



## Curriculum Implementation - General Lesson Structure/Design

Our curriculum needs to ensure that all children know and remember more. Our curriculum is based on mastery principles where pupils acquire a deep, long term, secure and flexible understanding of maths. Generative learning strategies are used within various parts of the lessons.

### **Review/Revisit**

In lessons, prior knowledge needs to be deliberately activated so at the start of every session before new ideas are introduced, time is spent enabling all children to revisit the knowledge they will need. This REVIEW helps children to make connections and should be generative so all students are engaged in retrieving their existing schema. Ensure that children are aware of what is important and how it will help their learning for that day.

### **Teach: My Turn**

Share and discuss the learning objective for the lesson.

All children are working on the same objectives supported by scaffolds where necessary. Teachers model their thinking through narrating their thought processes. This will ensure that children know how to be successful. They actively teach for misconceptions and plan for small steps in learning to ensure no child is left behind. Questioning is productive: children are given time to think and discuss answers before they are shared.

### **Practice: Our Turn, Your Turn**

Guided practice involves intelligent practice where children are encouraged to notice things and spot patterns. Guided practice (involving scaffolds) leads to independent practice. Scaffolds allow accessibility and success.

This needs to then turn into independent practice. Independent practice allows children to build their fluency. The aim of independent practice is to gain a high success rate from the children (80% or higher) as this will mean children are practicing the correct responses and not embedding misconceptions.

### **Apply**

The goal of teaching and learning is to deepen knowledge where the children can apply their learning in different contexts. Children need to be flexible in their thinking and can choose appropriate methods and apply them efficiently and accurately. They need to apply what they have learned into their work.



Children need to refer back to the learning objective to self-assess whether they have achieved it.

## **FEEDBACK**

Children may self-assess throughout the session. Teachers mark for misconceptions rather than mistakes and this may involve looking at a book during a session or at the end of a session. Live feedback is valued throughout the lesson to provide children with timely feedback and enable them to act upon their feedback.

## **CHECKING FOR UNDERSTANDING**

Checking for understanding will take place throughout the lesson. Ongoing assessment throughout the lesson will ensure that learning is well scaffolded and supported within each lesson. This will support teachers to identify where additional guided practice is needed before children move onto their independent practice.