

## 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 children to be **reflective** and **successful** learners?
- How can I support children 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 children can work more **independently**, without needing parents so often?
- Do I know and understand all the appropriate features of my learning platform?
- How can I encourage children to ask questions to **clarify understanding**?
- How can I ask insightful questions that encourage all children to **think deeply**?
- How will the children **record** or **present** their learning to support my **assessment**?

### Pre-planning thoughts to consider.

- What do I want the children to **learn**? Why this? Why now?
- How can I minimise **cognitive load** so that the children 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 children 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 children working remotely?

### Within the learning journey.

- What is the **prior learning** that I need to check the children are secure with?
- What are the key mathematical elements that children 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 learners 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 children 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 learners have a clear **entry** and **exit** point and are **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 learners who are working remotely?

## 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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