



love the journey

Curriculum Implementation 2024-25

Secondary

LCA Strand	Maths
Subject	Maths
Key Stage	Key Stage 3 (Chapter 7-9)

What are the key concepts taught?	<ul style="list-style-type: none">• Number• Algebra• Geometry and measures• Ratio, proportion and rates of change• Probability• Statistics• Problem solving• Enjoyment of maths, curiosity, resilience
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What is the sequencing of units?	<ul style="list-style-type: none">• The order of units is based on the prerequisites for each unit and to vary which key concepts are addressed each term• Students who are more successful with number work are more confident mathematicians so number is emphasised throughout• Interleaving is a key element of the scheme
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How do we encourage pupils to see the links between different units and concepts?	<ul style="list-style-type: none">• Teachers know the scheme of work and emphasise links between topics covered• Key skills are woven throughout the curriculum so that key concepts are revisited at a higher level in subsequent years• Questioning and retrieval starters are used to link back to, and gauge students' understanding of prior learning
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What are the planned opportunities for adaptive teaching, including for SEND, the more and able and disadvantaged pupils?	<ul style="list-style-type: none">• Students are taught in broad sets to help teachers to adapt planning• Scheme of work highlight higher level content (more challenging topics not higher level GCSE) so teachers can decide on the scaffolding needed to challenge their students at the highest level possible• Individual and team maths challenges eg UKMT
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	<ul style="list-style-type: none"> • Awareness by staff of pupil profiles and/or EHCP so as to plan appropriately • Seating plans strategically designed • Manipulatives and models used to support movement of students from concrete, through pictorial to abstract understanding
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<p>What are the planned opportunities for retrieval and reflection by pupils?</p>	<ul style="list-style-type: none"> • Retrieval starters in every lesson • Regular assessments covering the whole year of content to date and often previous years too • Topic tests used as homework tasks and act as memory retrieval
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<p>What are the opportunities for feed forward by the teacher post assessment outcomes?</p>	<ul style="list-style-type: none"> • All assessments answers are modelled by teachers post assessment • Pupils make note of the main topic areas for review and use resources provided to do this for homework • Similar questions are presented to students to see if they have improved, often as part of the retrieval starters
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<p>What are the planned opportunities for developing Reading?</p>	<ul style="list-style-type: none"> • Key terms are identified on the scheme of work and teacher ensure that these are defined and used in context
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<p>What are the planned opportunities for developing literacy, numeracy, oracy and SMSC?</p>	<ul style="list-style-type: none"> • Mastery teaching style puts vocabulary to the forefront of teaching, addressing literacy • Students are encouraged to explain their work both verbally and in writing
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