



Queen's Park Maths lesson 7-part lesson structure



Diagnostic pre-assessment to be completed to inform planning. Pre-planned assessments to tease out any misconceptions that a student may have before a topic commences.

- EEF states that the use of low stake assessments in class can have a big impact on pupil progress.
- EEF states that it is important that assessment isn't just used to track pupil progress but to inform teacher's planning.



Lesson Part 1: Focus on Feedback

Fix it with an adult should be a quick fix or it should be completed in a mop up session.

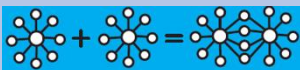
- EEF states that feedback should be specific, accurate and clear and should focus directly on any misconceptions.
- Rosenshine states that "practice makes perfect but practising errors makes disasters"



Lesson part 2: Recap

Review prior learning either from previous year group or from earlier lessons. This could be reviewing a misconception that has occurred in the last lesson. You might leave this blank until you have taught the lesson or you might have a question that might check their understanding from the unit or lesson before.

- EEF states that time should be allowed to consolidate prior learning and apply to other topics. Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit.
- Rosenshine states: Remember that material is forgotten without significant rehearsal. With significant rehearsal, students are able to retrieve material easier which makes it easier to develop new learning for problem solving. A good deal of overlearning is needed in order to become fluent and automatic in a skill. Material which is over learnt can be recalled automatically as it is stored in the long-term memory.



Lesson Part 3: Hook

Maths vocabulary introduced-this could be on a separate slide.

The key learning should be shared with the pupils at the start of the Hook. The Hook is an introduction to the new learning. Share new learning using small steps. Teachers to model the learning. Explicitly share what you are doing/thinking. You may need several slides to introduce new learning.

- EEF states that tasks should include examples and non-examples of a concept and should build conceptual knowledge in tandem with procedural.
- DFE Maths Recovery states that when revising and teaching new language, this should be accurate, precise language across year groups.
- Rosenshine recommends that children should not be overwhelmed when learning new concepts. Teaching should be chunked and include explicit modelling. The process of a teacher modelling their own thinking should be evident in lessons.



Lesson Part 4: Talk Time

The tasks that the pupils will be carrying out should provide them with opportunities to use mathematical language.

Teachers should ensure that pupils use the correct language. This section could involve pupils using concrete materials or interpreting representations and concepts.

The Talk Task 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.

Children to use full sentences and the correct mathematical vocabulary as part of the mastery approach.

- EEF states that teachers should observe what children know or how they 'do maths' through the use of open-ended questions.
- EEF states that pupils need significant time to imitate, internalise and independently apply strategies before applying their learning.
- Rosenshine recommends that questions should be planned to practise new learning and make connections with prior learning and should promote active learning.



Lesson Part 5: Review

This should be informed by feedback from the Talk Task. This should be reactive and not necessarily pre-planned.

- Rosenshine states that teachers should assess understanding at each point of learning. This will support children to develop 'schemas' of learning.
- Rosenshine states that "practice makes perfect but practising errors makes disasters".
- EEF states that "a misconception is an understanding that leads to a systematic pattern of errors."



Lesson Part 6: Independent Task

The Independent Task is another vital opportunity for assessment and adults must be deployed carefully so that a clear picture of pupils' understanding emerges

- Rosenshine states that teachers should assess understanding at each point of learning. This will support children to develop 'schemas' of learning.
- EEF states that children should have access to a range of different, genuine reasoning tasks. They should be encouraged to use visual representations. They should model, reflect on and communicate their thinking.
- Rosenshine states that it is important for children to have time to practise their maths after each small step of teaching.



Lesson Part 7: Plenary

The plenary is an essential opportunity to gauge levels of understanding and develop pupils' skills in explaining, reasoning and justifying.

- Rosenshine states that teachers should assess understanding at each point of learning. This will support children to develop 'schemas' of learning.
- EEF states that "Maths should be organised so that teaching problems with similar structures and different contexts are presented together (and vice versa)."
- EEF states that time should be allowed in a lesson to consolidate and apply their learning to new topics.