

# ***SHS' Vision for Curriculum INTENT***

## Excellence through the curriculum

The **INTENT** of our curriculum is that it will result in successful learners who are proud of themselves.

By the time that they leave us, we want our students to have high aspirations for themselves, to be able to be economically independent and to be aware of the community around them and their role within it. **To take pride in all that they do.** All staff in the school will deliver a curriculum that is **INCLUSIVE**, accounting for the **DIVERSITY** of our student population. We will prepare a curriculum that incorporates an understanding of different types of people, that is accessible for all students and that recognises the different starting points of students academically and socially. In order to have this **IMPACT**, our curriculum across the whole school is focused on the following areas:

### **Subject knowledge and Skills development**

Our teaching staff will use their subject expertise to prepare a sequenced curriculum, building on the National Curriculum, that prepares our students for each transition in their education journey. We will plan for opportunities to revisit and reuse knowledge and skills to ensure that they are learned, remembered and executed when needed. Our staff will build in opportunities for develop students' literacy, oracy and numeracy at appropriate times in the curriculum to support students' overall skill and knowledge acquisition.

### **Respectful attitudes**

Our curriculum embeds kindness, understanding and empathy in our students, through the lessons in classrooms, assemblies, tutoring, PSHEE, the relationships we form and the community we build together.

### **Destinations and Employability**

Our curriculum prepares our students for their next steps in life. Through our careers education, work experience opportunities, academic knowledge and skills, we prepare our students to be economically successful in their lives.

### **Enrichment**

Through our curriculum development across the school we create opportunities for our students in all aspects of their cultural development. Sporting, social, academic, experiential and performance opportunities are central to what we do as a school and the pride we seek to develop in our students.

# *Mathematics, Business and Economics Faculty Vision for Curriculum INTENT*

## Excellence through the curriculum

In the Mathematics, Business and Economics Faculty we prepare a curriculum that develops PRIDE and is inclusive through the following areas.

### **Subject knowledge and Skills development**

Our teaching staff will use their Mathematics, Business & Economics expertise to prepare a sequenced curriculum, building on the National Curriculum, that prepares our students for each step across years 7 to 11 and beyond. Mathematics as a core subject in year 11, but with the opportunity for A-Level or CORE (maths in context) in years 12/13 and with Business & Economics as specific options subjects for the GCSE and Sixth Form. Faculty teachers will plan for opportunities to revisit and reuse knowledge and skills to ensure that they are learned, remembered and executed when needed, all in aiming to ensure students can reach their full potential.

### **Respectful attitudes**

Students are encouraged to respect all others in the class. They demonstrate this attribute by listening carefully to others, whether that is the teacher delivering the lesson or fellow students asking questions or giving explanations of their solutions to problems within lessons. Business and Economic understanding will demonstrate empathy and compassion for people facing both social and financial adversity in an ever changing and challenging economic climate.

### **Destinations and Employability**

Studying subjects and courses within the faculty, and therefore achieving qualifications (across years 7-11 or sixth form) will demonstrate students possess a certain skill set, including a good/high level of numeracy, the ability to apply logic to a situation, a rigorous approach to problem solving, the ability to deal with abstract/real life concepts, and data analysis and interpretation. All skills that would be desirable for future educational study and employment.

### **Enrichment**

Studying courses within our faculty will be prepare students for careers that require numerical, analytical, and problem-solving skills. Exploring, questioning, working systematically, visualising, conjecturing, explaining, generalising, justifying, proving... are all at the heart of mathematical and business thinking. Our staff will always look for opportunities to develop and enrich students' skill set when studying the courses on offer here at within the Mathematics, Business and Economics Faculty at Shoeburyness High School.

# *Mathematics Department Vision for Curriculum INTENT*

## Excellence through the curriculum

In the **Mathematics** Department we prepare a curriculum that develops PRIDE and is inclusive through the following areas.

### **Subject knowledge and Skills development**

Mathematics teaching staff within the maths faculty will provide students with the opportunity to develop their mathematical skills from year 7 to 11 and beyond. Teachers will identify areas within topics for further development using 'check ins' embedded in the scheme of work across all the year groups. These will ensure that teachers can plan lessons that allow students to build on prior knowledge, closing gaps and addressing misconceptions in their understanding of any part of the topics. Students are assessed in their knowledge and application of the methods required to solve problems and to answer questions related to the courses they are studying and in every day life. Providing the students with a comprehensive base and encouraging mathematical fluency and logical reasoning allows them to make a successful transition across years 7 to 13 and beyond.

### **Respectful attitudes**

Students are encouraged to respect all others in the class. They demonstrate this attribute by listening carefully to others, whether that is the teacher delivering the lesson or fellow students asking questions or giving explanations of their solutions to problems within maths. It is expected that all students aim to be successful in their studies, that they strive to make progress in mathematics and that they are respectful of others in the class working towards the same objective.

### **Destinations and Employability**

Mathematics is essential to everyday life, critical to the STEM subjects and necessary for financial literacy and most forms of employment. It is important across a wide range of employment opportunities that students can demonstrate a competency in numeracy and an accurate application of mathematical topics. Logical reasoning taught within mathematics together with an ability to explain solutions is an asset as is financial acumen.

### **Enrichment**

Students are given opportunities to understand how mathematics is embedded in a range of subjects across the curriculum and to apply the knowledge learned in mathematics in different situations within their studies.

# *Business and Economics Department Vision for Curriculum INTENT*

## Excellence through the curriculum

In the **Business and Economics** Department we prepare a curriculum that develops PRIDE and is inclusive through the following areas.

### **Subject knowledge and Skills development**

Studying business and economics at SHS will enable students to understand past, future, and current models, and apply them to societies, governments, businesses, and individuals. Students will develop communication, and will be guided on presenting ideas in a well-defined framework and supported by evidence that uses complex data. Furthermore, students will develop their numeracy and ability to apply techniques of mathematical and statistical analysis. Lessons have real-world application and provide a rigorous way of thinking about trade-offs, incentives, costs, and benefits.

### **Respectful attitudes**

Understanding how decisions are made, how markets work, how rules affect outcomes, and how economic forces drive social systems will equip students to make better decisions and solve problems intuitively. This level of understanding promotes empathy and compassion for people facing both social and financial adversity in an ever changing and challenging economic climate.

### **Destinations and Employability**

Many SHS students continue their studies into further education studying a Business or Economics degree. Graduates typically progress to careers in areas such as business development, marketing, recruitment, and banking, although plenty of other options are available. Students are also provided with the skill and knowledge needed to pursue an entrepreneurial path and challenge the perceived limitations of taking such a route.

### **Enrichment**

Business and economics lessons at SHS help students prepare for careers that require numerical, analytical, and problem-solving skills – for example in business planning, marketing, research, and management. Business and economics help students to think strategically and make decisions to optimise the outcome.