

# Mathematics

Entry Level, Level One, Level Two



**Sixth Form Hub 2022-2023**

## Introduction

### What is the Unit Award Scheme (UAS)?

UAS allows all students to engage with learning and have their achievements formally recognised.

Students are rewarded with a certificate each time they successfully complete a unit of learning. They can build up a portfolio of certificates to evidence their skills, knowledge and experience.

The scheme boosts confidence, increases engagement and improves motivation, helping students to make progress on their lifelong learning journey.

### Why choose UAS

- **Comprehensive** – UAS covers all topics from school curriculum subjects to life skills, outdoor activities, arts and crafts, and work-related learning
- **Inclusive** – students of **all abilities** can take part in the scheme
- **Adaptable** – teachers can write their own units for tailored, bespoke learning
- **Flexible** – students can achieve an unlimited number of units each academic year, receiving certificates on-demand at any time throughout the year
- **Versatile** – teachers will use UAS in many different ways: SEND/SEMH programmes; enrichment and extracurricular activities; community-based learning projects; professional development, learning and building new skills, preparing for GCSE's and level 1-3 qualifications

Each centre has a UAS Coordinator who is trained as part of the UAS registration process. The coordinator submits the claims for certificates, along with the evidence when required. Claims for certificates can be made year round and students can be added to the scheme at any time.

## Case study: Brunel and Burton Academies

Mandy Seymour, teacher and SENCO at Brunel and Burton Academies in Devon, explains how Unit Award Scheme (UAS) continues to be a success with both students and teachers.

### Re-engaging students

I'm the UAS coordinator in a small school for pupils permanently excluded from mainstream, 100% with an Education Health Care Plan and all within the main area of need in social, emotional and mental health. As a body, our students struggle with attendance and being in learning spaces. They've all travelled a tough road to get to us and feel disaffected with education. Their self-esteem is low which has a big effect on how they perceive learning and themselves as learners.

UAS has been fantastic; it enables us to teach groups or individuals on a wide variety of topics and to evidence to the students how well they can learn, providing them with a real sense of achievement. One pupil, on completing some Entry, 1, 2 and 3 maths units (UAS can be used as a stepping stone towards the achievement of AQA's Entry Level Certificates) asked "does this mean I could do a GCSE?" When the teacher replied "what do you think?", the answer was "I know I can now, I've got no excuse – you'll just keep reminding me of all these certificates!"

This is just an example of some of the units that will be covered

| <b>In successfully completing this unit, the learner will have</b>                                | <b>Evidence Needed</b> |
|---|------------------------|
| <b>Demonstrated the ability to</b><br><br>1. solve two or more simple addition problems correctly | Student Work Completed |
| 2. solve two or more simple multiplication problems correctly                                     | Student Work Completed |
| 3. solve two or more simple subtraction problems correctly  | Student Work Completed |
| 4. solve two or more simple fraction problems correctly   | Student Work Completed |
| 5. solve two or more simple decimal problems correctly.   | Student Work Completed |

| <b>In successfully completing this unit, the learner will have</b>                                     | <b>Evidence Needed</b> |
|--|------------------------|
| <b>Demonstrated the ability to</b><br><br>1. multiply given 2-digit numbers by a 1-digit number        | Student Work Completed |
| 2. divide given 2-digit numbers by a 1-digit number  | Student Work Completed |
| <b>Shown Knowledge of</b><br><br>3. how to compare statements that include multiplication and division | Student Work Completed |
| 4. how to use related calculations to help solve multiplication and division problems                  | Student Work Completed |
| 5. how to use scaling to help solve multiplication and division problems                               | Student Work Completed |
| 6. think about multiplication and division problems using the 'how many ways?' approach.               | Student Work Completed |

| <b>In successfully completing this unit, the learner will have</b>                                 | <b>Evidence Needed</b>                      |
|--|---|
| <b>Demonstrated the ability to</b><br><br>1. read and write given numbers up to two decimal places | Summary Sheet and/or Student Work Completed |
| 2. recognise and continue at least two sequences that involve decimals                             | Summary Sheet                               |
| 3. calculate with money, using decimal notation, on at least two occasions                         | Summary Sheet and/or Student Work Completed |
| 4. express given amounts of money correctly in writing, using pounds and pence                     | Student Work Completed                      |
| 5. round given amounts of money to the nearest £1 or 10p   | Summary Sheet                               |
| <b>Experienced</b><br><br>6. increasing their confidence with decimals                             | Summary Sheet                               |
| 7. increasing their confidence in using money.   | Summary Sheet                               |

| <b>In successfully completing this unit, the learner will have</b>  | <b>Evidence Needed</b> |
|---|------------------------|
| <b>Demonstrated the ability to</b><br><br>1. identify given angles  | Student Work Completed |
| 2. compare and order at least three different angles                | Student Work Completed |
| 3. complete a symmetric figure                                      | Student Work Completed |
| <b>Shown Knowledge of</b><br><br>4. the key properties of triangles | Student Work Completed |
| 5. the key properties of quadrilaterals                             | Student Work Completed |
| 6. the lines of symmetry for triangles and quadrilaterals.          | Student Work Completed |



For more information regarding FreshSteps Sixth Form Hub and for application forms please go to our school website or contact the school.

**Website :** [www.freshstepsindependentschool.org.uk](http://www.freshstepsindependentschool.org.uk)

**Telephone:** 02088035827

**Address:** FreshSteps Independent School, Innova House, London, EN3 7XH



## Acknowledgements

- FAB Constructions
- Propertec Builders (LFKD) for donations of hair dressing equipment (Supporting Black Businesses)
- To all the teachers, staff and governors at FreshSteps





