

#mathscpdchat 20 October 2020

How are you helping Year 11 students cope confidently with the prospect of taking GCSE maths?

Hosted by David Helsby

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:

resources and approaches that maths teachers are presently using to support the learning of their GCSE students:

- at least one teacher is using a *MathsWatch* (link provided below) content list to 'build a
 plan for how they will cover each of the atoms before Feb/March' ... then students
 will 'start past paper practice';
- how teachers are using past papers ... some teachers drip feed papers to their students throughout the year ... some teachers mark past papers each week, their



students having worked on them for homework ... the students of some teachers use past papers as a self-assessment tool ('independent revision skills being even more important at present times') ... whether, when tackling past papers, students 'just miss out the ones they can't do' while convincing themselves that they will be able to do them by the time of the real exam;

- at least one teacher has created a 'student self-evaluation form'/'student reflection booklet' (link provided below) that students can use to prompt reflection on their progress and mathematical-learning needs;
- some teachers are endeavouring to **inform/educate the parents** of their students **about good maths revision practice**;
- at least one teacher is making three 15-minute 'revision videos' each week (a different video for students assumed to be working at Higher, Higher/Foundation ('crossover'), and Foundation levels) ... students are expected to spend about an hour working on one of these videos, pausing it and trying questions as they go ... the videos are provided in addition to other tasks that are set for both 'new learning' and revision purposes;
- some teachers are 'doing a weekly assessment' of students' learning about topics that are being taught this term ... they are putting aside half-a-lesson each week for students to 'work-on/practise their weaker areas and showcase their improvements';
- some teachers are creating worksheets for 'retrieval practice of core skills' for students to do 'at this time of the year before they attempt problem-solving questions' ... these worksheets are being used as 'lesson starters', with the same worksheets returned to (done again by the students) after two weeks ('students actually look forward to it as they like to see their improvements');
- some teachers 'always go to @mrbartonmaths' websites', particularly to his 'variation theory' material (link provided below);

how teachers are this term approaching the (re)teaching and (better) learning of the maths that they tried to teach during the general lockdown:

teachers reported that during the lockdown students appear to have 'developed some procedural knowledge in the new topics that were covered then', and that therefore teachers are now trying to deepen students' understanding of the mathematics of those topics ... that while teaching remotely it was 'so hard to assess and test depth of understanding' ... that differences between teaching to enable students merely to develop procedural fluency and teaching to help them acquire deep understanding 'seem to have been brought to the front' by the need to engage in remote teaching and learning;



 reasons why so many teachers chose to teach mathematics of probability during the general lockdown ... because 'it was easy to model using my visualiser' ... because 'it uses a lot of key skills of previous learning (such as fractions and decimals)';

the mathematics that teachers would choose to 'cover' between now and the 2021 GCSE exams if those exams were cancelled, because, for example, they regard the learning of that mathematics as being essential preparation for continuing to learn mathematics beyond GCSE:

• teachers mentioned: coordinate geometry, ability to manipulate algebraic expressions, indices, index laws and surds, solving quadratic equations, graphing, trigonometry.

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 how some teachers are reflecting on, and responding to, their perceptions of students' learning during the general lockdown. The conversation was generated by this tweet from <u>David Helsby</u>:



Mr Helsby @MrHelsbyMaths · Oct 20

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What did you cover during 'lock-down' with Year 10 students? How have you approached these topics once you had students back in front of you? #mathscpdchat

and included these from Director of Maths, Sam Blatherwick and David Helsby:



Director of Maths @DirectorMaths · Oct 20 Replying to @MrHelsbyMaths

We did some new topics and some consolidation. With the new things they have developed some procedural knowledge but now we are recovering to deepen #mathscpdchat



Sam Blatherwick @blatherwick_sam · Oct 20

This by some fluency there especially when we built up over time but depth of understanding so hard to assess and test remotely #mathscpdchat



Mr Helsby @MrHelsbyMaths · Oct 20 Replying to @DirectorMaths

Very interesting! The procedure Vs depth 'order' is probably too big a question to tackle here but it does seem to have been brought to the forefront with remote teaching! #mathscpdchat



Director of Maths @DirectorMaths · Oct 20

Yes definitely, I think of it as face to face teaching being a conversation where the next part builds on what has just happened whereas remote teaching (pre-recorded) is simply a transfer of knowledge. #mathscpdchat



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Mr Helsby @MrHelsbyMaths · Oct 20

I do wonder how remote teaching will impact on our students (not just GCSE) in the long term. The movement towards dialogue between the student, teacher and maths>development of understanding and away from a simple 'transfer of knowledge' model can't be understated #mathscpschat

these from MrHawesMaths and David Helsby:



MrHawesMaths @HawesMaths · Oct 20

Replying to @MrHelsbyMaths

Covered most of the probability topics along with vectors and trigonometry #mathscpdchat.



Mr Helsby @MrHelsbyMaths · Oct 20

Probability seems to have been a popular topic to have chosen! Would be interesting to explore why! #mathscpdchat



MrHawesMaths @HawesMaths · Oct 20

I think it was easy to model using my visualiser. It used a lot of key skills of previous learning (fractions, decimals for example) plus I find these questions more like a problem solving question which is also good practise.

and these from Mr C Maths and David Helsby:



Mr C Maths @mathsmrc · Oct 20 Replying to @MrHelsbyMaths

We mostly did consolidation but we did do some new topics. I generally need to assess to see what they have remembered before working out whether it is a quick recap or a complete reteach. Have started using revision lessons to do this with some topics. #mathscpdchat



Mr Helsby @MrHelsbyMaths · Oct 20

Do you have separate timetabled revision lessons or is it teacher selected? #mathscpdchat



Mr C Maths @mathsmrc · Oct 20

Teacher selected time. It could be called intervention as some teachers are selecting which students to bring but I'm just inviting my whole class. #mathscpdchat

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

Among the links shared were:

<u>Post-16 GCSE</u> which is the part of the MEI website that offers support to teaching practitioners supporting post-16 learners who are working towards achieving grade 4 or better in GCSE Mathematics. It was shared by <u>Mary Pardoe</u>



<u>11-16 maths resources</u> which are resources developed by the AMSP to deepen the mathematical understanding of students in Key Stages 3 and 4. It was shared by <u>Mary Pardoe</u>

<u>Preparing for GCSE Problem Solving</u> which is a book from the ATM containing twenty-five tasks to help students master key mathematical-reasoning strategies. It was written by Heather Davis, Michael Gibson, James Robinson, Jocelyn D'Arcy, Ben Daniel-Thorpe and Jim Thorpe. It was shared by <u>Mary Pardoe</u>

<u>Planning for Teaching GCSE Mathematics with Mixed Attainment Groups</u> which is a book from the ATM by Mike Ollerton and Sam Hoggard that is suitable for use in all GCSE classroom group settings, and which brings together tasks designed to support learning and planning for teaching GCSE Mathematics. It was shared by <u>Mary Pardoe</u>

<u>variationtheory.com</u> which is an valiant attempt by <u>Craig Barton</u> to assemble a collection of highquality sequences of questions and examples using key principles from Variation Theory. It was shared by <u>Mr C Maths</u>

<u>MathsWatch</u> which is an online maths platform offering 'videos, online assessments, feedback tools, independent learning, printable worksheets and so much more'. It was shared by <u>Director</u> <u>of Maths</u>

<u>Maths Genie</u> which is a website where, among other maths-exam focused material, you will find GCSE maths past papers with model solutions and video explanations. It was shared by <u>Mr</u> <u>Needham</u>

<u>Mathsbox</u> which is a website containing 'more than 4800+ ready to use resources' including skills checks, topic resources, differentiated questions and 'a collection of GCSE resources for revision'. It was shared by <u>Mr Needham</u>

<u>Maths4everyone</u> which is a website containing resources, such as worksheets and workbooks, that have been 'designed to help with primary and secondary school maths'. It was shared by <u>Emma Richer</u>