Mathematics Curriculum Statement

In line with our whole school curriculum statement, Saint Aidan's is a Church of England High School with an inclusive Christian ethos. Our vision is:

- We **aspire** to be a school where life is lived in "all its fullness" (John 10:10).
- We **believe** in the God-given potential of every one of our students.
- We **succeed** by working together as a school where all can thrive and where excellence is valued.

As a result the mathematics curriculum is designed to match this vision, whether in formal lessons or in the wider experience of students.

The formal mathematics curriculum

Aims: Through the teaching of mathematics at Saint Aidan's we aim:

- to stimulate, develop and maintain students' curiosity, interest and enjoyment in mathematics
- to maximise each student's mathematical potential
- to enhance each student's ability to communicate and reason mathematically; developing a level of fluency in the fundamentals of mathematics as they proceed
- to allow students to develop transferable mathematical skills that will aid their progression in other areas of the curriculum (especially in science, geography, computing and technological subjects)
- to provide mathematical continuity and progression from KS2, through KS3 and KS4 and prepare students for Mathematics at KS5 or for life and work outside of education

Objectives: By the end of their mathematical education at Saint Aidan's all students should be able:

- to solve mathematical problems, communicating their answers through clear and logical reasoning both verbally and on paper
- to approach a variety of problems and tasks systematically, choosing the appropriate techniques or strategies independently or through collaboration
- to approach numerical or mathematical problems occurring elsewhere in the curriculum confidently and competently
- to obtain the highest Mathematics GCSE grade that they are capable of
- to perform the basic mathematical skills required for entry into higher or further education or needed in their chosen careers

Key Stage 3

From day one in the Autumn term of Year 7 students are taught in groups according to their EOKS2 test scores. The spiral SoW is designed for all so that it best prepares students in each group for half-term assessments and end of year exams. The content within the SoW is designed to visit, revisit and embed all the basics of mathematics and fully meeting the requirements of the National Curriculum.

Key Stage 4

From the beginning of Year 10 students move to a four-lessons-per-week timetable for GCSE Mathematics. This increased allocation allows for a more flexible and targeted approach to raising achievement. By strategically placing students into tier-specific classes and allocating experienced teachers accordingly, we ensure more personalised learning experiences. GCSE classes are organised frequently based on student needs. Typically, two to three classes follow the Higher tier, while the remaining classes follow the Foundation tier. Most GCSE groups are taught by two teachers. The content within both Foundation and Higher tiers is designed to fully meet the requirements of the topic areas "Number", "Algebra", "Ratio, proportion and rates of change", "Geometry and measures", "Probability" and "Statistics" as described in the AQA 8300 GCSE specification.

Assessment

Students work is assessed in mathematics regularly through homework and assessments to check on understanding, to allow the right support to be provided, to inform the next stages of teaching and to allow students and parents to be informed of progress. Target setting in mathematics is challenging at both Key Stages and GCSE grading is used at KS3 to allow students and parents to monitor their progress across all five years.

Beyond the formal mathematics curriculum

As a school, we actively participate in annual mathematics competitions to challenge and inspire our students. These events offer valuable opportunities for students to apply their mathematical thinking in unfamiliar and stimulating contexts, often beyond the standard curriculum.

We are continually seeking out new competitions at both local and national levels to engage a wide range of students. Our aim is to stretch and support all learners—from those with a natural flair for the subject to those who benefit from the confidence and problem-solving skills such experiences promote.