



Southend High School for Girls

Educating and inspiring young people since 1913



Mathematics Department Structure

Mrs Law – Director of Faculty
(slaw@shsg.org)

Miss Graham – 2nd i/c Mathematics and KS4 Coordinator

Mrs Coker – KS3 Coordinator
(ecoker@shsg.org)

Mr Shaikh – KS5 Coordinator



What Your Daughter Will Study

Term 1	Term 2	Term 3
Topic / skills <ul style="list-style-type: none">• Unit 1: Number and the Number System• Unit 2: Indices and Surds• Unit 3: Algebraic Manipulation• Unit 4: Area and Perimeter• Unit 5: Fractions, Decimals and Percentages• Unit 6: Solving Equations Assessment <ul style="list-style-type: none">• Separate Topic tests for units 1-6	Topic/ skills <ul style="list-style-type: none">• Unit 7: Angles• Unit 8: Presenting Data• Unit 9: Estimation and Approximation• Unit 10: Standard Form Assessment <ul style="list-style-type: none">• Separate Topic tests for units 7-10• Applications and Mastery 1 (students will sit a cumulative baseline assessment to identify personal areas of weakness. Students are then given the opportunity to revise and consolidate these topics before completing a mastery test)	Topic / skills <ul style="list-style-type: none">• Unit 11: Probability• Unit 12: Substitution and Linear Graphs Assessment <ul style="list-style-type: none">• Separate Topic tests for units 11 & 12• Applications and Mastery 2 (students will sit a cumulative baseline assessment to identify personal areas of weakness. Students are then given the opportunity to revise and consolidate these topics before completing a mastery test)• End of year examinations



Key Dates and Events

[UKMT Junior Maths Challenge](#) 10th April 2025

Wednesday KS3 Club

[Maths Week 11th November 2024](#)

Assessments in line with School Calendar

Monthly Topic Tests



Our Expectations and Effort 4 Grades

Student is consistently reflective and proactive in acting on advice and feedback and will actively seek feedback too to further their learning. The student asks questions, which challenge their thinking and / or that of the teachers. The student demonstrates resilience when faced with challenging tasks and will persevere using a range of strategies to support them until the task is completed. The student actively seeks challenge and extension in order to progress their learning. The student views mistakes as an opportunity to progress their learning.



Working beyond

To go beyond what is expected of a mathematics student in KS3, students should engage with the challenging nature of mathematics. Students should recognise that making mistakes is an opportunity for learning. They will share ideas and strive to improve their oracy skills. They regularly revisit prior learning so that knowledge can be built upon ensuring that knowledge is embedded in long term memory. Students should also read widely, engage in extracurricular pursuits, and learn key language and subject specific terminology. Students can also read ahead in the curriculum and are pushed to extend their knowledge through depth and interlinking of topics.



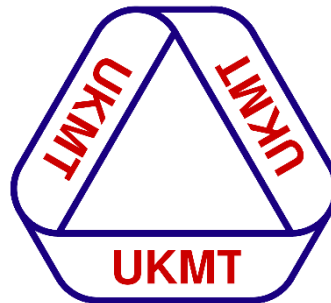
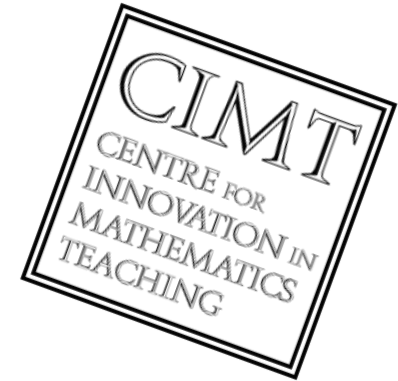
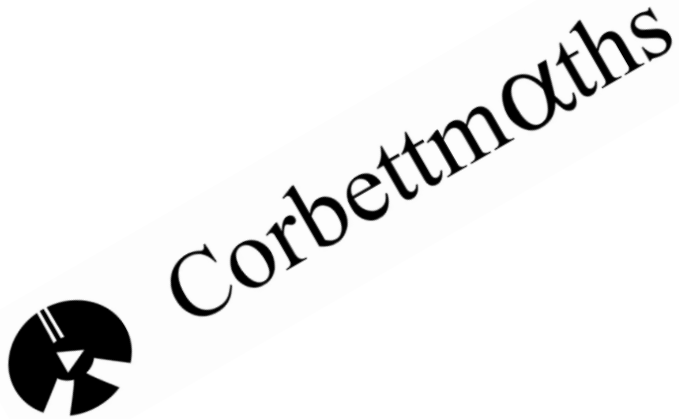
How we support your child at school

- ☐ Exercise book, make neat notes
- ☐ Participate in all activities during the lesson
- ☐ Book, Brain, Buddy (or teacher)
- ☐ Ask questions
- ☒ **Maths Angels**
- ☐ Wednesday KS3 club



How to support your child at home

(click on each logo to access their website)





What Our Students Say

I really enjoy my teachers and multiple achievement points I get in maths!
Maths in Southend High School For Girls has been like an easy and on-going adventure
which works at my pace and level in Maths.

Thank you to all my amazing Math teachers. - JK



I find maths at SHSG really fun and it's straightforward, if we don't understand anything we can ask the teachers and the teachers politely help us comprehend it – AS

Maths at SHSG so far has been great, it has expanded my mind further and convinced me to see maths in a whole new way, a more exciting way, a challenging way and a fun way - MC

So far, I am liking year 7 maths this year. I have enjoyed learning about 'lowest common multiple' and 'highest common factor' because I find it very interesting. I am very much looking forward to our future topics and am excited to learn more. - AL