



# CURIOSITY

# COMPASSION

# COURAGE



## Curriculum overview

Subject	Mathematics	Year group	GCSE Resit
Vision statement:	<p>At Landau Forte our curriculum exists to ensure all students regardless of background and ability have the opportunity to unlock their potential. We are committed to students being challenged from their previous key stage learning experiences. Our broad and balanced curriculum is ambitious, coherently planned and sequenced, and will provide the platform for preparing students with the foundations for examination success.</p> <p>Our Curriculum Intent has been informed by a wide variety of researchers and is steeped in evidence based research. Christine Counsell summarises the aspiration of our curriculum to empower all learners creating a pathway to success in university, their career and life:</p> <p><i>'A curriculum exists to change the pupil, to give the pupil new power. One acid test for a curriculum is whether it enables even lower attaining or disadvantaged pupils to clamber into the discourse and practices of educated people, so that they gain powers of the powerful.'</i></p> <p>As well as excellent academic success we aim to ensure our students leave us as polite and well-rounded young adults. Our new core values of Compassion, Courage and Curiosity are currently being embedded throughout our curriculum offer to ensure we continue to meet our social, emotional, spiritual and moral obligations.</p>		
Curriculum intent:	<p>All students acquire the mathematical life skills necessary for the world of work, no matter what their starting point is, catering for all abilities and backgrounds. We have a strong belief that all students can achieve in Maths.</p> <p>Students will be taught to have a firm understanding of number bonds and be confident in using non-calculator strategies for solving problems.</p> <p>Students will be stretched and challenged through problem solving tasks to develop resilience.</p> <p>Students are encouraged to show courage through attempting questions in environment where other students show compassion through a culture of being non-judgmental when questions are answered incorrectly. Students are also encouraged to show curiosity through asking questions and taking a genuine interest in the real life applications of the Maths that they are learning.</p> <p>This will be achieved by staff working together in planning lessons that allow ALL students to achieve/ exceed their potential through:</p> <ul style="list-style-type: none"> <li>Common lesson planning formats; Expert knowledge of the subject; Differentiated material;</li> <li>Regular use of AfL to assess progress in a lesson; Regular use of formal marking and feedback;</li> <li>Regular summative assessments to ensure appropriate progress and intervention.</li> </ul>		
Threshold Concepts (TCs):	<p>TC1 Algebraic manipulation - This concept involves recognising mathematical properties and relationships using symbolic representation</p> <p>TC2 Number sense - This concept involves understanding the number system and how they are used in a wide variety of mathematical ways</p> <p>TC3 Shape facts - This concept involves recognising the names and properties of geometry shapes and angles.</p> <p>TC4 Multiplicative reasoning - This concept involves using ratio and proportion and understanding of reciprocals in real world applications</p> <p>TC5 Representing and interpreting data - This concept involves interpreting, manipulating and presenting data in various ways.</p> <p>TC6 Calculator skills - This concept involves fluent application of mathematical operations on a scientific calculator</p> <p>TC7 Understanding and calculating risk - This concept involves knowing the rules of probability in the correct context</p>		



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## 5R's approach

Students who have already achieved a grade 3 GCSE in maths or English in year 11 are currently required, as a condition of funding, to re-sit GCSE in post-16 education. That is roughly 190,000 students. These students already have achieved a grade 3 and the 5Rs is intended as a revision programme. It comprises three, ten week terms which is an average schedule of time within post-16 education. Hence, the focus within this programme is on the key topics that will help students achieve a grade 4 or better, or push them above the threshold in this GCSE. It builds upon the body of knowledge that students start off with but does not attempt to cover the whole specification content at either tier.

The 5Rs outlines revision routines to be employed within the classroom as well as encouraging independent self-study. Outcomes for re-sit students are historically low. One factor is that students do not engage with a re-sit course, even though it may be their only realistic second chance to achieve. Hence, taking a different approach and engaging students is a key aspect of the 5Rs. There are a number of contributory factors relating to the outcomes but the 5Rs goes some way to supporting the teaching and learning with proven methods from an ACER project and supporting blog found at [www.makingthegraded2c.wordpress.com](http://www.makingthegraded2c.wordpress.com)

The 5Rs is based upon a clear systematic approach for each session. The emphasis within each 1 hour lesson is on the following;

- **Recall** the facts; the killer maths facts to be learned and recalled
- **Routine** maths that needs to be revisited regularly through spaced and interleaved practice
- **Revise** the 40 topics that occur frequently and often determine success in exams at this level
- **Repeat** the revised content to become competent in the techniques
- **Ready** for the exam - focus upon exam technique and past/practice paper mastery

## Learner skills:

Critical thinking



CRITICAL THINKING

Organisation



ORGANISATION

Collaboration



COLLABORATION

Adaptability



ADAPTABILITY

Oracy



ORACY

Self-quizzing



SELF QUIZZING



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	Term 1 Aug-Oct	Term 2 Nov-Dec	Term 3 Jan-Feb	Term 4 Mar-Apr	Term 5 Apr-May	Term 6 Jun-Jul
Content and Sequencing	Due to students having seen all of the content already the detailed content is determined by regular assessments and identifying of gaps to create a bespoke programme.					Exams
Assessment:	Weekly topic tests 2 x Past Paper	November external GCSE exams  Weekly topic tests 1 x Past Paper	January Functional Skills external exams  Weekly topic tests 2 x Past Paper	March Functional Skills external exams  Weekly topic tests 2 x Past Paper	Weekly topic tests 2 x Past Paper	June external GCSE exams Functional Skills external exams
Values	<p>This scheme of work promotes the school values of Compassion, Curiosity and Courage by:</p> <p>Compassion - Students show compassion through a culture of being non-judgmental when questions are answered incorrectly.</p> <p>Curiosity - Students are encouraged to show curiosity through asking questions and taking a genuine interest in the real life applications of the Maths that they are learning.</p> <p>Courage - Students are encouraged to show courage through attempting questions</p>					