



## Maths Strategy

### How to plan and deliver a maths lesson

| Part of the lesson  | Role of Class teacher  | Role of the TLA  | Role of the children  | Purpose/Outcome  |
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| <b>Flash back 4</b><br>(5 minutes)                            | <p>To make an informed decision on what Flashback 4 to use and why?</p> <p>To observe the pupils answering the questions and to know whether they are strong in each of the questions or not.</p> <p>Not to teach the questions as you are assessing.</p> <p>To revisit the questions that most are struggling with by planning opportunities to teach either as an intervention or add into the units that are coming up.</p> | <p>To observe the pupils answering the questions and to know whether they are strong in each of the questions or not and share with the class teacher.</p> <p>To encourage all pupils.</p> <p>Not to give the pupils the answers but to support and remind them of previous learning and strategies (see TLA Notebook)</p> | <p>Answer the questions if they can.</p> <p>To maintain retention of earlier material</p> <p>To reflect on how well they still know the concepts.</p> | <p>To revisit and recall previous learning from earlier year groups and/or from the same year group.</p>   |
| <b>Bespoke revisit</b><br>(practical/dialogic)<br>(5 minutes) | <p>To revisit pupils' prior learning done with you using short sharp exciting activities, for example: chanting times tables, quick pairs game, song, hit the button, pass the shape, fizz buzz.</p>   | <p>To join in and to encourage the pupils to join in.</p> <p>To notice pupils who are struggling and feedback to the class teacher.</p>  | <p>To be engaged and excited.</p> <p>To maintain retention of earlier material.</p>   | <p>To rehearse fluency skills that the pupils are learning this year.</p>  |
| <b>Teaching input</b><br>(15-20 minutes)                      | <p>To accurately model the use of resources and the use of language.</p>   | <p>To make notes in the TLA notebook on how the teacher is teaching, for example: the use of vocabulary and methods being taught.</p>  | <p>To be engaged and intrigued.</p> <p>To focus and to listen.</p> <p>To ask questions.</p>   | <p>To ensure as many pupils as possible understand what they are expected to learn, know what they need to do whilst actively engaged in their learning.</p> |

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|  | <p>To make informed decisions on what is being taught and how (I do and We do).</p> <p>Assessment for learning: To observe which pupils are understanding and which pupils are not and why.<br/>Look out for:</p> <ul style="list-style-type: none"> <li>• Full engagement</li> <li>• Misconceptions</li> </ul> <p>To explicitly share what tasks are going to be used in the pupils' learning opportunities.</p>  | <p>To encourage and support pupils to engage during the input.</p> <p>To actively move around the classroom, offering subtle, quiet encouragement, using non-verbal cues where possible, to engage pupils in learning with minimal disruption.</p> | <p>To have a go and be involved (We do)</p> <p>To reflect on their level of understanding.</p> |   |
| <p><b>Learning opportunities</b><br/>(20-30 minutes)</p> | <p>To provide experiences for the pupils to embed the learning from the lesson</p> <ul style="list-style-type: none"> <li>• Book work</li> <li>• Practical</li> <li>• Games</li> <li>• Paired work</li> </ul> <p>To identify if any pupils need the input redoing and see this as a guided group reteach, which the teacher delivers (separate table/carpet)</p> <p>Not all lessons will require a guided group session for supporting pupils who are struggling, this approach can also be used to introduce deeper challenges for those working at greater depth.</p> <p>In order to support pupils in knowing they are on the right</p> | <p>To provide flexible support during independent work in some lessons.</p> <p>To encourage children to stay on task.</p> <p>Where appropriate, do some live marking.</p>  | <p>To have a go (You do)</p> <p>To support peers.</p> <p>To ask questions if unsure.</p>       | <p>Is for as many children as possible to practise, use and apply what they are learning.</p> |

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|  | <p>track or not, teachers are to provide live marking, so mistakes can be instantly corrected and misconceptions can be addressed.</p>  |   |  |   |
| <p><b>Plenary</b><br/>(5-10 minutes)</p> | <p>To reflect on learning and provide feedback.</p> <p>To have a planned plenary task, for example:</p> <ul style="list-style-type: none"> <li>• Tell your partner how to...</li> <li>• One thing I learnt today was...</li> <li>• Draw smiley faces to explain why</li> <li>• Apply learning in a problem</li> </ul> | <p>To notice and feedback on positive learning behaviours, for example: "Ali and Sami were having good discussions on how to work out a problem."</p> | <p>At the end of the lesson, pupils should have an opportunity to reflect on their learning.</p> | <p>Is for as many children as possible to showcase what they have learnt.</p> <p>For the adults to know that the pupils are ready to move onto the next lesson.</p> |