





Head of Department Welcome

Thank you for your interest in Glebelands School and the Mathematics department. I am pleased that you are considering applying for the advertised position and hope that the department brochure will provide you with the information you require to give you an insight into the department.

We are a very hard-working, friendly, close-knit department of five full time members of staff plus lessons taught by the Headteacher. We pride ourselves on delivering the very best lessons we can, ensuring Mathematics remains an extremely popular subject at Glebelands School, having been rated in the top three subjects by Year 11 students over the last five years.

Working closely together is key to our success with all members of the department taking responsibility for the ongoing development of the department. The fortnightly Teaching and Learning meetings are used for development of pedagogical thinking and subject knowledge.

As a new member of staff, be it an ECT or an experienced teacher, you would be actively encouraged to contribute your ideas and input in to our ever evolving, aspirational department.

We are extremely lucky to not only have an amazing team, but also excellent facilities with every room being equipped with an interactive whiteboard (SMART) along with copious whiteboards around the room.

This is an exceptional opportunity for a dynamic teacher to become part of our team. The successful candidate will align to both the school's and the department strategic vision, have a drive and energy to help shape the curriculum and ensure the learning environment is one in which all of our students will thrive.

We look forward to hearing from you!

Mr Howard Hoare

Head of Department



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Mathematics Department Vision Statement

The Glebelands mathematics department believes we have a responsibility to produce active members of society and having a strong foundation in mathematics in an ever-changing global environment is key to this.

The department aims to give all students the confidence to acquire and use mathematical skills and knowledge. The department seeks to achieve excellence in the teaching and learning of mathematics in order for the students to make significant progress, irrespective of their prior attainment.

As a core subject, studied by all students throughout their time at school, we believe mathematics is one of the most important and interesting in the curriculum. Wherever you look in the world there is mathematics and we aim to equip students with the knowledge and, more importantly, the skills to fully participate in our information driven society.

The design of the curriculum reflects the interconnected nature of the subject in which students need to be able to move fluently between representations of mathematical ideas. The 3 year Scheme of Work for stage 3 builds upon on key stage 2 and makes connections across mathematical ideas to develop fluency, mathematical reasoning and competency in solving increasingly sophisticated problems. The two year Key Stage 4 scheme of work is designed to teach all students the standard mathematical content with additional content being taught to more highly attaining students.

The mathematics curriculum at Glebelands is ambitious and aspirational having been designed to give all learners, particularly the most disadvantaged and those with SEND, the knowledge and cultural capital they need to succeed in life. We will achieve this by giving our students explicit opportunities to develop their depth of understanding and mathematical literacy. This allows them to be active members of society that can make informed decisions about their future. Our intent is that building mathematical capital will have a positive effect on our student's lives – not just in terms of encouraging more into STEM jobs, but more importantly to help improve our student's lives and life chances.

It is our purpose in teaching mathematics to ensure students leave Glebelands being able to:

- Draw upon a breadth of experience, knowledge and skills in all areas of mathematics which enables them to develop their depth of understanding and relate this to real life applications.
- Understand the language and notation associated with mathematics, enabling them to think mathematically and communicate mathematically in a subject that has extensive real life applications
- Solve problems in a variety of contexts, building their confidence to tackle unfamiliar problems in new situations;
- Use mathematics in everyday life and to build awareness and skills related to financial matters that will be important to them as they develop into young adults.
- Provide a platform of skills, knowledge and confidence that will enable students to study mathematics at higher levels, or in a workplace requiring mathematical knowledge and skills.
- Ask questions of the world around them, developing their independence of thought which has resulted from an engaging curriculum.
- Truly enjoy and be engaged in the subject which has been fostered by opportunities provided for them in lessons.
- Strive for personal excellence and become the best mathematicians that they can be as we have provided challenging lessons that foster this.



About the Mathematics Department

The Mathematics department is a hugely successful department situated in the North Block at the school. All teaching rooms are along the same corridor. We operate at our door policy with members of the team regularly dropping in rooms to experience other approaches to teaching a topic. The department comprises five full time teachers. Some lessons are also taught by the Headteacher. At Key Stage 4 all students will take Edexcel GCSE either Higher or Foundation and most students will also take GCSE Statistics. In addition there is a further option offered which FMSQ Additional Mathematics which we feel acts as an excellent bridge for "A" Level. We also enter a sizeable part of each year group into the UKMT maths challenge. Currently we are trying to build stronger links with our Primary feeder schools to smooth the transition for mathematics. Each teaching room is set up with a desktop computer, sound system, visualiser and interactive whiteboard to support the delivery of a lesson.

Curriculum Delivery Structure

Key Stage 3:

- Each class is timetabled for four ninety-five minute lessons per fortnight. The students are placed in ability sets within four weeks of joining the school. Each year there are six assessment points and following these the setting is reviewed.
- For each year group there are four levels of the Scheme of Work which enables every student to progress at their appropriate level.
- Homework is very important to the department's approach with regular practice and retrieval activities to the fore. Homework is peer marked each week and reviewed by teachers to identify misconceptions which are actively followed up.

Key Stage 4:

- Each class is timetabled for the equivalent of five ninety-five minute (some lessons are singles of forty-seven minutes). The extra allocation of time supports the teaching of GCSE Statistics.
- Students continued to be set on ability (usually five sets). The top two sets will follow the Higher scheme of work, the lower two Foundation and then the middle one will be a mixture depending on the strength of the group.





Mathematics Key Stage 3 Curriculum

We follow the National Curriculum and have designed our own implementation of the curriculum based on a spiral that builds on previous learning.

The Scheme of Work is split into four differentiated levels with overlap between the levels.

Students are assessed six times per year with each assessment containing a section of key skills along with a section of recent topics.

The design of the curriculum is based on committing learning to long-term memory with assessment being deliberately spaced from the end of topics.

We follow a cycle of Teach-BOOST-Teach. The BOOST element is fluid as it will depend on what misconceptions or gaps are identified by the class teacher. This work is typically written in green pen to provide greater emphasis for the students.

Along the scheme of work we run a programme called Learning Lighthouses which is our mechanism for monitoring and building mastery across a key set of skills. Students are assessed at the beginning of each half-term to assess their long-term retrieval of key skills. Students will progress through levels throughout the years.

Students are taught in ability groups from the beginning of Year 7 onwards. There is constant review and tweaking of setting to ensure that students are being sufficiently challenged and supported.

At the end of year 9, students are able to opt to take FMSQ Additional Mathematics as one of their Key Stage 4 options.

Students in year 7 and 8 have the opportunity to take the UKMT Junior Challenge, with students in year 9 taking the UKMT Intermediate Challenge.

Curriculum Map



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Mathematics Key Stage 4 Curriculum

All students sit the Edexcel examinations at the end of year 11. The scheme of work remains split into the four levels to support the Foundation and Higher pathways. At the end of Year 10 all students sit the same end of year test which is a Foundation paper plus some Higher questions. This helps refine the pathways students follow in year 11. Following mock exams in November and March this is refined further.

We also teach Edexcel GCSE Statistics to the majority of our students thus providing the opportunity to achieve two mathematical qualifications in Key Stage 4

Key Stage 4 Results:

Grade 4 or above

2017 77%

2018 83%

2019 86%

2020 88%

2021 88% (Progress +0.53)

Grade 7

2017 19%

2018 26%

2019 27%

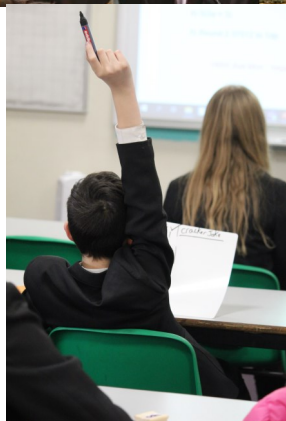
2020 37%

2021 26%

Curriculum Map



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What our students said when asked to finish the sentence 'I like Mathematics because....'

I love the challenge
of harder problems

I feel my teachers
want me to do well

When I do a
Learning Lighthouse
I can see if I have
improved

I know if my answer
is right or wrong

My teacher will help
me if I get stuck

I like doing
Additional Maths will
I know will help me
when I do A Level

I like thinking about
different ways of
solving the same
problem

My teacher always
mark Assessment
quickly

We are given time to
discuss work with
our partners

I am getting better at it

My teacher makes it
fun

We get lots of time to do
practice questions and
that helps me



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