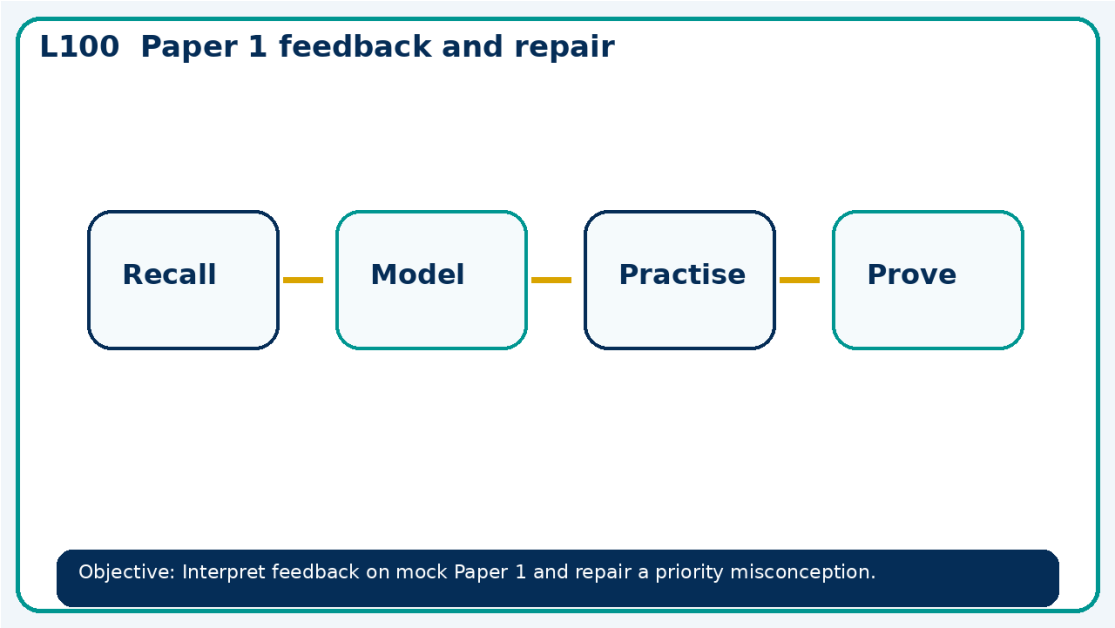
Learner workbook: Paper 1 feedback and repair

Objective: Interpret feedback on mock Paper 1 and repair a priority misconception.

Calculator condition: Non-calculator core; calculator optional only for checking where labelled.



Connect & Check

- State the objective and timeline. Retrieve mock paper 3 calculator or a prerequisite. Diagnose a common error before modelling.
- Write one starting question you want answered today.

Choose your route

Route A: Visual	Route B: Method	Route C: Explain
Use a diagram, graph, table or annotation first.	Use a worked method, formula or calculation chain first.	Start with words: what is known, what is changing, and why.

Share

- Pairs compare methods or predict a result for paper 1 feedback and repair. Ask for a reason, not only an answer.

Present

- Use a 30 minute feedback conference with a worked-example/problem pair.
- Agree the next independent check

Apply: supported to independent

Recall: Retrieve the key fact or method needed for paper 1 feedback and repair.

Working: _____

Check/explanation: _____

Core practice: Rework 5/6−1/4 without a calculator and simplify.

Working: _____

Check/explanation: _____

Reasoning: A learner adds denominators in 2/3+1/4 to get 3/7. Explain and correct.

Working: _____

Check/explanation: _____

Exam-style: Solve an exam-style problem involving paper 1 feedback and repair. Show working, include a check and interpret your answer.

Working: _____

Check/explanation: _____

Recall & Review

- Revisit the objective. Learners solve a fresh item without prompts, explain a check, correct one error and record the next practice.

WWW: _____ EBI: _____

Recall & Review: feedback and extension integration

Lesson L100: Paper 1 feedback and repair

Objective: Interpret feedback on mock Paper 1 and repair a priority misconception.

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: Rework 5/6−1/4 without a calculator and simplify.

Deep challenge: A learner adds denominators in 2/3+1/4 to get 3/7. Explain and correct.

My next-step response