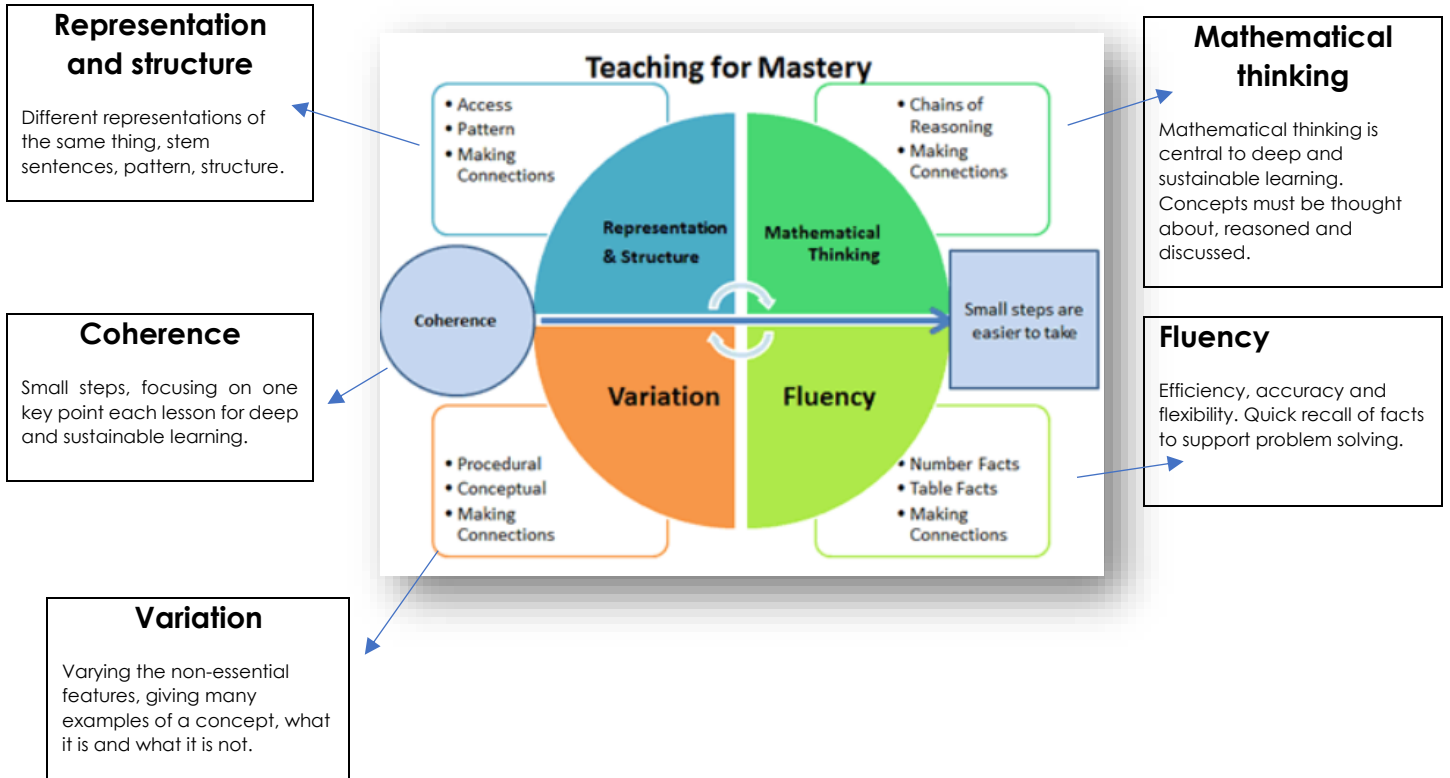




Richard Bonington Primary School

Whole School agreed lesson structure



Rosenshine's principles of instruction

At RBPS we follow Rosenshine's 10 principles:

Rosenshine 1 - Daily review	Rosenshine 2 - New materials in small steps	Rosenshine 3 - Ask questions	Rosenshine 4 - Provide models	Rosenshine 5 - Guide student practice
Rosenshine 6 - Check student understanding	Rosenshine 7 - Obtain high success rate	Rosenshine 8 - Scaffolds for difficult tasks	Rosenshine 9 - Independent practice	Rosenshine 10 - Weekly and monthly review

Guide to teaching maths

Please note that the following acts as a GUIDE for staff, illustrating the expectations for progression and our consistent approach to the incorporation of the key mathematical strands.

Our maths curriculum is based on the overview and small steps of White Rose Maths.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number Place value VIEW				Number Addition and subtraction VIEW		Measurement Area VIEW	Number Multiplication and division A VIEW			Consolidation	
Spring term	Number Multiplication and division B VIEW		Measurement Length and perimeter VIEW		Number Fractions VIEW			Number Decimals A VIEW				
Summer term	Number Decimals B VIEW	Measurement Money VIEW	Measurement Time VIEW		Consolidation	Geometry Shape VIEW		Statistics VIEW	Geometry Position and direction VIEW			

The WRM scheme should also be supplemented with resources from:

Maths Shed

Master The Curriculum

Power Maths

NECTM spines

3rd Space Learning

Nrich

The supplementation of WRM means that our maths curriculum is personalised, tailoring our sessions to the needs of our children at RBPS. Our children have access to a high-quality maths education which provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

Structure of lessons should include:

- **Reactivate** - Arithmetic starter e.g counting, number bonds, times tables, calculations (this element makes connections between strategies and knowledge)
- **Anchor task** - 2/3 per week in KS2
- **'I do, we do, you do'** modelling format
- **Practical activities and/or worksheet** in the format of Bronze, Silver, Gold, Emerald
- **Problem solving and reasoning** throughout or as a stand-alone lesson
- **Reflection**

The do's and don'ts of maths sessions

Things to include	Things to avoid
<p>Small steps</p> <ul style="list-style-type: none"> - Follow the small steps outlines in the schemes of learning (3.0 version) - Use teacher judgement and assessment data to make adaptations based on your children's needs. This could include spending longer on a step, merging steps or skipping steps. 	<p>Just using the WRM power-points without any adaptations does not follow our maths curriculum as we tailor sessions to the needs of our children.</p>
<p>Begin with a 5-10 minute reactivate activity which could include an anchor task (ks2), arithmetic activity or skills needed for that session (1st slide of WRM)</p>	<p>Printing off the WRM premium resources worksheets and using in their current form.</p>
<p>Use a range of teaching resources to supplement WRM. This will enable children to see different representations and solve a wider range of problem-solving questions. This will lead to deeper understanding and level of flexibility.</p>	<p>Don't become reliant on one specific resource e.g all WRM or Maths Shed, daily 10 starters.</p>
<p>During teaching input/modelling this should follow the 'I do, we do, you do' format. I do – teacher models We do – teacher and pupils You do – pupils have a go</p>	<p>Don't ignore your assessment data – make your sessions personalised.</p>
<p>Independent activities</p> <ul style="list-style-type: none"> - Practical session using manipulatives - Worksheet using B,S,G,E format (need to be added to each child's folder/booklet) - Jotter based session 	<p>Using only teacher modelled examples without opportunities for pupil interaction. (e.g learning partners, groups, independent)</p>
<p>Reflection At the end of each session either provide pupils with a question to assess learning or allow them to apply their learning within a discussion. (e.g Sometimes, Always, Never, Evaluation question from Maths Shed, Prove -it)</p>	
<p>Mathematical vocabulary should be embedded throughout the whole session and displayed on the working wall. The use of 'stem sentences' need to be used to support the learning of key vocabulary and for children to make generalisations.</p>	
<p>A maths working wall should include worked on modelled examples, visual representations and key vocabulary.</p>	
<p>Ensure that the end of block assessment is completed within a week and data added to the whole school assessment tracking document. This can be found in Maths – Current academic year – Assessment. Use data to inform who needs support.</p>	
<p>Marking The children can mark their own work using printed answers or answers from the ppt. This needs to be as they complete one challenge and before moving onto the next. Teachers must check the children's work. This can be during the session or at the end. Teacher stamps work and tick, half or not the I can's Green – achieved the learning objectives Orange – working towards the learning objectives Purple – objectives not met and follow up required by the teacher or TA (purple sticker used to show this)</p>	<p>Allowing children to mark their work correctly when it isn't so needs checking by the teacher. Not allow children to move onto the next challenge if they have got all/most of the previous one incorrect.</p>

