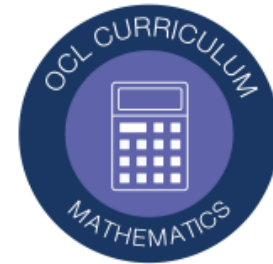


OCL Maths Curriculum: Statement of Intent



Purpose of study

The OCL Maths Curriculum is ambitious, designed using a mastery approach and is based on the science of learning. This means that pupils are given a “thorough understanding of mathematical concepts, rather than a set of techniques or routines to get to the right answer” (EEF 2022). We want our students to be curious learners who can apply their knowledge and skills to the real world whilst fulfilling their academic potential in maths.

Our mathematics curriculum enables students to:

- Develop fluency in the core concepts of mathematics through regular and varied independent practice with increasingly complex problems, building strong conceptual understanding and the ability to recall and apply knowledge accurately and efficiently.
- Think mathematically by exploring lines of enquiry, making conjectures, identifying patterns and relationships, and constructing logical arguments, justifications, and proofs using appropriate mathematical language.
- Solve problems by applying their mathematical knowledge to a wide range of routine and non-routine contexts, increasingly demonstrating sophistication by breaking problems into manageable steps and persevering in finding solutions.
- Communicate effectively in mathematics by explaining, justifying, arguing, and proving ideas using precise mathematical vocabulary.
- Grow as individuals by developing resilience, confidence, and independence, enabling them to contribute positively to the school community, their local area, and the wider world.

We value character, competence, and community in our curriculum:

- **Character:** Our Maths lessons ensure that all students develop confidence in Maths and identify as “good at Maths”. Through talk tasks to check for understanding, the participation of all students in articulating mathematical ideas is a key feature of our teaching. Students are taught to interact with each other with patience, honesty, and independence through opportunities for structured self-reflection throughout the lesson: in self and peer assessment and exit tickets.
- **Competence:** Developing pupils’ competence in Maths is at the heart of our curriculum. We build strong foundations by taking every opportunity to develop our students’ numeracy skills: in lessons, and in structured interventions. In our curriculum, we draw on research from cognitive science to accelerate our students learning regardless of their starting point.
- **Community:** Through an engaging, relevant Maths curriculum, students are exposed to the story and history of mathematical ideas. In this way students develop respect for others and an appreciation of diversity and inclusivity. Students also have the opportunity to develop their passion, their identity, and their sense of belonging, through success in Maths, and through trips and after-school clubs, in different forms across the trust.



Core Concepts, Pedagogy & Enrichment

The core concepts of **Number, Algebra, Geometry and Measures, Ratio and Proportion, Statistics, and Probability** are divided into carefully sequenced sub-strands that are interwoven throughout the curriculum. These sub-strands are not taught in isolation; instead, they are revisited and connected across topics to deepen understanding and promote transfer of knowledge. By making deliberate links between areas—such as applying algebra within geometry or using ratio within statistics—students develop a more coherent and flexible understanding of mathematics, enabling them to see the subject as a connected whole rather than a set of discrete topics.

Our pedagogy is underpinned by:

- A mastery approach to mathematics, ensuring all students develop secure and deep understanding.
- A spiral curriculum, where new learning builds systematically on previously taught concepts.
- Carefully sequenced content, with ideas broken down into small, connected steps that support understanding and application across a range of contexts.
- The development of procedural fluency, alongside regular retrieval and practice of key facts to reduce cognitive load.
- The consistent use of manipulatives and multiple representations to support and scaffold learning.
- Responsive marking and feedback that informs future planning and addresses misconceptions promptly.
- Purposeful and well-planned questioning to probe and extend students’ thinking.
- Timely, targeted, and effective interventions informed by Trust-wide assessment.
- A learning culture in which students view errors as opportunities and develop resilience and perseverance.

We enrich our curriculum by:

- Providing additional pathways for students to deepen their study of mathematics, including GCSE Statistics and Further Mathematics.
- Strengthening cross-curricular links, particularly through the development and application of numerical skills across Geography and Science.
- Offering opportunities to apply mathematics in real-life contexts, developing financial awareness, numerical confidence, and informed decision-making.

Learning Cycle

The Oasis Maths curriculum is delivered through a structured learning cycle designed to maximise engagement and understanding. Each lesson begins with a ‘**Do Now**’ to consolidate prior knowledge and enhance retrieval, followed by the introduction of **new learning**. Teachers then **check for understanding** to address misconceptions before students move on to **independent practice**, embedding new skills. The cycle concludes with an **Exit Ticket**, providing an opportunity for students to demonstrate their learning in isolation and enabling teachers to assess understanding and inform future planning.