



Queen's Park Maths lesson Seven part lesson structure



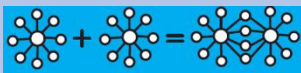
Lesson Part 1: Focus on Feedback

This part of the lesson allows for children to revisit their learning from the previous lesson to address any misconceptions or to complete a challenge for retrieval practice or to further deepen their knowledge of a concept. Feedback from the previous lesson should provide children with prompts to address misconceptions to promote resilience or where necessary should provide specific, accurate and clear feedback focusing directly on the misconception.



Lesson part 2: Recap

This part of the lesson allows for retrieval practice of previous learnt knowledge, concepts or processes. Depending on the outcome of teacher assessment from the previous lesson, this could also include revisiting a misconception at a whole class level. The task should allow for consolidation of prior learning and promote the application of this to other topics where appropriate.



MATHEMATICAL
VOCABULARY

Lesson Part 3: Hook

Maths vocabulary is introduced or in some cases revisited at the start of the hook. Explicit teaching of new vocabulary is taught here including the teaching of the vocabulary in a context where applicable. Retrieval practice of key vocabulary is also completed.

The key learning should be shared with the pupils at the start of the Hook. The 'hook' is an introduction to the new learning. New learning is taught by progression through concrete, pictorial, and abstract representation where appropriate. Effective teaching modelling is evident during this part of the lesson with teachers clearly modelling their own mathematical thinking. Teachers ensure that core content is well embedded first within a sequence of lessons before progressing to application within problem solving and reasoning to ensure depth and breadth of mathematical understanding.



Lesson Part 4: Talk Time

Talk time allows the children to rehearse or apply their learning from the hook (depending on the focus on the lesson and its position within a sequence) before progressing to independent learning. Children should be encouraged to make connections with previous learning through active learning. This section could involve pupils using concrete materials or interpreting representations and concepts. Children will be expected to use the correct mathematical language when exploring concepts within talk time and this will be explicitly modelled by the adults in class. 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.

	<p style="text-align: center;">Lesson Part 5: Review</p> <p>The review section allows for consolidation of learning in previous parts of the lesson and provide teachers with an opportunity to address any common misconceptions identified through their assessment in the talk task. This ensures that misconceptions are effectively addresses to prevent them from leading to a systematic pattern of errors. This part of the lesson should be reactive and not necessarily pre-planned.</p>
	<p style="text-align: center;">Lesson Part 6: Independent Task</p> <p>The independent task allows for children to practise or apply their learning. Depending on where the lesson is within the learning sequence, the independent task may include fluency, reasoning, or problem-solving tasks. Lessons towards the start of a sequence will typically include rehearsal of fluency strategies to develop automaticity with opportunities to apply their knowledge to reasoning and problem-solving tasks later within a sequence. This is a vital opportunity for assessment and all adults in the class provide immediate feedback through live marking.</p>
	<p style="text-align: center;">Quiet Thinking Time.</p> <p>Within a lesson, children should be provided with the opportunity to explore their mathematical learning in a quiet learning environment, allowing for deep concentration and exploration of their own mathematical thinking. This may vary in position within a lesson depending of the task which have been planned.</p>
	<p style="text-align: center;">Lesson Part 7: Plenary</p> <p>The plenary is an essential opportunity to consolidate learning, gauge levels of understanding and develop pupils' skills in explaining, reasoning and justifying where appropriate. This part of the lesson provides teachers with immediate, formative assessment of the children's understanding from the lesson and any misconceptions which may need to be addressed either within this part of a lesson or at the start of the next lesson.</p>