Maths at Lanercost

The Structure of a Lesson

Within all lessons, the teacher plans for **deliberate practise** and crafts the lesson to ensure that the children are able to make progress through the following steps.

Rapid Recall

All lessons begin with recalling facts from previous lessons. The teacher chooses facts that are relevant to the class. Recall is the mental process of retrieval of information from the past and these must be fit for the purpose of overlearning rather than new information.

Guided Practise (Modelled)

The new learning aspect of the lesson begins with the teacher explicitly teaching the knowledge or skills that they want the children to learn. This is heavily modelled by the teaching staff. Within this guided practise, the teacher will have crafted the opportunity to see and learn through a variety of different representations. These include but are not limited to concrete, pictorial and abstract representations.

Independent Practise

Children move to independently practise the skills and knowledge learned during guided practise. This can take many forms, including problem-solving, practising a method or much more. The teaching staff will move around the room to celebrate or intervene where appropriate.

This part of the practise can have multiple layers, including but not limited to reasoning answers, focusing on misconceptions, and solving real-life problems.

Purposeful Practise

This part of the lesson is specifically crafted for the children to think about the knowledge and skills they have learned in a different way. This may be a challenging question for the children where the question is reversed, a 'trap' for the children where a common misconception is used, or a puzzle for the children to use their knowledge and skills in a different manner. Within some areas of mastery, this is called the Dong Nao Jin.

Respect and Reverence   Hope   Responsibility   Perseverance   Truthfulness   Compassion