Curriculum Intent Statement – Maths

- **At Pinetree we understand that pupils are at different stages of their academic journey for a wide variety of reasons. As such, upon entry to the school, it is important that we quickly discover the gaps in their learning and take the necessary steps to address them. Maths is no exception. Finding the appropriate starting point through a period of assessment upon entry to the school, is key. This then allows us to offer a Mathematics curriculum which will provide the broadest spectrum of topics to enable pupils to achieve their maximum potential.**
- **Accurately assessing the prior learning of pupils allows progress to be assessed over time. It also supports the creation of individualised learning plans (ILP) for each pupil, ensuring that all pupils can be shown to have made progress, regardless of their learning journey.**
- **Where possible, sitting the GCSE examination at the end of Year 11 is the goal. Those pupils for whom the gaps in learning or attendance are simply too great, will be aimed at**
  Functional Skills Level 1, with Entry Level maths as the final option to ensure that all pupils leave the school with a qualification in the subject.
- **As well as looking to gain the best possible qualification for each pupil, it is also the aim of the maths department to explore and develop the links between maths and all other areas of the curriculum. Working with colleagues from other departments, maths staff will seek to understand as much of what is taught, elsewhere in the school, as possible. This enables the building of cross curricular links and demonstrates the importance of maths across the school. Two examples of this are:**

1. **The use of time and different units of measurement to track progress in PE**
2. **The use of graphs to display scientific data**

- **Where possible, pupils will be entered for qualifications other than GCSE at the relevant stage on their learning journey, meaning they can achieve success at the earliest available opportunity, allowing them to develop confidence. Mock examinations will be used as a guide to show that a pupil is ready to sit for a formal qualification**
- **The teaching of maths will also aim to incorporate as many "real world" situations as possible. This will demonstrate to pupils the importance of a sound mathematical knowledge for reasons other than the passing of formal examinations which, while important, are not the sole reason to study any subject. One example of a "real world" situation, would be the use of fractions to calculate where money is spent as part of a household budget plan**
- **Literacy is embedded into the maths curriculum, from an expectation that pupils write dates and titles at the beginning of each piece of work, to the promotion of mathematical vocabulary as often as possible.**

- **Above all else, the teaching and learning of mathematics should be fun for all concerned, and not something to fear. Overcoming barriers pupils have built up over time is a key facet of building confidence and instilling a "can do" approach in all. The maths department recognises the need to make lessons engaging, involving and as fun as possible, incorporating games, puzzles and quizzes that are designed to encourage pupils to forget that they are actually involved in learning what, up until this point, has often been a challenging experience for many**