

Leadership for Learning Project 2017-18

20 June 2018
Tower Hamlets CPD Centre

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Teacher takeaway from day 5

1. Try at least one fluency task
2. Use your rubric to assess the task
3. Refine your assessment tools ready for 'real' usage on day 6
4. Prepare a five-minute presentation about your learning journey over this project
5. Read chapter 11 of Transforming Primary Mathematics

Possible tasks to talk about:

- Number Match/Fraction Match
- Factors and Multiples Game
- Square Surprise
- Estimating Angles
- Board Block
- Cops and Robbers
- Guess the Houses
- Snap It/How Close to 100 from YouCubed

Hidato (from *hida* which is Hebrew for 'riddle')

12			24	25
	10	16		
	7	1		
6		18		



Assessing problem solving, reasoning and fluency: Poly Plug Rectangles videos

Use your own rubric to assess these children in terms of problem solving, reasoning and fluency



Presentations

Focus on learning journey over the six sessions rather than necessarily on outcomes

Please include reference to all three assessment elements (i.e. problem solving, reasoning and fluency)

Absolute maximum length of five minutes

Presentation groups

With Fran – Amhem Wharf, Ben Jonson, Bigland Green, Blue Gate Fields Junior, Chisenhale, Columbia, Cyril Jackson, Harbinger, John Scurr, Malmesbury

Everyone else with Liz



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Area and Perimeter (7280)

What can you say about each of the shapes below?



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- Can you draw a shape in which the area is numerically equal to its perimeter? And another?
- Can you draw a shape in which the perimeter is numerically twice the area?
- Can you draw a shape in which the area is numerically twice the perimeter?
- Can you make the area of your shape go up but the perimeter go down?
- Can you make the perimeter of your shape go up but the area go down?
- Can you draw some shapes that have the same area but different perimeters?
- Can you draw some shapes that have the same perimeter but different areas?



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Chapter 11: Talk

'children need to be encouraged to talk mathematics, not simply talk about mathematics'

- Importance of listening
- Discussion or dialogue
- Reasoning
- Private talk
- Public conversation



Rehearse, revoice, repeat, rephrase, build on, comment on

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Assessing problem solving, reasoning and fluency through talk

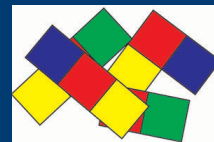
In table groups you will be working on three different tasks.

For each task, choose one or two members of the group to act as observers who will assess the others tackling the task.



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Arranging Cubes (6973)

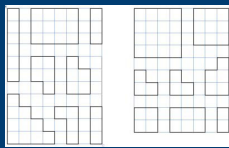


The aim of the task is for the team to recreate a 2-D arrangement of cubes which matches all the information on their cards without showing each team member's information to anyone else.



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Making Rectangles (6936)



Every member of the team has to end up with the same rectangle in front of them. The task is only successfully completed when everyone on the team has completed their rectangle.

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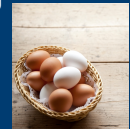
Eggs in Baskets (2002)

There are three baskets, a brown one, a red one and a pink one, holding a total of ten eggs.

The brown basket has one more egg in it than the red basket.

The red basket has three fewer eggs than the pink basket.

How many eggs are in each basket?



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Feedback commonalities

- Language (next year's focus)
- Extended programme impact
- Paired attendance
- Rubric prompted deep reflection balanced with
- Fit for purpose adaptations
- Invigoration from other attendees

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Teacher takeaway

We will be emailing a link to the feedback form after today.

Please take the time to complete it, either as an individual or as a pair.

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