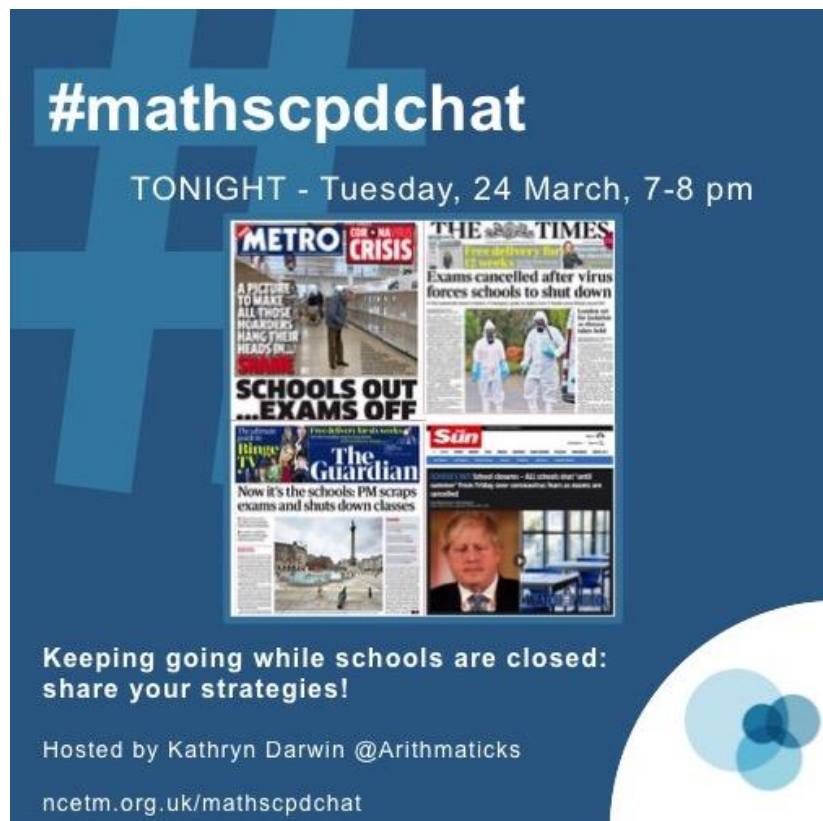


#mathscpdchat 24 March 2020

Keeping going while schools are closed: share your strategies!

Hosted by [Kathryn Darwin](#)

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



#mathscpdchat

TONIGHT - Tuesday, 24 March, 7-8 pm

Keeping going while schools are closed:
share your strategies!

Hosted by Kathryn Darwin @Arithmatics
nctm.org.uk/mathscpdchat

Some of the areas where discussion focussed were:

coping during the first week of school closures and immediately after the announcement that this summer's A level exams, GCSE exams and SATs tests have been cancelled:

- getting students to see some of their time at home as **time for learning**, rather than regarding all the time as 'a very very long holiday' ... that, so far, some students are engaging well while others have done nothing ... asking students to think about

‘where will they be when school resumes if they have done nothing while everyone else has done the work’ ... that it is difficult to ‘follow up on’ a student who is not doing assigned work **‘because you have no idea of their home circumstances’** ... contacting the home to check;

- that ‘now we’ve got the chance to **focus on learning** rather than progress, for the first time ever!’ ... how to use this time to help pupils **‘see the beauty of maths for maths sake’** ... that this seems NOT to have been the focus of most plans so far, rather teachers are **rushing to find ‘something for them to do’**;
- that to sustain student motivation **tasks assigned need to ‘incorporate variety’**;
- **‘delivering’ lessons remotely following the normal timetable** ... teachers recording their own ‘narrations’ over PowerPoint presentations and sending them to students via Microsoft Teams (link below) ... whether or not to deliver the ‘talk’ in time with the visual images (visual presentation);
- **teachers making videos of themselves teaching lessons** ... sending the videos to students;
- **using the school’s online platform to assign work** to students ... sending it in two-week batches of *Corbett Maths*’ videos and worksheets;
- in addition to setting tasks from an online platform also adding a **‘daily mathart challenge’** ... getting students to see ‘mathart challenges’ as being ‘about curiosity and challenge’;
- that teachers are concerned about what will be the exact **process of providing predicted exam grades** ... and when will they be expected to have completed it; how teachers, and teachers’ schools, have decided (provisionally) to support pupils’ remote learning:
 - **sending to A level students photos of ‘completed solutions’** to problems from booklets of printed notes, examples and questions that the students already had before they left;
 - that **Key Stage 1/2 pupils** from one school were sent home with **work for the first week** ... that the teachers, who use *Class Dojo* (link below) to communicate with parents, are preparing more material to send to parents by that means ... that this material is **intended to be revision, rather than to result in new learning**;
 - that much **free material (of varying quality)** advertised (often on Twitter) as suitable for remote mathematics teaching and learning **is already available** ... that this includes **‘guidance’ videos for parents of primary-age children** ... some primary teachers intend to **point parents directly to particular ‘day-to-day’ maths resources**, and themselves provide more ‘limited’ guidance and material;

- that many secondary teachers are presently feeling **'swamped' by emails from parents and students** ... that teachers are happy to provide email support but that time spent doing it needs to be **shared between teachers in an organised way** ... providing directions (eg on a main page of a website) to the teachers who are available for consultation at particular times, rather than expecting ALL the maths teachers in a department to be available throughout normal school hours ... that **teachers need time during normal school hours to create or obtain-and-organise new material** for remote learning ... that it is difficult for teachers to be available for emailing on days when they are in school to teach the pupils who are still there;
- that some students are likely to **struggle to learn remotely without 'face-to-face' interaction with their teacher** ... that some teachers are already trying to minimise this possibility by making, and then sending to pupils, videos of themselves 'teaching', thereby providing the reassurance of **'a familiar voice, tone and teaching style'**;
- that most **high-attaining Year 11 students** (particularly those aiming for maths A level) are keen to keep working hard ... that those students' uncertainty about exactly how GCSE grades will be awarded is probably contributing to their **diligent attitude (and their expecting to be provided with plenty of work to do and with feedback)**;
- in a school outside the UK, **teaching 'normal' lessons live via Zoom (link below)** ... taking registers as normal ... consequently all communication between teacher and pupils being limited to normal lesson times/hours ... that attendance at such live-remote lessons has so far been as good as, or better than, attendance at normal lessons in school used to be ... that some **UK schools have set a 'suggested timetable' for each maths group**, but that it is not prescribed because most UK teachers are not (yet?) live-remote teaching;
- **pre-recording lessons using Screencastify (link below)**, and using *Zoom_US* for 'drop-ins' during timetabled lesson time ... whether live-teaching is more effective than sending pupils videos of pre-recorded (pupil-less) lessons;
- running a **daily online chatroom** 'via our *Moodle*' (link below) where **students can talk to each other and their teacher about their work** ... opening up separate chat-rooms that are restricted to particular people thus **enabling pupils to work in pairs or small groups** ... splitting whole classes so that **two or more teachers can work at the same time separately in different chatrooms with pupils from the same class**;

- that **marking (remotely) 'essay-style' student responses** to questions that focus on reasoning is taking a long time, and that this is frustrating for students who are hoping for some quick feedback;
- using a visualiser and software (for example *IPEVO* software ... link below) to **record over commercially produced slides** (that have been sent out to pupils) ... 'I print the slides, put them under the visualiser and chat (prompt, ask questions, etc.) as I would do in class';

student engagement in remote maths teaching/learning 'events' and tasks:

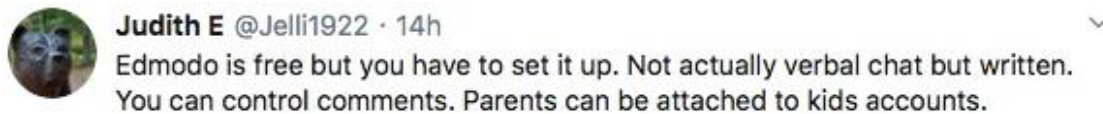
- that in one school the **percentage of all A-level students who are engaged in remote learning** has been approximately 70% so far;
- whether it will be hard **after the Easter holiday** to 'get back' students who are presently engaging well with remote learning ... that hopefully more students will take-up what is offered as they begin to become bored with having nothing to do;
- that in some households students may not be able to engage at 'normal' lesson times because **no screen is available** for them to use then, particularly if parents are using screens to work from home ... **the need to design remote learning material that uses only software that will work on pupils' phones**;
- posting **hard-copy 'home learning packs'** to students who have no access to a computer;
- **being sensitive about (taking care with) sending emails** to (parents of) students who are not engaging with remote learning;
- that the **percentage of students in Key Stage 3 who are presently engaging in remote maths-learning is low** ... lower in KS3 than in KS4;
- that an unhelpful aspect of remote-teaching is the teacher's **lack of 'visual feedback' regarding pupils' reactions, emotions and responses** ...and 'the awkward silence when you ask "Would anyone like to ask/say anything about this?" ... that pupils need access to a microphone ...directing questions to particular pupils by name ... requesting that **all pupils type at the same time their response to a question you ask**;
- surprise from some teachers that other teachers are **finding time to 'catch up on reading'** ... that some teachers are presently expected to be available for remote teaching only during what used to be their timetabled lesson times.

In what follows, click on any screenshot-of-a-tweet to go to that actual tweet on Twitter.

This is a part of a conversation about setting up an online chatroom where students can interact with each other and with the teacher. The conversation was generated by this tweet from [Jim Dean](#):



and included these from [Kathryn Darwin](#), [Jim Dean](#), [Mrs Beech](#) and [Judith E](#):



and these from [Luke Pearce](#) and [Jim Dean](#):



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

Among the links shared were:

[Support for maths learning and teaching during school closures](#) which is a new part of the NCETM website. It has been set up in order to help teachers and other maths educators keep maths learning going while children and teenagers are at home. It was shared by [Mary Pardoe](#)

[Extra support during school/college closures](#) which is a new package of free resources from MEI to support remote mathematics teaching. It was shared by [Catherine van Saarloos](#)

[Free maths A level resources](#) which is a new offer from the AMSP designed to assist schools and colleges with planning and delivering remote teaching. It was shared by [Catherine van Saarloos](#)

[Free resources from the ATM \(Association of Teachers of Mathematics\)](#) which is a page on the ATM website containing links to a wide range of free resources that will support and enhance the teaching and learning of pupils in all Key Stages. It was shared by [Mary Pardoe](#)

[Learning at home with Zoom](#) which is a blog by [Luke Pearce](#) in which he shares useful reflections on a week of teaching online mathematics lessons. It was shared by [Luke Pearce](#)

[Learning at home with Zoom video](#) which is a video by [Luke Pearce](#) in which he shows what he has learnt after a week of teaching remote lessons using *Zoom*. It was shared by [Luke Pearce](#)

[Edmodo](#) are resources to help the user get started with distance learning using *Edmodo*. It was shared by [Judith E](#)

[IPEVO](#) which is software to use with a visualiser or whiteboard system for drawing and annotating on images. You can also use it to record videos or set up live broadcasts! It was shared by [Kathryn Darwin](#)

[Microsoft Teams](#) which is a hub for teamwork in Office 365 where you can organise chats, meetings and relevant material. It was shared by [Simon Ball](#)

[Screencastify](#) which is an application that enables the user to record, edit and share videos. It was shared by [Mr Tank](#)

[Keeping Parents in the Loop with ClassDojo](#) which explains how to connect with parents by sharing feedback, posting photos and videos to Class Story, and private messaging. It was shared by [Martyn Yeo](#)

[Moodle](#) which is a learning management system that enables the user to create their own online learning site. It was shared by [Jim Dean](#)

[Google Hangouts](#) which enables the user to make video calls, phone calls and send messages. It was shared by [Jim Dean](#)

[Consecutive numbers](#) which is an interesting article by [Professor Smudge](#) containing examples of tasks that teachers may find useful when planning effective online lessons. It was shared by [Mary Pardoe](#)

[MathArt Challenges](#) are a mathematically-related lovely way to engage pupils' brains during this time of unease. It was shared by [Sandra D](#)

[How to play Regroupy](#) which is one of a soon to be expanded collection of videos for parents showing how to play a simple mathematically-related game. It was shared by [Rachael Brown](#)

[Sparx Maths Virtual Classroom](#) which is where the user can build online lessons using the Sparx bank of learning objectives, monitor students' progress and see whether particular students have joined the lesson. It was shared by [Colin Hegarty](#)

[Learning by Questions](#) which is an application providing 'question sets'. It was shared by [Jim Dean](#)