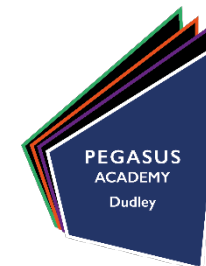


Pegasus Academy

Statement of Curriculum Intent – Mathematics

2025/26



At the Pegasus we believe that learners deserve a creative and ambitious Mathematics curriculum, that builds mathematical fluency and develops mathematical resilience whilst developing learners' skills and knowledge. Our curriculum exposes students to challenge and provides the cultural capital that prepares them for their futures careers in the local job market and allows them to make a positive contribution towards Dudley's future sustainability. This is not dependant on their mathematical ability or starting point. We want to nurture a love of Mathematics and a belief that anyone can do it, through communication, engagement, and success! We believe that our learners should be able to access the fundamentals of mathematics allowing them to recall and apply knowledge to a variety of real-world applications, and that they are be able to communicate, justify, argue, and prove using mathematical vocabulary and use this to develop their resilience, confidence, and independence both in and outside of the classroom. We want our learners to understand how mathematics is useful in the wider world.

At Pegasus Academy we want the best opportunities for all our learners, regardless of any previous barriers. We pride our self on delivering a Curriculum that is accessible and aspirational for all learners irrespective of starting points.

How will this be achieved in our curriculum?

Our Curriculum and lesson structure builds on work from KS2 to move from the familiar to the unfamiliar. As teachers we model the journey to expertise with our learners allowing our learners to progress from a declarative knowledge of mathematics to develop a procedural and contextual approach to their understanding. Coherently sequencing the building blocks and interleaving key core and pre-requisite knowledge from topic to topic down to lesson to lesson ensures learners, KNOW MORE, REMEMBER MORE, and can DO MORE.

This methodology is supported by a variety of approaches such as mastery, retrieval; and the use of a collaborative structures which allows students time to think about what they have learnt as well communicate new learning with their teachers and peers.

How does assessment fit in?

In all year groups we use consistent formative assessment, made at key hinge points of lessons, in the form of demonstrate and connect tasks and targeted questioning. This provides learners and teachers with feedback of individual understanding of how well learners can recall what they have learnt to answer mathematical questions and informs the next teaching response. Teachers and learners are further supported through strategies such as live marking and regular and appropriate ongoing low stakes assessment.

Live marking promotes teacher/learner talk on an individual basis allowing teachers to provide timely feedback, progressing learners to the next phase of learning. Live marking may focus on a few learners a lesson or staff might plan to float between learners who need more support with a particular unit of work.

Through regular ongoing low stakes assessment, a variety of declarative, procedural, and contextual knowledge is revisited specific to the year group and ability being taught. LSAs are to be marked by the teacher, so that curriculum implementation can be amended based on what learners know, do and remember.

Summative assessment is also consistent across all year groups. This is vital as it is used alongside our formative assessment to allow teachers to highlight areas of weakness or specific mathematical concepts, that learners are struggling with, and where there are gaps in knowledge. Our summative assessment takes the form of half termly exam papers sat under exam conditions.