



love the journey

## Curriculum Implementation 2025-2026

### Secondary

<b>LCA Strand</b>	<b>Maths</b>
<b>Subject</b>	<b>Maths</b>
<b>Key Stage</b>	<b>Key Stage 4 (Chapter 10-11)</b>

What are the key concepts taught?	<ul style="list-style-type: none"> <li>• Number</li> <li>• Algebra</li> <li>• Geometry and measures</li> <li>• Ratio, proportion and rates of change</li> <li>• Probability</li> <li>• Statistics</li> <li>• Problem solving</li> <li>• Enjoyment of maths, curiosity, resilience</li> </ul>
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What is the sequencing of units?	<ul style="list-style-type: none"> <li>• The order of units is based on the prerequisites for each unit and to vary which key concepts are addressed each term</li> <li>• Each key concept is strategically placed throughout the course, with early content picking up on Ch9 skills then, after a time gap, revisited, developed and extended. Number and algebra in particular follow this structure.</li> </ul>
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How do we encourage pupils to see the links between different units and concepts?	<ul style="list-style-type: none"> <li>• Teachers know the scheme of work and emphasise links between topics covered</li> <li>• Key skills are woven throughout the curriculum so that key concepts are revisited at a higher level in subsequent years</li> <li>• Questioning and retrieval starters are used to link back to, and gauge students' understanding of prior learning</li> </ul>
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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"> <li>• Students are taught in broad sets to help teachers to adapt planning</li> <li>• Scheme of work followed depends on set and pupils will begin by following higher tier, foundation tier or cross-over curriculum although final tier entries depend on progress and are made as late as possible</li> <li>• Individual and team maths challenges eg UKMT</li> </ul>
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	<ul style="list-style-type: none"> <li>• Awareness by staff of pupil profiles and/or EHCP so as to plan appropriately</li> <li>• Whole school principles of adaptive teaching are followed</li> <li>• Seating plans strategically designed</li> <li>• Manipulatives and models used to support movement of students from concrete, through pictorial to abstract understanding</li> </ul>
<p>What are the planned opportunities for retrieval and reflection by pupils?</p>	<ul style="list-style-type: none"> <li>• Retrieval starters in every lesson</li> <li>• Regular assessments covering the whole year of content to date and often previous years too</li> <li>• Topic tests used as homework tasks and act as memory retrieval</li> </ul>
<p>What are the opportunities for feed forward by the teacher post assessment outcomes?</p>	<ul style="list-style-type: none"> <li>• All assessment answers are modelled by teachers post assessment</li> <li>• Pupils make a note of the main topic areas for review and use resources provided to do this for homework</li> <li>• Similar questions are presented to students to see if they have improved, often as part of the retrieval starters</li> </ul>
<p>What are the planned opportunities for developing Reading?</p>	<ul style="list-style-type: none"> <li>• Key terms are identified on the scheme of work and teacher ensure that these are defined and used in context</li> </ul>
<p>What are the planned opportunities for developing literacy, numeracy, oracy and SMSC?</p>	<ul style="list-style-type: none"> <li>• Mastery teaching style puts vocabulary to the forefront of teaching, addressing literacy</li> <li>• Students are encouraged to explain their work both verbally and in writing</li> </ul>