

The Big Picture—Intent:

Core Maths will consolidate students' mathematical understanding, build their confidence and competence in applying mathematical techniques to solve a range of problems and introduce them to new techniques and concepts that will prepare them for further study and future employment within a broad range of academic, professional and technical fields.

**CORE
MATHS**

Content / Units	Skills	Knowledge	Prior—Y11	Higher Education
Analysis of data, Maths for personal finance, Estimation and Critical analysis of given data and models, Normal Distribution, Probabilities and Estimation, Correlation and Regres-	Data Analysis Estimation Mathematical modelling	The depth of knowledge required can be found using the Exam Board Specification found here: https://filestore.aqa.org.uk/resources/mathematics/specifications/AQA-1350-SP-2014.PDF (Paper 1 and Paper 2a only)	All content covered during the GCSE course creates the foundation for learning at Level 3. Statistical Topics play a key part in transition between Y11 and Y12,	After succeeding in the Core Maths qualification, in conjunction with other qualifications students will be able to access a variety of undergraduate university courses within a number of different fields, such as; Business, Finance, Sport and Psychology for example.

Implementation	Marches Futures Links	Summative Assessment
<p>Lessons are split between two members of staff. Teacher 1 delivers 2 sessions per week and teacher 2 delivers 1 session per week. Teacher 1 delivers Analysis of Data, Critical Analysis of given data and models, Normal Distribution, Probability and Correlation and Regression and Teacher 2 delivers Maths for Personal Finance and Estimation.</p> <p>Independence and study skills will be fostered through: challenging questions and problems, group and pair work, modelling, homework and PLC after each unit and past paper assessment.</p> <p>Each unit starts with a student self reflective log which is revisited after each objective has been taught (may be across a few lessons)</p> <p>Lessons will be based around multiple representations; Concrete, Pictorial, Abstract to give a deeper understanding of concepts. Reasoning will be developed through the exploration of mathematical patterns and images with a variety of problem solving methods for just one question. Formal structure to answering A-Level questions will be embedded.</p> <p>Learning to move forward and uncover mathematical ideas from mistakes and misconceptions via true/false, spot the mistake and other reasoning tasks where students are required to make a judgement and justify their answers.</p> <p>Knowledge organiser will be provided for each block to enable students to recall keywords, facts, formulas and/or formal methods. WOW moments will occur when students solve complex problems, when the barrier wall disappears and they have a moment of satisfying clarity (no matter how brief) or spotting a relationship that was previously unseen.</p> <p>Numeracy and calculator skills specific to Level 3 content will be embedded.</p>	<p>Mixed attainment</p> <p>Working as part of a group</p> <p>Sharing of views and opinions with others and resolving any differences maturely.</p> <p>Showing respect for people</p> <p>Collaborating positively to complete tasks</p> <p>Completing PLC and taking responsibility for closing gaps in their own knowledge.</p> <p>Post 6th Form Pathways discussed and linked to content including career uses.</p>	<p>Topic Assessments completed after each topic.</p> <p>Mock Exam 1 using Past Paper Questions completed in January</p> <p>Mock Exam 2 using Past Exam Papers completed in March/April</p> <p>Exams May/June</p>

Impact:

Students will have increased understanding and confidence in Level 3 Maths and be able to apply new skills to a variety of new and challenging mathematical problems. Students will know more and remember more. Students will have developed skills enabling them to manipulate familiar and unfamiliar vocabulary and deduce mathematical content. They will be familiar with a variety of exam questions and be suitably prepared to answer examination style questions. There will be an increase in attainment, evidenced in regular, formal and interleaved assessments.