**Ss John Fisher & Thomas More Catholic Primary School**

**Teaching & Learning Policy**

**Lesson Planning:**

Always ask yourself these key questions in preparation for planning effective sessions:

* What do I want them to learn?
* What if they can already do it?
* What if they can’t do it?

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| **Maths** |
| **Lesson Structure**  At SS John Fisher and Thomas More, we take a mastery approach to teaching mathematics. This has been inspired by the performance of children in Singapore and other Southeast Asian nations and uses high quality, well researched textbooks. The lessons take the following structure:   1. Exploration of a problem (In Focus)   40 mins   1. Structured discussion 2. Journaling 3. A period of reflection (Let’s Learn)   25 mins   1. Practice - guided and then independent (Workbooks) 2. Arithmetic focus   20 mins (KS2) 10 mins (KS1)  **NB:** The timings around each of these areas may vary depending on each lesson and the learning taking place within that session.  In classrooms lessons should have high levels of engagement and involvement. Lessons usually begin with an interesting and engaging problem to solve – this is called the *In Focus* task. It is the teacher’s role to make it accessible to all children. Concrete materials (usually in the form of visual representations or manipulatives) are used in every lesson to support children’s thinking as they work through the problem. Pupil talk is seen as a vital part of how children verbalise their thinking and deepen their understanding. Teachers watch and listen to children and assess their needs during the lesson. Teachers will ask probing questions to help move children forward in their thinking. Teachers take the ideas of the children and scaffold them to support their ability to solve the problem. A range of methods for the problem are encouraged so that children show a deep understanding. It is also common for children to write down their thinking in words. Towards the end of each lesson, the children practise what they have learned usually through examples guided by the teacher and then independently in workbooks.  **Differentiation**  Generally pupils will be grouped in mixed ability pairs/groups  Differentiation will come through “Outcome” and “Process” (scaffolding).  **Higher attainers** will be challenged through a range of prompts such as prove it! / problem posing/ pattern seeking/what if…?  **Struggling learners** will be supported through the use ofconcrete materials, providing further context to the questions, communication (discussion, sharing ideas, pupil talk).  Occasionally pupils may be given different tasks to do if they cannot access the learning within the Maths No Problem! Text book.  **Journals and Workbooks**  Journals are used to develop our children’s communication skills and record their thought processes, therefore developing conceptual understanding. Teachers’ expectations of journals should be high. Over the course of children’s time experiencing the lessons, they should become more independent and confident in their jottings.  At this time, teachers are expected to ensure the In Focus task is stuck in books prior to lessons. Children should write the date in short form and LO in their books.  Workbooks are used at the end of each lesson for the pupils’ independent work. This is an opportunity for teachers to assess pupils’ learning. As the workbook pages provide an appropriate level of challenge, it is not an expectation that all pupils will complete every question or answer them all correctly.  **Lesson Planning**  Lesson ‘planning’ is different from lesson design. The textbooks have been designed by expert mathematicians, psychologists and researchers. The teachers’ role when planning is to study the lessons in order to bring them to life for the children in their class. They should consider the direction of the lesson and have a strong understanding of the key mathematical concept running through it. Through this, they are able to ask appropriate probing questions and challenge learners.  Lesson slides are annotated and stored on teachers’ iPads which will be monitored by the SLT.  **Assessment**  Feedback in lessons is usually oral and ‘in the moment’. Teachers will annotate and write brief comments or questions as the children are completing their journals. Teachers assess by listening to children’s discussions and considering the methods they decide to use when tackling problems.  Marking after lessons is in line with the NCETM guidance - if the journal is clear and shows clear thinking and methods, acknowledgement will suffice (eg a tick or short comment). Teachers may decide to write a question that challenges children’s thinking in their books. Children will respond to this in green pen at an appropriate time. It is expectation that there will be a written challenge that is responded to at least twice a week in each child’s book.  **Arithmetic**  Everyday teachers will spend 20 minutes on a specific area of arithmetic. On a Wednesday, teachers may use this time to give feedback on homework. |