

Ocker Hill Academy Weekly Maths Planning Monitoring Sheet

Subject : Maths	Year Group	Week beginning	Moderated by: Maths Lead
Planning / Teaching Element	Statements and examples		Notes
<p>Pedagogy of Assessment for Learning (AfL)</p> <p>See further:</p> <ul style="list-style-type: none"> • Shirley Clarke <i>eg Enriching Feedback</i> • Paul black & Dylan Wiliam <i>e.g Inside the Black Box</i> • John Hattie <i>eg. Visible Learning</i> 	<ul style="list-style-type: none"> • Child friendly Learning objectives [LO] that are skills based (<i>e.g. To multiply/ To calculate /</i>) or concept based (<i>e.g. To understand</i>) • Success criteria [SC] that explain how to achieve the LO (<i>not to be confused with Learning Outcomes -below</i>). Often an annotated worked example is more effective than an over wordy SC. • Higher order questions to promote thinking and dialogue (<i>e.g. 'Why is 7 a prime number?' rather than 'Is 7 a prime number?'</i>) • Opportunities for meta-cognition: self /peer reflection on learning (<i>e.g. what went well [www:] / even better if [ebi])</i> • Possible misconceptions (and probing questions to test for them) included in planning. 		
<p>Pedagogy of Maths Mastery</p> <p>See further:</p> <ul style="list-style-type: none"> • N.C.E.T.M • White Rose Maths Hub [TES maths mastery] • Derek Haylock <i>Maths Explained for Primary teachers</i> 	<ul style="list-style-type: none"> • Opportunities for concrete/pictorial learning of concepts / skills (<i>e.g. manipulating a subtraction using base ten/ calculating on a number line / using bar models</i>) • Opportunities for developing fluency with skills through intelligent practise (<i>e.g. column subtractions no exchange... then with exchange ... then with zeroes in top row...then with different size decimals ...</i>) • Opportunities for reasoning and problem solving (<i>e.g. explain the mistake/always sometimes never true-why?</i>) • Opportunities for teacher modelling and explanation of concepts / skills / language 		
<p>Differentiation</p>	<ul style="list-style-type: none"> • Learning outcomes stay focused within the relevant year group expectations of the 2014 NC. • Opportunities to extend rapid graspers into Mastery with Greater Depth (<i>deeper thinking problems e.g. n-rich</i>) but without accelerating into the next year's content. • Role of additional adults identified to (usually) support those with leaning difficulties on SEN register. • Target children (including those on F.S.M register) identified. 		