**Curriculum Overview**

**Mathematics Key Stage 3**

**Intent**

The overall purpose of our key stage 3 Scheme of Work is based upon National Centre for Excellence in the Teaching of Mathematics guidance providing a full program of study at the appropriate stage. Our priorities are to address skills and knowledge gaps with the aim of improving levels of fluency in mathematics without denying them the opportunity to excel.

Most permanently excluded students have missed parts of their education and therefore have gaps in their skills and knowledge which in turn can create barriers to learning and result in low motivation and confidence. The work will be adapted and scaffolded where appropriate making sure that we revisit and reinforce the basic building blocks of the curriculum.

We intend to narrow those gaps and support students to reengage with learning following a Permanent Exclusion without leaving them behind their peers. By providing opportunities to succeed we will help them build their confidence in maths, enjoy learning and develop good coping skills in the subject. This will enable them to accept help and support when they need it and to understand the relevance of skills needed for adulthood, further education and a career pathway.

**Implementation**

The content has been sequenced to keep learners engaged with the challenge of learning new skills whilst it is also interleaved with component core ideas promoting confidence to connect new learning in context. We use White Rose Education’s scheme of learning as the backbone to our curriculum with all the additional support and resources that provides. In addition, we use a variety of high quality, specially selected resources to meet each individual’s needs.

Baseline assessments (Progress Test Maths and Pearson GCSE Baseline Tests), on entry will inform a personalised, adapted curriculum using the White Rose scheme, building on prior knowledge and challenging learners.

Each lesson will begin with short, sharp bursts of topic recap questions, key skills development with opportunities of peer/teacher support. This activity also supports and encourages independent learning and helps break down barriers or feelings of fear when learners enter the classroom. This is used as it is recognised that for anxious learners it is important for them to know what they are walking in to and what they are doing.

Through their personalised programme, students can experience success in the subject and improve levels of self-belief and motivation whilst also developing functional competency to promote improved application of skills to real-life contexts. With firm classroom expectations students can develop their PSED skills, such as behaviour for learning, independence, social awareness and relationships.

Units of work contain aspects of British Values, Spiritual, Moral, Social and Cultural development. They contain references to problem solving tasks for all topic areas which enable pupils to work together to solve problems and help to build resilience.

Classwork will be marked at the time, providing instant feedback to students avoiding any missed learning opportunities. Students will set targets with the teacher. These will be revisited and appraised regularly. They will all have access to their trackers at the front of the file and will be able to monitor their progress as often as they want. Also included in the file will be formal assessments and classwork. Keeping everything together gives the students instant access to all they have produced promoting value and pride in their endeavours.

We will remain flexible and always focus on individual needs helping students to get ready for Key Stage 4 Maths.

**Impact**

Following the White Rose Education scheme enables students to build fluency, improve problem-solving skills, develop mathematical reasoning whilst nurturing confidence before they progress to the key stage 4 course or return to mainstream school or other setting. Keeping pace with peers at key stage 3 will enable our students to move seamlessly into other settings and prepare them for key stage 4.

This SOW provides learners with the opportunity to build on and develop the skills needed to access the GCSE maths programme and the approach taken by staff will prepare students for the demands of GCSE maths, whilst helping them to build confidence and motivation as well as equipping them with the tools to successfully apply their learning to other subjects/ maths qualifications.

The functional element of this SOW will also benefit students as they progress through their education and into adult life, enabling them to apply their knowledge and skills to manage finances, calculate using money, measure and solving problems etc.

This SOW provides students with the opportunity to be ready for GCSE, to be more confident when applying maths skills and understand that it is essential to everyday life, critical to science, technology, and engineering, and necessary for financial literacy and most forms of employment.

Students should be able to continue on their learning journey having successfully filled gaps in their mathematical skills and knowledge, feeling confident and motivated.

**Themes**

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