

The Mathematics Department aims to provide Quality First Teaching for all students. The deliberate strategies which attempt to target closing the gaps for Disadvantaged Learners are evident in the methods of feedback which students are provided with.

- One of the barriers to learning for Disadvantaged Learners can be a lack of self-belief in their ability to make strong academic progress. The department endeavours to ensure that appropriate levels of positive praise are distributed within both verbal and written feedback with a view to removing the barrier of low self-esteem.
- The language used by staff in the Mathematics department will be consistent with the expectations of the curriculum being delivered. Effort will be made to ensure the language used is accessible at all levels and explained so that definitions are understood by all.
- Mathematics teachers will model excellence in their subject and high-quality explanations, discussions and questioning, supported by well-planned resources, enable students to engage with and master the learning. The Mathematics department uses setting so all lessons will be delivered at a level that will support retention and inspire students to strive for progression.
- Both written and verbal feedback has a clear focus on improving and developing students' Mathematical retention. The Mathematics department bases all starter activities and homework around evidenced weaknesses in group performance from prior assessments. It is the intention of the Mathematics department to ensure that all weaknesses are addressed to ensure that all students progress and no student cannot progress because of gaps in other students' knowledge.
- Mathematics staff will build in interleaving, formative low-stakes testing and plenty of repeated practice to ensure progression and the opportunity for each student to maximise their achievement. This will aim to develop into controlled testing of moderately challenging assessment to grow resilience and understanding of how to be successful. Eventually, high stakes testing checks mastery of a subject and associated assessment styles.
- All assessment informs the next steps in learning for students and staff. All students are issued with written feedback after every assessment so that they can understand their performance. Every set in each year group will identify 5 areas of improvement from each assessment. All lessons will have Enthuse and engage activities of at least 5 questions which will predominantly address the areas needed to improve as well as ensuring. Homework will consist of at least 10 questions of which the same identified areas will appear on a weekly basis. The success of this approach will be evidenced at the next assessment point where the weaknesses will be re-assessed alongside current topics. At this point the cycle starts again. This approach should ensure the feeling of failure is reduced and at the same time providing an increase in self-esteem.

There is a whole school expectation that all students are equipped with a Scientific calculator. The Maths department will ensure that where a calculator cannot be obtained for legitimate reasons one will be available to use in class. The Mathematics department have provided the option for a calculator to be purchased on parent pay meaning that access to purchase a calculator is always available.

Mathematics lessons in Year 9 will have a large focus on Non-Calculator methods. This will ensure that all students will be assessed as to whether or not they are equipped with the fundamentals (such as Times

Tables/ Multiplication Methods/Arithmetic/Division) to engage with the GCSE Mathematics course. Where there are minor gaps with students' knowledge class teachers will work to ensure these areas are addressed. Where there are significant areas of concern Maths staff will engage the support of the SEND department to look at alternative strategies to implement the fundamentals of the Mathematics curriculum.

The Mathematics department is a group of excellent teachers who all have strengths that enhance the department. It is often the case that where students struggle with Maths, it has been built up over a number of years. It is a key strength of the Maths department that staff are deployed to enhance their strengths which in turn give students a boost in their understanding of the subject as everyone is working towards the same goal. In order to achieve this goal there is a close working relationship with Feeder schools to establish who is the correct member of staff to work with particular sets when they arrive at the school.

The Mathematics department makes a concerted effort to identify where students have had issues with their Mathematics education up to Year 9. This can take the form of experiencing multiple teachers over the years/being moved between sets without stability/long term teacher absence. These aspects create barriers to learning which need to be overcome. In these scenarios adjustments to the curriculum will be made to ensure that all students have the fundamental skills to advance in the subject. It will be evident in all Maths lessons that starter activities will be used to both assess students understanding of key components as well as assessing the fluency and speed of application.

“Working together to achieve our personal best”