

VAK up your Maths!

Welcome - thanks - hello - intro

Hello and welcome to my first maths workshop! Yes, I am very nervous, so please forgive me, but I am also very excited to be leading this session today- & thank you for choosing to come to this workshop. I wonder why you chose it?

I did try & give it a catchy title, I did want to make it sound fun- that in essence is my mission- I think we need to rebrand maths, we need to engage children- & ultimately their parents & get the 'lovin it.'

I guess for some teachers we also need to show them how much fun a maths lesson can be- but I know, in the fact that you are all here already at a Primary maths conference that you do 'love it'

Forgive me- I have done no power point- but all my thought about today's presentation are on my maths blog- this has a long URL - but the easiest way to get to it is to use my website www.super-school.co.uk and then just follow the link. Today's notes are in a tab at the top- vak up your maths. All the links to sites and resources I mention are hopefully in there too - I hope this helps. Please feel free to ask questions as we go along- as I may ramble and although I'm hoping to allow time for questions at the end- I have no idea no this will all pan out! So please shout out and stop me at any point - it will reassure me that you are with me!

So let me introduce myself - I am Jane Fisher, currently the AHT at Hovingham Primary and their Maths Lead. Hovingham primary is the world first centre of Excellence for Mathletics.

I hope you enjoyed the short animoto on Mathletics as you came in to the session- I never start a maths lesson by waiting for all the children to come and sit down quietly - they need something to engage them immediately and to set the tone for the session - and I wanted to try and do the same for you. I could talk about Mathletics for at least an hour - and there is no doubt that it has had a huge impact on the achievement of the children in Maths at Hovingham - but it's not been all about the program - but rather the way we have used it - the video, I hope showed you how I try to engage all your senses in what ever element of maths we are doing - so visually you can see what amazing celebrations we have - with everyone invited and participating, the music was uplifting- and if you had been there, you would have experienced the whole school singing their hearts out to positive songs, and the feeling? Could you feel the passion?

But 3 years ago Hovingham achieved a dismal 42% at KS2 SATs- and they have a history of never having reached the governments floor targets- this year, teacher assessments estimate we will achieve 76% at L4 and we even have in the region of 20% who should achieve L5 - and what I want to share with you, in essence, is the ideas behind how we engaged everyone and got them into Maths.

Maths is a beautiful subject - at Hovingham our minority group of pupils are white British - of which we have less than 4%- the remainder of the children currently speak 35 different languages - but Maths has a common language - & everyone should be given the opportunity to enjoy it.

My teaching experience is mainly in yr 2 - so I apologise to those of you with a KS2 focus- but I hope that the activities we look at can be tweaked and used higher up. However when I have worked with classes higher up school- those that struggle tend to do so because either they haven't grasped the basic skills or because they don't believe in their own ability.

Brain break- you all have a delegate pack! Take out the small bag with the Jubilee sweets! Be warned they are peanut based M&Ms - but they are best Jubilee sweets I've seen. Do I use sweets in class - yes sometimes- but equally white & red grapes and strawberries or blueberries would have worked.

So what maths could we get from these -

Share and feedback

And for some logical thinking- I wanted to make sure everyone had at least 2 of each colour - could I make up a different pack for each delegate?

Back to the blog

I mention that I'm not going to talk about the theory behind VAK- but simply to share with you my believe that we need to engage pupils through all three learning styles - we need to put enjoyment at the top of our agenda and then the excellence will follow.

thinking about how we can use Visual elements-

Work through the ideas under the visual title- show some of the animoto on tessellations.

Brain break - in delegate packs- sheets from the book 100 ideas- and pass out copies of the book to share.

What maths could this book be used to spark?

Share ideas from the Jelly Bean book- look at resources that can be made by using the illustrations in the book.

Auditory

Brain break- polygon song. Use your square to join in!

& don't forget the importance of talk in Maths lesson- every question- ask how did you work it out- children must talk about their learning.

Pair work, group work.

kinaesthetic - do it!

Get active.

Maths is not about work sheets and paper exercises- we need children to see maths as being everywhere and they need to get in on the action.

- **possible brain break** for number bond Kung fu.

Brain break- play rush hour online- delegates have a paper version in their packs.

Now on a final note- I hope you can feel how passionate I am about Maths, I hope you can believe me when I say that at Hovingham we have transformed our Maths teaching and learning by VAKing it up. But I have to finish on a sad note- in September the Dfe told us we were vulnerable and that if results did not I prove we would be made into an enforced academy. But they didn't wait until after SATs - they met with the Head 2 weeks ago and told her that we were going to become an academy and there is nothing now that the school can do about it. I did know we were vulnerable - or literacy still lags behind our Maths- a change in the trend we had up until 3 years ago- but we would have been judged on joint results - and so I have another school to move to in September.

We need to stop judging schools by results - all schools are not the same, every learner is different, and we need to acknowledge this and focus on the joy of learning.

Q& A time.