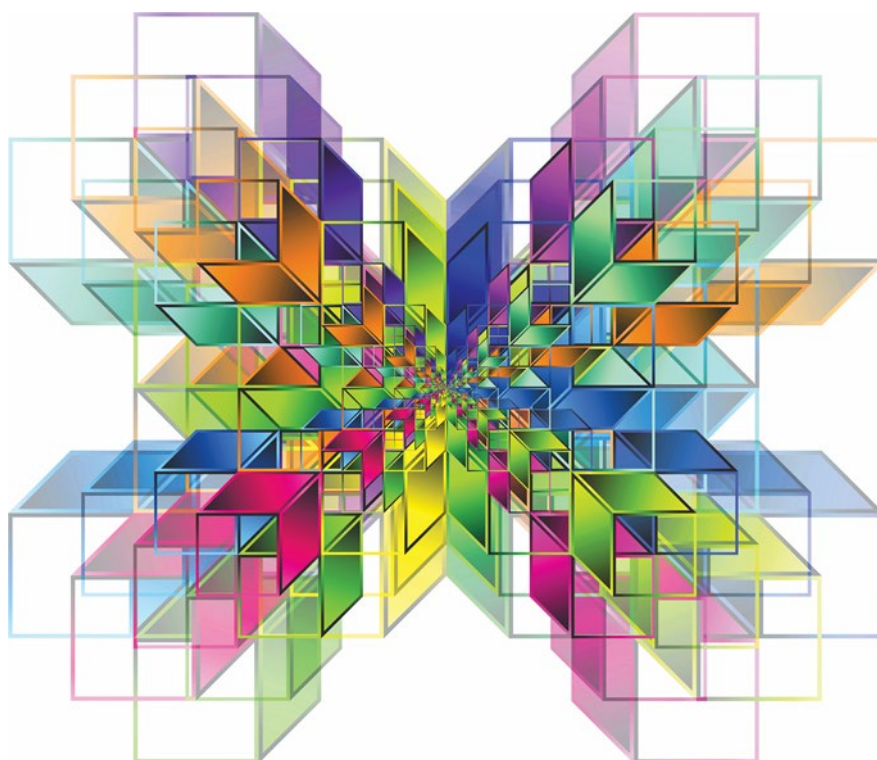


GCSE: MATHS

#MathsConfOnline – Five strategies to help you track student understanding

Resource Booklet

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About this resource

We have designed this resource to make it easy for you to share what you've learned from our virtual MathsConf event. This resource will enable you to deliver your own CPD session for your colleagues and it includes activities and resources linked to the virtual MathsConf topics to:

- Remind you of the topics covered during the event so you can brief colleagues or run a similar session with your team.
- Provide follow on activities and discussion areas for you and your team so the content can be taken further and applied or embedded in your school or college.

Resources available

- A copy of the PowerPoint from the meeting with notes for the presenter.
- Follow on pathways showing the topics covered during the meeting and ways to develop them.
- A pre and post meeting confidence check questionnaire to benchmark confidence of colleagues around the topic of your session.

We hope this gives you the opportunity to make the most of the time you invested in attending the event.

Follow-on pathways

This section takes topics, discussion or activities from the virtual MathsConf meeting and provides suggestions of areas for development and follow-on activities you can do with your colleagues.

Resource sharing

A copy of the group chat containing the links shared by members of the virtual MathsConf will be made available after the event. One suggestion would be to disseminate these around the department and ask them to evaluate the resource in advance of a department meeting, with a view to sharing with colleagues how that resource might work in your setting, and where it might fit into your scheme of work.

5 Ways to check for understanding

How can the techniques discussed be embedded into your everyday practice? Would a reminder on your planning template be useful? Or a post-it note in a key location? Perhaps a reminder of key sentence starters somewhere you stand when leading a class discussion? Is there a planned opportunity for students to share their understanding for every objective you teach?

5 ways to check for understanding which were shared in the presentation:

- Summarise what has happened so far
- Think aloud
- Agree or disagree?
- Using multiple choice questions for Pose, Pause, Pounce Bounce
- Repeat the instructions

Next steps: observation and deliberate practice

Select a way in which you will provide an opportunity for students to demonstrate their understanding (perhaps one from the five discussed in the presentation).

Either using a recording of the lesson by yourself, or via a peer observation with a colleague, evaluate your techniques for checking understanding during that episode of learning. A suggestion would be to focus on a 5–10-minute chunk of the lesson.

Rosenshine's research findings could be a good place to start when choosing a focus for consolidation of your classroom practice. You can download and read his paper [Principles of Instruction: Research-Based Strategies That All Teachers Should Know](#) for free. Number 6, about checking understanding, points out that it needs to be about **all the students**, moving learning into the long term memory and checking for misconceptions.



Is everyone on the Maths bus?

Credit: © iStock.com/ graphic-bee

Notes

Contact us

Our friendly team will be happy to support you between 8am and 5pm, Monday to Friday.

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