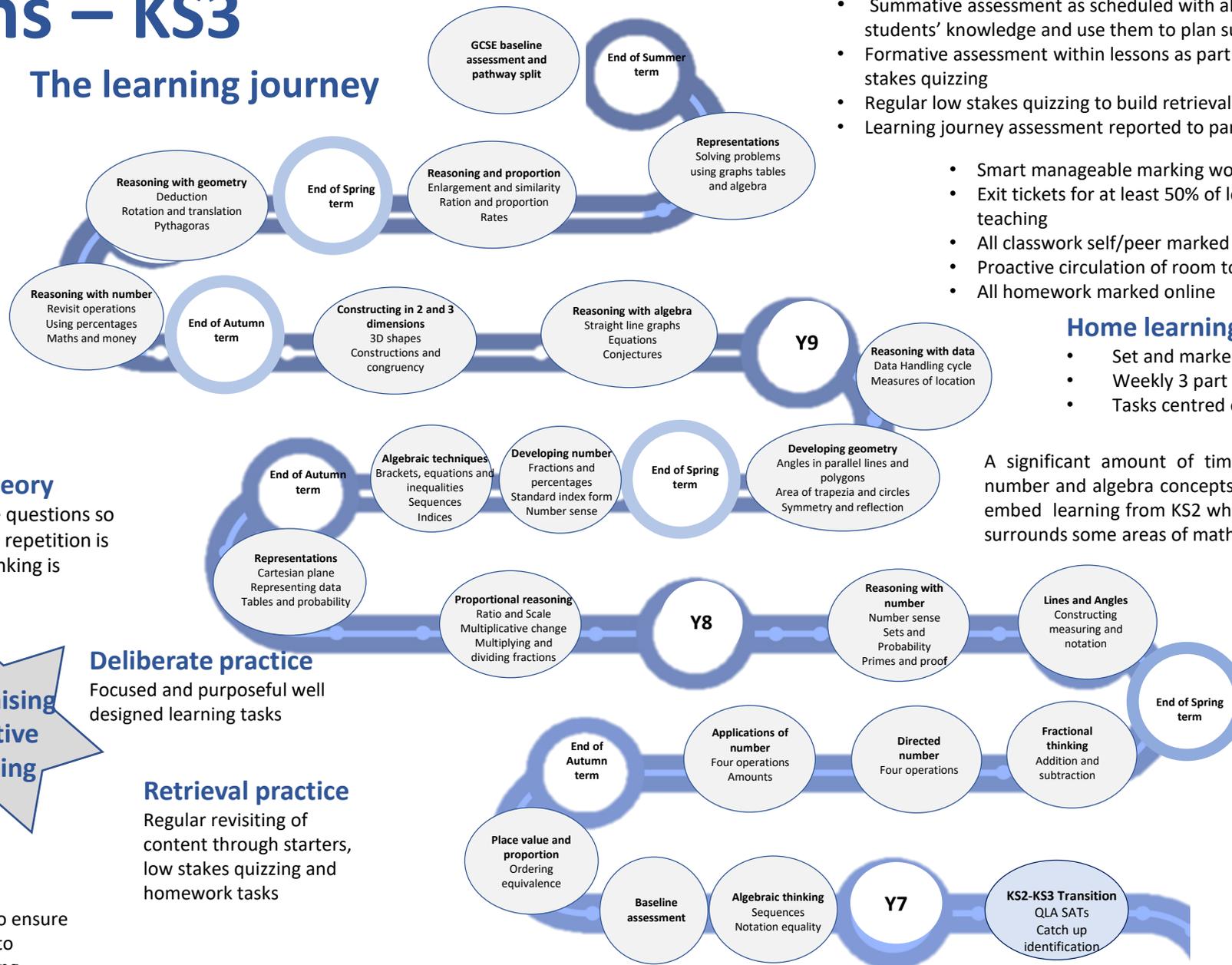




Maths – KS3

The learning journey



An atomised curriculum coherently planned and sequenced towards cumulatively sufficient knowledge for success. It is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts.

Variation theory

Varying practice questions so that mechanical repetition is avoided and thinking is encouraged

Cognitive load

Sequencing and atomising content to maximise retention. Unit planning



Deliberate practice

Focused and purposeful well designed learning tasks

Retrieval practice

Regular revisiting of content through starters, low stakes quizzing and homework tasks

Interleaving

Making links Questioning designed to ensure maximum opportunity to incorporate prior learning

Assessment

- Summative assessment as scheduled with allocated time to determine gaps in students' knowledge and use them to plan support and intervention strategies
- Formative assessment within lessons as part of 'exit ticket' marking strategy and low stakes quizzing
- Regular low stakes quizzing to build retrieval of knowledge & build learning
- Learning journey assessment reported to parents

Marking & feedback

- Smart manageable marking workload
- Exit tickets for at least 50% of lessons to check understand and inform teaching
- All classwork self/peer marked
- Proactive circulation of room to give immediate feedback
- All homework marked online

Home learning

- Set and marked online using Hegarty Maths
- Weekly 3 part tasks (Routine)
- Tasks centred on retrieval and retention

Rationale

A significant amount of time at KS3 is devoted to developing core number and algebra concepts. The aim is to create continuity, build and embed learning from KS2 whilst reducing maths anxiety that historically surrounds some areas of mathematics.

A solid sense of number is necessary as success across the curriculum depends on this understanding. Interleaving prior learning with new content is essential so that students can create links between different areas of maths. In addition retrieval starters and focussed homework are invaluable when consolidating prior learning. Students need to feel success to be motivated. Students who are successful with number are much more confident mathematicians.

All classes will work through the curriculum at the same pace. All students are stretched and challenged with opportunities to deepen their understanding through reasoning and problem solving.