

DEVELOPING REASONING AND PROBLEM SOLVING IN MATHS

SLE PROFILE:

Santash Freebourne - SLE for Maths - Chiltern Learning Trust. Santash joined the trust in September 2017. She has taught for over 18 years in various secondary schools and different countries. Her role has covered KS3 and 4, analysing data, raising attainment and standards across the various Maths departments, by the implementation of a range of strategies and resources and imparting best practices to staff. She is a trained Champion Coach who chairs the Teaching and Learning Team with responsibility for developing a whole school behaviour policy.

BACKGROUND OF SCHOOL:

Challney High School for Girls is a comprehensive secondary school for girls, located in Luton. The demographic of the student's population is 90% Asian with very high levels of PP children.

QUOTES:

Head of Department

"The material is very helpful just what we needed"

Students

"Look at the amount of work I have done".

"This is not that hard when you understand it."

Subject leader was given a bank of resources with similar type questions to practice with students.

METHOD: HOW?

It was identified from student's mock results that they struggled with the reasoning and problem solving questions. A session was done with students to identify strategies that they could use to solve questions. A template was created to break up questions and highlight the key information, planning and structuring answers to gain maximum marks to A02 and A03 questions.

FOCUS FOR SUPPORT:

Students are now more confident in answering A02 and A03 questions.

PURPOSE

AIMS

RATIONALE

WHAT + WHY

Planning is key for the next step. Also to incorporate Problem solving in Scheme of learning. Teaching and Learning - re organising teaching lessons should incorporate problem solving and reasoning. Problems should be used that fit in with the content being taught, as part of day to day teaching.

NEXT STEPS:

Problem solving needs to be ongoing in lessons and should not just be taught at year 11, should be introduced at Keystage 2 and Keystage 3.

IMPACT / RESULTS:

EVALUATION:

