

Slide by slide delivery map

Pearson Edexcel GCSE Mathematics 1MA1 • L024

20 slides • 60 minutes • Teacher use only • Lesson resources

REACH FOR THE STAR | GCSE MATHEMATICS

01 Cumulative checkpoint and feedback 1 min Recall

Use independent evidence across number, proportion and algebra to identify a specific error and demonstrate a repaired method.

02 The goal and the evidence 1 min Recall

L001–L023 taught content; diagnostic results determine which repair route is used.

03 Starting-point diagnostic 5 min Recall

Fraction error: rebuild common units. Ratio error: label total versus difference. Algebra error: mark operations on both sides. Inequality error: test an inside and outside value. Recheck with fresh numbers after one day and one week.

04 Worked example and your turn 3 min Discover

$11/12$. $9/12 + 2/12$.

05 Worked example and your turn 3 min Discover

£72. 54 is 75% of original.

Delivery continued

06 Worked example and your turn 3 min Discover

$x=7$; $3(7-2)=15$. Divide before adding, or expand correctly.

07 Worked example and your turn 3 min Discover

$4n+2$. Difference 4 and first term 2 above 4.

08 A method you can explain 2 min Discover

Attempt Recall without notes. Choose one matched Discover repair. Use new Apply questions without the scaffold, then take the exit check. Record support and a delayed independent attempt; do not infer a grade from this small sample.

09 Diagnostic pause 3 min Apply

A learner has $2x+3=11$ then $2x=11$. What failed? A equality was not preserved, B multiplication is impossible, C x must be negative. Answer A; subtract 3 from both sides.

10 Careful variation 4 min Apply

$11/12$; $8/3$. Addition needs common units; division counts quarter units.

Delivery continued

11 Independent application 6 min Apply

$x=6$; $-2x+8$; $x=(y-2)/3$. Use balanced steps, signed distribution and grouped numerator.

12 Use the method in context 4 min Apply

6 visits; £23. Seven visits would cost £26. $5+3v \leq 24$ gives $v \leq 19/3$.

13 Intentional practice feedback 2 min Apply

$5+3v \leq 24$ gives $v \leq 19/3$. Optional check after A3: $5+3 \times 6 = 23$ and $5+3 \times 7 = 26$. The maximum integer decision depends on the budget, not on rounding to the nearest integer.

14 A claim to test 4 min Challenge

A fresh independent task after a delay, with explanation and recorded support. Immediate repetition can reflect memory of answers.

15 Deepen the reasoning 4 min Challenge

Yes: $1.25 \times 0.8 = 1$. A 25% fall leaves 0.9375 of original. Percentage changes use different bases; test £100.

Delivery continued

16 Retrieval without notes 4 min Prove

Answers: $\frac{5}{6}$, 12, 15, 5, 16, -5. Completion is not mastery.

17 Independent exit evidence 2 min Prove

$x=7$ B1; both sides equal 22 B1. Independent transfer after repair.

18 Independent exit evidence 3 min Prove

18 and 45 B1 both; seven equal parts B1. The total is shared over 2+5 parts.

19 Feedback and next steps 2 min Prove

Fraction error: rebuild common units. Ratio error: label total versus difference. Algebra error: mark operations on both sides. Inequality error: test an inside and outside value. Recheck with fresh numbers after one day and one week.

20 Before the next lesson 1 min Recall

Angles on a straight line sum to 180° . Angles around a point sum to 360° . Vertically opposite angles are equal. The next lesson uses these facts and parallel-line relationships to calculate missing angles and explain each step.

Recall & Review: feedback and extension integration

Lesson L024: Cumulative checkpoint and feedback

Objective: Use independent evidence across number, proportion and algebra to identify a specific error and demonstrate a repaired method.

Timing for a 60-minute lesson

0-7 Connect & Check; 7-14 Share; 14-25 Present/model; 25-44 Apply route choice/practice; 44-52 independent exam-style check; 52-60 Recall & Review, WWW/EBI and next step.

Recall & Review evidence

At the end of the lesson, solve a fresh question without prompts, explain one check, correct one error and record the next practice step.

What Went Well (WWW)

I used my working and assessment evidence to identify the exact mathematical step that was secure and the specific misconception that needs attention.

Even Better If (EBI)

I will correct one precise step, explain why the correction works and complete a fresh delayed question without the original scaffold.

Integrated stretch and deep challenge

Stretch: Solve $2x+5=17$, then give the third term of $3n+2$.

Deep challenge: A learner extends 2,5,8,11 with 15. Diagnose and find the 20th term.

Teacher use

Use the What Went Well (WWW) and Even Better If (EBI) prompts to write mathematics-specific feedback linked to the objective. Do not accept generic praise: identify the method, representation, reasoning or checking step that improved, then set a fresh next-step question.

Assessment evidence to inspect: Compare corrected responses with the original diagnostic and a fresh unprompted question. Record the misconception repaired and a delayed check. Non-calculator core; optional calculator check.