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Hampshire Services
HIAS SCHOOL IMPROVEMENT

Adapting a maths learning journey for blended learning.

- *The Hampshire Maths Team offers some points for consideration when planning a learning journey that involves learners both in school and remotely.*
- *The list is not exhaustive and should be adapted to meet the needs of each school.*

General points to consider.

- How can I encourage students to be **reflective** and **successful** learners?
- How can I support students to be **self-regulated** learners?
- How can I ensure that the learning is **memorable** using cognitive strategies such as **dual-coding, retrieval practice, elaboration and other verbal and visual prompts**?
- How can resources be better presented so that students can work more **independently**, without needing adult support, including parents, so often?
- Do I know and understand all the appropriate features of my learning platform?
- How can I encourage students to ask questions to **clarify understanding**?
- How can I ask insightful questions that encourage all students to **think deeply**?
- How will the students **record** or **present** their learning to support my **assessment?**

Pre-planning thoughts to consider .

- What do I want the students to **learn?** Why this? Why now?
- How can I minimise **cognitive load** so that the students can focus on the intended learning?
- What can I do to **simplify** my content or **slow it down**?
- Can I break my learning objectives down into **smaller steps**?
- What might take two lessons remotely, that would usually take one lesson in school?
- When during the lesson will I ask questions to check understanding **(AfL)**?
- How can I make **rich connections** across different areas of maths so that students are able to use what they know to find out what they do not know?
- What should I **watch out for** and pre-empt so that I minimise stress and questions at home in terms of **misconceptions**?
- What are the possible **trip-up points** in my chosen instructions, tasks or intended learning for students working remotely?

Within the learning journey.

- What is the **prior learning** that I need to check the students are secure with?
- What are the key mathematical elements that students need to know and understand before they can **access** my lesson or task?
- What are the **verbal and visual prompts** that I can use to **trigger memory** of previous learning (from last term , last week or last lesson) ?
- Are my instructions and explanations clear enough for students working remotely or do I need to **adapt** anything to ensure **access and success** for all ?
- What are the key **models and images** that I need to demonstrate, share, or remind the students about so that they can think about **mathematical structure** rather than answer-getting?
- If concrete resources are helpful, how do remote learners access them?
- Can I create an exemplar so that learners can see ‘What a Good One Looks Like’ (WAGOLLs)?
- What are the **variations** to my chosen task so that all studentss have a clear **entry** and **exit** point and are able to be **supported** and **challenged** with each new idea?
- What are the problem-solving strategies **(heuristics)** that I want to exemplify and practice for this task or lesson? How will this look for students who are working remotely?

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HIAS Maths Team

The HIAS maths team offer a wide range of high-quality services to support schools in improving outcomes for learners, including courses, bespoke consultancy, and in-house training.

During the current school closures, we are still offering school support in a variety of ways such as video conferencing, phone calls and bespoke creation of resources remotely.

We would be happy to discuss your needs.
For further details referring to maths, please contact:
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For further details on the full range of services available please contact us using the following details:

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