



## Mathematics

The curriculum in Mathematics is created with an understanding that *all* children can learn well, but differ in their starting points, as well as the time that they may need to do so. Benjamin Bloom suggested that if a child spends the right amount of time working towards appropriate new learning the child would always succeed.

In the Mathematics department, we intend to develop confident and cared for 'problem solvers', always celebrating individual successes through teaching children at a level *just beyond* their current level of understanding – increasing the likelihood that students are assimilating new ideas into their previously formed schema. The intention is not that a student 'masters' a skill, but that they develop a level of understanding upon which they can reliably build new learning.

We appreciate that learning is *difficult* and *non-linear* so we revisit key learning concepts before continuing with new learning, so that students are learning *the right maths* for them rather than 'Year 8 Maths'

As realists, we are aware of the circumstances within which we find ourselves and the hurdles in front of our students as they progress from Mount St Mary's to further education and the performance measures expected of them. Our approach will change for identified students to give them the best chance of progressing to their chosen destinations, with a focus on performance if deemed necessary.