

Thinkboards worth thinking about?

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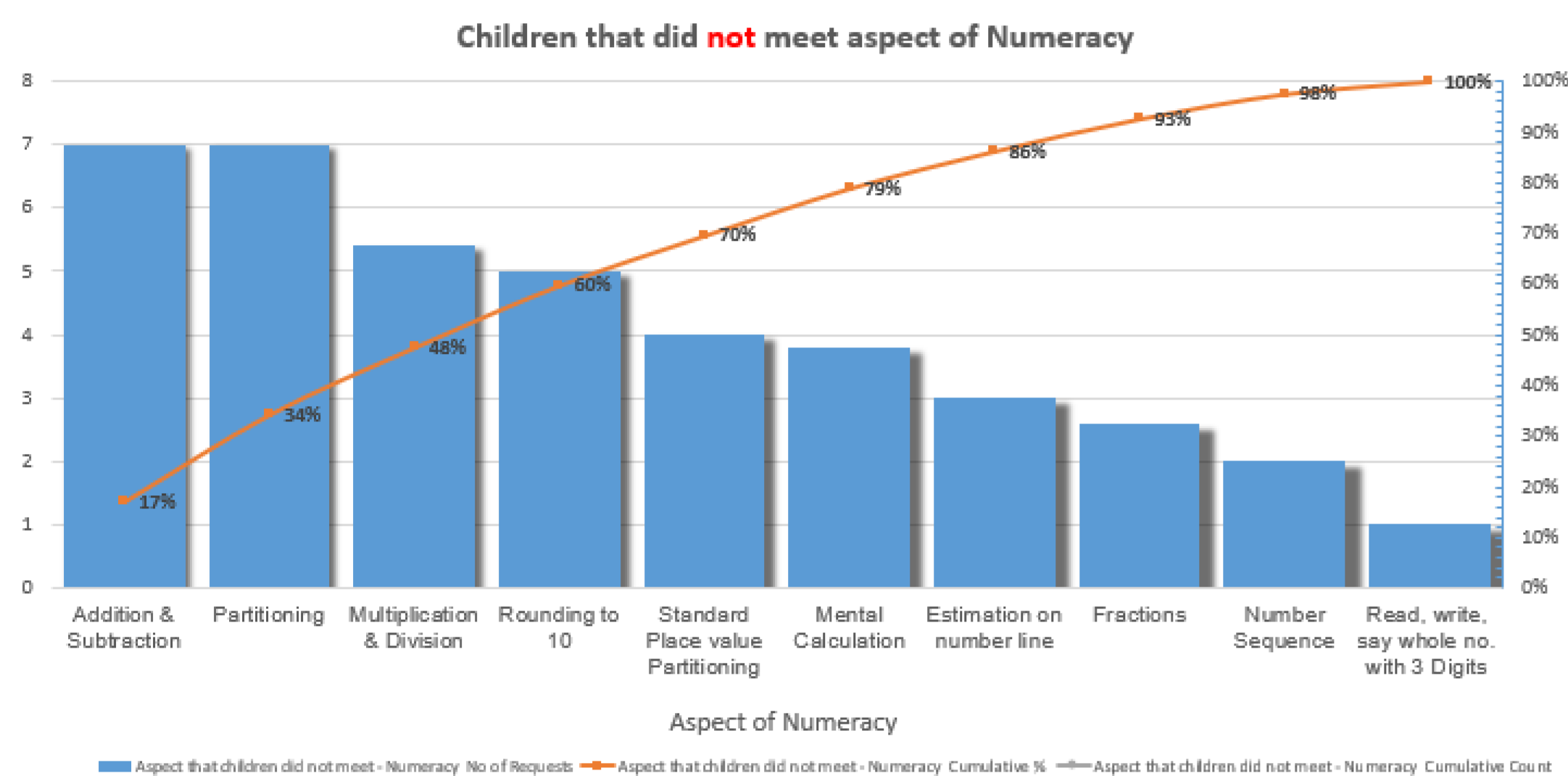


We chose a small group of pupils from P5 who were one level behind where they were expected to be but we felt could reach expected levels with some additional support. Following assessment we found that maths word problems (specifically in subtraction) were our biggest concern.

Aim: By December 70% of pupils from target group of 9 pupils will score 6 or above on thinkboard (image below) based on a baseline of 0%.

Method

Participated in Quality Improvement Training (1 full day training and 5 Twilight sessions). We assessed pupils using a 1st level end of level diagnostic and used a pareto chart to analyse the results and refine our aim.

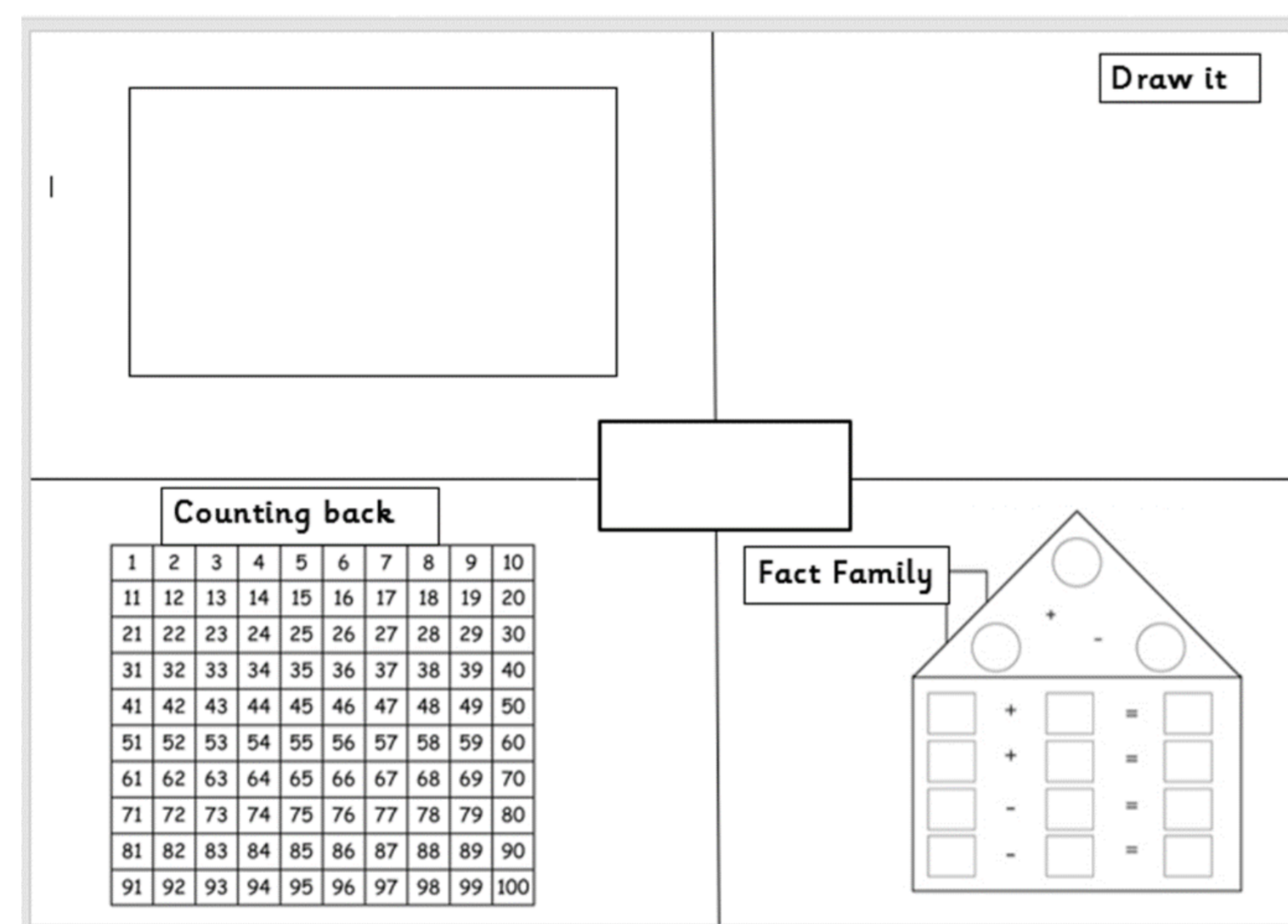


Process Change

Weekly check in with target group where we work together to complete thinkboard and answer questions

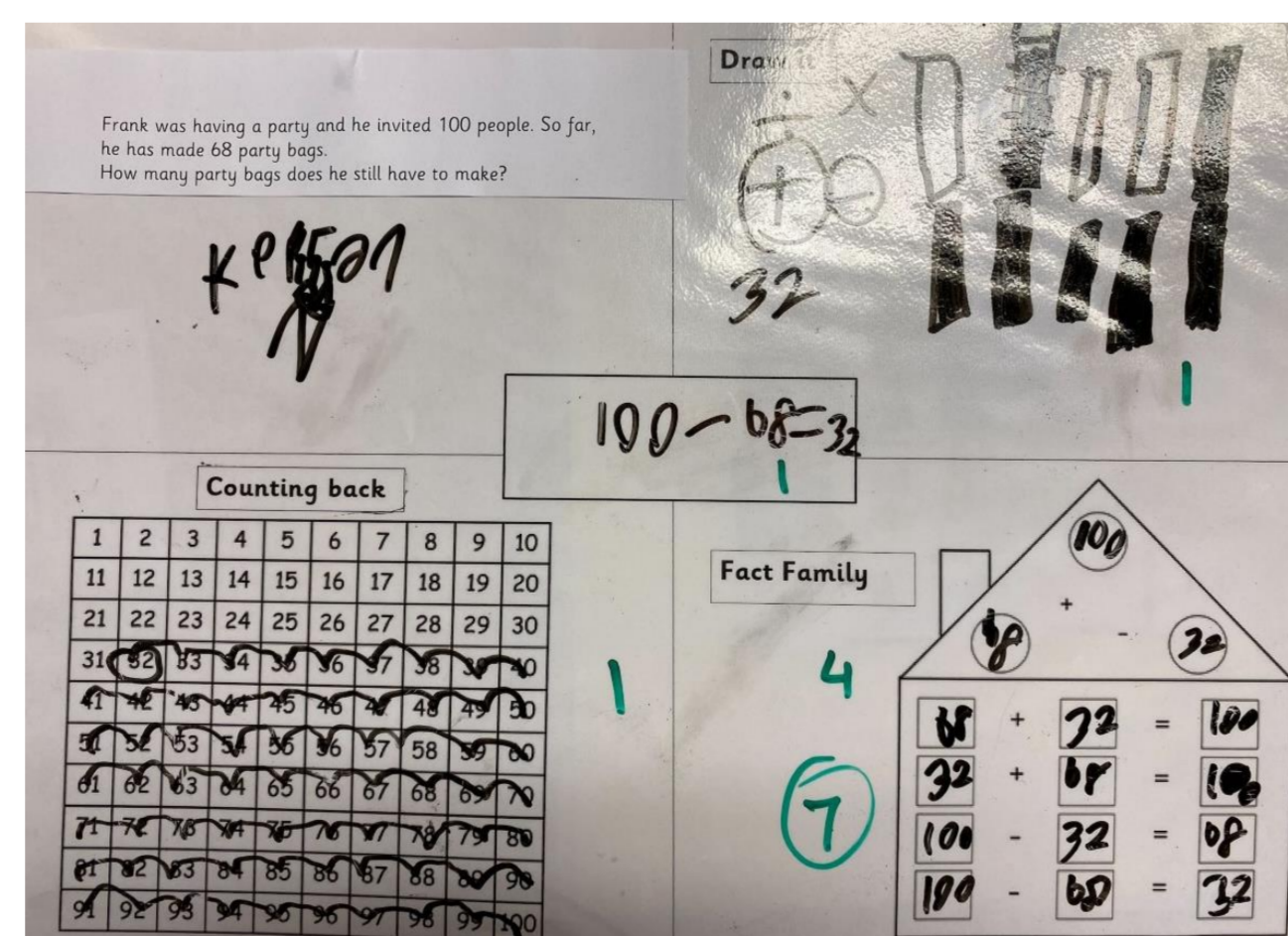
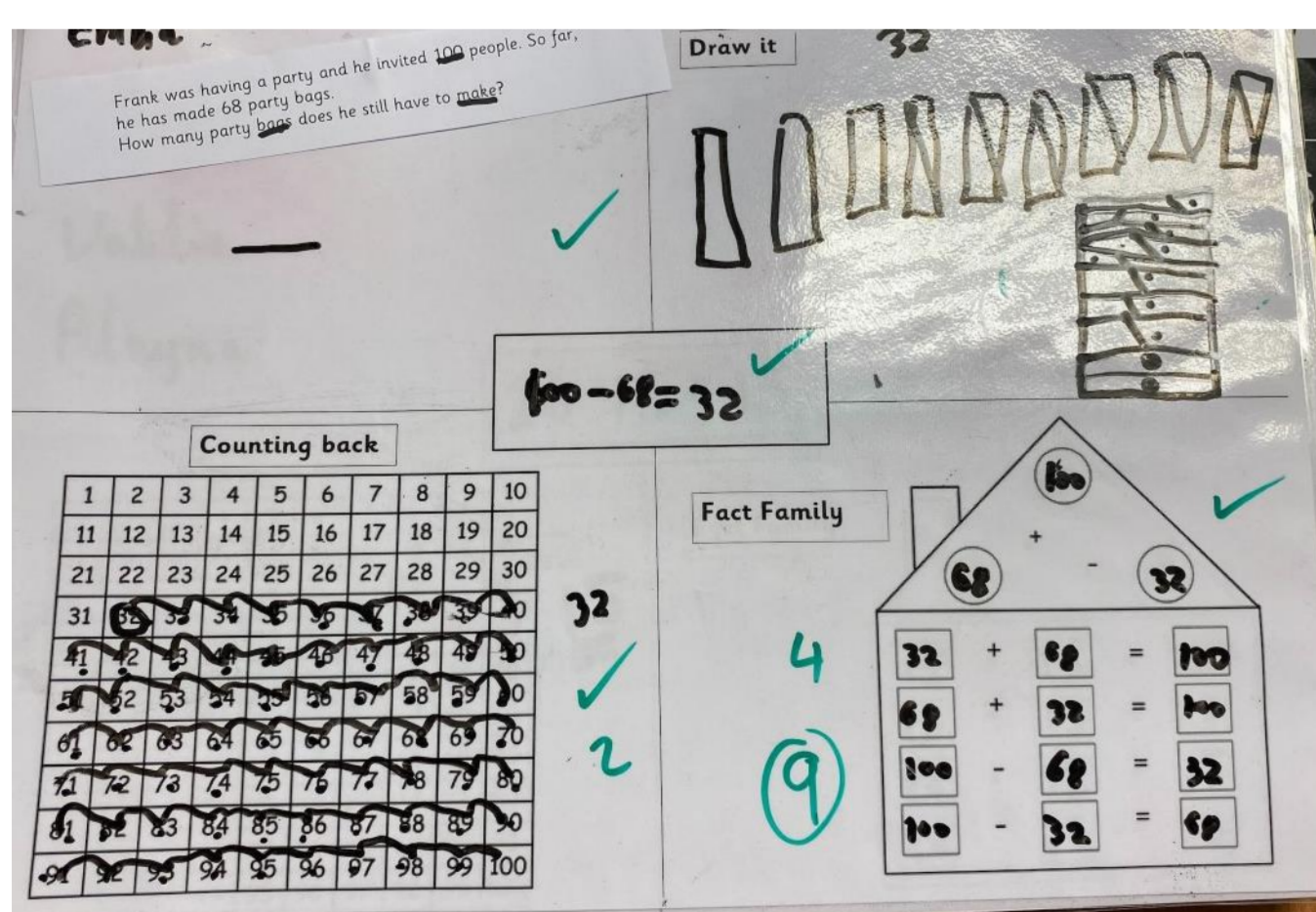
Daily independent thinkboard practice to complete in class time (1 per daily for 20 minutes)

Thinkboards were scored out of 10 with marks captured to assess



Achievements

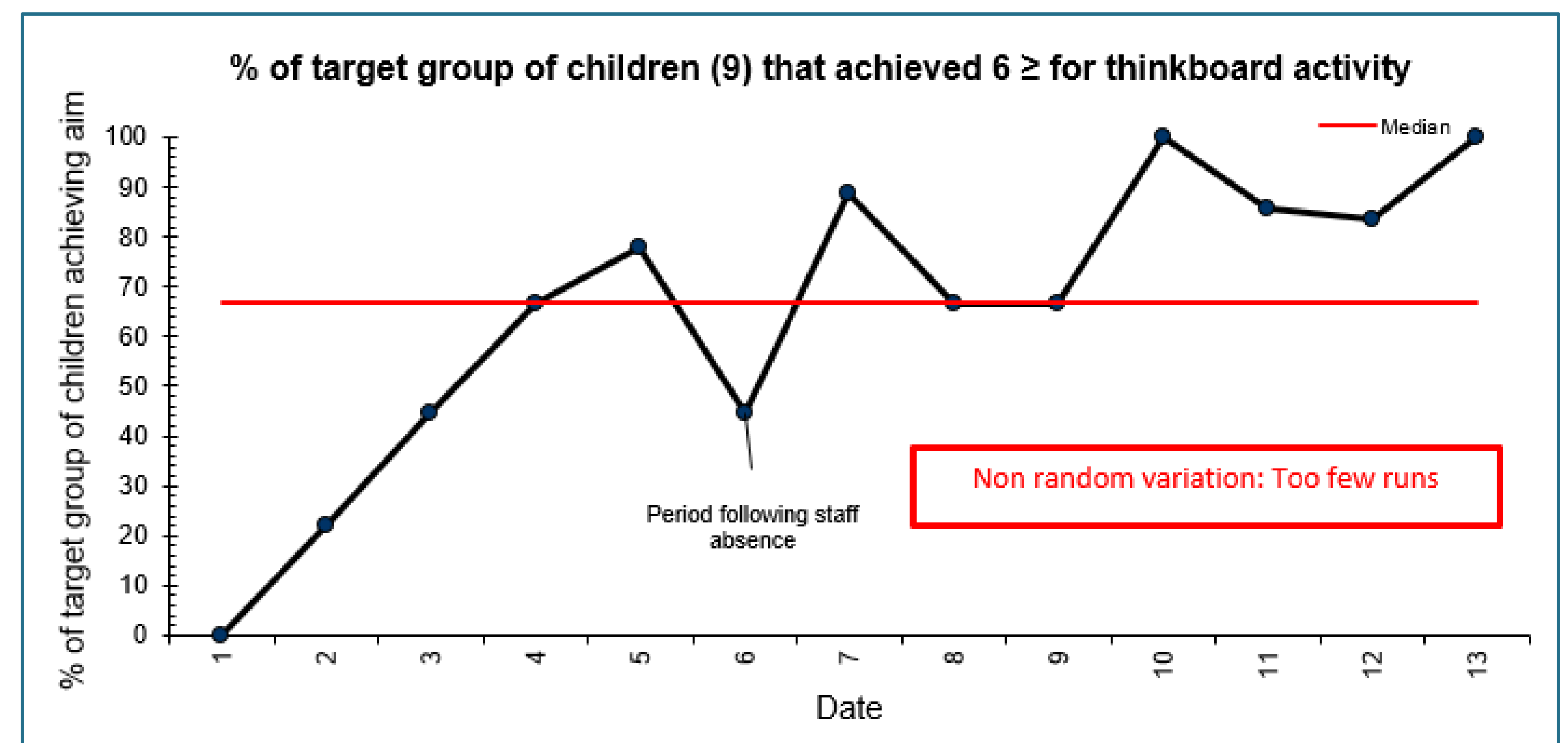
- By Late November over 80% of pupils who engaged in daily thinkboards were achieving the aim consistently compared to 0% in the baseline
- All but 1 of the pupils in the target group said that they feel confident in subtraction word problems by December, compared to 1 before the change
- Class teacher remarked that pupils are using thinkboard strategies in other areas of numeracy



"You can see such a difference in (X)! Her confidence has increased and she's really pushing herself which is making such an impact"

"I like the daily thinkboards. Now I enjoy them because I can do it and it makes me feel good."

Results



Conclusions

- Pupils who completed daily thinkboards significantly improved their scores and maintained high scores
- Mindset around word problems increased dramatically
- Consistency is key
- Engagement is key to success

"It doesn't just help me in takeaway. I know I can do hard things so I try more"

"It's not scary anymore. Now I like adding AND takeaway!"

Key Learning Points

- Smaller focus groups enabled opportunity for more maths talk and as such conceptual misunderstandings were spotted and unpicked
- Small group worked together as a team, supported each other and gave pupils who don't usually get the opportunity to take on a support role
- Daily practice was key in significant gains in understanding. Pupils who didn't do daily practice struggled more in focus group
- Pupils bought in to the process more when they saw their results getting better
- High absence and refusals need to be considered when selecting groups

Next steps

- Sustain momentum and consistent approach
- Adapt focus to other areas in numeracy
- Class teachers to have greater ownership over QI projects