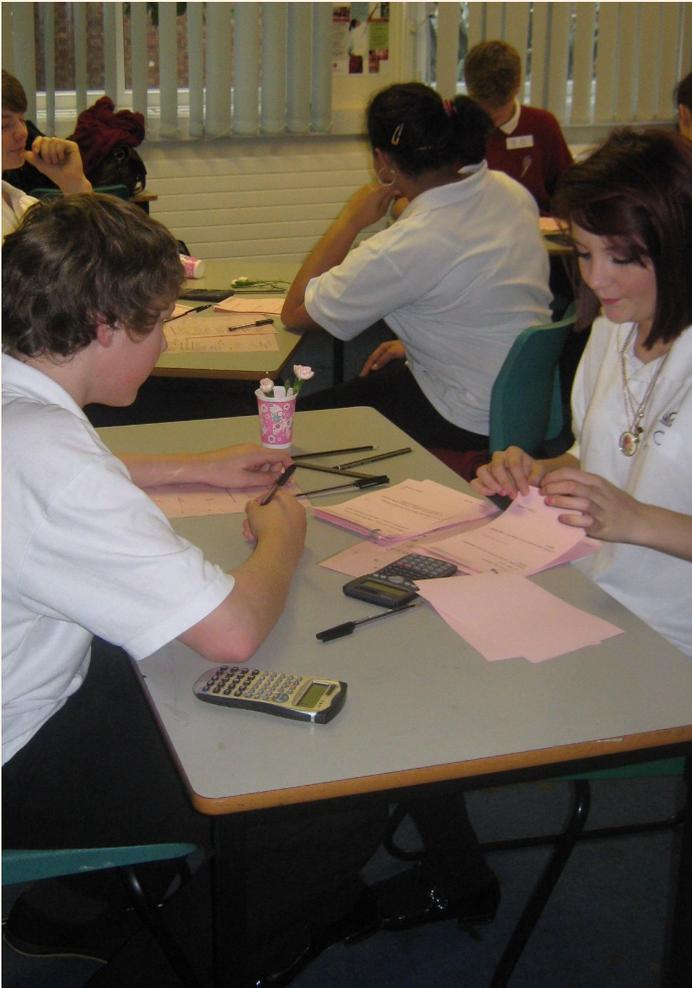


Year 11 Maths Revision

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Endless GCSE questions, the odd input along the lines of "don't ask why, just do it like this because we haven't got time to go over it properly, your exam is in 2 weeks!" I had started to bore myself, so I dread to think how my class felt.

I was a confident advocate of TEEP with all my other lessons and classes and had embraced most of the elements with a good deal of success, but had ignored the GCSE revision lessons.

I was worried about the sheer scale of content; of squeezing 2 years of maths into a couple of weeks and also of the attitude of my slightly cynical Year 11s if I tried any of that "stupid childish stuff"*

Following an inspirational TEEP Level 2 course I realised the benefits of sitting face to face and

actively listening to one person.

When I returned to school I planned a revision lesson with a difference. I set out the tables individually. Laid them with pens and pencils instead of knives and forks, laminated model answers in the place of table mats and a little vase of flowers on every desk. A couple of chocolate biscuits, dimmed lighting and romantic music completed the scene.

I was concerned that I might get some resistance as I introduced Mathematical Speed Dating, but they were all keen. The pupils sat face-to-face and answered GCSE questions together. I asked them to talk through exam technique and discuss the questions thoroughly. Every five minutes or so I rang a bell and asked the boys to move

around to the next date.

To review the work I displayed model answers and the mark scheme. I gave the pairs several minutes to discuss what they had done correctly and also where they could improve.

Finally I asked the pairs to write what they had learnt on a green post-it and what they thought they could have done better on a pink post-it, as shown in the photograph. These were used to plan my next lesson.

The comments from the pupils included: "this was fun"; "thanks for the biscuit"; "Tom taught me prime numbers"; "I need to revise fractions"; "I like working with music"; "can we do this again?".

The pupils seemed to appreciate the effort I had made to 'hook' them and I was

impressed by their ability to work collaboratively. The fact that they sat facing each other made the main difference, there were fewer distractions and they seemed to actively listen to each other.

This lesson gave me the confidence to try more 'TEEP' ideas, for example human pie charts, presentations, using music regularly, card sorts to name a few.

* Quote from a mildly stropic 16-year-old girl to whom I played the Circle Song* and tried to get her to sing along. The same girl who I caught humming to herself during her mock... who remembered the area and circumference formulae for the first time ever.

www.youtube.com/watch?v=IWDhaOwqbcI&feature=youtu.be_gdata_player