

## Subject: Maths

Year Group: Year 11 - Higher and Foundation tiers

|                 | Topic/subject   | Assessment objectives and knowledge  | Skills including any differentiation  | Literacy, numeracy and SMSC opportunities   | Final assessment task and title   |
|-----------------|---|--|---|---|---|
| <b>Autumn 1</b> | Dependent on teaching group or tier of entry and specific topics will be identified through detailed analysis of the end of year 10 assessments.                              | Each class teacher will develop a bespoke scheme of learning according to their students' needs.                                 | Applying the knowledge they have gained through key stage 3 and key stage 4 in familiar and unfamiliar contexts.  | Throughout this period students' knowledge of key terms and vocabulary is regularly reviewed. The start of year 11 is a key period for students to transition to taking more responsibility for their own learning.   | Full GCSE exam paper (tier dependent upon student).   |
| <b>Autumn 2</b> | In light of the mid term assessments and to ensure students reach their potential a review of teaching groups place and the topics taught may differ between teaching groups. | Class teachers will reflect on their scheme of learning and adapt as is necessary embedding key topics.                          | In light of the students performance in the assessments they will be given an opportunity to prioritise curriculum areas for improvement and further study in their own time. | Students will be encouraged to develop further the quality of their written mathematical communication especially with regards reasoning. As students approach the mocks students will understand the beauty and utility of mathematics in the world of work. | GCSE MOCKS<br>Students will be provided with a timetable.   |
| <b>Spring 1</b> | Following the first mock assessments and to ensure students reach their potential a review of teaching groups place and the topics taught may differ between teaching groups. | Further refinements and amendments will be made to the bespoke schemes of learning.  | Lessons continue to address collective needs of each teaching group.  | Opportunities for dissecting multi-step problems will enhance their lexicon. Students should develop an awareness of the commitment and workload required of them. This will require self-regulation and meta-cognition.                                      | Teacher assessment through class and book work – no formal testing. Topic based tests may take place dependent upon the teaching group. |
| <b>Spring 2</b> | In the lead-in to the final exams teaching will be highly focussed on closing the gap between the grades students attained in their mock and their target grades.             | Key topics/areas which involve a deeper understanding are identified with a view to focussing on crucial examination techniques. | Familiarisation of the requirements of different types of examination assessment objectives i.e. AO1, AO2 and AO3, including their numerous sub-assessment objectives.        | Students are given the opportunity to hone their precision and accuracy of their written mathematical communication. Positive growth mindset will be instilled to overcome mental barriers.   | GCSE MOCKS<br>Students will be provided with a timetable.   |

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| <b>Summer 1</b> | Topics are very specific based on individual students' needs. | In the main, students should be pinpoint areas for improvement in order to guide them in their self-study. Lessons will be centred around developing revision efficacy. | Revision skills and self-organisation. | The importance of persistence and taking responsibility for their private study. Students should be aware of the correlation between effort and outcomes. | FINAL GCSE EXAMS<br>Students will be provided with a timetable. |

\*\* Throughout the year Saturday and holiday sessions take place to provide additional opportunities for consolidation.