Maths Mastery Lesson Structure at The Batt CE Primary and St Mary's Infant Schools

This lesson structure has been developed to ensure consistency across the teaching of maths in every year group. It aims to ensure lessons follow a mastery structure and ensure that all learners are challenged to develop deep conceptual understanding or supported where appropriate.

Lesson structure	Intention	Supporting Research/Evidence
Prior learning	Regular, low stakes quizzes allow learners to revise knowledge that has been taught in previous year groups.	'*Key to learning a new idea is the underpinning knowledge what makes it possible to do so'* McCourt (2019) EEF cognitive science approaches in the classroom
Revisit	Allows pupils to revise what they have taught in previous lessons within the current topic. It encourages them to make connections between prior and new learning.	EEF cognitive science approaches in the classroom
LO	Clearly states which part of the age appropriate curriculum is being taught in that lesson.	Clearly specified Learning Objectives should be pursued until they are achieved. National Curriculum (DfE, 2014)
Define it	Allows key vocabulary that will be used in that lesson, to be defined and understood by all. Developing the language of mathematics is an essential aspect of teaching and learning mathematics.	'Knowledge of mathematical vocabulary affords access to concepts, mathematical instruction in the areas of language is imperative' *Riccomini, Smith, Hughes and Fries* (2015)
Stem sentences	Stem sentences are used to provide clarity or to generalise key concepts. They allow children to articulate mathematical vocabulary in a highly structured sentence and provide students with a	Stem sentences (Third Space Learning)

	way to communicate their ideas confidently.	
Teach it	Teachers are able to make connections to prior learning and teach new knowledge through careful planning and logically sequenced small steps. They promote fluency, reasoning and problem solving by explaining, modeling and questioning to teach the next step. New content is taught to the children.	Making Sense Through Modelling EEF cognitive science approaches in the classroom
What is it?	Allows teachers to embed key learning and mathematical ideas	
What is it not?	Allows teachers to explicitly teach misconceptions	'Teaching and learning is more effective when misconceptions are addressed, exposed and discussed in teaching' (Hansen, 2020).
Do it	Children are given the opportunity to practise newly acquired skills. Through implementing the CPA approach children are able to learn, apply their understanding and explain their reasoning using 'dual coding'. Pupils are able to work in groups and take responsibility for supporting each other progress.	What Is The Concrete Pictorial Abstract Approach? CPA Maths: A Guide For Primary Teachers Clark and Paivio, 1991 EEF Mastery Learning
Explain it	Pupils are given the opportunity to communicate their reasoning verbally, practically and in written sentences. This helps too…	NCETM Reasoning Skills Nunes (2009) identified the ability to reason mathematically as the most important factor in a pupil's success in mathematics
Master it	Pupils are given the opportunity to problem solve or apply knowledge to a new context. Deepening and securing their understanding.	Five Big Ideas of Mastery NCETM mastery descriptors EEF Mastery Learning
True or False Plenary	A plenary allows children to explain their thinking using	

	verbal reasoning again. It may also consolidate new learning covered in that lesson.	
Assessment slide	Teachers record their formative assessment notes, adapt future planning and create a focus group for future lessons.	Embedding formative assessment

(Also refer to: Rosenshine's Principles of effective Instruction)