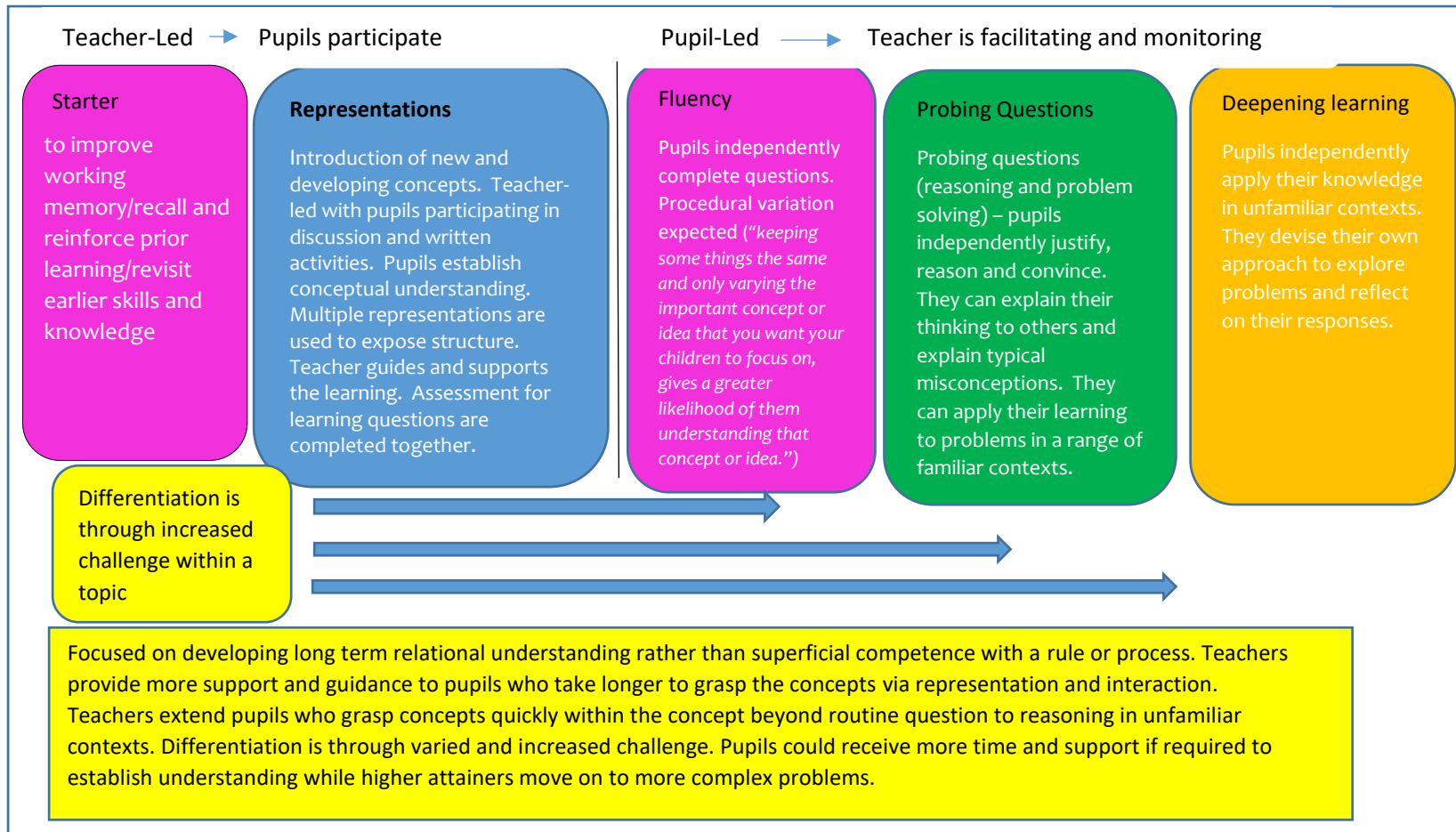


Moving Maths Forward – lesson design at Cookridge Holy Trinity C of E Primary School



Differentiation is through increased challenge within a topic

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Focused on developing long term relational understanding rather than superficial competence with a rule or process. Teachers provide more support and guidance to pupils who take longer to grasp the concepts via representation and interaction. Teachers extend pupils who grasp concepts quickly within the concept beyond routine question to reasoning in unfamiliar contexts. Differentiation is through varied and increased challenge. Pupils could receive more time and support if required to establish understanding while higher attainers move on to more complex problems.

Representations: Impact of representations is that pupils have a deep conceptual understanding of each small step and not just a method or fact by making connections with prior learning.

Probing Questions: Impact of probing questions is that pupils can independently prove their conceptual understanding and use prior learning to answer questions and identify misconceptions.

Fluency: Impact of fluency questions is that pupils can independently and directly answer routine and familiar questions.

Deepening learning: Impact of deepening learning is that pupils can interweave their conceptual understanding and prior learning to answer questions in less familiar contexts. They can devise their own approaches to solve problems and reflect on their learning

Mastery:
Every pupil can achieve.
The answer is just the beginning.
A positive teacher mindset and strong subject knowledge are key to student success in mathematics.

Misconceptions:
You can miss out the representation if a child seems fluent.
The most able pupils should start on probing questions and miss out on fluency.
Pupils only need to complete a few fluency questions if they get the answer right.
Mastery goes from easy to hard questions.
Children shouldn't get all the answers correct