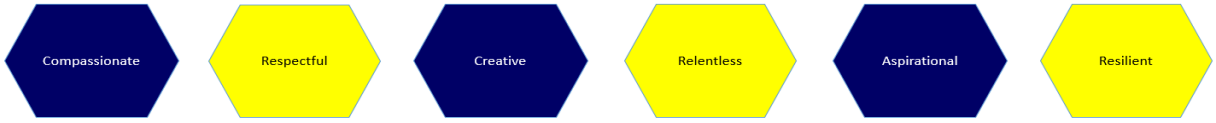
Our Vision:
To develop aspirational learners who strive for excellence academically, creatively and culturally, benefitting from a wide range of opportunities led by inspirational educators.

SHIRLEY HIGH SCHOOL PERFORMING ARTS COLLEGE

KEY STAGE 3 – WORKING AT - MATHS

Subject	Working Towards	Working At	Working Beyond
Maths Y7	Students achieve many but not all aspects of the Working At criteria	**Declarative Knowledge:** 'Students know that…' (Recalling facts and formulae) • Students can routinely recall facts and formulae for the probability scale, experimental probability and relative frequency. • Students can routinely recall and use methods when answering questions involving averages and range. **Procedural Knowledge:** 'Students know how…' (Recalling, applying and performing methods and procedures) • Students can recognise the connection between facts for fractions and percentages. • Students can identify what facts and methods can be used to find missing values involving angles in triangles and quadrilaterals. • Students can use the correct strategies to solve problems involving ratio and direct proportion. **Conditional Knowledge:** 'Students know when…' (Evaluating and reasoning) On occasion, Students can correctly communicate reasons to support or disprove statements and methods provided involving equations and formulae.	Students consistently achieve criteria for working at and provide examples that show considerable depth and understanding
Maths Y8	Students achieve many but not all aspects of the Working At criteria	**Declarative Knowledge:** 'Students know that…' (Recalling facts and formulae) • Students can routinely recall facts and formulae for the probability scale, experimental probability and relative frequency, two way tables and lists of outcomes. • Students can routinely recall and use methods when answering questions involving averages and range from lists and ungrouped frequency tables, pie charts, line graphs and scatter graphs.	Students consistently achieve criteria for working at and provide examples that show considerable depth and understanding



		Procedural Knowledge: 'Students know how…' (Recalling, applying and performing methods and procedures) ● Students can recognise the connection between facts for fractions, decimals and percentages. ● Students can identify what facts and methods can be used to find missing values involving angles in triangles, quadrilaterals and in parallel lines. ● Students can use the correct strategies to solve problems involving ratio, direct proportion and inverse proportion. **Conditional Knowledge:** 'Students know when…' (Evaluating and reasoning) ● On occasion, Students can correctly communicate reasons to support or disprove statements and methods provided involving expressions, equations and formulae.	
Maths Y9	Students achieve many but not all aspects of the Working At criteria	**Declarative Knowledge:** 'Students know that…' (Recalling facts and formulae) ● Students can routinely recall facts and formulae for the probability scale, experimental probability and relative frequency, two way tables, lists of outcomes, Venn diagrams and mutually exclusive outcomes and events. ● Students can routinely recall and use methods when answering questions involving averages and range from lists and grouped frequency tables, pie charts, line graphs, scatter graphs and stem and leaf diagrams. **Procedural Knowledge:** 'Students know how…' (Recalling, applying and performing methods and procedures) ● Students can recognise the connection between facts for fractions, decimals, percentages and ratios. ● Students can identify what facts and methods can be used to find missing facts and values involving angles in triangles (including right-angled triangles using trigonometry), quadrilaterals and in parallel lines. ● Students can use the correct strategies to solve problems involving ratio, direct and inverse proportion presented algebraically or graphically.	Students consistently achieve criteria for working at and provide examples that show considerable depth and understanding

		<u>Conditional Knowledge</u>: 'I know when…' (Evaluating and reasoning) ● On occasion, Students can correctly communicate reasons to support or disprove statements and methods provided involving expressions, equations, formulae, identities and inequalities.	