



Year 12 Mathematics (2 sides max)

What we do:

We prepare students for the OCR two year A Level course. OCR split the curriculum between Year 1 and Year 2 and we follow this split. We arrange the topics within each year based on our longer-term experiences teaching A Level Maths using two different teachers (side A and side B). Whilst all students start the course aiming to complete the full two years we also offer the option of an AS Level after one year. We offer the course to students with a Grade 7+ at GCSE. In some circumstances we accept students with Grade 6 although significant support is required from the beginning of the course.

Why we do this:

Having two teachers teach the course is more robust than just having one teacher.

We arrange the topics to offer variety as well as increasing the level of difficulty in many later topics. They build on previous knowledge and this necessitates such sequencing and promotes retrieval.

We have an entry requirement for the course as we know from national figures that students who are below this threshold tend not to succeed.

We put in place intervention for weaker students from the start of the course because we know from national figures that students with, for example, a Grade 6 at GCSE tend not to be very successful. We know, however, that students who have a good attitude, follow instruction, and are given additional support can and have thrived at Richmond School in A Level Maths.

The course structure allows for students to finish after one year and certificate at AS Level but this is never the intention at the start of the year but the rather the result of a student's change in circumstances (eg change in location or gaining employment).

Methods of deepening and securing knowledge: (these will be amended if not all aspects are covered – there is no expectation they will be)	
Spaced practice	Nearly all topics are visited on more than one occasions throughout the two years of maths provision. This is sometimes to re-visit topics in preparation for assessments. On other occasions it is to prepare for the learning of deeper and more challenging learning within the same concept area.
Retrieval practice	Most topics build on previous topics that are revisited as part of the new learning. The regular topic assessments and frequent, larger, Aiming High assessments require a similar revisiting of previous understanding.
Interleaving	Most topics are visited on multiple occasions throughout the two years of maths provision as they linked to new areas of learning and other concepts that are brought together in larger assessments. There are also concepts that occur in different subjects across the school that link the maths curriculum with the curriculum of other subjects across the school.
Concrete examples	There are many abstract concepts taught throughout the maths curriculum. In the teaching of many of these concrete examples are used either to make them more accessible or because of the requirements of assessments.
Dual coding	Students will encounter many examples of graphical or diagrammatic representations of numbers and mathematical concepts.
Spaced practice	Nearly all topics are visited on multiple occasions throughout the five years of maths provision. This is sometimes to re-visit topics in preparation for assessments. On other occasions it is to prepare for the learning of deeper and more challenging learning within the same concept area.

	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Topic(s)	Pure A1 Indices and Surds A2 Straight Lines A3 Differentiation A4 Trigonometry Statistics S1 Stan. Deviation S2 Probability	Pure B1 Quadratics B2 Binomial Exp. B3 Vectors B4 Graphs B5 Polynomials B6 Circles B7 Integration	Pure A5 Logs and Expons A6 Proof Statistics S3 Data Handling S4 Hypothesis Test	Mechanics M1 Kinematics M2 Newton's Laws	Pure (Year 2) A1 Radians and Trig A2 Functions A3 Seq's and Series	Pure (Year 2) B1 Diff. and Int. B2 Alg. Frac's
Assessment	Topic Reviews	Topic Reviews Aiming High 1 Assessment	Topic Reviews	Topic Reviews Aiming High 2 Assessment	Topic Reviews	Topic Reviews Aiming High 3 Assessment
CEIAG (<i>Careers that are linked to that topic</i>)	<p>The progress of students is regularly monitored and reported. This feeds in to the on going monitoring of students' progress across all subjects and links with helping students with the transition arrangements for beyond Y13 (typically this is university). The maths curriculum helps students develop skills in logical thinking, problem-solving and decision-making, which are valued by employers across many job sectors.</p> <p>Careers directly related to the maths curriculum are Actuarial analyst, Actuary, Chartered accountant, Chartered certified accountant, Data analyst, Investment analyst, Research scientist (maths), Secondary school teacher, Statistician, and Systems developer.</p> <p>Careers in which the maths curriculum is useful include Civil Service fast streamer, Financial manager, Accountant, Financial trader, Insurance underwriter, Meteorologist, Operational researcher, Quantity surveyor, and Software tester.</p>					

Homework:
Regular homework is set to establish, reinforce, and revisit key concepts throughout the course. Revision tasks are set on the run up to the Aiming High (AH) assessments. Some Topic Reviews are done at home as part of homework or set as independent study for completion in the Study Centre.