



GOSFORD HILL
SCHOOL

Mathematics Department



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Our vision and aims (Intent):

- Inclusive Ambition: Our curriculum is designed to be ambitious and inclusive for all, ensuring that all pupils – regardless of their starting point – can access high-quality mathematical rich-knowledge and make strong progress through ability-appropriate challenge.
- Future Readiness: We have designed a curriculum that prepares students for future learning and employment by developing logical thought processes applicable to the wider world.
- Subject Mastery: We aim for students to develop a love of Mathematics and a strong understanding of core fundamentals in Number, Algebra, Statistics, and Geometry.
- Problem Solving: We foster a deeper understanding of concepts through frequent practice, encouraging students to identify historical and modern mathematical connections.
- School Values: We encourage all students to uphold school values by doing their best in every lesson to become the best mathematicians they can be.



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Our approach to teaching (Implementation):

- Evidence-Based Techniques: Every lesson includes "Do Now Activities" (DNAs) to aid retrieval and embed knowledge in the long-term memory.
- Expert Modelling: Teachers use visualisers to model problem-solving in real-time, coupled with "cold calling" to check for understanding and maintain engagement.
- Inclusive Support: We provide "quality first" teaching for all, with additional intervention groups led by HLTAs, sixth-form mentors, and teacher-led catch-up sessions for GCSE and A-level students.
- Enrichment: We challenge students to enjoy problem-solving beyond the classroom through participation in UKMT Mathematics competitions.
- Continuous Improvement: Schemes of work are organic, continually reviewed and updated alongside regular staff CPD to improve classroom practice.



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How we measure success (Impact):

- Consistent Assessment: We monitor progress through termly assessments and regular low-stakes quizzes to build a detailed picture of each student's strengths.
- Targeted Intervention: Assessment data is used to clearly identify where specific interventions are needed to ensure no student is left behind.
- Substantive Knowledge: Success is measured by students' ability to move from practising key skills to successfully applying substantive knowledge to complex problem-solving.
- Maximised Potential: Through a well-planned and ability-appropriate curriculum, we ensure that student success is maximised as they transition through each year group.