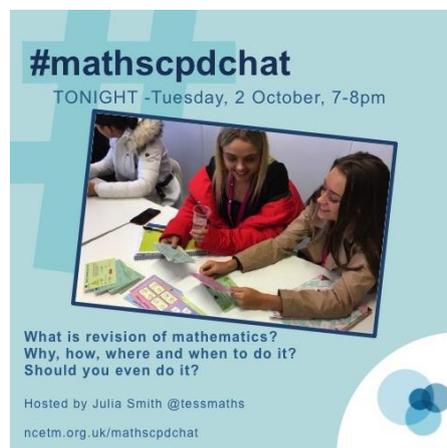


## #mathscpdchat 9 October 2018

**What is revision of mathematics? Why, how, where and when to do it? Should you even do it?**

Hosted by [@tessmaths](https://twitter.com/tessmaths)

*This is a brief summary of the discussion – to see all the tweets, follow the hashtag **#mathscpdchat** in Twitter*

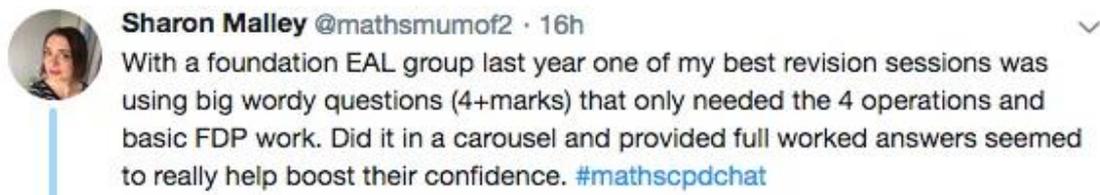


Some of the areas where discussion focused were:

- helping learners to adopt **effective strategies** in revising mathematics ... that merely reading notes is not effective ... devising/proposing an **effective structure** for their revision;
- **frequency of revision activity** ... distribution across lesson-time and homework-time;
- helping learners **develop autonomy in their revision** ... for example learners voting for topics to revise ... students teaching each other in pairs, alternatively taking teacher/learner roles;
- how learners **obtain feedback on their revision-activity** ... immediacy of feedback ... for example giving verbal feedback and also giving feedback in exercise books and in online books;

- **revision not being merely about topic coverage**; finding a good balance between time/attention given to revision of mathematical knowledge and that given to acquiring skills that enable learners to perform well in exams;
- **strategies to help learners avoid common pitfalls and trivial errors** ... for example using the strategy, as a teacher, of making deliberate mistakes for learners to spot;
- students **learning to cope with 'wordy' problems that appear 'long'** but that for solution merely require application of simple arithmetic ... students learning to 'own' questions by, for example, representing information in diagrams or charts;
- students **learning to provide required answers**, rather than only showing calculations that lead to answers;
- revising **correct and precise use of mathematical language** ... for example in giving reasons as crucial aspects of responses to examination questions;
- finding or creating **banks of material for learners to use** in revision activity;
- using **games and puzzles** (possibly involving sets of cards) to generate revision activity;
- **one-to-one teacher-learner interaction** during revision sessions.

An interesting 'conversation' of tweets, about revision of skills that students need in order to be able to respond adequately to a particular kind of GCSE question, followed from this tweet by [Sharon Malley](#):



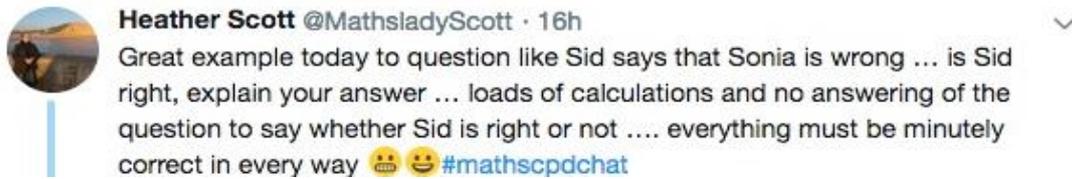
including this one from [Tess Maths](#):



and these two from [Sharon Malley](#):



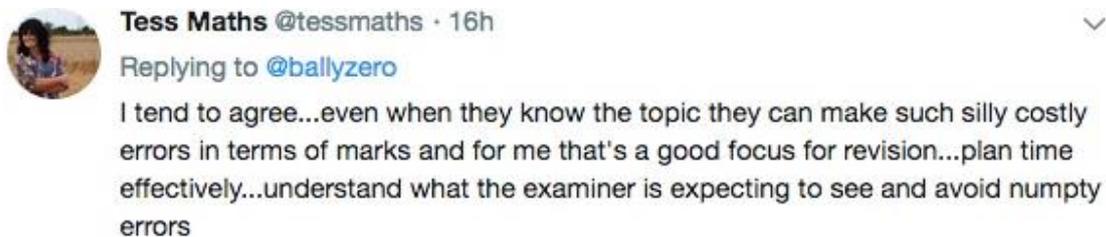
and this one from [Heather Scott](#):



and this one from [Simon Ball](#):



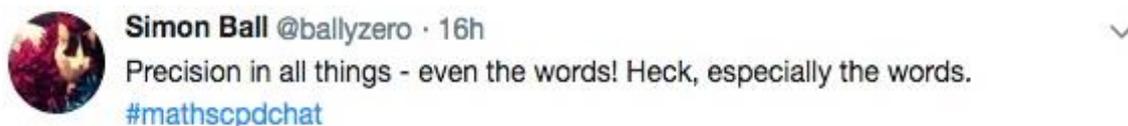
and this one from [Tess Maths](#):



and this one from [Heather Scott](#):



and this one from [Simon Ball](#):



(to read the discussion-sequence generated by any tweet look at the 'replies' to that tweet)

Among the links shared were:

[REVISION padlet from Tessmaths](#), a collection of links to a variety of resources that learners might use for revision, shared by [Tess Maths](#)

[The right or wrong challenge](#), a collection of sets of '10 quick questions', designed and written by Steve Blades for Foundation GCSE students, shared by [Tess Maths](#)

[Revision: a professional development module](#), a module from the NCETM designed to help you look at what revision is and how it might be undertaken, shared by [Tess Maths](#)

[GCSE Recall and Recap](#), a collection of interactive challenges that learners might use for revision, shared by [Jonathan Hall](#)

[Goal Free Problems](#), a website where you can find and share goal-free problems, shared by [Mr Mattock FCCT](#)

[A new digital model for teachers and schools](#), an article from ezyeducation.co.uk, shared by [Ezy Maths](#)

[Short Problems for Practice and Revision](#), a selection of short problems from NRICH, based on UKMT junior and intermediate mathematical challenge questions, shared by [Mary Pardoe](#)

[Ideas to make revising mathematics engaging](#), a blog by Steve Lyon containing advice and links to resources, shared by [Mary Pardoe](#)

[Speed Teaching](#), an NCETM Mathemapedia entry describing a pupil-led revision activity, shared by [Mary Pardoe](#)

[Interactive Workout - Mathmo](#), an interactive workout app for A level fluency from NRICH, shared by [Mary Pardoe](#)

[Contextualisation Toolkit](#), an MEI resource designed for teachers who are involved in planning and delivering post-16 GCSE Mathematics, shared by [Mary Pardoe](#)