

N17-SW2-01

Innovation

Supporting pupils to be active and influential participants in mathematics lessons



Overview

This Work Group is a scaling up of a 2016/7 project (<http://www.babcock-education.co.uk/ldp/PTAC>) looking at how class teachers can support vulnerable pupils to access age-appropriate mathematics and be active and influential participants in mathematics lessons through the use of pre-teaching and assigning competence. The 2016/7 project found that pre-teaching and assigning competence can have a huge impact on pupils if they are done by the class teacher. This year's project is looking at how whole schools can support teachers to use pre-teaching and assigning competence in order to support pupils to be active and influential participants in mathematics lessons. It is jointly funded with Devon County Council.

Who is this for?

Whole schools with class teachers from foundation stage to Y6 all participating

What is involved?

This is a year-long project with each school supported by a maths adviser from the Babcock LDP mathematics team. Participating schools have identified two teachers to lead the work in the school. The two lead teachers and the head teacher attended a launch and advisers have provided a launch staff meeting in each school. Each teacher is identifying two or three focus children; qualitative and quantitative data on the focus children and the teachers is being collected at the start and end of the project. Lead teachers will be involved in cluster meetings, schools will receive support to establish pre-teaching and assigning competence and there will be two rounds of collaborative research involving live sessions with the whole staff.

Intended Outcomes

The research question for the project is:

How can **schools** best use pre-teaching and assigning competence to effectively **support children to access age-appropriate mathematics and be active and influential participants in maths lessons?**

There will be a research report at the end of the project and video of teachers and children talking about the impact of the research.

The wider context

Currently, in most English schools and classrooms, there are children who are struggling to access mathematics appropriate for their year group and teachers have to make decisions about how best to support these children every day. As children come into school with vastly different experiences, one of the challenges is how to provide each child with the necessary experiences for them to understand deeply. In 'Learning for Mastery', written in the 1960s, Bloom suggest that 'given time, enough, all students can conceivably attain mastery of a learning task'. This phrase '**given time, enough**' contains a challenge; the challenge of providing additional time for children who need it in a form that will maximise impact whilst minimising disruption to the rest of their learning. This is discussed within NCETM literature related to teaching for mastery in mathematics in England, where the practice in Shanghai has proved influential and 'rapid intervention' is suggested.

Expectations of participants and their schools

All class teachers in the participating schools will support identified children to be active and influential participants in maths lessons by providing at least two pre-teach sessions each week and assigning competence when possible in daily maths lessons.

Two teachers from each school have been identified to lead on the project; they attended the launch with their headteacher and will participate in termly cluster meetings throughout the year.

Each school or school partnership will be involved in two rounds of whole school collaborative lesson research, supported by the mathematics adviser.

All participating teachers will keep a reflective journal throughout the year and contribute to the final report by writing a case study of one of their focus children.

Schools will collect and provide qualitative and quantitative data.

Funding

This Work Group is being funded mainly by Devon County Council with some innovation funding from the Jurassic Maths Hub. Funding does not cover supply costs.

Who is leading the Work Group?

Dr Ruth Trundley, Primary Mathematics Adviser (Babcock LDP) and Mastery Lead (Jurassic Hub) supported by three other Primary Mathematics Advisers with Babcock LDP: Stefanie Burke, Helen Edginton and Helen Eversett

If I'm interested, what next?

Read the report <http://www.babcock-education.co.uk/ldp/PTAC> and have a go

Contact Dr Ruth Trundley, mastery lead, with any findings or queries:

ruth.trundley@babcockinternational.com