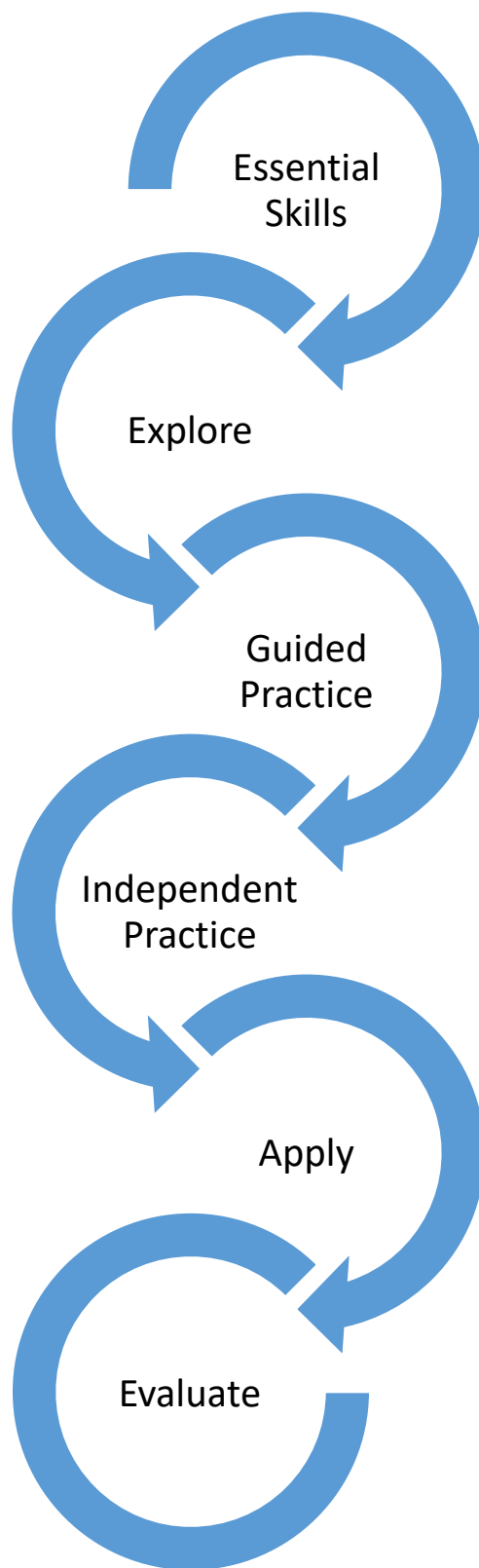




Pye Bank Lesson Structure



1. **Essential Skills** (See separate Essential Skills Shared Agreements document)
2. **Explore**

Overview: Anchor task- a carefully chosen problem, which sparks curiosity and introduces the lesson's learning (low floor, high ceiling, *Boaler*). **The focus is on pupils varied representations and explanations.**

Pupils: Through discussion, pupils work together to unpick the maths around the problem.

Teacher: Circulates around the classroom, looking for opportunities for deeper questioning.

Supporting Adult: Circulates around the classroom, looking for opportunities for deeper questioning.

Resources: Pupils have access to a range of concrete resources that support pupils in understanding the concept.
3. **Guided Practice**

Overview: Teacher-led session. Teacher takes pupils onto the new learning through precise explanation and modelling. Representations are carefully selected to expose the structure of the concept being taught.

Pupils: Have opportunities to try out, discuss and share methods. Those pupils that have a good grasp of the concept being taught are able to move onto **Independent Practice** when ready.

Teacher: Precise explanation and modelling. Carefully planned questions to explore understanding.

Resources: Flipchart guides pupils through the sequence of learning using visual representations and conceptual variation. Pupils have whiteboards or exercise books to rehearse strategies modelled by the teacher.
4. **Independent Practice:**

Overview: Pupil-led independence. Pupils practise the skills taught, solving carefully sequenced fluency and reasoning questions. These are planned with conceptual and/ or procedural variation in mind so that pupils develop their understanding of the concept. The teacher targets those learners who still have misconceptions/ misunderstanding (RI). The pupils record their learning in their journals. Year 4, 5 and 6 will record the date at the start of their learning each day in Roman Numeral format e.g. MMXXI

Pupils: Complete carefully sequenced fluency and reasoning questions.

Teacher/ TA: Identifies pupils with misconceptions and supports through focused group/ independence in eradicating these.

Resources: Conceptual and procedural questions increasing in challenge and exposing structure of the concept
5. **Apply:**

Overview: Pupil- led. Challenging non-routine problems are selected for pupils to apply the skills they have mastered throughout the lesson and develop higher-order thinking skills. This is through an open-ended task, with multiple possible solutions, or a number of increasingly challenging problems.

Pupils: Will be completing increasingly challenging problems, applying the skills through unfamiliar concepts.

Teacher/ TA: Identifies pupils with misconceptions and supports through focused group/ independence in eradicating these (same as above). Introduces the next step

Resources: Questions that involve pupils applying the skills that have been taught throughout the session. Opportunities for links between concepts of mathematics are selected through a range of carefully structured problems.

Dong Nao Jin challenges are set to allow opportunities to further deepen the thinking.

Dong Nao Jjin Definition: To use one's brain to think.

6. Evaluate

Overview: Assessment for Learning carried out by the teacher, which takes place either during or after the lesson. Through questioning, discussion with TA, marking and analysis of pupil outcomes, teachers evaluate how successfully pupils have mastered the concept taught and identify which (if any) misconceptions/misunderstanding still persist.

Teacher: Identifies those pupils who have not fully grasped the concept and delivers Rapid Intervention (RI). Through marking and feedback, supports pupils to identify and correct procedural errors and/or further challenge thinking. Adapts short term planning to ensure correctly pitched support and challenge.

Where can we find resources to support planning?

- **NCETM-** <https://www.ncetm.org.uk/resources/49449>
 - *Primary Mastery Development Materials*
 - *Primary Assessment Materials*
 - *Calculation Guidance*

 - **White Rose Primary SOL-**
<https://whiterosemaths.com/resources/schemes-of-learning/primary-sols/>

 - **White Rose Premium Resources:** <https://whiterosemaths.com/coming-soon/>
 - **Power Maths Internet access and hard copy text and pupils books**

 - **MathsNav:** <http://mathsnav.com/index.html>

 - **Planning Overviews**
 - **I see Reasoning**
 - **Chris Quigley Mastery Materials**
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Other available Resources:

Inspire Books- Assessment books for each year group

Maths No Problem- Textbook and Exercise book for years 1, 2 and 3