# Remote Learning Provision

## Mathematics

The overall strategy for delivering remote learning is basically the same across all year groups.

Since September the Maths department has been producing collaborative lesson plans on PowerPoint appropriate to each topic area and saved in a central repository on Teams. These are then available as ready-made resources for staff so that they are not having to plan every lesson from scratch. These PowerPoints are also designed to follow a Explain, Model, Practice type format and can be used by students directly if necessary to work through a topic and self-teach. They incorporate model examples (demonstrating layout of working for methods) and question banks at different levels of difficulty as well as answers for all questions so that the answers can be self-assessed.

In the majority of lessons, one of these PowerPoints would be uploaded to Teams as a resource for the students to use, as well as one or more tasks from HegartyMaths. This is an online system that we have bought into which has a video guide and linked online-marked questions for every topic on the curriculum, and allows students to practice the skills and get instant feedback on where they have been successful or need more support. Each question also has a “Get Help” button which gives a step-by-step guided example of the same question but with different values, and there is the facility for a student to comment on the question which will flag it to their class teacher for additional support.

In the lesson time itself, as a minimum staff would set the PowerPoint and the Hegarty task(s) and then be monitoring the chat function on Teams to support students with issues that they have in real time. For many lessons staff will also schedule a meeting with the class to run a ‘live lesson’ talking through the PowerPoint examples as they would in a normal lesson, or pre-recording a video which does the same thing and uploading it for students to watch.

In addition to this ‘core content’ staff also have a bank of resources available to give further practice on topics where required – both through nationally produced resources such as Oak Academy and BBC Bitesize, and resources that we buy into and/or subscribe to as a department such as Mr Carter Maths, CorbettMaths, Maths Genie, 10 Ticks and MathsBox. These allow the core lesson content to be enhanced and differentiated to support the needs of students of differing abilities.

Progress tracking is done predominantly through HegartyMaths, which records the scores, time spent watching videos and doing tasks, number of attempts and various other metrics. Staff may also set other tasks outside of HegartyMaths at times (using the Assignments function in Teams) – this is especially true for Year 11 where students are typically given at least one past paper style assignment every two weeks (either across all topics or on a specific focus area) to give them the exam practice and range of topics for revision that they need to prepare for the assessments at the end of the year, and to give staff a more holistic view of their ability across the topic range.

When students are back in school we will use a series of formal assessments to judge the level of retention of topics covered during lockdown, and will use end of year assessments across all topic areas to judge the overall progress of students and highlight any areas which need to be addressed from the home learning