

How to use Teach Maths with Mr Moodliar

A guide for teachers, pupils, mentors and trainee teachers. It covers lessons, reviews, the question board, homework, worksheets, mini papers and mentoring.

1 Retrieve

2 Explain

3 Model

4 Guide

5 Practise

6 Reason

7 Assess

8 Adapt

Teachers

Plan and teach connected lessons, run reviews, set homework and print worksheets.

Pupils

Learn each topic step by step, practise with new numbers and check your own answers.

Mentors & trainees

Use instructional coaching, drop-ins and the lesson planner, linked to the Teachers' Standards.

teachmathswithmrmoodliar.com

Built on the Mr Moodliar Mathematics Framework · Jonathan Moodliar NPQLTD, Lead Practitioner and Mathematics Teacher · © 2026 Mr Moodliar

What's in this guide

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The menu, levels and the app

2 Finding a topic

Search and browse by strand, idea or year

3 Inside a topic: the eight steps

What each step contains

4 The I do video

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About the website. Find it at teachmathswithmrmoodliar.com. Teach Maths with Mr Moodliar has lessons and practice for Key Stage 3 and GCSE (Foundation and Higher): 117 topics, each an eight-step lesson with new numbers every time. Everything is built on the Mr Moodliar Mathematics Framework, where **coherence is the spine**. Every topic shows the maths it builds on and the maths it leads to.

Mission. To help teachers teach mathematics better, so every student can learn mathematics better.

The menu and levels

Everything is reached from the bar at the top of every page.

Teach Maths with Mr Moodliar.
To help teachers teach mathematics better, so every student can learn mathematics better.

[About](#)
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[KS3](#)
[Foundation](#)
[Higher](#)

The top bar: the menu on the left of the level buttons, and the level buttons on the right.

Menu item	What you'll find
About	Mr Moodliar's biography, qualifications and career.
Framework	The Mr Moodliar Mathematics Framework: the why, how and what, and the eight lesson steps.
Topics	The home page, with every topic for the chosen level.
Retrieval practice	Do Now, weekly and monthly reviews, Build your own, mini papers, and the box to enter a code.
Connections	How topics link together through big ideas.
Mentoring	Instructional coaching tools for mentors, ITT trainees and ECTs.
Contact	Consultation services and how to get in touch.

Choose a level: KS3, Foundation or Higher

Use the three buttons on the right. **KS3** shows 71 topics for Years 7 to 9, each with a suggested year group. **Foundation** and **Higher** show the GCSE topics for each tier. The site remembers your choice. If you open a topic from another level, it switches for you.

Use it as an app

When the site is hosted, it can be installed on a phone, tablet or computer. Use **Install the app** at the bottom of the page, or your browser's "Add to Home Screen". It then opens like an app and works offline. The app version also has a downloadable PowerPoint slide deck for every topic.

Progress stays on your device. The site remembers which topics you have practised on this device and browser. There are no logins, and nothing is sent anywhere. To start again, use **Reset progress** at the bottom of any page.

The topics page

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About Framework **Topics** Retrieval practice Connections Mentoring Contact

KS3 Foundation **Higher**

GCSE MATHS · HIGHER TIER

Show your working out.

Lessons and practice for the GCSE course at Foundation and Higher, with new numbers every time. Built on the Mr Moodliar Mathematics Framework: every topic connects to the maths you already know.

RETRIEVE · DAILY REVIEW
Do Now
Five mixed questions from across the course.
Quick retrieval practice before anything new.
[Start a Do Now →](#)

Build knowledge → Make connections → Develop fluency → Reason mathematically → Apply independently
EVERY TOPIC IS AN EIGHT-STEP LESSON

1 Retrieve Connect to previous learning	2 Explain Make connections explicit	3 Model I do	4 Guide We do · Connect
5 Practise Variation, then you do	6 Reason Connect representations	7 Assess Check connections, not just answers	8 Adapt Repair broken connections

[New here? Read the user guide \(PDF\) →](#) [About the framework →](#) [See how the topics connect →](#)

The home page: the Do Now button, the eight-step lesson structure and the topic search.

1. Type in **Find a topic** (for example "ratio", "Pythagoras" or "nth term").
2. Group the topics **By strand** (Number, Algebra, Ratio, Geometry, Probability & statistics) or **By big idea**, shown in teaching order. In KS3 you can also group them **By year**.
3. Click a topic card to open its lesson. Each card shows your progress on that topic.

FIND A TOPIC

e.g. ratio, Pythagoras, nth term

By year **By strand** **By big idea** 71 topics

In KS3, topics can be grouped by suggested year group.

Every topic is an eight-step lesson

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To help teachers teach mathematics better, so every student can learn mathematics better.

About Framework **Topics** Retrieval practice Connections Mentoring Contact

KS3 Foundation **Higher**

← All topics

ALGEBRA FOUNDATION & HIGHER Typical grade 3

Solving linear equations

Unknowns on one or both sides.

[Printable worksheet](#)

[For trainees and mentors: plan this lesson →](#)

BIG IDEA
Equations & equivalence

BUILDS ON
Simplifying expressions Negative numbers
Function machines

LEADS TO
Recurring decimals to fractions
Reverse percentages

The top of a topic: level, typical grade (or year group in KS3), the worksheet button, the planner link and the connections spine.

At the top of each topic you'll find:

- **Printable worksheet**: 12 questions with key vocabulary and an answer page.
- **For trainees and mentors: plan this lesson**: opens the lesson planner for this topic.
- **The spine**: the big idea, what the topic **builds on**, what it **leads to** and which careers use it. Click any chip to jump to that topic.

1 Retrieve 2 Explain 3 Model 4 Guide 5 Practise 6 Reason 7 Assess 8 Adapt

The step bar stays on screen. Click a step to jump to it.

Step	What's on the page
1 Retrieve	Three questions on the topics this one builds on, answered from memory.
2 Explain	Key points in small steps, key vocabulary , the connection to earlier maths, and the common misconception.
3 Model	The narrated I do video , then a worked example revealed line by line, with think-aloud prompts. It also shows Mr Moodliar's own examples and videos when added.
4 Guide	"We do" questions with hints, a step-by-step method and connection sentence stems.
5 Practise	A variation set (one change at a time) on key topics, then independent practice with an 80% success target.
6 Reason	Representations and reasoning prompts, careers that use the maths, and an enrichment career task .
7 Assess	Show Me Boards (with countdown and cold call), multiple-choice hinge questions whose wrong answers diagnose mistakes, and connection questions.
8 Adapt	Your next step based on your practice score: move on, or reconnect the earlier ideas. Also the Homework panel.

Explain and Guide

2

MAKE CONNECTIONS EXPLICIT

Explain

Rosenshine 2 Coherence

Key points

1. Do the same thing to both sides.
2. Collect the x terms on the side with more x s.
3. Undo $+$ and $-$ before $\times$ and $\div$.

Key vocabulary

Equation

A statement that two expressions are equal. It can be solved.

Solve

Find the value of the unknown that makes an equation true.

Inverse operation

The operation that undoes another, such as $+$ and $-$, or $\times$ and $\div$.

Solution

A value that makes an equation or inequality true.

Coefficient

The number in front of a letter, such as 4 in $4x$.

Say each word aloud, then use it in a full sentence about today's maths.

The connection. An equation is a balance. Doing the same to both sides keeps it equal.

Common misconception. When you move a term across, its sign changes because you subtracted or added it on both sides.

Explain: key points, key vocabulary, the connection and the common misconception.

4

WE DO - CONNECT

Guide

Rosenshine 5 & 8 EEF

Solve

$$7x - 5 = 2x + 40$$

$x =$

Check answer

Hint

New question →

Show next step (1 of 3)

Connect

Talk it through with a partner.

- Where have we seen this before?
- It is similar to...
- The difference is...
- This works because...

Guide: answer, check, take a hint or reveal the method one step at a time.

Answer boxes. Type numbers, negatives (-3), decimals (12.5) or fractions ($3/4$). Answers are checked to the accuracy the question asks for. If an answer is nearly right, for example a fraction that isn't simplified, the site tells you.

Narrated worked examples

The screenshot shows a video player interface for a 'Solving linear equations' video. The main content area is dark blue with white text. It starts with 'Solve' followed by the equation $7x - 8 = 3x - 32$. Two steps are listed: '1. Subtract $3x$ from both sides: $4x - 8 = -32$ ' and '2. Add 8 to both sides: $4x = -24$ '. A yellow highlight is under the second step. Below the main content is a yellow box with the text 'Think: Which previous idea does this remind me of?'. At the bottom, there is a white bar with a progress bar, a 'Play' button, a 'Voice' checkbox (checked), a 'Test sound' button, a 'Normal' dropdown menu, a 'New example' button, and a 'Full screen' button. Below the white bar, there is a small text line: 'Using your device's default voice. If you can't hear it, check the volume and that the device isn't on silent.' and a larger text line: 'The I do video plays the worked example line by line, with think-aloud prompts and captions.'

1. Press **Play**. The question appears and is read aloud, then each line of the method appears in turn. The current line is highlighted in yellow.
2. Use **⏮** **⏭** to move back or forward a line, choose **Slower / Normal / Faster**, or untick **Voice** for captions only.
3. **New example** gives new numbers. **Full screen** is for the classroom board.
4. Press **Test sound** to check the voice is working.

No sound? The voice comes from your device's built-in reading voice. Open the site in its own Chrome, Edge or Safari tab, turn the volume up and check the device isn't on silent. If the voice can't start, the video carries on with captions and tells you why.

Mr Moodliar's own videos and examples

On the website, each Model step shows the teacher **+ Add a video** (paste an unlisted YouTube or Vimeo link) and **+ Add an example** (type a question, method steps and answer). Pupils see them above the generated example. Only the site owner can add, change or remove them.

Making maths meaningful

CAREERS

Where this maths is used

Electrician

Rearranging circuit formulas to find an unknown value

[Job profile ↗](#)**Accountant**

Working out a missing cost or price from a total

[Job profile ↗](#)Links go to the National Careers Service, with the skills, qualifications and salary for each job. [Explore more careers ↗](#)

Careers: two jobs that use the topic, with links to National Careers Service job profiles.

ENRICHMENT · CAREER TASK

Be an electrician

An electrician charges a call-out fee plus an hourly rate. A 3-hour job costs £185 and a 5-hour job costs £275. Write and solve equations to find the fee and the hourly rate, then price a 7-hour job.

- **Show your working** and explain each decision in full sentences.
- **Present it** as a poster, a short report or a 1-minute pitch.
- **Research it:** read the [Electrician job profile ↗](#). What qualifications are needed, and where else does this job use maths?

Enrichment career task: a real-world problem, then present and research.

- **Key vocabulary** (Explain step): 4–6 words with pupil-friendly definitions. Ask pupils to say each word aloud and use it in a full sentence.
- **Careers** (Reason step, and “Used by” on the spine): 57 careers across the site, each linked to its official job profile. This supports Gatsby Benchmark 4.
- **Career task:** an open problem for early finishers, homework or enrichment. Pupils show their working, then present it as a poster, short report or 1-minute pitch.

Homework for every topic

HOMEWORK

Solving linear equations: 10 questions

HHMC0-WCC4IK-Y00417000P

Seven questions on this topic and 3 revision questions from Simplifying expressions, Negative numbers, Order of operations, mixing fluency (AO1), reasoning (AO2) and problem solving (AO3). Pupils can do it online and mark their own answers, or complete it on paper.

Do it online

Print homework

Share with the class

New homework

Pupils can also type the code on the Retrieval practice page. Setting it a week or two after the lesson turns it into spaced retrieval practice.

The Homework panel at the end of the Adapt step, with its code.

Each homework has **10 questions**: seven on the topic and three revising the topics it builds on. They mix fluency (AO1), reasoning (AO2) and problem solving (AO3).

Button	What it does
Do it online	Opens the homework. Pupils answer, press Mark all , use Show method for anything wrong, and show you their score.
Print homework	An A4 sheet with key vocabulary, working space and an answer page.
Share with the class	The code and link to post on Teams, Google Classroom or the board.
New homework	A fresh set with different numbers, for example for another class.

Tip. Set homework a week or two after the lesson. Spacing it out turns it into retrieval practice.

Scores stay with the pupil. The site doesn't collect pupils' results. Ask pupils to show or tell you their score, or hand in the printed sheet.

Do Now and reviews

Teach Maths with Mr Moodliar.
To help teachers teach mathematics better, so every student can learn mathematics better.

AboutFrameworkTopicsRetrieval practiceConnectionsMentoringContact

KS3FoundationHigher

SATURDAY 3 OCTOBER · HIGHER · RETRIEVE

Daily Do Now

Five questions from different topics across the course. Answer them all, then mark them together.

Do NowWeekly reviewMonthly reviewBuild your ownMini paper

HAVE A CODE?TYPE THE CODE YOUR TEACHEROpen

ASSESSMENT OBJECTIVEMixedAO1AO2AO3

Mixed in the GCSE weighting for Higher: AO1 40%, AO2 30%, AO3 30%.

DIFFICULTYAllGrades 1-3Grades 4-5Grades 6-7Grades 8-9

Questions from every grade. Typical grades are a guide, not a grade boundary.

1AO1GRADE 8UPPER & LOWER BOUNDS IN CALCULATIONS
 $a = 7.7$ and $b = 1.1$, both correct to 1 decimal place.
Work out the lower bound of $a + b$.

The Retrieval practice page: review types, assessment objective, difficulty and the code box.

Review type	What it gives you
Do Now	Five mixed questions from across the course, to start the lesson.
Weekly review	Eight questions from topics practised in the last week, hardest first.
Monthly review	Ten questions from everything practised, starting with what you haven't seen for longest.
Build your own	Choose calculator or non-calculator, difficulty (or year group in KS3), strands and up to 10 topics.
Mini paper	An exam-style paper with marks and a timer (see section 10).

Assessment objective: choose **Mixed** (the GCSE weighting), **AO1** (fluency), **AO2** (spot the mistake: multiple choice) or **AO3** (problem solving). **Difficulty** filters by typical GCSE grade, or by year group in KS3.

Press **Mark all** to mark every answer. You get a score, a breakdown by AO and an Adapt message showing what to revisit.

QUESTION SELECTOR

Choose up to 10 topics6 of 10 selected

Paper☐ Calculator☒ Non-calculator

Difficulty☐ Grades 1-3☐ Grades 4-5☐ Grades 6-7☐ Grades 8-9

Topics☒ All☐ Number☐ Algebra☐ Ratio☐ Geometry☐ Probability & data

CreateClear selection

Number

☐ HCF & LCM
Grade 3

☒ Adding & subtracting fractions
Grade 3

☐ Laws of indices
Grade 4

☐ Rounding to significant figures
Grade 3

Algebra

☒ Solving linear equations
Grade 3

☐ Expanding double brackets
Grade 4

☐ Solving quadratics by factorising
Grade 5

☐ nth term of a linear sequence
Grade 3

Ratio, proportion & rates of change

☒ Sharing in a ratio
Grade 3

☐ Direct proportion
Grade 3

☒ Percentage increase & decrease
Grade 4

☐ Simplifying ratios
Grade 2

Probability & statistics

☐ Mean, median & range
Grade 2

☒ Probability
Grade 2

☐ Relative & expected frequency
Grade 4

☐ Probabilities that add to 1
Grade 3

☐ Sample spaces

Build your own: tick up to 10 topics, then press Create.

Display questions to the class

Work out $\frac{2}{3} - \frac{1}{2}$ ① Give your answer in its simplest form. ✓ 1/6	Shop A sells a game for £62.50 with 30% off every item. Shop B sells the same game for £72.50 with "buy one, get the second half price". ② Ali buys two games from the cheaper shop. How much does he save compared with the other shop? ✓ Saving: £21.25	A phone is worth £320. Its value falls by 35%. Work out its new value. Aisha says the answer is £2,080.00. What mistake has Aisha made? ③ A Arithmetic slip: check each calculation. B They used the wrong formula. C Place value error: the answer is 10 times too small. D Place value error: the answer is 10 times too big. ✓ Place value error: the answer is 10 times too big. Right answer: £208.00
Solve ④ $2x + 6 = 18$ ✓ $x = 6$	A trapezium has parallel sides of 7 cm and 10 cm. The perpendicular distance between them is 7 cm. Work out its area. Priya says the answer is 595 cm². What mistake has Priya made? ⑤ A Place value error: the answer is 10 times too big. B Nothing. The answer is correct. C This is a value from part-way through the method. D Place value error: the answer is 10 times too small. The working stopped too soon. ✓ Place value error: the answer is 10 times too big. Right answer: 59.5 cm²	At a school fair, a game costs £1.00 to play. A fair spinner has 10 equal sections and 2 of them win a prize of £2.00. ⑥ The game is played 200 times. Work out the expected profit for the school. (Give a negative answer for a loss.) ✓ Profit: £120.00

Teach Maths with **Mr Moodliar** Non-calculator Build your own · Mixed AO Columns 2 3 4 < Previous **Set 1** Next > Answers Worked solutions

New questions Shuffle Full screen Close

The question board with answers showing.

1. Create any review, or press **Create** in Build your own, and then **Show on board**.
2. Choose **Columns** 2, 3 or 4. The text resizes to fit each box.
3. **Answers** shows every answer. Clicking a question's number shows just that one. **Worked solutions** shows the full method.
4. **Next >** makes a new set on the same topics, and **< Previous** goes back. Use **Shuffle**, **Full screen** and **Close** as needed.

Keyboard: ← → change set · A answers · W worked solutions · Esc close.

Same questions for everyone

SHARE THESE QUESTIONS

Everyone who opens this link, or types the code on the Retrieval practice page, gets exactly the same questions.

RHMC0-1C48WY-131X1I1A11

Copy code

file:///tmp/claude-0/-home-claude/9d0be2c8-1849-51e8-9946-302002cf4c9b/scratchpad/site/prev.html#set/RHMC0-1C4

Copy link

Pupils check their own answers on the page. Nothing is sent to you: ask them to show you their score.

Share gives a code and a link that recreate exactly the same questions.

1. On any review press **Share**, then **Copy code** or **Copy link**.
2. Pupils open the link, or type the code in **Have a code?** on the Retrieval practice page.
3. Everyone gets identical questions and numbers. Pupils answer and mark them on their own device.

Print preview
☒ Working space
☒ Answer page
☐ Worked solutions

Print

Close

If the print window doesn't open, press Ctrl + P (or ⌘ + P).

TEACH MATHS WITH MR MOODLIAR

Adding & subtracting fractions

Higher - A01 - 12 questions

Name _____
Class _____
Date _____

Key vocabulary: Numerator · Denominator · Common denominator · Equivalent fractions · Simplest form

1. Work out $\frac{1}{2} + \frac{1}{7}$
Give your answer in its simplest form.

Answer _____

2. Work out $\frac{1}{2} - \frac{3}{4}$
Give your answer in its simplest form.

Answer _____

3. Work out $\frac{5}{4}$

Print preview: choose working space, an answer page and worked solutions.

Print worksheet appears on every review, shared set, homework and topic page. Each sheet prints its code, so pupils can check their paper answers online afterwards.

If the print window doesn't open, press **Ctrl** + **P** (or **⌘** + **P** on a Mac).

Exam practice

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To help teachers teach mathematics better, so every student can learn mathematics better.

About Framework Topics **Retrieval practice** Connections Mentoring Contact KS3 Foundation **Higher**

HIGHER • EXAM PRACTICE • NON-CALCULATOR

Mini paper

An exam-style paper with marks for each question, a timer and a mark scheme. Questions get harder as the paper goes on.

Do Now Weekly review Monthly review Build your own **Mini paper**

Paper **Non-calculator** Calculator

Length **Short · 10 questions** Medium · 20 Long · 30

Difficulty **All** Grades 1-3 Grades 4-5 Grades 6-7 Grades 8-9

Create a new paper

A mini paper: time allowed, total marks, timer and instructions.

1. Go to **Retrieval practice** → **Mini paper**.
2. Choose **Non-calculator** or **Calculator**, a length (10, 20 or 30 questions) and a difficulty (or year group in KS3). Then press **Create paper**.
3. Questions get harder through the paper. Each one shows its marks. The time allowed follows the GCSE rate of about 1 minute 7 seconds per mark.
4. Press **Start timer**, answer, then **Finish and mark**. You get marks for each question, a total, a percentage and an AO breakdown. Every question has a **Show mark scheme** button.
5. **Print paper**, **Print the mark scheme** and **Share paper** are all available.

Marking. Final answers are marked automatically, with partial credit for multi-part answers. Method marks need a teacher, so check pupils' working too.

Coherence is the spine

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To help teachers teach mathematics better, so every student can learn mathematics better.

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COHERENCE · THE SPINE OF THE FRAMEWORK

How the topics connect

Mathematics is a connected system, not a list of separate topics. Each big idea below is shown in teaching order: every topic builds on the ones before it.

"These aren't different topics. They're different expressions of the same mathematical structures."

Teacher question: What mathematical idea is this connected to?

[Number & its structure](#)
[Accuracy & estimation](#)
[Multiplicative reasoning](#)
[Algebraic structure](#)
[Equations & equivalence](#)

[Sequences, functions & graphs](#)
[Angles & shape properties](#)
[Area & volume](#)
[Triangles & trigonometry](#)
[Probability](#)
[Statistics](#)

Number & its structure ¹²

Place value, factors, powers and how the number system fits together.

[Number line](#) ↔ [Place value](#) ↔ [Factor tree](#) ↔ [Index form](#)

¹ [Place value & ordering](#)

Connections: big ideas, each a chain of topics in teaching order.

The **Connections** page groups topics into big ideas, such as Number & its structure or Multiplicative reasoning, and shows each chain in teaching order. Use it to plan sequences of lessons, find prerequisites and explain to pupils how today's maths fits the bigger picture.

The **Framework** page explains the Mr Moodliar Mathematics Framework. Coherence is the spine. Cognitive science explains how learning happens, Rosenshine structures how we teach, NCETM shapes mastery, EEF evidence informs practice, and Mr Barton Maths inspires rich mathematical thinking.

Instructional coaching for ITT and ECTs

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FOR MENTORS, TRAINEES AND ECTS

Mentoring

Instructional coaching for ITT trainees, early career teachers and their mentors, built on the Mr Moodliar Mathematics Framework, the ITT and ECT Framework and the Teachers' Standards.

[Start here](#) [Instructional coaching](#) [Coaching meetings](#) [Drop-ins](#) [Action steps](#) [Lesson planner](#) [Misconceptions](#)

[Teachers' Standards](#)

I'M A MENTOR
Coach with instructional coaching
Drop in, give precise praise, probe, agree one action step, then model it and practise it together. The framework gives you the shared language.

I'M A TRAINEE OR ECT
Plan, teach, practise, reflect
Use the lesson planner to build a lesson for any topic, rehearse your action step before you teach it, and bring evidence from pupils to your coaching meeting.

Mentoring: start here, with paths for mentors and for trainees and ECTs.

Tab	Use it to...
Start here	See how each framework step links to the Teachers' Standards, and a suggested order of focus from ITT to ECT Year 2.
Instructional coaching	Learn the weekly cycle: drop-in, precise praise, probe, action step, model, practise, plan, follow up.
Coaching meetings	Run a guided 40-minute meeting with scripts for each stage, then copy the coaching record.
Drop-ins	Mark look-fors as Seen, Partly or Not yet, get a suggested action step, and copy WWW / TPF and coaching notes.
Action steps	Browse look-fors, action steps, pitfalls, practice drills and probe questions for each step.
Lesson planner	Build a full eight-step plan for any topic: Do Now, explanation, examples, hinge question, exit ticket, vocabulary and career link.
Misconceptions	Search the common misconception for every topic.
Teachers' Standards	Read all eight standards and Part Two, with maths evidence and official GOV.UK links.

2 Probe
Ask questions that help the mentee notice the gap themselves, using what pupils did as evidence. 5 min

- "How did you know whether pupils understood before you moved on?"
- "What did you do with what you saw?"
- "What would you want to see pupils doing instead?"

If the mentee does not spot the gap, show the evidence and name it.

What the mentee noticed

Coaching meeting: the Probe stage.

RATIO, PROPORTION & RATES OF CHANGE - TYPICAL GRADE 3 - FOUNDATION & HIGHER

Sharing in a ratio

Split an amount into parts.

BIG IDEA
Multiplicative reasoning. Fractions, ratio, proportion and percentages are one structure: multiplying by a scale factor.

BUILDS ON
[Simplifying ratios](#) [Fractions of amounts](#)

LEADS TO
[Ratio problems](#) [Direct proportion](#)
[Scale drawings & maps](#)
[Similar shapes: lengths](#)

[Open the pupil lesson](#)

Lesson planner header.

Nothing in Mentoring is stored on the site. Copy records into your school's mentoring log.

A quick guide for pupils

Share this page with your classes.

Learning a topic

1. Choose your level at the top: **KS3**, **Foundation** or **Higher**.
2. Search for your topic and open it.
3. Work through the steps in order. Answer the Retrieve questions from memory, then read the key points and key words.
4. Watch the **I do** video. Pens down, eyes on the board.
5. Try the Guide questions, using hints if you need them, then the independent practice. Aim for 80%.
6. Check the Adapt step to see whether to move on or go back to an earlier topic.

Homework and codes

1. Open the link your teacher gives you, or go to **Retrieval practice** and type the code in **Have a code?**
2. Answer every question, then press **Mark all**.
3. Use **Show method** on anything you got wrong and correct it.
4. Show your teacher your score.

Revising

- Do a **Do Now** every day: five quick questions.
- Try the **Weekly** and **Monthly** reviews. They pick the topics you need most.
- Before exams, do a **Mini paper** with the timer on.

Help and troubleshooting

Problem	What to do
No sound on the I do video	Press Test sound . Open the site in its own Chrome, Edge or Safari tab, check the volume and silent switch. Captions always work.
The print window doesn't open	Press Ctrl + P (⌘ + P on a Mac) while the print preview is showing.
A code isn't recognised	Check every letter and number, including the dashes. Make sure it came from this site.
Progress has disappeared	Progress is saved on each device and browser. Use the same device, and avoid private or incognito windows.
A shared link doesn't open for pupils	Links work once the site is hosted publicly. Pupils can always use the code on the Retrieval practice page.
Slide downloads	The PowerPoint deck for each topic is in the app version of the site.
A YouTube video won't play	Use "Open the video in a new tab" under the video.

Consultation and contact

Teach Maths with Mr Moodliar.
To help teachers teach mathematics better, so every student can learn mathematics better.

About Framework Topics Retrieval practice Connections Mentoring **Contact** KS3 Foundation Higher

CONSULTATION AND CONTACT

Work with Mr Moodliar

Training, coaching and support for maths departments, mentors and students, from a Lead Practitioner who has taught mathematics since 2013.

MATHS DEPARTMENTS, SCHOOLS AND TRUSTS

Department CPD and training

Practical sessions for maths teams on teaching mathematics coherently, built on the Mr Moodliar Mathematics Framework.

- The eight steps: Retrieve, Explain, Model, Guide, Practise, Reason, Assess, Adapt
- Coherence: connecting topics so pupils see the whole picture
- Rosenshine's principles in the maths classroom

ITT PROVIDERS, SCITTS, SCHOOLS AND ECT MENTORS

Mentor and coaching training

Training for mentors of trainee and early career maths teachers, using instructional coaching linked to the Teachers' Standards.

- Drop-ins, precise praise and probing questions
- Writing bite-sized, observable action steps
- Modelling and deliberate practice in mentor meetings
- Linking targets to the ITT and ECT Framework and the

The Contact page: services and the enquiry form.

Mr Moodliar offers **department CPD and training**, **mentor and coaching training**, **curriculum and lesson review**, and **tutoring**. Use the Contact page, or email jmoodliar90@gmail.com.