



## ST MARY'S RC HIGH SCHOOL: CULTURAL CAPITAL



### SUBJECT: Maths

The maths curriculum aims to ensure that students become resilient, creative problem solvers. We place a great importance on 'Growth Mindset' and spend the first two weeks of year 7 in mixed ability groups discovering what it means to have a growth rather than fixed mind set and we constantly refer back to these principles throughout their time at St Mary's. Students understand that maths is for everyone and that they can all succeed if they have the right attitude. Mistakes are celebrated as a way of learning; we promote an atmosphere of supportive challenge where students are not afraid to try their best. Lessons involve plenty of pair and group work, peer assessment and feedback is routine.

We aim to develop financially capable young people, equipped with the required skills and knowledge to improve their life chances, become financially aware citizens and discerning consumers. We contribute to social, cultural and moral education by exploring the pressures that influence their financial decision-making and the subsequent consequences of poor choices for them and others. Students understand how society is organised financially including the banking system, budgeting, taxation and the welfare state. Understanding decimals and percentages including compound percentage change is vital in appreciating special offers and best buys, VAT and interest rates etc.; students learn these key skills and apply them in context throughout the 5 year curriculum.

We help equip students with key life skills including: being able to read timetables and scales; understand proportion in contexts such as recipes and currency conversion; speed, distance and time calculations; understanding measures and how to convert within the metric system.

Through working on understanding graphical and numerical representation of data, students learn how to critically analyse information presented to them, spotting misleading or misquoted statistics that are used to support flawed conclusions.

Speaking across the curriculum is developed through, questioning, encouraging conversation, modelling verbal answers and use of subject specific terminology, group work and discussion. The White Rose Maths scheme of work that we use places great importance on correct use of vocabulary from the beginning; students in all groups are supported to understand and use the correct terminology. Reading across the curriculum is developed through teaching reading techniques such as scanning, skimming, breaking worded questions down into chunks, reading aloud and reading to students to allow them to understand the meaning of a text, developing a word rich learning environment through word walls and displays for learning. Listening across the curriculum is developed through reading to students for understanding, oral instructions and verbal communications is every lesson