


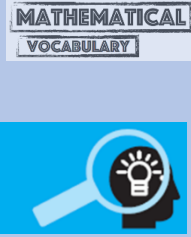
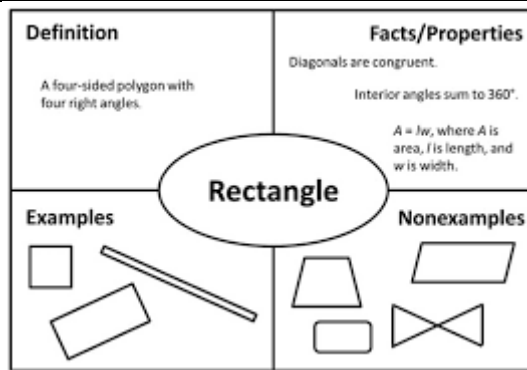


# St Mary's Federation of Catholic Schools

## Maths lesson

### 5-part lesson structure

	<p>Diagnostic pre-assessment to be completed to inform planning.</p> <p>Pre-planned assessments to tease out any misconceptions that a student may have before a topic commences.</p> <p><i>(Informed by DFE Maths Recovery, EEF Improving Maths in Early Years and Key Stage 1, EEF Improving Maths in Key Stage 2)</i></p>
	<p><b>Lesson Part 1: Focus on Feedback - 5 minutes</b></p> <p>When possible, any fix it with an adult should be a quick fix or it should be completed in a mop up session.</p> <ul style="list-style-type: none"><li>• Fix it with an adult linked to a specific focus (these children will be checked and supported as appropriate through the lesson)</li><li>• Next step and challenge to be completed independently by the children e.g. true or false or spot the mistake.</li></ul> <p>Fix it work and challenge tasks should be recorded in books.</p> <p>Any mop up maths and pre teach sessions should also be recorded in the children's books so they can refer to this in subsequent lessons.</p> <p><i>(Informed by DFE Maths Recovery, EEF Improving Maths in Key Stage 2)</i></p>
	<p><b>Lesson part 2: Recap – 5 minutes</b></p> <p>Review prior learning either from previous year group or from earlier lessons.</p> <p>This section will include:</p> <ul style="list-style-type: none"><li>• If necessary, a recap on any misconceptions from the previous lesson that need more time outside of the 'Focus on Feedback' section (this could be when the whole class have struggled with a concept etc)</li><li>• Prior learning/small steps that feed into that days lesson.</li></ul> <p><i>(Informed by DFE Maths Recovery, EEF Improving Maths in Early Years and Key Stage 1, Rosenshine Principles)</i></p>
	<p><b>Lesson Part 3: Hook -15/20 minutes</b></p> <p>Maths vocabulary introduced-this could be on a separate slide following the Frayer model to promote deeper understanding:</p>



In the hook:


- The aim in this part of the lesson is to introduce the learning for today through a question/problem. The children solve this problem in pairs/groups using Maths talk, the use of manipulatives and adult guidance to investigate the problem. Also, include how children could solve this problem if recording e.g. picture, words, numbers and symbols. This can be completed in books and will lead you as a school to journaling as a future action point.
- Teachers should ensure that pupils use the correct language. Children to use full sentences (sentence frames should be shared with children and ensure staff know the difference between a sentence frame and sentence stems) and the correct mathematical vocabulary as part of the mastery approach.
- The Hook is a crucial opportunity for assessment; all adults need to circulate so that a clear picture of pupils' understanding emerges and can impact on the subsequent segments as required. After a short amount of time the children all come back together to share their learning as a whole class. This is a time to discuss different methods and misconceptions. This should be reactive and provide opportunities to explore methods/content that children have discussed/recorded as appropriate.
- Teachers to model the new and planned learning. Explicitly share what you are doing/thinking.
- Provide an opportunity for children through guided practice to complete an example and checking that children are confident or require further support or another example.
- Leading on from this the teacher may need to work in more depth through the new learning to explicitly teach the concepts. You may need several slides to introduce this new learning, when appropriate.
- Model and encourage children to name and label methods e.g. number line method, compact method, partitioning method (this will later support journaling approach).

*(Informed by EEF Improving Maths in Early Years and Key Stage 1, EEF Improving Maths in Key Stage 2 and Rosenshine Principles)*



#### Lesson Part 4: Independent Task – 25/30 minutes

The Independent Task is another vital opportunity for assessment and adults must be deployed carefully so that a clear picture of pupils' understanding emerges. The Independent Task should link to the content of the explicit teach – sometimes White

	<p>Rose materials encourages you to become too varied and using different core representations and methods. Ensure you go back to the big ideas of this topic.</p> <p><i>(Informed by EEF Improving Maths in Early Years and Key Stage 1, EEF Improving Maths in Key Stage 2 and Rosenshine Principles)</i></p>
	<p style="text-align: center;"><b>Lesson Part 5: Plenary – 5 minutes</b></p> <p>The plenary is an essential opportunity to gauge levels of understanding and develop pupils’ skills in explaining, reasoning and justifying.</p> <p><i>(Informed by EEF Improving Maths in Early Years and Key Stage 1, EEF Improving Maths in Key Stage 2 and Rosenshine Principles)</i></p>