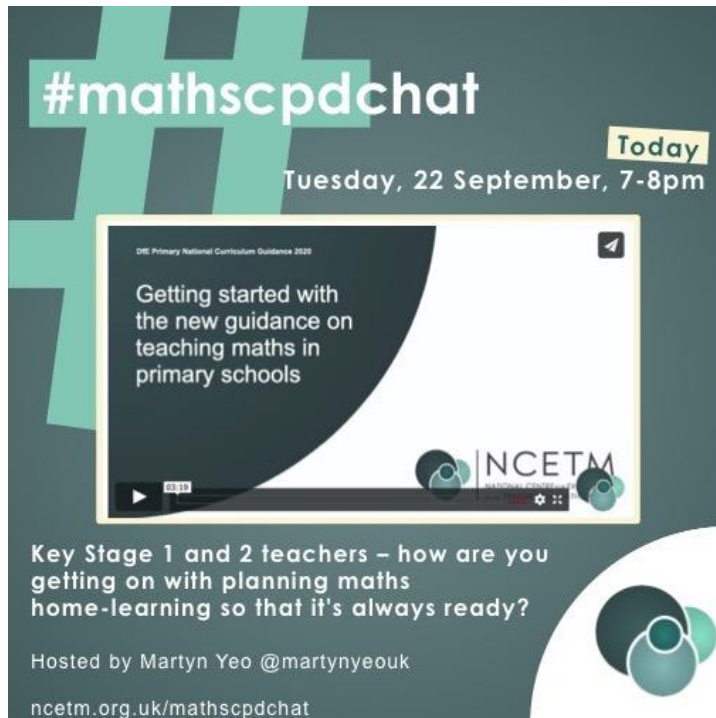


#mathscpdchat 22 September 2020

Key Stage 1 and 2 teachers – how are you getting on with planning maths home learning so that it's always ready?

Hosted by [Martyn Yeo](#)

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



#mathscpdchat

Today
Tuesday, 22 September, 7-8pm

Getting started with the new guidance on teaching maths in primary schools

Key Stage 1 and 2 teachers – how are you getting on with planning maths home-learning so that it's always ready?

Hosted by Martyn Yeo @martynyeouk
ncetm.org.uk/mathscpdchat

The **results of a poll** tweeted by the host were:

Tonight we are talking about remote learning. Let's start with a poll to see what you are currently doing: **#mathscpdchat**



23 votes · Final results

Some of the areas where discussion focused were:

the kinds of remote teaching that teachers are planning, the means by which it will be conveyed to pupils in Key Stages 1 and 2, and how what teachers learned during lockdown is helping:

- **how to ‘balance’ the use of recorded and live online lessons** ... that primary pupils can be very excited to see their teacher and their friends on the screen in live lessons ... but that it is not realistic to expect that all home learning will be generated by live lessons that are transmitted as they take place (e.g. via Microsoft Teams);
- that **some parents who have to ‘juggle’ childcare will not be able to cope with** supporting their child’s home learning if the teaching is via **live lessons that are transmitted as they happen** ... that **pre-recorded lessons** also need to be provided for pupils in households ‘with more children than appropriate devices’;
- some **teachers who themselves have young children at home** may find ‘challenging’ the expectation that they can ‘deliver’ live lessons at fixed lesson times;
- teachers are thinking that the **‘live-delivery’ part of a live lesson** for primary pupils should last **no longer than 15 minutes**, with related tasks set for pupils to work on during the rest of the lesson;
- teachers learned from lockdown experiences that it is important for teachers to make sure that all their pupils know how to log on to websites ... that it is helpful to **demonstrate** to pupils **how to log on and use websites**;
- a teacher contributing to the discussion who used **Microsoft Teams** during lockdown advised those primary teachers who are only just now starting to use it to **‘make the most of the built-in Forms feature in order to get all pupils contributing’**, and he provided an explanatory image ... he also advised teachers to **‘use a visualiser or share a virtual whiteboard’ in order to ‘write the maths live, rather than just using slides’**;
- in some schools teachers are thinking about the arrangements they will need to make to **‘cover’ the remote teaching of a teacher who is working from home if that teacher becomes ill** ... that similar ‘cover’ arrangements need to be planned for occasions when teachers with small children unexpectedly have to care for them at home ... that in (small) primary schools the unexpected sudden unavailability of just one teacher can ‘have a huge impact’;

resources, such as maths manipulatives, that primary teachers are considering using in face-to-face or remote lessons this term:

- some teacher are impressed by how **algebra tiles** have helped pupils ‘understand the key concepts’;

- many teachers are finding that **virtual manipulatives** are extremely helpful at the present time to support both face-to-face and remote learning and teaching, particularly all those virtual manipulatives on *mathsbot.com* (link provided below);
- ‘top tips’** or ‘principles of teaching’ that teachers contributing to the discussion believe **enable/encourage their pupils to engage in mathematical learning at home:**
- planning for pupils to **do tasks of different styles/kinds**;
 - **letting pupils talk** ... that pupils ‘like to hear each others’ voices’ when they are learning remotely;
 - **communicating regularly with pupils/parents/carers at home** ... that during lockdown such communication ‘really helped pupils to feel connected and motivated’;
 - **providing positive feedback** to pupils whenever possible ... celebrate success whenever, and in any way, you can ... some teachers have used *Twitter* and/or *Facebook* to do this.

Finally teachers expressed their **concern about the learning of pupils who do not have the technology needed to access whatever the teachers are planning to provide** for ‘emergency’ home learning.

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 whether providing online maths lessons that are live or recorded is preferred by pupils, and also which (of live and recorded) is more do-able by teachers who themselves are juggling childcare. The conversation was generated by this tweet from [Martyn Yeo](#):



and included these from [Director of Maths](#) and [Martyn Yeo](#):

-  **Director of Maths** @DirectorMaths · Sep 22 ▼
 Replying to @martynyeouk and @mathscpdchat
 From a secondary perspective we had to move to online lessons at very short notice for a key year group and it's been a pleasure! The students have engaged, they've been great full and because it all happened so quickly there wasn't time to over think! #mathscpdchat
-  **Martyn** @martynyeouk · Sep 22 ▼
 That's sometimes the best thing if you dont overthink all the different scenarios! What has made it so good do you think? #mathscpdchat
-  **Director of Maths** @DirectorMaths · Sep 22 ▼
 I think in part the kids, they want to continue learning and we kept it simple at first. We did a Forms for the starter, PowerPoint for the main lesson and polls at the end. I provided as much as possible for the team so they could focus on the tech initially #mathscpdchat
-  **Martyn** @martynyeouk · Sep 22 ▼
 Thats so great! What have you found to be the most beneficial aspect for pupils (and teachers) #mathscpdchat
-  **Director of Maths** @DirectorMaths · Sep 22 ▼
 Consistency is a big thing, there are lots of great resources out there already but if it's slightly different to how their class teacher explained it they can be thrown. That and giving them some structure to their day, a friendly face and some reassurance! #mathscpdchat

these from [Simon Cox](#), [Martyn Yeo](#) and [Jenny Hill-Parker](#):


-  **Simon Cox** @MathsMrCox · Sep 22 ▼
 Replying to @martynyeouk and @mathscpdchat
 Pre-recorded works best for flexibility for teachers juggling childcare, and houses with more children than appropriate devices. And evidence suggests just as useful: educationendowmentfoundation.org.uk/public/files/P..
-  **Martyn** @martynyeouk · Sep 22 ▼
 Always good to have it backed up be evidence! I wonder if engagement would be different from primary to secondary? I know my children were so excited to see our head on screen live for assembly - far more excited than a recorded video #mathscpdchat
-  **Jenny Hill-Parker** @JennyHillParker · Sep 22 ▼
 My nine year old son doing a cubs session via zoom was a sight to be seen - it was so exciting for him to see his friends and cub leader. Definitely more impact than a video, but then the focus is more pastoral than academic.
[#mathscpdchat](#)


 **Simon Cox** @MathsMrCox · Sep 22
Absolutely agree that moments like this are very valuable and should be encouraged. An expectation for all lessons to be live though is unrealistic, and is likely to mean some more disadvantaged families can't access.
[#mathscpdchat](#)

these from [Charlotte Hawthorne](#), [Martyn Yeo](#) and [Esther Stevens](#):

 **Charlotte** 📏📐📊🧐 @mrshawthorne7 · Sep 22
Replying to @martynyeouk and @mathscpdchat
My eldest is in year 1 and the plan is the teachers will deliver live lessons on teams if the bubble is sent home.

 **Martyn** @martynyeouk · Sep 22
And how do you feel about that as a maths teacher? [#mathscpdchat](#)

 **Charlotte** 📏📐📊🧐 @mrshawthorne7 · Sep 22
I'm apprehensive about how this will all work if my husband (assistant head) and I also have to teach lessons from home but we will manage as best we can. Teams seems to have gone ok with y8 but could be tricky with younger ones
[#mathscpdchat](#)

 **Esther** @MrsMathematica · Sep 22
We're hoping that staff will be able to deliver live lessons but know that reality may be different - if my daughter's nursery closes it'll be extremely difficult for me to teach live and look after a 12month old at the same time 🙄
[#mathscpdchat](#)

and these from [Martyn Yeo](#) and [Charlotte Hawthorne](#):

 **Martyn** @martynyeouk · Sep 22
Replying to @mrshawthorne7 and @mathscpdchat
How long do you think the live lessons should be? We are planning on 15mins max [#mathscpdchat](#)

 **Charlotte** 📏📐📊🧐 @mrshawthorne7 · Sep 22
That sounds good. So a short input then direct to some tasks etc?
[#mathscpdchat](#)

 **Martyn** @martynyeouk · Sep 22
Yeah - thats the plan - as will be aware parent will hve to work from home too!
[#mathscpdchat](#)

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

Among the links shared were:

[Microsoft Teams](#) which is software for group chatting. It was shared by [Martyn Yeo](#)

[ClassDojo - ideas for ways to use it](#) which is a lovely collection of sets of sequenced slides that provide imaginative examples of how ClassDojo might be used to support desirable characteristics (such as perseverance and empathy) of successful learning by young pupils. It was shared by [Martyn Yeo](#)

[Mathsbot Virtual Manipulatives](#) which is a very useful collection of an enormous range of virtual manipulatives. It was shared by [Esther Stevens](#)

[Maths Snacks Videos](#) which is an ever-growing collection of short videos from the ATM in which mathematics education experts share unusually interesting ideas to effectively support and enhance pupils' learning. The whole collection provides a mixture of engaging tasks, puzzles, challenges and games. It was shared by [Pip - Mathematics](#)

[EEF Blog](#) which is an article by [Simon Cox](#) on the *Education Endowment Foundation* website in which the author describes three strategies to help pupils learn from mathematical mistakes. It was written in the hope that it might be helpful in addressing misconceptions that pupils developed during lockdown. It was shared by [Simon Cox](#)

[NCETM Support for schools addressing ongoing coronavirus impact](#) which are materials and guidance on the [new NCETM website](#) that are designed specifically to help primary and secondary schools adapt maths teaching, when necessary, to address the ongoing impact of the outbreak. It was shared by [Mary Pardoe](#)

[BBC Bitesize - Primary](#) which is online material to support the learning of primary-age (ages 3 to 11) pupils. It was shared by [Martyn Yeo](#)

[Oak Teacher Hub](#) which is the part of the website of *Oak National Academy* website where you can browse all their lessons and resources, customise them for your pupils, and save, share, download and edit them. It was shared by [Oak National Academy](#)

[Twinkl Education Blog - Teachers](#) which is online material to support the learning of primary-age (ages 3 to 11) pupils. It was shared by [Martyn Yeo](#)

[MathsWatch](#) which is an online maths platform that includes printable worksheets and online assessments. It was shared by [Miss Ward-Gow](#)

[SAM Learning](#) which is an online 'Review and Assessment' tool for students that provides 'targeted support following a return to school'. It was shared by [Miss Ward-Gow](#)