and marketing. Additionally, students will continue developing their financial literacy through the use of the Money Matters project developed with MoneySavingExpert, Martin Lewis, to help students understand money and budgeting once they leave school.

Year 9

Substantive knowledge (Declarative Knowledge)

At the start of Year 9, we expect our students to now have a working knowledge of maths and how topics interweave and work together, therefore, this year we are able to really extend and challenge their thinking in terms of content and knowledge. Within the data topic, students will be combining their previous knowledge from Year 7 and Year 8 in order to be able to calculate with averages from a table as well as extending their knowledge of Stem and Leaf diagrams into back-to-back Stem and Leaf diagrams.

Probability is revisited this year with further development from experimental probability in Year 7 to now understanding the difference between experimental and theoretical probability and how to calculate outcomes using both of these. Additionally, students will look at other ways of representing probability problems such as Sample Space Diagrams and Venn Diagrams, which they saw in Year 8 in their number topic. Topics within number continue to develop their knowledge of number notation, especially in terms of indices, leading to confidence in interweaving place value and indices to learn standard form. Students will also challenge their percentage knowledge by understanding reverse percentages as well as looking at simple and compound interest. Within shape, students challenge the transformation skills developed in Year 7 to be able to enlarge shapes by fractional and negative scale factors. Students will also develop their construction skills and link this with loci, with a final stretch at the end of the year with Pythagoras' Theorem and trigonometry. Algebra, this year, builds on manipulation of expressions introduced in Years 7 and 8, to be able to expand quadratics and also re-arrange expressions as well as solving more difficult equations involving variables on both sides of the equation.

Disciplinary knowledge (Procedural Knowledge)

Year 9 consolidates students' knowledge from Years 7 and 8 as well as introducing students to higher-level content, which will use their fluency in maths, but also deepen their reasoning and problem-solving skills. In the data topic, students will use their reasoning skills to draw conclusions from graphs and the averages information gained from graphs. Number skills will interweave with algebra skills as we challenge Year 9 with quadratic sequences, inequalities and direct and inverse proportion.

Within shape, we combine the skills and content with skills in number and algebra to show that when the skills of roots and rearranging equations are applied then we can confidently learn topics such as Pythagoras' Theorem and trigonometry. Within algebra, we continue to solve equations, developing the concept of the inverse to extend this further. Additionally, students develop their graph skills further through inverse and direct proportion graphs, and the cross-curricular link of these in science.

In addition to the above, students will continue to work on projects to support their learning and understanding. There are more projects to develop financial literacy, looking particularly at bills and how these are calculated, as well as interest rates for both saving and borrowing money and the impact this can have. Additionally, when students are stretched in Pythagoras' Theorem, they will independently investigate the theorem to gain a deeper understanding of why the theorem is, rather than just learning how to use and re-arrange a formula.

After the AP1 assessments in November/December 2023, each year group will spend one week in December filling the gaps in their knowledge. These gaps are identified from the Question by Question Analysis documents which are used by all staff for all classes in every year group. The gaps identified were:

Foundation
Transformations
Solving Inequalities and representing on a number line
Scale Drawings
Ratios
Interior Angles of Polygons
Compound Interest
Graph Drawing given an equation

This gap filling process takes place after every assessment point to ensure that students move onto new content having mastered content taught previously.