






The 'Five a day' Principles for Maths at Oxenhope

 <p>Explicit instruction</p>	 <p>Cognitive and metacognitive strategies</p>	 <p>Scaffolding</p>	 <p>Flexible grouping</p>	 <p>Using technology</p>
<ul style="list-style-type: none"> • IDO, WEDO, YOU DO teacher approach. • MTPs • Clear and unambiguous language – using frayer models to introduce new vocab. • Anticipating and planning for common misconceptions – concept cartoons • Highlighting essential content and removing distracting information. • Using diagrams, images or tables to aid understanding. • Examples and non-examples. 	<ul style="list-style-type: none"> • Preteach new vocabulary – frayer models • Teacher modelling their own thinking. • Task plans to organise thinking into smaller steps. • Spiral - revisit • Daily quick maths • Roots • Pre learning spotlights. • Opportunities to mark own learning/peer mark. • Planning, monitoring and evaluating • Oracy/oracy roles • Open ended questions – no wrong answer 	<ul style="list-style-type: none"> • Small steps • Appropriate level of challenge. • Task plans • Preteaching • Check lists • Sentence stems. • Manipulatives • Visual representations. • Range of fluency activities. • Practical activities • TA checklist • Problem solving – STOPS 	<ul style="list-style-type: none"> • Allocating groups flexibly, based on the individual needs that pupils currently share with other pupils. • Grouping pupils together where they all need additional instruction to carry out a skill, remember a fact or understand a concept. • Collaborative learning across pupils with a range of attainment levels. • Assessment books – targeted teaching • CFUs 	<ul style="list-style-type: none"> • Apps for practising skills – TTRS and ICT games. • Avoid white IWBs. • Photographs taken for evidence. • Numberstacks. • Class dojos for rewards. • Visualisers