

What you would see in one of our maths lessons?

Always:

- Explicit learning objective – on the board, in children’s books, or often both
- Referral to previous learning – asking, ‘What did you learn yesterday?’ or ‘What have you already learned about this?’
- Subject-specific vocabulary, with an emphasis on encouraging the children to use, as well as the adults
- Use of high-quality teaching materials, including on the board and for children to work on
- The teacher encouraging a ‘can-do’ attitude, encouraging all children to participate; eg ‘Explain what you think with your partner’
- Challenge by choice, or differentiation by task rather than outcome
- Low ceiling/high threshold approach; we all start together, and move on together
- Collaboration or partner work, including discussing strategies – in pairs and as a class
- Encouragement to use manipulatives where appropriate, eg fingers, counters or x tables grid
- Use of mini-plenaries to assess learning
- Self-assessment to check learning and understanding, eg ‘Show me your thumbs so I know how confident you are feeling about your learning today’
- Confident teaching staff, who enjoy the challenge of maths, including teaching assistants

Sometimes:

- If doing, eg, a warm up – progression through our calculation/counting and times tables policies
- A brief practice of prior learning, before the main lesson or at a separate time
- Referral to learning animals (ELLI); talk about learning
- Referring to knowledge organisers or working walls, or other material in the class to aid learning