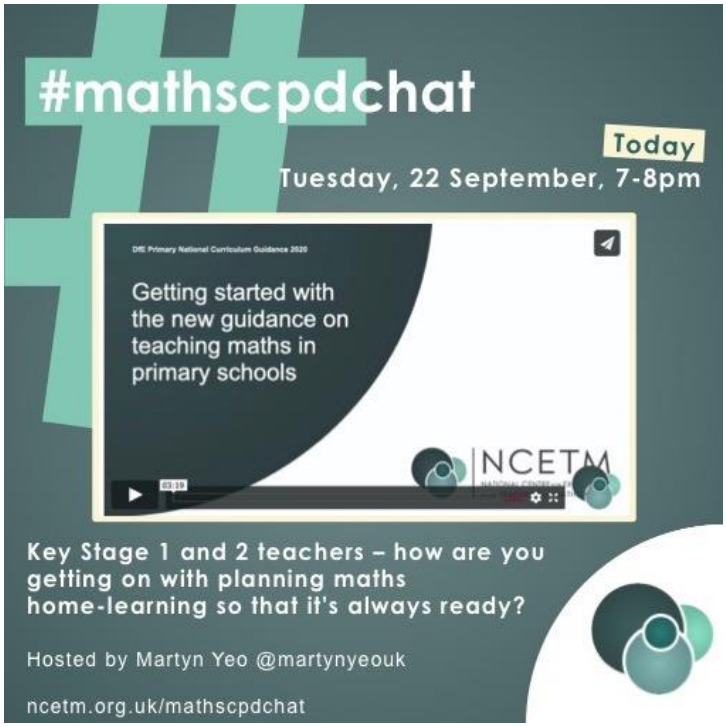
#mathscpdchat 22 September 2020

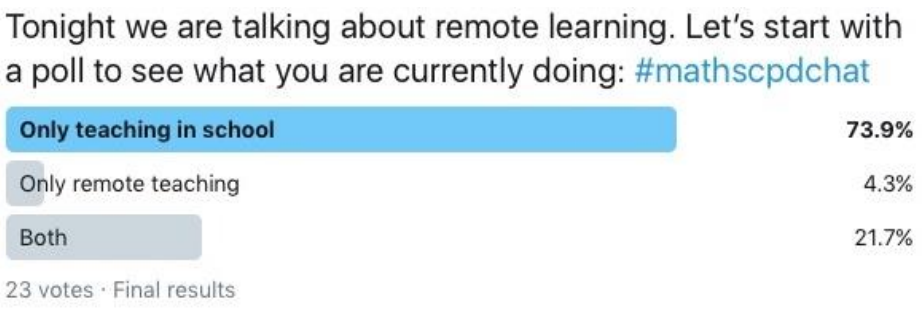
Key Stage 1 and 2 teachers – how are you getting on with planning maths home learning so that it's always ready?

Hosted by Martyn Yeo

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



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



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.

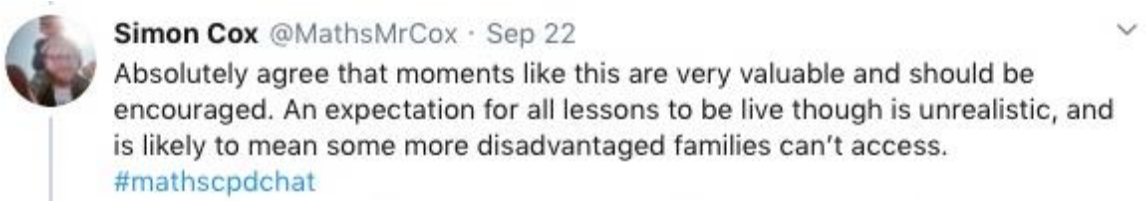
Finally teachers expressed their **concern about the learning of pupils who do not have the technology needed to access whatever the teachers are planning to provide** for 'emergency' home learning.

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

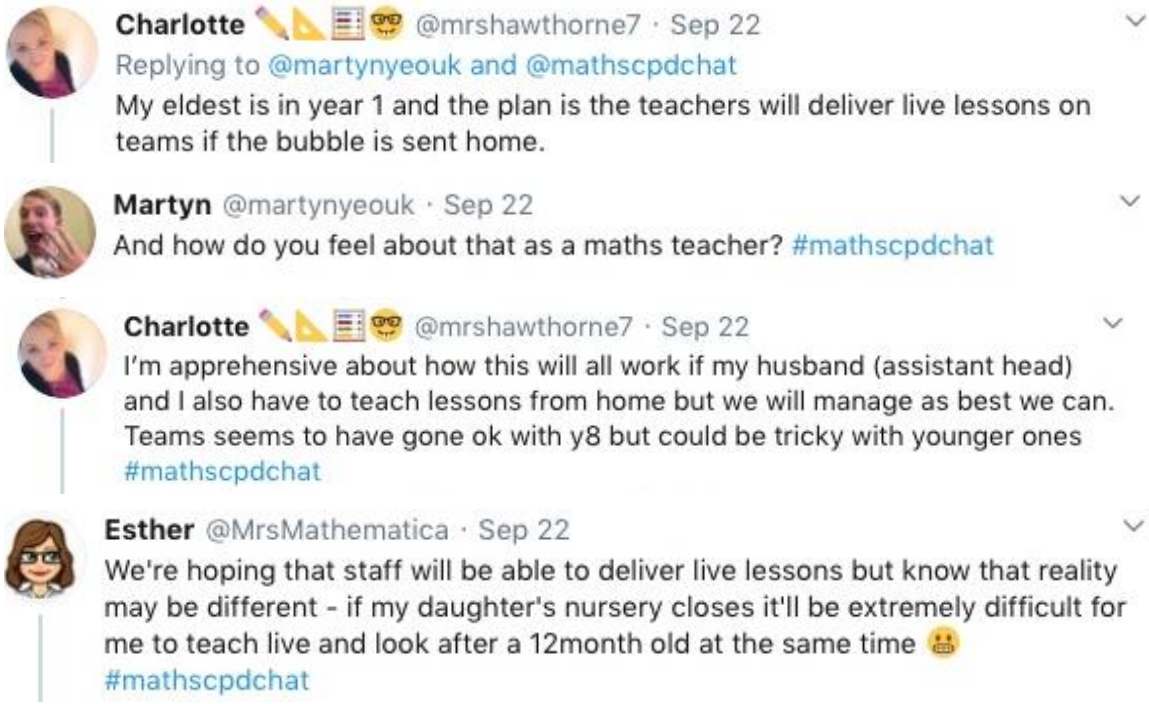
This is a part of a conversation about whether providing online maths lessons that are live or recorded is preferred by pupils, and also which (of live and recorded) is more do-able by teachers who themselves are juggling childcare. The conversation was generated by this tweet from Martyn Yeo:

and included these from Director of Maths and Martyn Yeo:

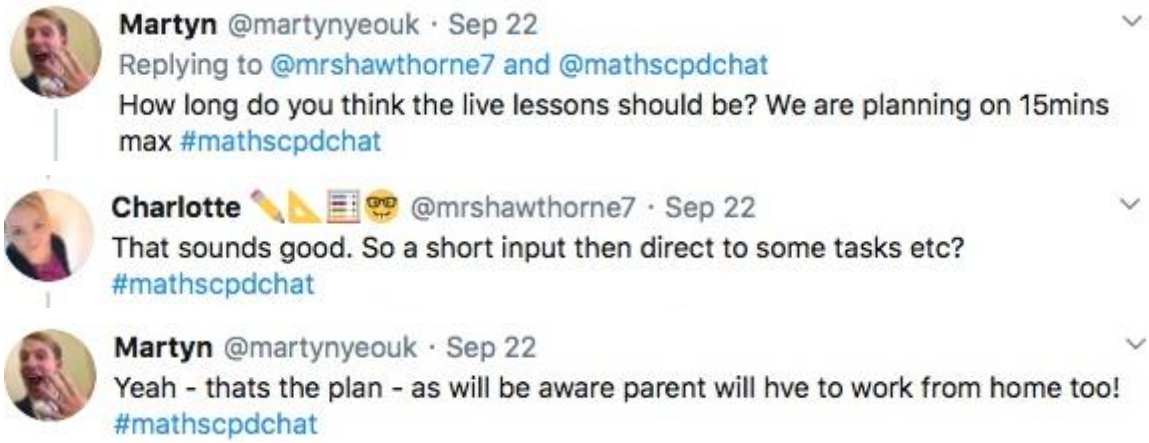
these from Simon Cox, Martyn Yeo and Jenny Hill-Parker:



these from Charlotte Hawthorne, Martyn Yeo and Esther Stevens:



and these from Martyn Yeo and Charlotte Hawthorne:



(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