

Cultural capital and local context	The Maths curriculum at TFA will introduce students to both functional and abstract areas of Maths. This will allow them to deal with everyday mathematical problems and be comfortable with Mathematical language that they may encounter throughout their lives. Example: Students will be taught functional Maths such as <i>Simple/Compound Interest</i> and <i>Percentage Change</i>. Students will also be introduced to more abstract concepts as <i>Trigonometry</i>, <i>Algebra</i> and <i>Mathematical Proofs</i>.
Ambitious	The Maths department at TFA will stretch all students to their maximum potential by ensuring that challenging work is included in every lesson. For KS4, students are frequently exposed to exam material that will stretch the Foundation Students to grade 5 and the Higher Students to grade 9. TFA Maths also runs a FastTrack group that consists of students in year 7 and 8 who are very able. These students attend an after school club and are looking to complete their GCSE Maths early. Example: The FastTrack student intervention group meets weekly and follows the content that is covered in year 10 top set lessons.
Logically structured	The Maths curriculum follows Edexcel's suggested Scheme of Work for KS3. This Scheme of Work leads in perfectly to the GCSE syllabus so students are very familiar with the exam content. The curriculum for Maths is cyclic, meaning that the students will cover the same topics (with increasing difficulty) year by year. Example: In year 7 and 8 students will be introduced to basic algebra: <i>Adding Terms</i>, <i>Solving Simple Equations</i>, <i>Forming Expressions</i> etc. In year 9 students will move to more complicated processes such as: <i>Expanding Double Brackets</i>, <i>Collecting Like Terms</i>, <i>Solving Equations with Multiple Variables</i> etc. In year 10 and 11 students will cover topics such as: <i>The Quadratic Formula</i>, <i>Iteration</i>, <i>Manipulating Trigonometric Rules</i> etc.
Intelligent assessment	Throughout their time at TFA, students will be tracked through a series of unit assessments and end of year exams. We choose to assess every topic for every student because it allows class teachers to see areas of strength and weakness for individual students. There are also numeracy assessments for KS3 students, which are used to form numeracy intervention groups. These numeracy groups are in place for students who have carried forward issues from Primary School and need an extra boost to catch up with their peers. Example: We looked at the current year 11s unit topic data and could see that Set 2 was strong at <i>Plotting Quadratic Graphs</i> but weaker at <i>Applying Trigonometric Rules</i>. This allowed the class teacher to target key areas of weakness during after school intervention.
Breadth and Depth	Maths at TFA covers the entire National Curriculum and will frequently stretch students beyond the NC and class teachers will include real-life applications of GCSE content. Students will be encouraged to use logical methods to derive GCSE formulae and will therefore be looking at Maths at a much deeper level. Example: At KS3 students will be asked to look at multiple ways of deriving the <i>Formula for the Area of a Trapezium</i>. At KS4 students will look at deriving the Formula for finding <i>the Sum of Angles for a Polygon with n Sides</i>
Retention	Student retention is carefully considered when planning the Maths syllabus for all year groups. Students will cover topics repeatedly year by year to ensure that they are they do not encounter unfamiliar content in their exam year. Additional measures are put in place for year 11 as it is particularly important for this exam year. Example: In year 11 content retention is tackled in 3 ways: • Year 10 material in Wed Afterschool sessions • Targeted homework for students.
Equality	Student groups are tracked throughout their time at TFA e.g. looking at gender, pupil premium and KS2 data. Relevant interventions are put in place to help underperforming groups. Example: From looking at last year's GCSE cohort we could see that an underperforming groups was girls who were also in the higher sets. This led us to make changes to our practice such as ensuring that girls in top sets were consistently attempting higher grade material and running focus groups of higher set girls.