

	<p style="text-align: center;"><b>INTENT</b></p> <p style="text-align: center;">What are the endpoints we want the students to reach?</p>	<p style="text-align: center;"><b>SUBJECT NAME: Maths</b></p>
<p><b>BE RESPECTED</b> Be effective communicators and understand specialist concepts</p>	<p>Teachers have the expertise to enable students to develop their use and understanding of specialist technical vocabulary in their curriculum areas so that students will be respected for their academic knowledge and understanding in school and beyond. We ensure that students have opportunities to read and understand challenging academic texts in all subjects. Students will be able to apply their reading and oracy skills and show their understanding across the curriculum.</p> <p>We ensure that students can apply their numeracy knowledge, understanding and skills in other subject areas and to real life problems where appropriate.</p> <p>We ensure students are given opportunities in school to develop speaking and listening skills as part of the formal and informal curriculum at JRS. This develops their ability to be effective communicators with their peers, adults in school and in later life, the world of work.</p> <p>We ensure that students can communicate their ideas effectively in writing; including specialist vocabulary and with an awareness of the audience, purpose and form as they write. We ensure students produce accurate, organised texts that show understanding of academic concepts taught.</p>	<p>We enable students to understand and use the specialist mathematical vocabulary used in questions so that they can solve and explain mathematical problems.</p> <p>Key mathematical vocabulary is used throughout every lesson, is seen in a large crossword style display in one maths classroom and is evident in exercise books.</p> <p>Teachers and students use these key words and phrases throughout lessons during paired work, group work and whole class discussion, enhancing reasoning and speaking and listening skills.</p> <p>Teachers model how to speak like a mathematician and encourage students to do the same.</p> <p>Teachers and students discuss where mathematical concepts and methods are used in other subject areas to build cross-curricular knowledge and understanding.</p> <p>Teachers and students discuss where mathematical concepts and methods are used in real-life contexts and in various jobs and careers.</p>
<p><b>BE RESILIENT</b> Be well prepared for successful adult life and be able to respond to assessment in order to make progress</p>	<p>The curriculum builds students' resilience through challenging subject content and is implemented with an awareness of how students will know and remember more. We give students time to reflect on their work and know what to do to improve their knowledge and understanding. Teachers use assessment as a formative tool, so that it enables students to progress and improve their deeper understanding of subject matter and concepts. We encourage students to be resilient by building opportunities into sequences of learning for our students to self and peer assess.</p> <p>We ensure our curriculum considers the wellbeing of our students. We make sure through its content, sequencing and the support on offer</p>	<p>Throughout their maths journey at JRS, students follow a spiral curriculum where previous learning is revisited, revised and extended.</p> <p>We help students be able to break a larger problem down into a sequence of smaller steps. For example, so that they are able to tackle unscaffolded problems that are worth 4/5/6 marks on the GCSE exam papers.</p> <p>We challenge all students to be better and stronger mathematicians in all lessons. Our curriculum is accessible and aspirational for all students.</p> <p>Students are regularly assessed to encourage and evaluate the effectiveness of ongoing revision and identify gaps in knowledge and understanding. Students are regularly given time to use purple</p>

	<p>to our students; that in school and beyond they have the resilience to be successful adults. Our personal development curriculum will include opportunities to contribute to the whole school culture, preparing students to become active citizens in their own communities after leaving school.</p>	<p>pens to correct and improve their work and to fill gaps in their knowledge and understanding.</p> <p>We give students the opportunity to take part in the nationally run individual junior and intermediate Maths Challenges.</p> <p>We give students in Years 8, 9 and 10 the opportunity to represent JRS in Team Maths Challenges against other Cumbria/Lancashire secondary schools.</p>
<p><b>BE VALUED</b> Be able to value and experience the world around them through opportunities both in and out of lessons</p>	<p><i>We make sure our students are well prepared for life in contemporary Britain by ensuring the curriculum enables students to appreciate other cultures, religions and traditions. The formal and informal curriculum introduces them to 'the best that has been thought and said...helping them engender an appreciation of human creativity and achievement'</i></p>	<p>We enable students to work independently, in pairs and in groups, developing their communication skills and listening to each other's opinions and ideas, just as they will need to as adults in their chosen career.</p> <p>We discuss the geographical and cultural regions which gave rise to key mathematical concepts and methods, and individual mathematicians who developed these further.</p> <p>We discuss how technology has influenced mathematics: how ever more powerful computers are finding more and more decimal places for pi and how ever more powerful calculators enable us to quickly solve complex mathematical problems.</p> <p>We talk about how the computers that calculated the maths needed to put a man on the moon were less powerful than our current mobile phones.</p> <p>We encourage students to value the technology available to them and we teach students how to use the advanced mathematical and scientific functions on their calculators.</p>
<p><b>BE READY FOR YOUR FUTURE</b> Be able to make a link between learning in lessons and future employment choices; be ready to live in a diverse, tolerant society</p>	<p>Teachers have planned and sequenced a Key Stage 3 curriculum to provide students with the knowledge, skills and understanding to build on in further study, training or work. This ensures students have the literacy and numeracy skills to access not just GCSE, but the wider world and professional employment. Students will have advice and guidance so that they can make the best-informed choices for them at Key Stage 4 and for further study.</p> <p>We will encourage our students to express their opinions in a logical, evidence-based manner and demonstrate that they can appreciate that others may hold a different point of view and respect the opinions of others.</p> <p>We will enable our students to understand the impact their subjects can have on their future</p>	<p>We take every opportunity to explain when/where/in which career(s) students will use their current mathematical topic in future studies (e.g. A levels in a variety of subjects) and in later life. This is recorded on a votes sheet at the start of every chapter of work.</p> <p>Students attend a STEM careers fair and JRS careers fair.</p> <p>Self and peer assessment develops students' abilities to analyse, evaluate, spot mistakes and advise positive next steps.</p> <p>At KS3 and KS4, students follow a spiral curriculum where previous learning is revisited, revised and extended, building on hooks learned at KS2 and KS3.</p>

	<p>and their opportunities in society.</p>	
<p><b>BE YOU</b> Be able to be the best person students' can be in their school, local community and society as a whole</p>	<p>We will utilise the unique context of our location to enable students to progress to further study, training or work of their choice; enabling students to become effective British and global citizens.</p> <p>We are aware that students come to JRS from a range of different Key Stage 2 experiences and starting points. Teachers adapt the curriculum to offer appropriate support in Year 7, Year 8 and Year 9 with some students receiving bespoke interventions. Students work towards the very best GCSE outcomes they can achieve by the end of KS4.</p>	<p>We challenge all students to be better and stronger mathematicians in all lessons. Our curriculum is accessible and aspirational for all students. We encourage students to develop their speaking and listening skills, to discuss and share ideas in an articulate, logical manner.</p> <p>We present students with a variety of methods and techniques so that they can choose to use the one that suits them best.</p> <p>Our curriculum helps all students to become better and stronger mathematicians, whatever their previous experience and understanding. The IDL numeracy program helps students close the gaps in their knowledge and understanding from KS2 so they can then fully access the maths curriculum. TA support in class and during private study sessions help students who are struggling to keep up.</p>