

INTENT	MBS motto	Studio et industria – <i>Through application and hard work</i>									
	MBS mission	To support boys to achieve their full academic potential and to become well rounded, resilient citizens prepared for life beyond school through application and hard work									
	MBS values	Professionalism				Positivity		Productivity			
	MBS vision	Academic, rigorous, traditional, broad curriculum	Every student known personally	Full participation and deep thinking	Stretch for the individual	Community, leadership and enrichment experiences	Support physical and mental well being	All classrooms develop literacy and oracy	Christian ethos		
	Maths Vision	<p>Maths mission statement to positively promote and enable all students to make or exceed rates of progress from KS2, by enjoying learning and achieving through an inclusive, flexible and enriching curriculum that provides a wide range of personalised activities and opportunities.</p> <p>Year 7-9: Pupils are able to develop skills in their fluency and reasoning of mathematical concepts. They are able to use their problem-solving skills to give reasoned arguments and extended justifications. Pupils are able to determine meaning from a range of subject terminology and therefore be able to meet assessment objectives.</p> <p>Year 10-11: Pupils are able to secure their understanding of several mathematical concepts and solidify their fluency and reasoning skills. They can adapt their previous learning to new challenges and tackle GCSE questions with firm justifications. Pupils are able to apply their knowledge to complex problems that require multiple skills.</p> <p>Year 12-13: Pupils have a deep understanding of the overarching themes within the specification. They are able to apply their learning to the various modules (pure, statistics and mechanics) using mathematical argument, language and proof. Pupils problem solve using a rigorous and consistent approach, developed through structured and unstructured questioning.</p>									
IMPLEMENTATION	Effective teaching	Long-term learning		Regular feedback and effective questioning		Literacy and Oracy		MBS Cultural routines	4Rs		
		Planned, sequenced learning to generate interconnected ideas. Improve cognitive load and knowledge retrieval to promote working memory. Develop metacognition and effective revision skills		Carefully planned, timely and relevant assessment and feedback which constantly moves students forward		In-class effective literacy teaching and opportunities for talk across all subjects and disciplines		An environment that supports being ready to learn and meets individual needs with a clear focus on pride in work and books used as revision tools	Developing and monitoring the 4 learning powers for growth mindsets: Resilience; Resourcefulness; Reciprocity; Reflection		
	Year 7-9	Explicit teaching of base skills. Teacher scaffolding. Highlighting common mistakes and providing effective questioning to allow pupils to independently refine their work; Self and peer-assessment to begin to recognise successful solutions; use of tests. Rich tasks.									
	Year 10-11	Explicit teaching of GCSE content. Walking-talking mocks. Modelling how to identify key misconceptions independently to improve work.									
	Year 12-13	Explicit teaching of mathematical argument, language and proof, mathematical problem solving and mathematical modelling. Teacher modelling and shared solutions. Hundreds of problem-solving questions. Scaffolding. Interpreting results.									
IMPACT	MBS Passport for personal development	Enrichment		Academic intervention (support or stretch)		PSHCE		Trips		Careers	
	Excellent Outcomes	Students are professional leaders who conduct themselves in a professional manner, ensuring respectful interactions with all peers and adults to allow them to become successful, independent citizens in their community and career.		Students will be positive role models who are rewarded for their hard work and will be able to use feedback as an opportunity to develop their skills and knowledge. Students have a positive and collaborative approach to learning, contributing fully at all times		Students will be productive citizens who are ambitious and work hard; they will take opportunities within the curriculum to use the '4 R Learning Powers' (Resourcefulness, Reciprocity, Resilience and Reflection) and have a growth mindset, allowing them to embrace new challenges. Students will always work to their absolute maximum.		Maths SEDP measurable outcome goals		To be input from September 2020 when faculty SEDP are completes.	
	Evaluation	Nationally generated performance data	Learning walks and HOF drop-ins	Deep Dives	External validation from Challenge Partners, etc	Department SEDPs	Book Scrutiny	The learning Walk tracker	Pupils, Parent, Staff surveys		