



Mathematics at Daubeney

The Mathematics Learning Journey

Students become fluent in the fundamentals of mathematics, through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.

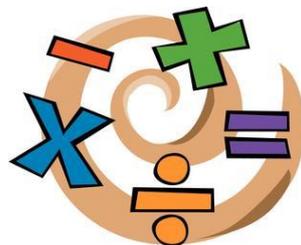
Students learn to reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.

Students learn to solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Year 9 small sets to aid learning and give more one to one teaching.

Maths intervention by permanent teaching staff

All students in sets to cater for individual needs.



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Edexcel GCSE specification:

- Use and apply standard techniques. Students should be able to:
 - accurately recall facts, terminology and definitions
 - use and interpret notation correctly
 - accurately carry out routine procedures or set tasks requiring multi-step solutions.

Weighting—higher 40% foundation 50%

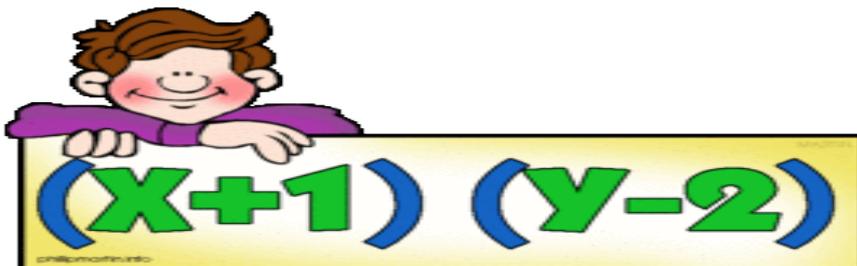
- Reason, interpret and communicate mathematically. Students should be able to:
 - make deductions, inferences and draw conclusions from mathematical information
 - construct chains of reasoning to achieve a given result
 - interpret and communicate information accurately
 - present arguments and proofs
 - assess the validity of an argument and critically evaluate a given way of presenting information.

Weighting— higher 30% foundation 25%

- Solve problems within mathematics and in other contexts Students should be able to:
 - translate problems in mathematical or non-mathematical contexts into a process or a series of mathematical processes
 - make and use connections between different parts of mathematics
 - interpret results in the context of the given problem
 - evaluate methods used and results obtained
 - evaluate solutions to identify how they may have been affected by assumptions made. Weighting higher 30% foundation 25%

KS4 Maths ambassadors to aid learning in KS3

Differentiation of the curriculum to meet the needs of all learners, to provide support where required and to provide challenge to enable students to work towards new higher level GCSE.



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