



The cLc Learning Platform is supporting teaching and improving learning outcomes in schools around the world. These Best Practice examples enable teachers to share experiences, ideas and recommendations to support and aid other teachers tackling the same challenges.

Find more cLc Best Practice along with curriculum maps and 'How to' guides & films at www.clcsuccess.com

School: West Hove Infants	LA: Brighton & Hove																					
Teacher: Jane Waite	Students: Year 2																					
Learning Focus: To improve maths learning through children clearly explaining new methods.																						
Curriculum Focus: Maths																						
Tools used:  Wiki pages  Film																						
<p>Here we give you some ideas on how to answer this kind of question.</p> <p>There are 14 people on a bus and 6 get off. How many are left on the bus?</p> <p>See how we did it by drawing tens sticks and units.</p> <p>Look how we tried in our head first and checked with a number square.</p> <table border="1" data-bbox="87 855 1516 1182"> <tr> <td>Edward</td> <td>Sunny</td> <td>Miss Waite 1</td> </tr> <tr> <td>George</td> <td>Sidney</td> <td>Miss Waite 2</td> </tr> <tr> <td>Asia</td> <td>Freddie</td> <td>Charlotte</td> </tr> <tr> <td>Apha</td> <td>Shannon</td> <td>Robyn</td> </tr> <tr> <td>Jess</td> <td>Grace Wa</td> <td>Minnie</td> </tr> <tr> <td>Oliver</td> <td>Lily</td> <td>Caitlin</td> </tr> <tr> <td>Anna</td> <td></td> <td></td> </tr> </table>		Edward	Sunny	Miss Waite 1	George	Sidney	Miss Waite 2	Asia	Freddie	Charlotte	Apha	Shannon	Robyn	Jess	Grace Wa	Minnie	Oliver	Lily	Caitlin	Anna		
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<p>How this worked in practice: Children were learning two approaches to help them subtract; drawing tens sticks and units and empty number lines.</p> <p>At the end of a week on each new approach children were asked in pairs to practise the method just studied to solve simple problems (differentiated by number of digits, bridging etc). Then they recorded their partner solving the problem on the flip cameras – these were uploaded onto the learning platform for pupils to look at during class and at home.</p> <p>The benefit of this sharing of problem solving strategies has helped children think about how they articulate their strategies, and thus strengthens their recall of strategies as well as solidifying their own confidence in mathematical strategies.</p>																						
<p>By the end of this sequence of work children had developed skills in:</p> <p>Maths: Subtraction</p>																						
<p>Next Steps: To assess how this process supports children's mathematical dialogue and the quality of the mathematical vocabulary that they are using.</p>																						