

Guidance for Using the Red Rose Mastery Schemes for Online Lessons/Home Learning

In these unprecedented times, the intended implementation of the scheme will need to be slightly adapted to support learning in a different way. Below, we have outlined some possible ways in which the materials could be used to continue children's journey towards mastery in mathematics.

Online Live Lessons

This scenario is as close to an in-class lesson as is possible, with a few possible tweaks.

Length of session

The nature of online delivery (especially with young children) means that everything takes much longer, even muting and unmuting themselves to respond to questions. It should be expected that one lesson may run over more than one day.

It is very difficult to keep children engaged in an online lesson for a full hour. You may wish to spend half of the lesson time on face-to-face teaching, using modelling, questioning and discussion, and the rest of the lesson time for children to complete part of the task sheet, either the guided learning tasks or the independent tasks, depending on the point the lesson has reached. You may also choose to supplement the tasks with deeper learning, or additional elements, as you would in a face-to-face lesson.

Using the SMART Notebook file

Whilst not impossible, you may find it more difficult to annotate onto the SMART Notebook file using a mouse or keypad. If you have an iPad, it is possible to download SMART Notebook for iPad for free from the App Store. This allows for screen sharing via Zoom. To use this feature in Microsoft Teams or Google Classroom, the whole meeting would have to be run from your iPad, rather than having the ability to move between devices as in Zoom. At the time of writing, there was not a version of SMART Notebook available for Android devices.

Using the children's task sheets

Due to short notice given for school closures, it is unlikely that children have their printed task sheets at home with them. In these circumstances, we are allowing schools to upload the children's task sheets to their online platforms such as Seesaw, Purple Mash, ClassDojo, Google Classroom or Microsoft Teams. The normal copyright applies, and these should not be shared with other schools or uploaded to other file sharing sites. Children can either print these off and take pictures to upload, use a tablet to write on them online, or use a desktop or laptop to create a textbox on the document and type into that.

Talk partners and discussion

In this situation, the use of talk partners in breakout rooms is inadvisable due to safeguarding issues. If there is more than one adult, children could be put into two larger groups with an adult in each and discuss more widely, feeding eventually into the whole class discussions. If there is only one adult, the children could be kept in a larger group. As difficult as this may be to do initially, the discussion is a key part of the approach and should still be incorporated into the lesson. It is possible to share children's responses in other ways.

Zoom: chat box feature and annotating on screen

Google Classroom: chat box feature

Microsoft Teams: chat box feature, create a whiteboard page for annotation

Use of manipulatives

There are some manipulatives, such as ten frames, which are very simple for children to recreate in the home using paper and small objects such as coins, Lego, buttons or sweets. Tools like base 10 are much more difficult to recreate. In these circumstances, we have put together a list of virtual manipulatives which can be found on our website **here**.

Home Learning

There are some schools who are choosing to provide opportunities for home learning without the use of live lessons. It is still possible to use the Red Rose Mastery Maths materials in this scenario.

Taught mathematics

To access the children's task sheets effectively and to ensure that children are continuing to develop their conceptual understanding, it will be advisable to provide parents with some form of modelling of the mathematics being taught. This could be through a short video clip or a written example. If a video clip is being used, we would suggest using a tool such as Zoom to record the SMART Notebook and voiceover, rather than recording yourself. If you are providing a worked example, you may wish to copy some of the text from the teacher notes to support parents with how to model.

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Talk partners and discussion

Whilst there are no opportunities in this form of home learning for children to discuss their thoughts with one another, you could provide questions for the parents to encourage their children to discuss their mathematical ideas rather than heading straight for the task sheet.

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However you are managing your home learning, remember we are here to support you, so if you have any further queries please get in touch.

Stay safe!

The Lancashire Mathematics Team