Wood End Park Academy
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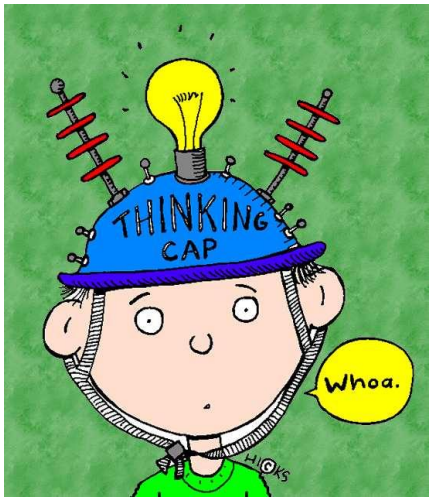
To Question is to Grow

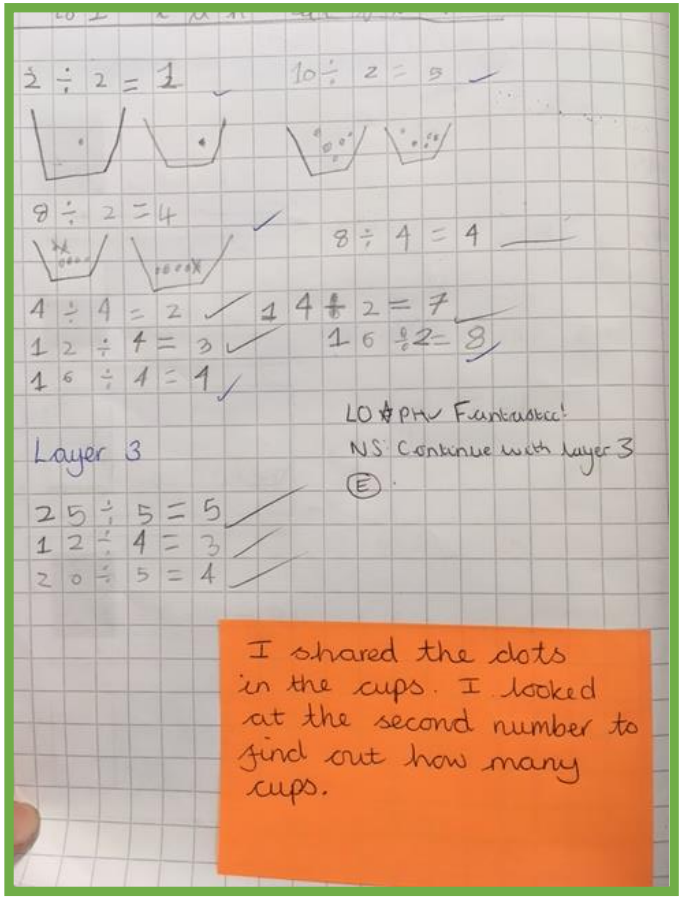
Examples of reasoning and explanations



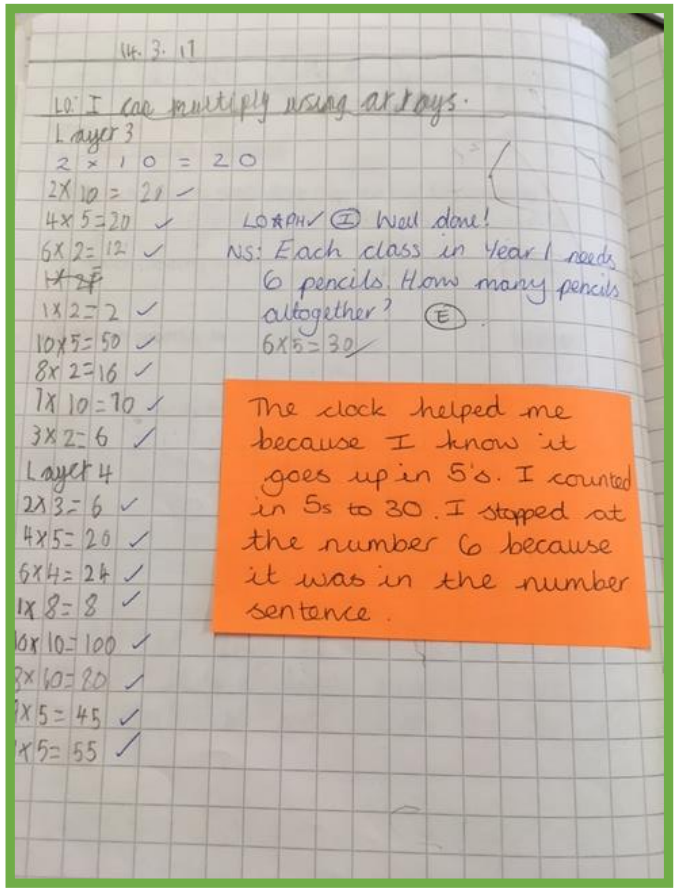
Children are encouraged to explain their reasoning out loud during the AFL starter, pupil task and as part of their plenary or next step.

In Key Stage one, spoken responses are recorded onto post-its in their books before they progress to their own written explanation

Year 1 example

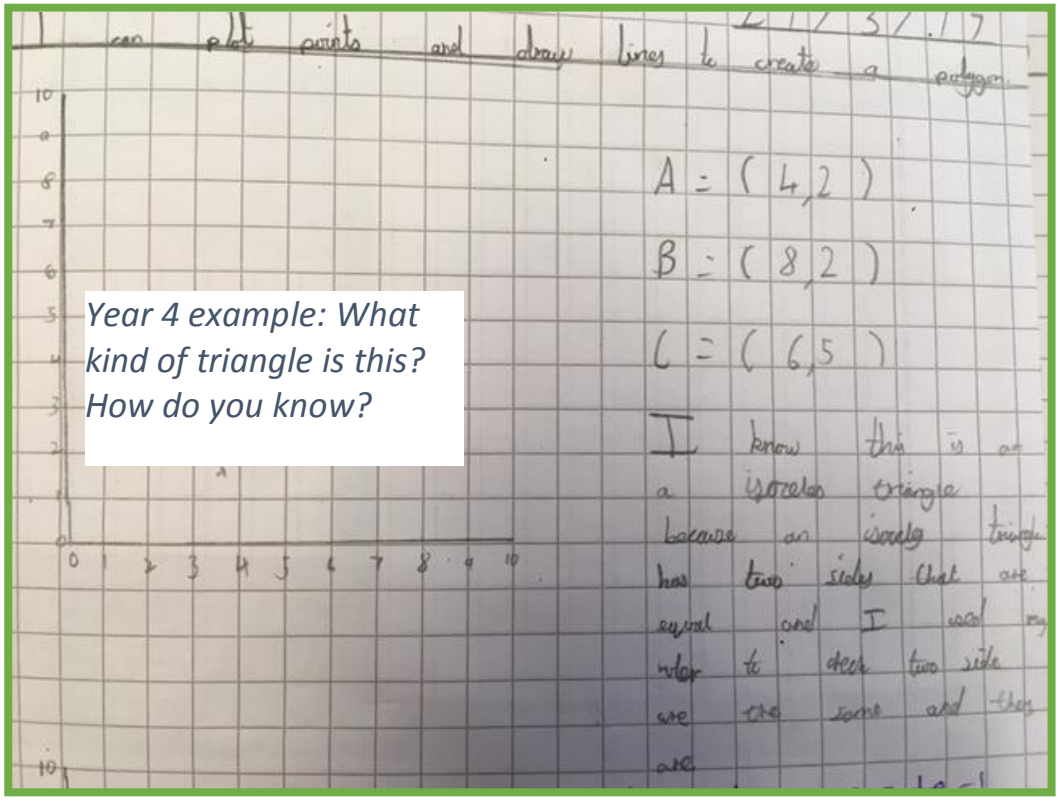


Year 1 example

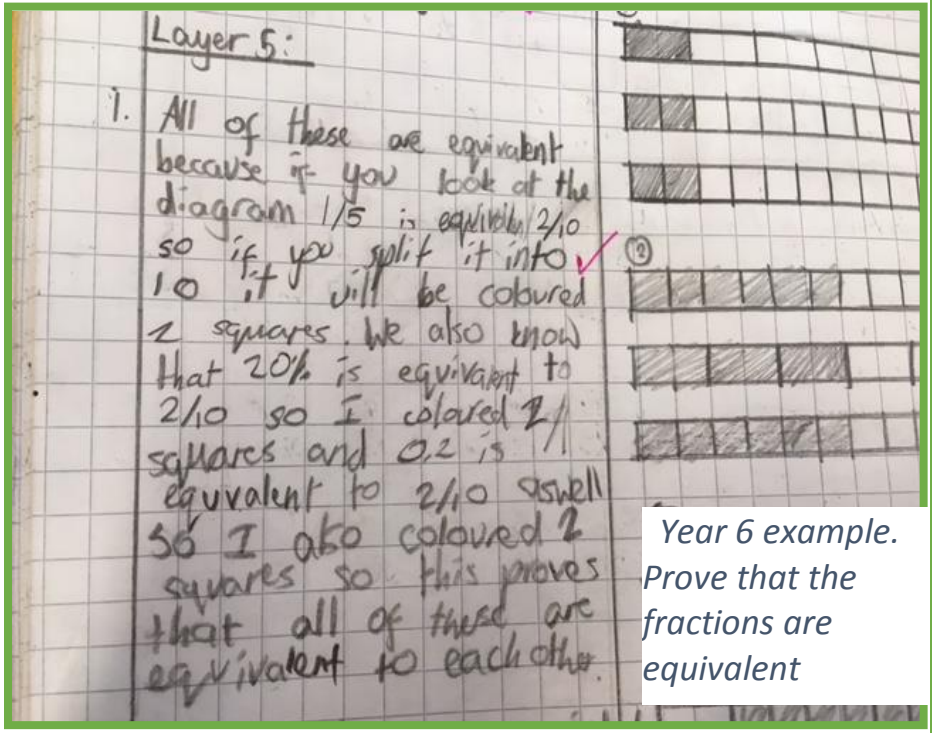


Moving onto written explanation: children are encouraged to try written explanations on their whiteboard during class AFL starters and as part of their pupil task in all layers. Adults will guide on accuracy.

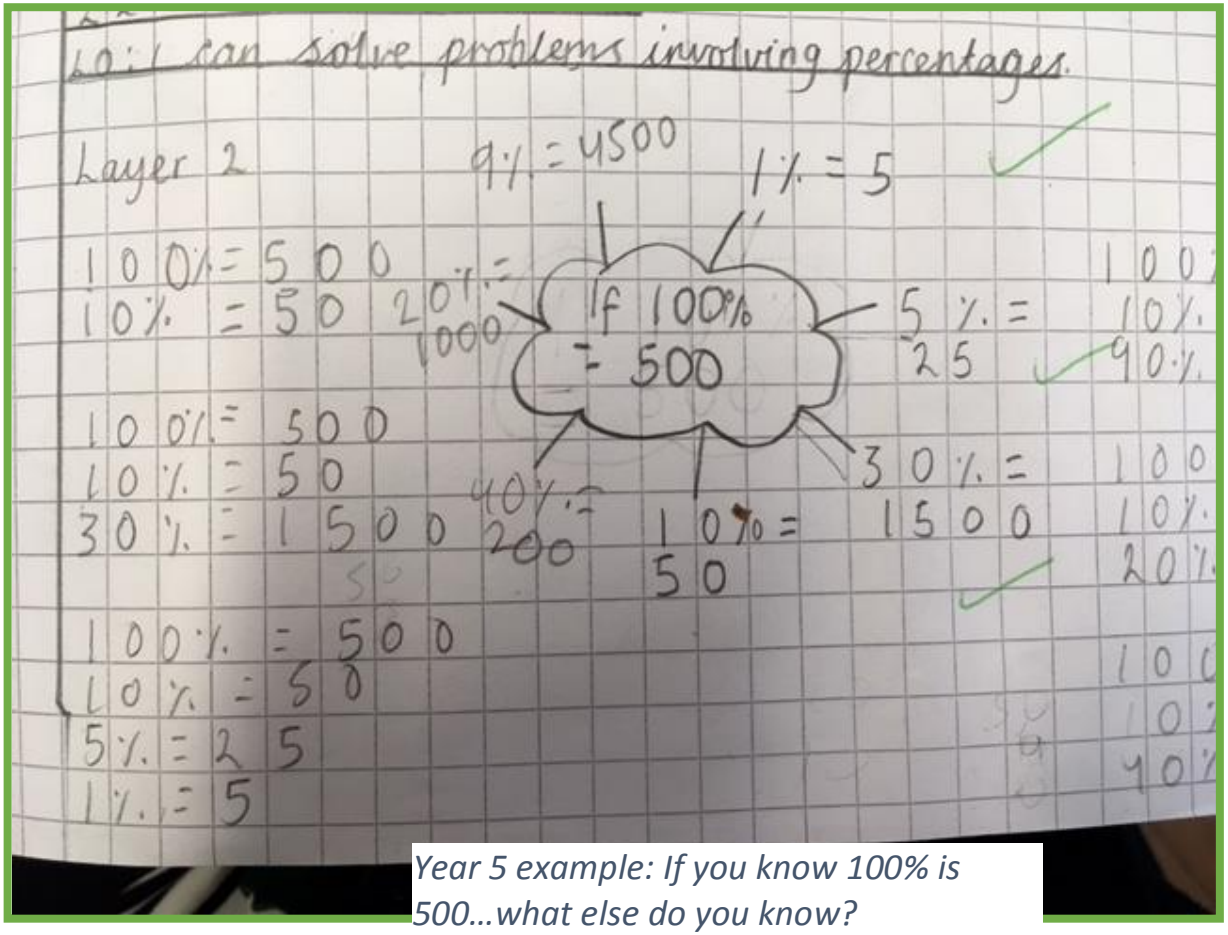
Greater depth children are expected to prove their answer or "convince me", and back up their explanations with examples, pictorial diagrams or by using concrete materials to show they are correct.



Year 4 example: What kind of triangle is this? How do you know?



Year 6 example. Prove that the fractions are equivalent



Year 5 example: If you know 100% is 500…what else do you know?

Children are encouraged to derive new facts from facts they know and explain how they achieved their answer.

For example if 7 x 8 = 56

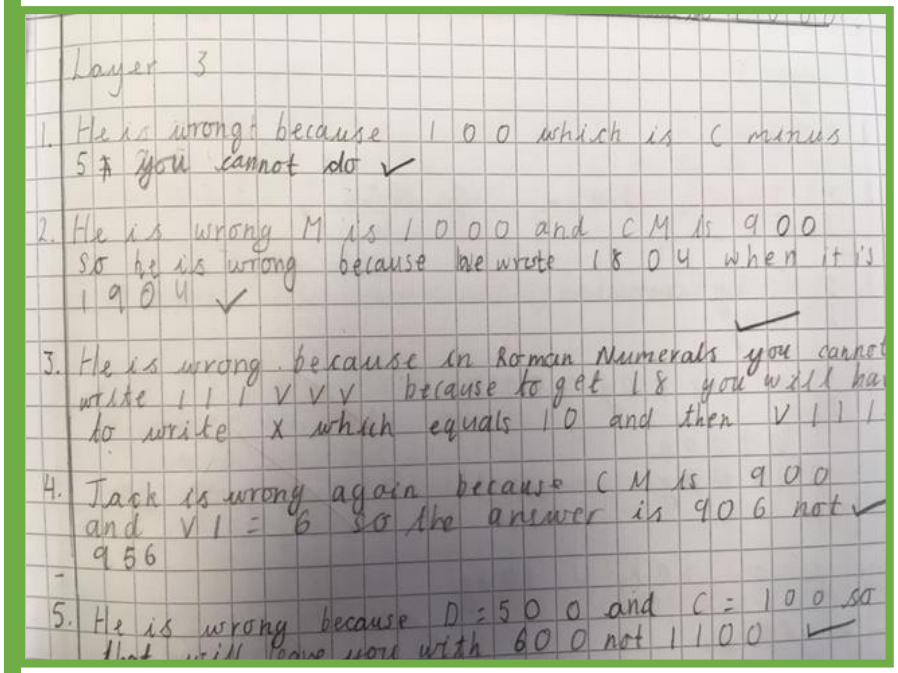
What is 56 ÷ 7?

Or what is 70 x 80?

Explain your answer.

We give children opportunity to look at facts and completed questions and state whether that statement is true or false. Children explain their reasoning in an explanation.

This is extended in some activities to: 'always' , 'sometimes' , 'never' , 'true'.


Layer 3

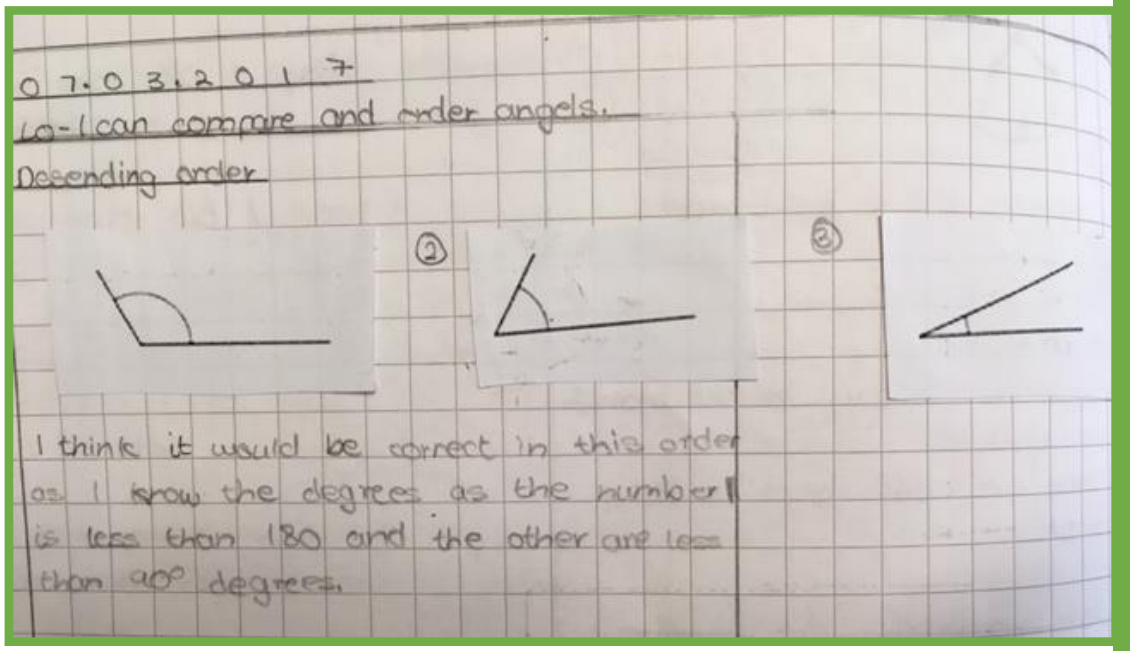
1. He is wrong because 100 which is C minus 57 you cannot do ✓

2. He is wrong M is 1000 and CM is 900 so he is wrong because he wrote 1804 when it is 1904 ✓

3. He is wrong because in Roman Numerals you cannot write IIIVVV because to get 18 you will ha to write X which equals 10 and then VIII

4. Jack is wrong again because CM is 900 and VI = 6 so the answer is 906 not 956

5. He is wrong because D=500 and C=100 so that will leave you with 600 not 1100 ✓

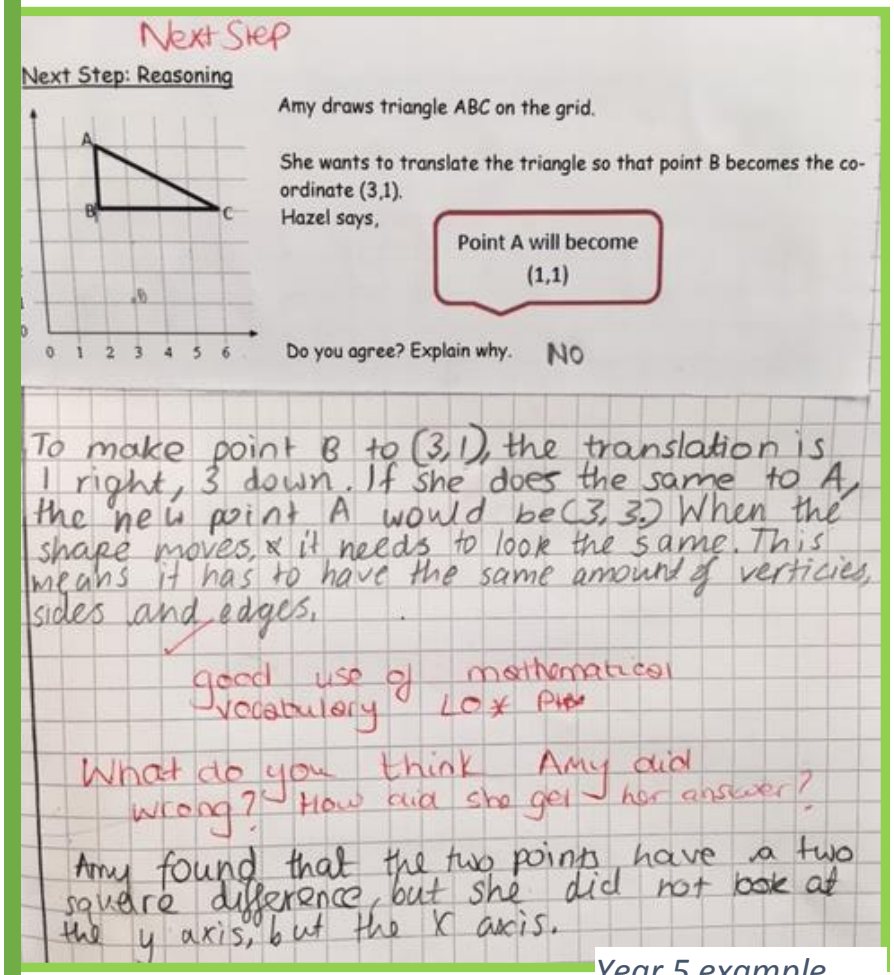

07.03.2017

LO- I can compare and order angels.

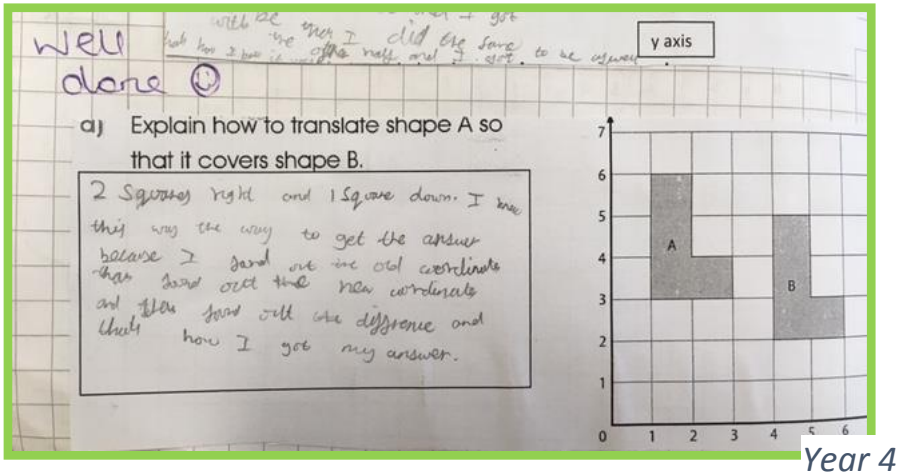
Decending order

I think it would be correct in this order as I know the degrees as the number is less than 180 and the other are less than 90° degrees.

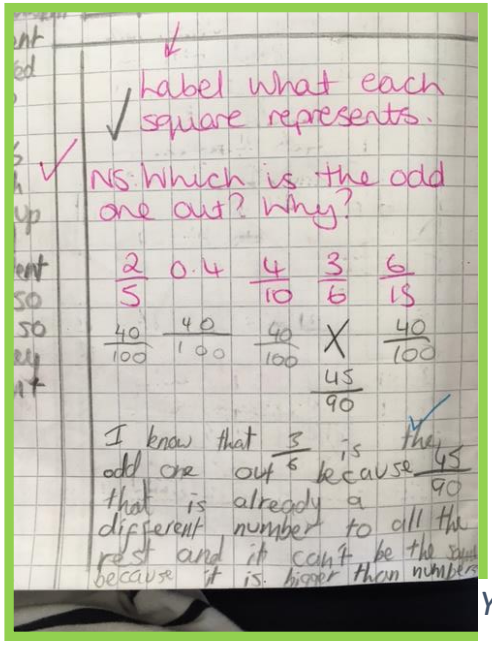
Further comments are given to children to help them deepen their understanding by reasoning and problem



Year 5 example

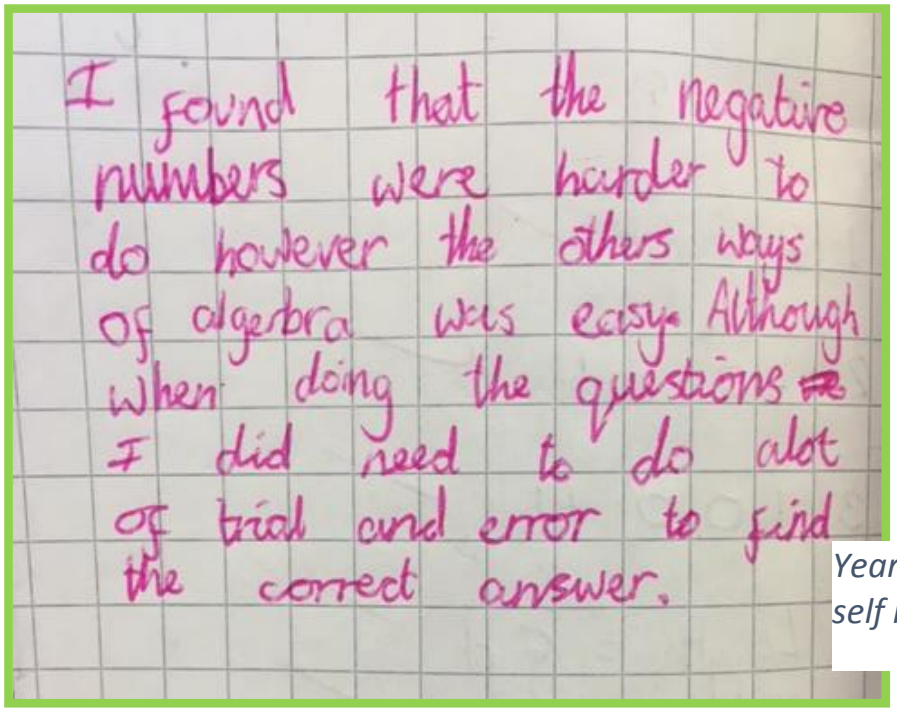


Year 4 example explanation



Year 6 example

Odd one out



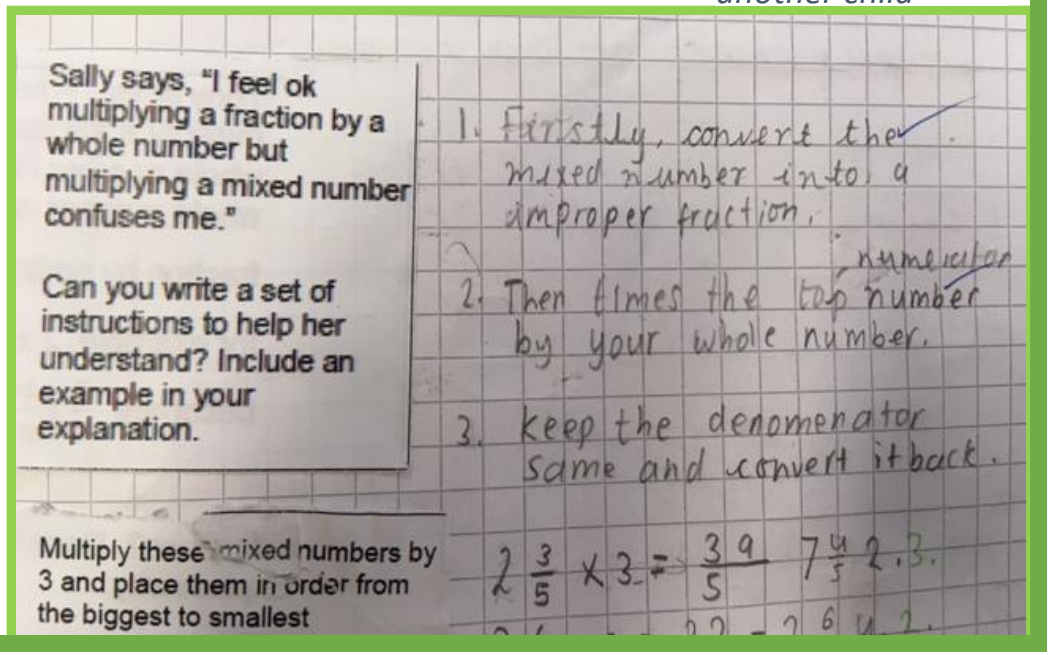
Year 6 example self reflection

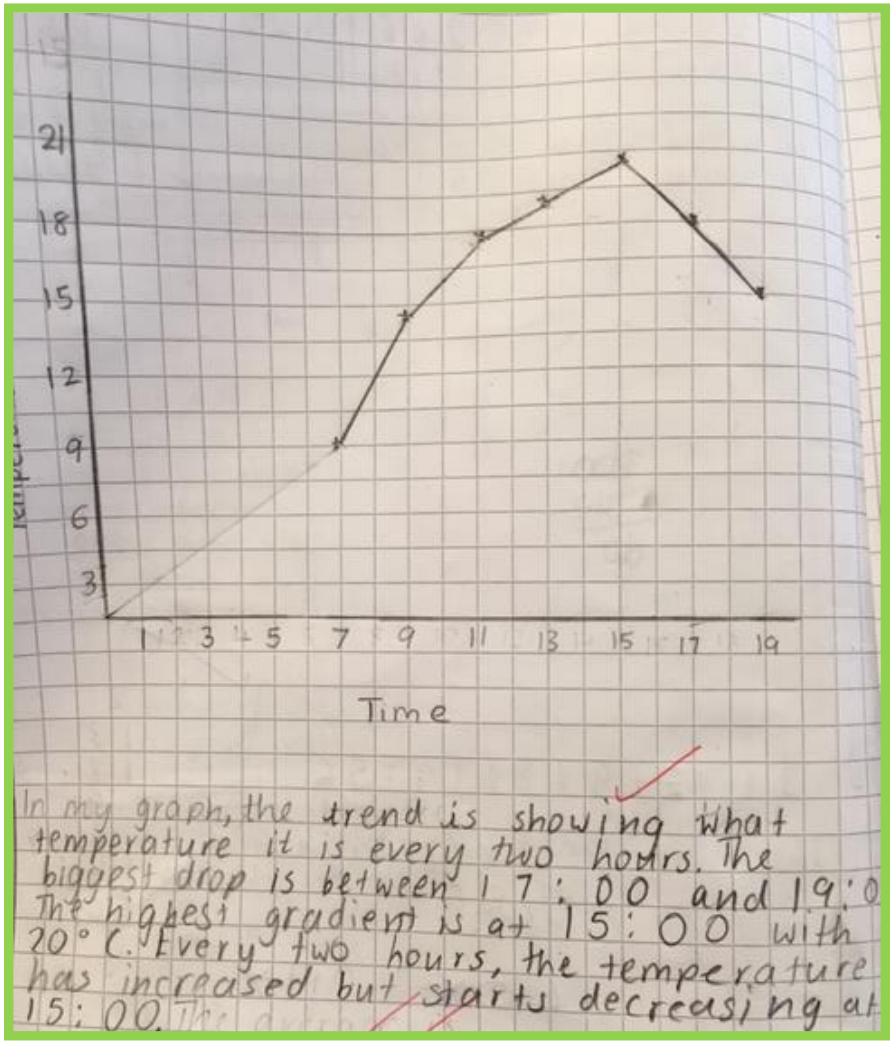
Children respond to feedback from the teacher and given opportunity to reflect on their learning.

Children are given opportunities to write for different audiences

For example writing tips or instructions for another person who may be finding it difficult, explaining to the class or giving an explanation to the principal.

Year 5 example instructions for another child





Children can give more detailed explanations to explain data and position and direction in various contexts.