



Ashwood Spencer Academy

Ashwood achievers:

We encourage our learners to be self-regulated learners who are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning. To encourage this, we have adapted the EEF's recommended seven-step model for explicitly teaching metacognitive strategies.

We cover less content in each lesson but instead, focus on a single concept to explore and understand in depth. Lessons now provide the small building blocks required to develop a genuine conceptual understanding.

Follows a **blocked learning sequence** which allows sufficient time to develop deep and sustainable understanding of core maths concepts.

This allows **time** for struggling learners and provides the opportunity for **deepening** for advanced learners

Each lesson starts with a 'fluency' section.

A typical lesson is outlined below

Step 1: Activate

Teachers 'activate' children's prior knowledge.

At this stage, we encourage children to 'activate' relevant prior knowledge about the task by looking at question types they came across in previous years. Children then select appropriate strategies to apply them to their new task.

Teachers use metacognitive questioning to encourage 'activating' their prior knowledge.

At this stage, teachers use AFL to assess what gaps there are if any and decide on the best way to proceed.

Step 2: Explain

Children focus on a single problem

At this stage children are:

Presented with a **visual representation** of the problem.

Asked to work with their **Mastery Partner** to devise different methods so that everyone is able to access the problem.

Provided with **concrete resources** to help them explore.

Given opportunities to **talk** to negotiate for meaning.

Given **time to explore, process** and gain **confidence**.

Questioned about Everything.

Teacher explicitly models the new method.

Mathematics

'The Ashwood Approach'



Step 3: Guided Practice

Children practise for consolidation and fluency.

At this stage children are:

Presented with similar problems that are slightly different each time.

Presented with problem solving and reasoning questions.

Teaching is based on 'I do, you do' teaching strategy.

Our Mastery Masks

Explain it - All children are provided opportunities to become a 'Tiny Teacher' within a lesson, explaining their methods to their partner.

Convince me - Children are challenged to identify their partner's misconceptions and reason why their answer is correct but their partner is not.

Use it - Children are challenged to apply their learning, using it within another context.

Prove it - Children are challenged to independently prove that they have reached the correct answer. They may choose to use another method or representation to help them.

Evaluate it - Children are challenged to think critically about their choice of methods.

At Ashwood, we provide try to provide many opportunities to **interrupt the forgetting**. Each week, children complete the 'Four Lasts' which includes questions from 'yesterday', 'last week', 'last term' and 'last year'. Every two weeks, a maths lesson is based on an objective from two weeks prior to ensure children can still apply their learning.

Our flipcharts are stored from the working walls to be referred back to and children also use their journals to refer back to when needed

Personal journals are used for children to record their thinking, be that a calculation, a drawing or a bar model. These are not marked by the teacher and have given the children the confidence to make jottings and try ideas out without the fear of being wrong. We then encourage through modelling, the recording of a 'most efficient' method

Step 5: Reflect

Children evaluate their learning.

At this stage children:

Reflect using their toolkit.

Children use a green highlighter if they feel they understand the tool to success and an orange if they are still unsure.

Step 4: Independent Application

Children apply their learning independently.

At this stage children are:

Given questions that follow a structured approach.

Apply their knowledge to varied question types.