

Maths Lessons at Market Harborough C of E



- All children work on learning objectives in line with the National Curriculum.
- Each lesson begins with retrieval.
- Current work follows the long-term planning.
- A sequence of learning will consider and incorporate [the 5 big ideas](#).
- The learning objective (WALT) and success criteria are clear and precise.
- Children all start at the same point and learn the same content at around the same pace.
- Instructions and learning are broken down into very small steps.
- Each lesson includes quality modelling of methods and vocabulary.
- Ample and varied opportunity is provided to practise each skill before the independent task.
- Methods are shared and children consider which is the most efficient method and why.
- Misconceptions are used as learning points.
- Representations, which support the structure of the mathematics, are used.
- Quality planned questioning is used to elicit answers and draw out misconceptions.
- Assessment for learning is seen through multiple choice questioning, discussion and white board work.
- Children practise a more extended task to develop fluency, problem solving and reasoning.
- Sentence stems are used and displayed on the board.
- Children peer or self-mark and then edit as needed using a purple pen.
- In the moment responsive teaching is used to progress learning.

Skeleton outline of a Maths Lesson

Retrieval of previous learning using Flashback 4.
The learning objective is shared and discussed.
Whole class input – introducing new learning and key vocabulary.
Opportunities for – practising skills and showing understanding.
Work is self or peer assessed using a purple pen.