**Quality of Education**
*Curriculum Intent Statement*
**Subject**: Mathematics

CURRICULUM VISION

The aims of the Mathematics and Computing Faculty are agreed by all members of the Faculty. We strive on a daily basis to fulfil our aims. In the maths faculty we believe mathematical intelligence is expandable, and that every child can learn mathematics, given the appropriate learning experiences within and beyond the classroom. Our curriculum map reflects our high expectations for every child. Every student is entitled to master the key mathematical content for their age, by receiving high quality lessons, the appropriate support and challenge that specifically meets their needs.

CURRICULUM RATIONALE

Our intent is that our curriculum will have four key principles:

1. Deep Understanding

Our practice embeds the importance of deep understanding, through discovery learning. Our aim is to develop understanding of the process along-side the procedures and rules. This means that students will have a depth of understanding.

2. Mathematical thinking

We believe that it is essential for students to develop mathematical thinking in and out of the classroom in order to fully master mathematical concepts and solve problems in the big wide world. We want students to think like mathematicians, not just do the maths. We believe that during their learning experience students should ; explore, wonder, question, conjecture, experiment and make theories in order to guide their own journey and solve problems

3. Mathematical Language

We believe that students should be encouraged to use mathematical language throughout their learning to deepen their understanding of mathematical concepts.

The way students speak and write about mathematics has been shown to have an impact on their success in mathematics. We, therefore, use a carefully sequenced, structured approach to introducing and reinforcing mathematical vocabulary throughout maths lessons, so students have the opportunity to work with word problems from the beginning of their time at Bedale High School.

4. Making Mistakes

We believe that it is important to make mistakes in mathematics. Students can learn more from their mistakes than they do from repeating a procedure a large number of times. In this way students have crossed the threshold from doing nothing to doing something. They gain a deeper understanding of the topic and its process, increasing their confidence.

Alongside these four key principles, problem solving is at the heart of mathematics. By structuring our curriculum in a spiral structure, the students have longer to focus on each topic and will revisit key topics at varying degrees of difficulty. Our aim is to create the optimal conditions for students to learn through problem solving, develop resilience and to learn to solve problems by developing lifelong transferable skills

Throughout our curriculum we also aim to ensure our pupils gain a love and appreciation for all the mathematics around them and will fully enjoy mathematics.