

RMA Curriculum statements 2025 – 2026

Subject	Mathematics
Key Stages /Years	KS3-KS4

Intent	Implementation	Impact
Mathematics is a creative and highly interconnected discipline that has been developed over time to provide the solutions to some of history's most intriguing problems. Therefore, a high-quality mathematic education provides a foundation for the pupil's day-to-day life along with understanding the world they live in. Mathematics is also critical to science, technology and engineering along with being necessary for financial literacy. At Riverside Meadows Academy we are ambitious for all our pupils. We are committed to ensuring that pupils leave their education as confident, resilient	Mathematics at Riverside Meadows Academy is well planned. Mathematics lessons are delivered daily to pupils and each teacher will tailor the lesson to their pupils' needs and learning styles. The schemes of work incorporate concepts of the math's disciplines of work encouraging discussions and mathematical literacy. Pupils across the school are taught in appropriately levelled groups taught by a range of staff with the majority accessing small group class-based teaching with the opportunity for one to one or smaller group support where required. Pupils are assessed upon arrival. This enables us to place them in the group that best suits the stage that they are working at within the curriculum. Pupils' readiness to progress to the next stage, is assessed at	By the end of KS4, Pupils will be able to: • Solve problems involving multiple disciplines, by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication • read and spell mathematical vocabulary • reason mathematically by following a line of enquiry, developing an argument with justification or proof using mathematical language. • apply their mathematical abilities to real-life contexts preparing them for the next stage of their life i.e. college, work, as well as having the skills for day-to-day life and understanding the world. Pupils are supported to strive towards entry level qualifications, functional skills accreditation at an appropriate level progressing towards GCSE qualifications.

mathematicians with deep conceptual understanding that is required to solve Maths problems. Our curriculum design ensures that pupils are successful not only in their schooling but throughout the next stages of their lives. This is achieved by using a varied and frequent use of practice. Therefore, enabling the use of increasingly complex problems over time, to allow pupils to develop a more conceptual understanding. Thus, empowering the pupils to recall and apply their skills to use their knowledge rapidly and accurately to any given problem.	regular termly intervals or as deemed necessary where accelerated progress is relevant. This ensures that children are supported to make progress. Through carefully selected lesson delivery of the National Curriculum utilising White Rose Power Maths, Functional skills resources and AQA; pupils become fluent in the fundamentals of mathematics including reasoning, problem solving, develop the ability to recall and apply knowledge with swift accuracy using a mastery approach. Staff use a child-centred lesson design that models and embeds a growth mindset approach to maths, helping pupils to develop a deep understanding of maths concepts. At Key Stage 4 pupils will build the skills they need to be successful beyond the school into their future adult lives. Pupils have the opportunity to work towards a GCSE qualification.	Pupil progress is assessed and monitored through: • regular verbal feedback during lessons as well as reminders in their books. • various assessments before, during and after the completion of the topic/area. Assessments are used to inform staff planning and progression of pupils. Pupils that grasp concepts rapidly will be challenged through being offered rich and sophisticated problems before moving on to new content. Those that are not sufficiently fluid will consolidate their understanding through additional practice before moving onto new content. Where needed extra intervention will be put in place on a one-to-one basis, or groups.
Enrichment	At each key stage we enable pupils to broaden their understanding whilst contributing to the pupil's cultural capital through problem solving, with real life context and applications. In doing so, creating awareness of the possible careers which involve mathematics.	

