How do we teach mathematics at Laughton All Saints' C of E Primary School?

At Laughton All Saints' C of E Primary School, we follow the White Rose mixed age planning scheme (3.0). Mathematical concepts are taught in blocked units to ensure that learning is embedded and applied fully. The long-term overview for each class identifies when each unit of mathematics will be taught over the year. Learning objectives are broken down in to small steps with one step as a focus for each session. In mixed age classes, one year group's content is used as the main teaching point, with the other year's content being used as a revision of skills or further challenge, as appropriate.

Flashback questions are used for spaced retrieval – revisiting small steps taught this week, last week, last term and last year.

Note for teachers - The following structure can be used to structure short term planning using the DSAT Teach Simply model. There is no expectation that all elements are evident in every lesson. They may be completed in a different order, with different amounts of time spent on each part, dependent on teacher assessment of learning.

Review/Revisit	Teach	Practise	Apply	Resources/ Differentiation
1) REVISIT Retrieval to encourage pupils to draw from their long-term memory. (Learning from a previous unit or year group) 2) REVIEW Review previous learning to assess starting point/prepare pupils for today's lesson. This could be reviewing earlier learning within the same unit. **Ideas:** *Take ten fluency questions* *Quick quizzes* *Can I still?* Flash back (WR) Let's learn slides (WR)	Teach small steps as broken down on the White Rose Schemes of learning. What is the small step you want pupils to achieve in this lesson? In mixed age classes, there may be two. **Ideas:** *Short examples with lots of explicit modelling* *My turn, our turn, your turn* *Talk partners* *Sentence stems/repeat after me*	Opportunity to practise more of what has just been modelled – don't change context, layout, resources etc – let them practise and embed. Some guided models/scaffolds – worked examples Guided practice then independent	Application with variation/different contexts Reasoning problems discussed as a class so all are exposed to reasoning. True or False (WR) **Guided/Independent activities:** Early graspers move on to reasoning/problem solving questions/goal free problems Examples and non-examples Those who need more support, continue to practise to develop fluency Review answers as a class where possible for instant reflection/assessment. *Testbase resources* *White Rose sheets where appropriate and WR reasoning problems* *Answer it, prove it, explain it*	Manipulatives and visuals used wherever possible for all pupils

Assess

Self marking: review as a class, tick and fix in purple pen, copies of the answers so that they can self-mark, KS2 use of calculators to self-mark after a few questions to see if they are on the right track / live marking by the teacher

Picking up on misconceptions throughout