

Learner workbook: Cumulative checkpoint 2 and feedback

Objective: Apply and explain earlier number, algebra and geometry independently. Diagnose method errors and complete a targeted repair.

Calculator condition: Non-calculator first attempt. Calculator permitted only for explicitly labelled check questions.

L040 visual model

Number

35% of £240

tag -> repair -> prove

Algebra

$5(2x-1)=3x+16$

tag -> repair -> prove

Geometry

$V=\pi r^2 h$

tag -> repair -> prove



Connect & Check

- Without notes, answer three retrieval questions: one number, one algebra and one geometry.
- Tag any uncertainty as method, operation, unit or diagram.

Choose your route

A - Visual Sketch, annotate or use the diagram.	B - Method Use a table, calculation chain or formula.	C - Explain Write sentences explaining why the method works.
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Share

- Compare the first decision you made in each question.
- Decide whether an error would come from recall, method choice or execution.

Present: modelled method

- Use the repair cycle: identify the first incorrect decision, replace it with a correct method, then test it on a matched question.
- A repaired answer is not secure until it works without the prompt.

Apply: supported to independent practice

Number: Find 35% of £240 and explain the reference whole.

Working: _____

Check: _____

Algebra: Solve $5(2x - 1) = 3x + 16$ and check.

Working: _____

Check: _____

Geometry: A cylinder has radius 4 cm and height 5 cm. Find volume exactly.

Working: _____

Check: _____

Stretch and deep challenge

- Stretch: A cylinder has radius 4 cm and height 5 cm. Find its volume exactly, then state the units of surface area.
- Deep challenge: A learner uses $8^2 + 15^2 = 17$ in a Pythagoras check. Identify and repair the error.

Recall & Review

- Solve one fresh mixed question without notes.
- Write the specific next-practice target, not a vague topic name.

WWW: _____ EBI: _____

Recall & Review: feedback and extension integration

Lesson L040: Cumulative checkpoint 2 and feedback

Objective: Apply and explain earlier number, algebra and geometry independently.

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: A cylinder has radius 4 cm and height 5 cm. Find its volume exactly, then state the units of surface area.

Deep challenge: A learner uses $8^2 + 15^2 = 17$ in a Pythagoras check. Identify and repair the error.

My next-step response
