Year 9 Maths

Intent	Implementation	Impact
The Year 9 Mathematics curriculum builds on the knowledge and skills developed in Years 7 and 8, preparing students for the demands of KS4. It focuses on applying prior learning to new and more complex problems, encouraging students to identify effective strategies and deepen their mastery. The curriculum promotes fluency, reasoning, and problem-solving, equipping all learners with the foundational tools needed for success in GCSE Mathematics.	The curriculum is delivered through themed units with interleaved blocks to reinforce and extend prior learning. Lessons use CPA (Concrete, Pictorial, Abstract) approaches and diagnostic tasks to build reasoning and address misconceptions. All students follow a shared curriculum with embedded support and challenge. Study skills are developed through problem-solving, collaborative work, homework, and feedback. TOPs (Tools of Progress) aid recall and help students reflect on their learning. Real-life applications and career links are embedded, including the annual Fun Maths Roadshow.	By the end of Year 9, students will: Demonstrate increased confidence and fluency in mathematical reasoning. Apply skills to a wide range of problems with resilience and independence. Collaborate effectively and communicate mathematical ideas clearly. Identify and address areas for improvement through reflection and feedback. Be well-prepared for the transition to GCSE Mathematics.

Assessment

Assessment in Year 9 Mathematics is designed to support progress, inform teaching, and prepare students for KS4. It includes:
Benchmark Assessments: Completed after each topic, followed by feedback to improve understanding and performance.
Core Exam: Assesses cumulative knowledge and recall across KS3 topics.
Formative Assessment: Live marking, diagnostic questioning, and feedback sheets used regularly to guide learning.
Homework: Hegarty or Sparx Maths tasks set weekly to consolidate learning and promote independent practice.
Students are supported in identifying gaps, improving their understanding, and verbalising their reasoning—often through peer teaching and reflection.