Question	Notes
INTENT	
Describe the curriculum design and state why have you done it that way?	Curriculum is delivered where ever possible during the morning session. Scheme of work is deliberately repetitive throughout KS3 to address retention, trauma or medication loss of educational time, and revisit key topics in progressively more detail. Several skills and topics will be covered each half term throughout KS3 to maintain pace of learning and maximise engagement. During KS4 it is usual practice to cover a single topic for a prolonged amount of time as it is covered in much more depth and aims to master skills for reapplication.
How have you secured a "broad and balanced" curriculum?	All key aspects of the curriculum are addressed with a variety of delivery methods to ensure maximum participation and engagement. These are aligned to National Curriculum requirements and aim to fill gaps in knowledge and consolidate understanding through additional practice. Cross curricular and STEM events promote group work to increase confidence and retention. Non specialist within the department deliver innovative lessons and share ideas for different approaches to engage reluctant learners. Feedback from staff and pupils feeds in to more successful future planning.
What are the important things they need to know before they leave Elmwood?	The 7 key modules of Maths and how it relates to real life scenarios. These include Probability, Shape & Space, Data handling, Making calculations, Numerical Relationships and Algebra, Money, Time & Temperature, and Numbers, Decimals, Fractions and Percentage. Because each unit is studied in such depth it is expected that areas of mastery are achieved. Cross curricular links are explored and relevance to pupils' future is included in studies. An ability to adapt knowledge to unknown situations is a KS4 focus that underpins problem solving skills introduced in earlier years.
How is the curriculum sequenced (long, medium, weekly, daily) and why do we do it that way?	Whole year SOW that gives staff autonomy to deliver topics in the best way they feel if they are confident to do so. Directed topic by topic plan for those less confident or simply wanting more structure

Supported through The Key Support Services "Questions Ofsted might ask middle leaders about the curriculum"

	and guidance. Lesson by lesson if required so periods of absence could be planned for if necessary. Half term coverage and effectiveness is fed back by subject staff and readdressed if needed.
Is there an example of where the curriculum builds on knowledge and skills?	Throughout KS3 there is repetition of subjects covered from year 7 to 8 to 9. In each year they cover similar topics to a deeper level of knowledge and understanding. The aim of this is to achieve repetition in KS4 and be able to re-apply skills to real life and unknown situations. An example of this in working progress would be in year 7 pupils are required to calculate averages (mode, median & mean) of discrete data and interpret data from charts and graphs. By year 8, pupils will be expected to make predictions about expected probabilities and present their own findings using an appropriate method. At year 9, skills need to have progressed so pupils can independently select an appropriate way to find an average and verify their decision with reasoning and logic. During KS4 these skills would be put together and pupils are given a broad question such as "What is an average pupil in your class?". Pupils are then expected to make choices, set up and execute an investigation to collect their own data, and then present it clearly with reasoning for their decisions.
How successful is the curriculum, and how do you know this?	100% of pupils stipulated that they enjoy maths and that they are either making progress and if not why. Pupils have a good broad knowledge of a range of topics by the time they leave and are able to verbally present their findings as well as present them on paper for written external moderation. Overall pupil progression 2012 – 2013 = 72% Overall pupil progression 2017–2018 = 94% Based on Year 11 (2019) attainment: • <u>Attainment Judgement EKS2-EKS4:</u> 85% (11/13 pupils) achieved at least median quartile judgements, of that 9/11 pupils (82%) achieved at least an upper quartile (or better),

	of that cohort 9/9 (100%) achieved above an upper quartile judgement. • <u>Attainment Judgement EKS3-EKS4:</u> 10/11 pupils (91%) achieved at least median quartile judgement, of that 9/10 pupils (90%) achieving at least an upper quartile (or better), with 8/9 pupils (100%) of those achieving above upper quartile judgement.
How innovative is the curriculum?	Themed days and STEM activities have improved the engagement in Maths as a subject across the school. Other SEMH schools have adopted our curriculum ideas and models as effective practice.
IMPLEMENTATION	
How do you keep abreast of new developments?	Maths Hub networking. Teach meet groups with local special schools. Masters study networks with other professionals and organisations across the country. Edexcel marking. TP continues to raise participation within school with weekly Maths Challenge while PH keeps abreast of technology within Maths and incorporates new ideas and programmes into lessons.
Are there any published schemes of work you use, if so why?	SoW is adapted to meet the needs of our pupils and regularly reviewed to ensure it is effective and fit for purpose. This SoW is based on the National Curriculum and aligned to other Secondary Academies within the borough.
What schemes are you currently working towards, and what resources are you using?	SoW on staff area. Resources are not limited to set text books or a set programme. Staff are encouraged to be as innovative and creative as possible to engage even the most reluctant of learners. Project 360 is a catch all way to engage learners into Maths regardless of their academic progress and capability. It gives pupils an entry point to real life Maths that can be as structured or independent as the teachers/learners require. The KS4 scheme of work is assessed around a project based task to highlight that several areas of Mathematical skill can be included within a single investigation – this can be the spring board to

	continue problem solving at a deeper level following Gateway completion.
How effective is teaching?	Teaching is effective by consistently delivering good lessons which support positive outcomes for pupils. Non-specialist adds value and supports the curriculum offer.
How do you ensure that pupils understand and remember information?	Retention is a key issue at Elmwood so applying skills and reapplying knowledge is a main focal point. Pupils are encouraged to embark on a learning journey that promotes discovery and leads to understanding by using already existing skills to further explore and achieve good outcomes.
IMPACT	
Does the curriculum lead to good results?	Overall pupil progression 2012 – 2013 = 72% Overall pupil progression 2017–2018 = 94% Based on Year 11 (2019) attainment: • <u>Attainment Judgement EKS2-EKS4:</u> 85% (11/13 pupils) achieved at least median quartile judgements, of that 9/11 pupils (82%) achieved at least an upper quartile (or better), of that cohort 9/9 (100%) achieved above an upper quartile judgement. • <u>Attainment Judgement EKS3-EKS4:</u> 10/11 pupils (91%) achieved at least median quartile judgement, of that 9/10 pupils (90%) achieving at least an upper quartile (or better), with 8/9 pupils (100%) of those achieving above upper quartile judgement.
Does learning over time show appropriate challenge, how do you know?	Tasks are differentiated to enable the learner to access them whilst still being provided with the appropriate level of challenge. Target grades are aspirational whilst remaining realistic and achievable. Pupil progress shows that stretch and challenge are apparent over time. Scrutiny also demonstrated that learning was progressive over time