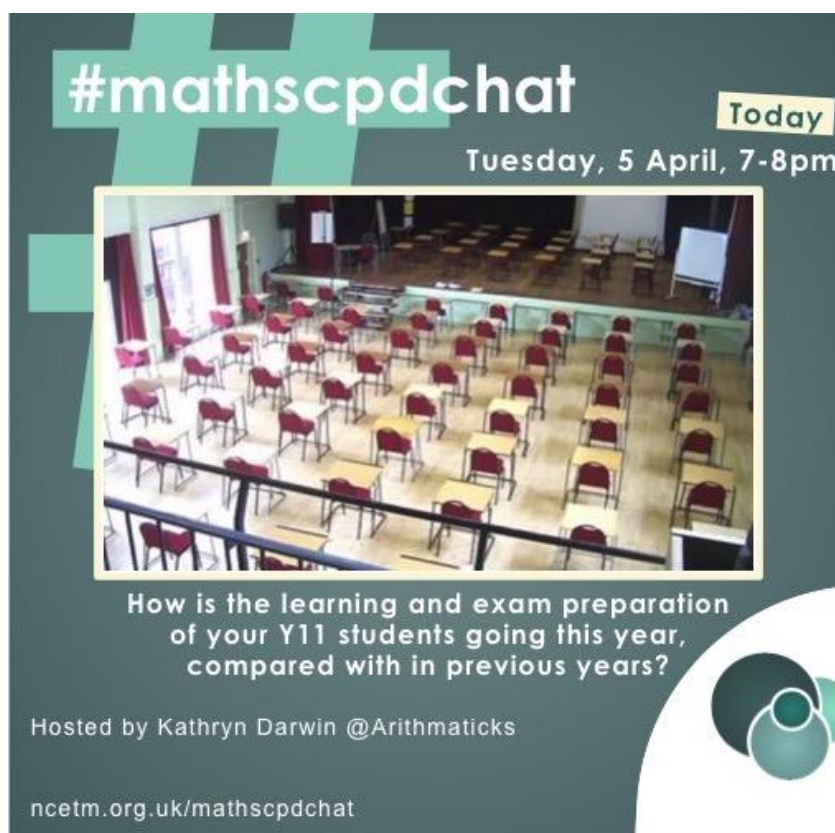


#mathscpdchat 5 April 2022

How is the learning and exam preparation of your Y11 students going this year, compared with in previous years?

Hosted by [Kathryn Darwin](#)

This is a summary of the discussion – to see all the tweets, follow the hashtag #mathscpdchat in Twitter



The graphic features a dark teal background with a large, light green hashtag symbol. The text '#mathscpdchat' is written in white on a light green rectangular background. To the right, a yellow box contains the word 'Today', and below it, the text 'Tuesday, 5 April, 7-8pm' is displayed. A central photograph shows a large, empty lecture hall with rows of red chairs and a whiteboard at the front. Below the photo, the discussion topic is repeated in white text. At the bottom left, the host's name and Twitter handle are listed, and the website URL is provided. A small version of the NCETM logo is in the bottom right corner.

#mathscpdchat Today
Tuesday, 5 April, 7-8pm

How is the learning and exam preparation of your Y11 students going this year, compared with in previous years?

Hosted by Kathryn Darwin @Arithmaticks

ncetm.org.uk/mathscpdchat

The links shared during this discussion were:

[GCSE & A level Maths Summer 2022 Case Study](#) which is a video from [Emporium Maths](#) of a session delivered by Christian Seager, Mel Muldowney ([JustMaths](#)) and Melios Michael. It provides insight into teachers' approaches to how they will use the Advance Information about GCSE maths exams. It was shared by [Matt Man](#)

[JustMaths: Formula Sheets](#) which is an illustrated blog by [Mel Muldowney](#) about how to get the best out of the formula sheets (for students to use in the exam) that are provided this year with each GCSE maths question paper. It includes links to examples and PowerPoint files. It was shared by [Matt Man](#)

[JustMaths: Take 5](#) which is another illustrated blog by [Mel Muldowney](#). It contains a vast collection of topic-specific sets of 'practice questions' for this summer's GCSE maths exams. It was shared by [Matt Man](#)

[GCSE Maths Revision 2022](#) which is a resource from Corbettmaths, with a different exam-board-specific section for each of Edexcel, AQA, OCR and CCEA. It includes 'Revision Checklists', 'Practice Papers', 'Answers' and 'YouTube Videos' (each 'teaching' a topic). It was shared by [Matt Man](#)

[SSDD \(Same Surface, Different Depth\) Problems](#) which is a website set up by [Craig Barton](#). It contains sets of problems, the problems in any one set being such that they all 'look the same at first glance', but which 'require different mathematical ideas to solve them'. It was shared by [Mr C](#)

A full illustrated summary of the discussions in this #mathsCPDchat follows.

Kathryn's first main question ...



Kathryn MCCT 🧑🏻 @Arithmaticks · 15h

Let's begin!

How prepared do you feel your students are for the exams this summer compared to previous years? [#MathsCPDChat](#)

... prompted this conversation ...



Ms J Orr 🧑🏻 1 2 3 4 🇬🇧 @MsJOrr1 · 14h

Replying to @Arithmaticks

At GCSE and A level students got roughly the grades we'd have expected in recent mocks. However, we used grade boundaries that were more generous than 2019 and before. Many year 13s have limited independent study skills or knowledge about how to effectively revise. [#MathsCPDChat](#)



Kathryn MCCT 🧑🏻 @Arithmaticks · 14h

Do you think this will reflect grade boundaries in the summer then? How are you tackling the independence issue? [#MathsCPDChat](#)



Ms J Orr 🧑🏻 1 2 3 4 🇬🇧 @MsJOrr1 · 14h

I am trying to teach students how using simple 3 step approach; RAG the spec. Use videos for red and Dr Frost key skills or tktbk questions for amber. Then start working on past papers to check the effectiveness of the targeted work. Fear its too little too late [#MathsCPDChat](#)



Kathryn MCCT 🧑🏻 @Arithmaticks · 14h

Do you think there is anything you/we could have done to avoid that feeling? Or is it just a product of the times we are in? [#MathsCPDChat](#)



Ms J Orr 🧑🏻 1 2 3 4 🇬🇧 @MsJOrr1 · 14h

We have to recognise the uncertainty we & they've lived with. There were students not believing there'd be exams just weeks ago. Could we have done things differently? Yes. Would we regret those choices if there weren't exams. Maybe. Balance of compassion and preparation. [#MathsCPDChat](#)



Kathryn MCCT 🧑🏻 @Arithmaticks · 14h

It has been a weird few years, but I feel quite glad the exams are happening so that students can really feel ownership of the grades they get. But it feels like an AWFUL lot of stress and uncertainty for that feeling.

[#MathsCPDChat](#)

... and this:


-  **Ms J Orr** 🗳️ 1234 🇪🇺 @MsJOrr1 · 19h ...
Replying to @Arithmaticks
I honestly can't predict grade boundaries this year. Some schools may drill using advanced information really effectively while others have many staff out with covid. Students have experienced the last two years differently up and down the country #MathsCPDChat
-  **Matt Man** @mr_man_maths · 19h ...
Ah, don't ask Mel @Just_Maths about grade boundaries then! 😊
#mathscpdchat
-  **Kathryn MCCT** 🗳️ @Arithmaticks · 19h ...
Does she have an opinion!? I would LOVE to hear it haha #MathsCPDChat
-  **Matt Man** @mr_man_maths · 19h ...
Yep, ask her! #mathscpdchat
-  **JustMaths** @Just_Maths · 18h ...
Of course I do 😊😂
-  **Kathryn MCCT** 🗳️ @Arithmaticks · 18h ...
I mean if you dont want to broadcast, please DM me it - I love a Mel Opinion! #MathsCPDChat
-  **JustMaths** @Just_Maths · 18h ...
Oh I'm happy to share ... have some papers to mark and data to enter ... deadlines .. I'll try to verbalise my thoughts over the next week or so when we've broken up!
-  **Kathryn MCCT** 🗳️ @Arithmaticks · 18h ...
I look forward to it!


Kathryn's second main question ...


-  **Kathryn MCCT** 🗳️ @Arithmaticks · 15h ...
How are you preparing students for the exams this year? Is it different to previous years? #MathsCPDChat

... generated more discussion than any of her other main questions. For example, it prompted the following 'branching' conversation about the 'pressure' that some students and teachers may be feeling they are under. The 'branching' nature of the conversation is indicated by the repetition of each tweet/reply that generated more than one (new) 'sub-conversation' ...

 **Kathryn MCCT** 🧐 @Arithmaticks · 15h ...
How are you preparing students for the exams this year? Is it different to previous years? [#MathsCPDChat](#)


 **Matt Man** @mr_man_maths · 15h ...
Replying to @Arithmaticks
This year it's probably been even more high pressure than before because of Covid catchup and from senior leaders wanting more from school. [#mathscpdchat](#)

 **Gwen Tresidder** @GtGwentr · 15h ...
I'd love to know if you try to avoid paying that on to students, or if it's even possible? I have 2 in Y11... Worried they will break!

 **Kathryn MCCT** 🧐 @Arithmaticks · 15h ...
The pressure on Year 11 students is MASSIVE isn't it? They have had such a hard few years and just don't want to be penalised for it. Majority of them really working so so hard! [#MathsCPDChat](#)

 **Gwen Tresidder** @GtGwentr · 19h ...
Replying to @GtGwentr @mr_man_maths and @Arithmaticks
Hard to compare because this is the first time I've seen it from this end. So it's interesting it looks like that from school end too. [#mathscpdchat](#)

... new sub-conversation ...

 **Matt Man** @mr_man_maths · 15h ...
Replying to @Arithmaticks
This year it's probably been even more high pressure than before because of Covid catchup and from senior leaders wanting more from school. [#mathscpdchat](#)

 **Kathryn MCCT** 🧐 @Arithmaticks · 17h ...
Replying to @mr_man_maths
Do you think that is a reasonable ask given the disruption? How are you managing that? [#MathsCPDChat](#)

 **Matt Man** @mr_man_maths · 17h ...
A strong team definitely helps! Pooling together with resources to share, parallel planning with colleagues. We also share groups because we have a few colleagues working part time. [#mathscpdchat](#)

... new sub-conversation ...



Matt Man @mr_man_maths · 15h ...

Replying to @Arithmaticks

This year it's probably been even more high pressure than before because of Covid catchup and from senior leaders wanting more from school.

[#mathscpdchat](#)



Matt Man @mr_man_maths · 17h ...

Replying to @mr_man_maths and @Arithmaticks

I'm fortunate to work with great established colleagues such as Chris and Mel from @Just_Maths [#mathscpdchat](#)



Kathryn MCCT 🧐 @Arithmaticks · 17h ...

Yes that is a distinct advantage for you 😊 First look at all those wonderful resources!!! [#MathsCPDChat](#)



Matt Man @mr_man_maths · 17h ...

Indeed! @Just_Maths with the condensed advanced info list on one page, the final countdown emails to parents, the bread and butter starters, using Crossover topics as a retrieval starter for Higher groups and most recently the Take 5 resources. [#mathscpdchat](#)



Matt Man @mr_man_maths · 17h ...

For the Take 5 resources, for most topics, it's 5 different types of questions for each topic that will be assessed for the exam. Mel has done loads for Foundation. Myself and another colleague are doing the Higher ones.

[#mathscpdchat](#)



Matt Man @mr_man_maths · 17h ...

I've been using the Take 5 resources for after school sessions every Tuesday. It is well attended by the Year 11s (regularly reaching 30 to 40% and sometimes half the year group) and the feedback received is exceptional. [#mathscpdchat](#)



Kathryn MCCT 🧐 @Arithmaticks · 18h ...

Replying to @mr_man_maths and @Just_Maths

I was looking at these yesterday, they look ace. How are you picking the 'types'? Can you give us an example? [#MathsCPDChat](#)



Matt Man @mr_man_maths · 18h

Link is here: justmaths.co.uk/2022/02/14/tak...
#mathscpdchat



justmaths.co.uk

Take 5 ... Summer 2022

The advance information from the exam boards has been published and so we are truly on the final ...

... new sub-conversation:



Matt Man @mr_man_maths · 17h

Indeed! @Just_Maths with the condensed advanced info list on one page, the final countdown emails to parents, the bread and butter starters, using Crossover topics as a retrieval starter for Higher groups and most recently the Take 5 resources. #mathscpdchat



Kathryn MCCT 🧑🏻 @Arithmaticks · 17h

Replying to @mr_man_maths and @Just_Maths

Excellent resources - so useful every year!

Any others you are using to help? #MathsCPDChat



Matt Man @mr_man_maths · 17h

This by @Corbettmaths is also brilliant: corbettmaths.com/2022/02/28/gcs

...
#mathscpdchat

AQA Revision

OCR Revision

corbettmaths.com

GCSE Maths Revision 2022

A collection of resources to help with revision for GCSE Maths 2022



Matt Man @mr_man_maths · 17h

Also this video by @EmporiumMaths is brilliant for all Year 11 Maths teachers youtu.be/dBFJ9rIB-zU

It includes what we're doing currently at school. Well worth the time watching during the Easter break

#mathscpdchat



youtube.com

GCSE & A Level Maths Summer 2022 Case Study

This session was delivered on 3rd March 2022 by three of our credible specialists; Chris Seager & M...

In this ('straight' ... not-branching) conversation advance information from the exam boards about content in this summer's exams was mentioned (Kathryn's third main question was also about this ... see below) ...



Kathryn MCCT 🧐 @Arithmaticks · 15h

How are you preparing students for the exams this year? Is it different to previous years? #MathsCPDChat



MrHawesMaths @HawesMaths · 15h

Replying to @Arithmaticks

Same as before really. Lots of past paper practise. Coupled with topic specific retrieval tasks in lessons. Use of DFM this year has helped to set past papers to students so they get feedback straight away.

#mathscpdchat



Kathryn MCCT 🧐 @Arithmaticks · 15h

Do you think the advanced info has made this easier to plan for than previous years? #mathscpdchat



MrHawesMaths @HawesMaths · 15h


Without a doubt. The advanced info can be turned easily into a RAG analysis for each student making independent work easier and individual learning plans pretty straightforward #mathscpdchat




Kathryn MCCT 🧐 @Arithmaticks · 15h

Are you asking them to RAG independently? How do you know they are doing this 'right'/'truthfully'? Or even understand what each thing is!?


#MathsCPDChat


 **MrHawesMaths** @HawesMaths · 15h ...
Based on their work beforehand. A lot of tasks set online and end of unit scores can be factored in. Plus when we do a past paper. Students can then update their RAG. It's a fluid model. [#mathscpdchat](#)

 **Kathryn MCCT** 🗣️ @Arithmaticks · 15h ...
I like this - means they are engaged with their own learning from the start. Do you use something similar to plan things for classes? [#MathsCPDChat](#)

 **MrHawesMaths** @HawesMaths · 15h ...
Kind of. I tend to do weekly skills checks and focus tasks from [@mathsbox1](#) along with online work from Dr Frost. This all feeds into weekly record sheets that are filled out. This is then used to inform my planning. [#mathscpdchat](#)


... and in this (again branching) discussion teachers talked about using practice question papers based on advance information (the first two comments were tweeted early before this [#mathsCPDchat](#) really 'got going')

 **Mr C Maths** @mathsmrc · 15h ...
Replying to [@Arithmaticks](#)
Seems quiet today! We are using the predicted papers available as they use the advanced information to get something that is closer than normal to the real thing. [#mathscpdchat](#)

 **Kathryn MCCT** 🗣️ @Arithmaticks · 15h ...
Very! Lots already on hols, I think (Lucky!!!!!!)
Ah brill - I was going to ask about this a little later. How are you using them? As a whole/chopped up? [#MathsCPDChat](#)

 **Mr C Maths** @mathsmrc · 15h ...
I want to know exactly what my class do and don't know so I'm giving them 1 predicted paper of each that covers a whole lesson (90 min lessons) then I've got time to work on areas of weakness.

 **Kathryn MCCT** 🗣️ @Arithmaticks · 15h ...
Oooh interesting - so you can use that to plan really reactively after that? Nice idea. [#MathsCPDChat](#)

 **Mr C Maths** @mathsmrc · 15h ...
Yeah it's a top end foundation class so it's finding the balance of getting through the papers so they can have success, practising spotting silly mistakes and trying different versions of the harder AO2/3 questions. [#mathscpdchat](#)



Kathryn MCCT 🗣️ @Arithmaticks · 15h ...

I think the 'silly mistakes' thing is such an issue every year... writing $1 \times 1 = 2$, not reading things like 'simplest form' etc. If someone has a magic way to fix this, please let me know!!! #MathsCPDChat



Mr C Maths @mathsmrc · 14h ...

I'm tempted to try doing a paper (or part of a paper) where I deliberately make mistakes on 50% of the paper. Then ask students to spot and correct. Not sure how it will go though! This is a problem with gcse and a level though and can save loads of marks! #mathscpdchat



MrsBeech @Jenny8691 · 16h ...

I created a quiz based on 'their' silly mistakes or misconceptions they made in last mock. I'm going to use it a few times eg what is 1.25 hours in hours and mins #mathscpdchat

... new sub-conversation ...



Mr C Maths @mathsmrc · 15h ...

Replying to @Arithmaticks

Seems quiet today! We are using the predicted papers available as they use the advanced information to get something that is closer than normal to the real thing. #mathscpdchat



lisa honor @LisaHonor · 16h ...

Replying to @mathsmrc and @Arithmaticks

Do you mean predicted papers being put together by individuals? I have concerns that really everything is covered so leaving bits out as per papers is a little risky!!



Mr C Maths @mathsmrc · 16h ...

Yeah but I think they are pretty decent papers. Of course I want to do some topic specific content too but with my group it is picking and choosing which topics which can be tricky as we can't go through everything. #mathscpdchat



Kathryn MCCT 🗣️ @Arithmaticks · 16h ...

I think this is key - we can't normally prepare them for EVERYTHING anyway as we have no idea what is coming up. In the same way, we can only do the best we can this year too #mathscpdchat



Matt Man @mr_man_maths · 19h

Replying to @mathsmrc @LisaHonnor and @Arithmaticks

What I'm doing is I've done QLAs for the December and the March mocks, match it with the topics from the advanced information and plan recap lessons based on these. #mathscpdchat

... new sub-conversation:



Mr C Maths @mathsmrc · 15h

Yeah it's a top end foundation class so it's finding the balance of getting through the papers so they can have success, practising spotting silly mistakes and trying different versions of the harder AO2/3 questions. #mathscpdchat



Kathryn MCCT 🧐 @Arithmaticks · 18h

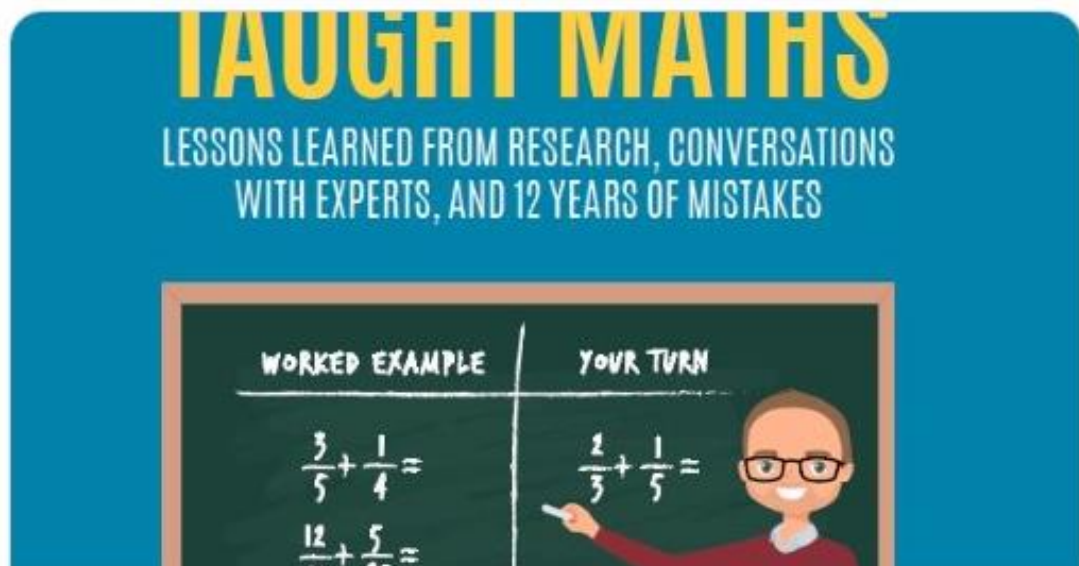
Replying to @mathsmrc

How are you tackling the AO2/3 questions with this class? #MathsCPDChat



Mr C Maths @mathsmrc · 18h

Just practising & modelling lots but mainly focusing on making sure they have the tools to try them (no gaps in knowledge) then giving them exam questions or ssdd problems to help them to see similarities in different topics @mrbartonmaths #mathscpdchat



TAUGHT MATHS
LESSONS LEARNED FROM RESEARCH, CONVERSATIONS
WITH EXPERTS, AND 12 YEARS OF MISTAKES

WORKED EXAMPLE	YOUR TURN
$\frac{3}{5} + \frac{1}{4} =$	$\frac{2}{3} + \frac{1}{5} =$
$\frac{12}{20} + \frac{5}{20} =$	

ssddproblems.com

Welcome to SSDD problems!

Same Surface, Different Deep Structure maths problems from Craig Barton @mrbartonmaths

 **Kathryn MCCT** 🧑🏻 @Arithmaticks · 19h ...
AO2/3 style questions... lovely stuff from @mathsmrc #MathsCPDChat

 **Mr C Maths** @mathsmrc · 19h

Replying to @Arithmaticks

Just practising & modelling lots but mainly focusing on making sure they have the tools to try them (no gaps in knowledge) then giving them exam questions or ssdd problems to help them to see similarities in different topics @mrbartonmaths #mathscpdchat ssddproblems.com

Intervention groups were discussed in this ('straight') conversation:


 **Sheena** @Sheena2907 · 15h ...
Replying to @Arithmaticks

Revision using maths genie and hegarty using the advanced info along with QLA from mocks that were based on the advanced info. Teachers using the QLA to know what topics to target and also feeds into intervention groups #mathscpdchat

 **Kathryn MCCT** 🧑🏻 @Arithmaticks · 15h ...
This is much the same as what we are doing, so this is reassuring! How do your intervention groups work? #MathsCPDChat

 **Sheena** @Sheena2907 · 15h ...
Create groups based on QLA so they target specific topics. They're set up using lots of criteria - lpa, pp, those who have eng but not maths, attendance and effort in class etc

 **Kathryn MCCT** 🧑🏻 @Arithmaticks · 15h ...
Are these timetabled lessons then? Sounds a lovely set up to target weaknesses! #MathsCPDChat

 **Sheena** @Sheena2907 · 15h ...
Before school and form time. Before school is half an hour and paid. We have lots of groups running, quite a few staff are involved #mathscpdchat

Among all these conversations in response to Kathryn's second main question ...

 **Kathryn MCCT** 🧑🏻 @Arithmaticks · 15h ...
How are you preparing students for the exams this year? Is it different to previous years? #MathsCPDChat

... there was a single reply about practice GCSE question papers:



Ryan O'Grady @tiredoldcliche · 14h


...

Replying to @Arthmaticks

I'm trialling some guided papers as I'm not sure ploughing through past papers has much value without any structure (they do the bits they're good at and don't touch the bits that would actually add value!)

Eg.

3. Jose has a carton of orange juice.
The carton is in the shape of a cuboid.



The depth of the orange juice in the carton is 8 cm.
Jose closes the carton.
Then she turns the carton over so that it stands on the shaded face.

Work out the depth, in cm, of the orange juice now.

Juice

$$\text{Vol} = L \times W \times H$$

$$\text{Vol} = 6 \times 10 \times 8$$

$$\text{Vol} = 480 \text{ cm}^3$$

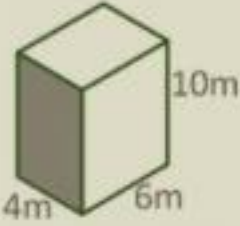
After flip

$$\text{Vol} = L \times W \times H$$

$$480 = 6 \times 20 \times H$$

$$480 = 120 \times H$$

$$\underline{4} = H$$



The diagram shows a container.
The water in the container has a height of 8m.
How high would the water be if the container was tipped over onto the shaded face?

(Total 2 marks)

There was a comment about teachers' own preparation for helping students prepare for GCSE exams:



Dani Quinn @danicquinn · 15h

...

Replying to @Arthmaticks

One thing has been preparing the TEACHERS! For a much higher %, this is their first time taking kids through exams. Ensuring they are definitely familiar with the papers, and the standard / style of questions, consistent elements, has been more important than ever. [#mathscpdchat](#)



Kathryn MCCT 🗨️ @Arithmaticks · 15h

...

You've stolen my question for later haha! Yes, for some it is alien to do this prep isn't it... seems mad! [#mathscpdchat](#)

This (branching) discussion included references to the 'coverage' of GCSE 'content' being slower this year than in pre-Covid years:



Dani Quinn @danicquinn · 15h

...

Replying to @Arithmaticks

Trying to avoid the temptation to have many (any?) lessons just 'going through questions.' They are further behind than previous cohorts, more gaps, so time spent silently on questions won't yet = meaningful practice for many groups. [#mathscpdchat](#)



Sheena @Sheena2907 · 15h

...

We haven't finished the content yet so still teaching here



Dani Quinn @danicquinn · 15h

...

For sure! Y13 and any struggling Higher groups at GCSE are probably in the same situation all over the country. In 2019, my GCSE group finished the course a few days before the exam, that was without two years of disruption! 🐻



Sheena @Sheena2907 · 15h

...

I'm glad you said that about year 13 as well, we still have a good 2 or 3 weeks to go after Easter it's really really tight. Not surprising but students have finished other subjects and revising yet in maths still teaching new content [#mathscpdchat](#)



Kathryn MCCT 🗨️ @Arithmaticks · 19h

...

Replying to @danicquinn and @Sheena2907

I will have JUST ABOUT got to the end of things with my Highers as the exams start, very stressful! [#MathsCPDChat](#)



Kathryn MCCT 🗣️ @Arithmaticks · 19h

...

How are we feeling about this given the past 2 years of disruption? Can we relate? [#MathsCPDChat](#)



Sheena @Sheena2907 · 20h

Replying to @danicquinn and @Arithmaticks

I'm glad you said that about year 13 as well, we still have a good 2 or 3 weeks to go after Easter it's really really tight. Not surprising but students have finished other subjects and revising yet in maths still teaching new content [#mathscpdchat](#)

... new sub-conversation ...



Dani Quinn @danicquinn · 15h

...

Replying to @Arithmaticks

Trying to avoid the temptation to have many (any?) lessons just 'going through questions.' They are further behind than previous cohorts, more gaps, so time spent silently on questions won't yet = meaningful practice for many groups. [#mathscpdchat](#)



Kathryn MCCT 🗣️ @Arithmaticks · 19h

...

Replying to @danicquinn

What are you hoping teachers are planning instead? At what point do you think this will become meaningful? How do you make that call? [#MathsCPDChat](#)



Dani Quinn @danicquinn · 19h

...

Ideally, structured / supported work at home on papers (e.g. paper adapted to cover mostly the Advanced Info, and cut things you know they can't yet do (e.g. from mock info)), with lots of marking guidance to mark themselves, then try again a week later on same/similar questions.



Dani Quinn @danicquinn · 19h

...

There are about ~13-18 lessons left with Y11 (more with Y13, thank GOODNESS). It seems like a big gamble to have one of those be total silence practising without feedback, seems like a waste of having the teacher present. Complete for homework or a cover lesson. [#mathscpdchat](#)



Kathryn MCCT 🧑🏻 @Arithmaticks · 19h

Agreed - but I guess there is more than one way to use this kind of resource? We have been using them in interventions in lessons and after school but targeting specific topics, walking through mark allocation and then sending them away with the rest to revise. #MathsCPDChat

... new sub-conversation ...



Dani Quinn @danicquinn · 19h

There are about ~13-18 lessons left with Y11 (more with Y13, thank GOODNESS). It seems like a big gamble to have one of those be total silence practising without feedback, seems like a waste of having the teacher present. Complete for homework or a cover lesson. #mathscpdchat



Mr C Maths @mathsmrc · 19h

Replying to @danicquinn and @Arithmaticks

I think I would disagree. The culture and routines of our students means vast majority are unlikely to have a quiet space where they can switch off from devices and think. If we provide that in school then they practise thinking/ checking without cheating. #mathscpdchat



Kathryn MCCT 🧑🏻 @Arithmaticks · 19h

This is an interesting point. We are doing it occasionally. We are doing 'Staple Challenges' to encourage exam technique etc some lessons in a week, as we're conscious of that... but mixing with targeted lessons. #MathsCPDChat



Dani Quinn @danicquinn · 19h

Replying to @mathsmrc and @Arithmaticks

I agree re not making assumptions about home and what is possible. Making it possible for Y11/13 to stay behind and use a quiet space to work in school, supervised, is key, I think (assuming you can staff it on a rota, etc). #mathscpdchat

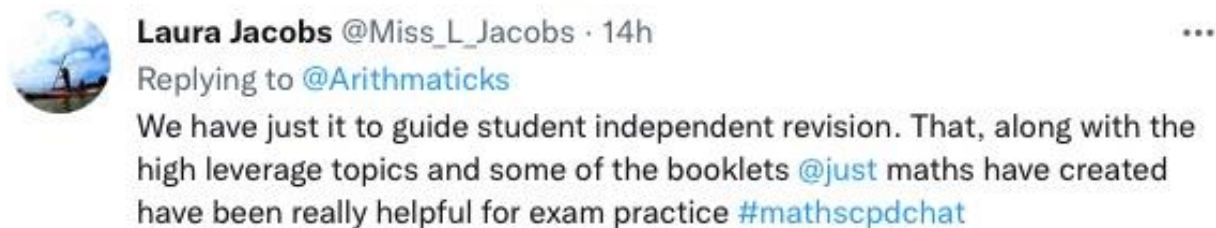
The (linked-to-Twitter) screenshots below show conversations generated by Kathryn's other questions. Because throughout this #mathsCPDchat contributors focused mainly on issues raised by Kathryn's second question, there was little time left for discussion prompted by her other, later, six questions. However, some contributors did briefly discuss how advance information on the focus of the content of this summer's exams, and other resources, are, or are not, proving to be helpful. They also 'talked' about the formula sheets for students, which will be inserted in every GCSE maths question paper, and to what extent their students appear

to be well prepared for the exams and anticipating them without stress. Click on any of the screenshots-of-a-tweet to go to that actual tweet on Twitter.

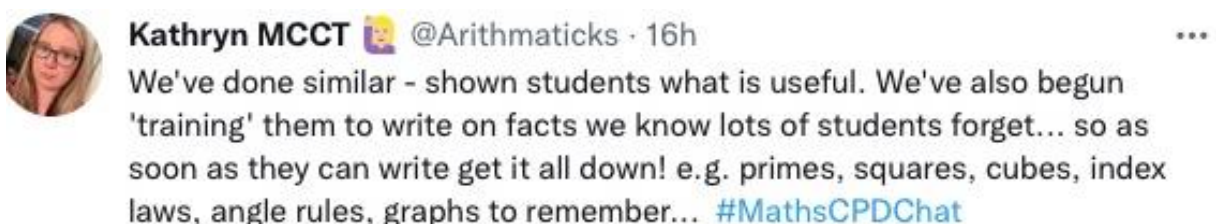
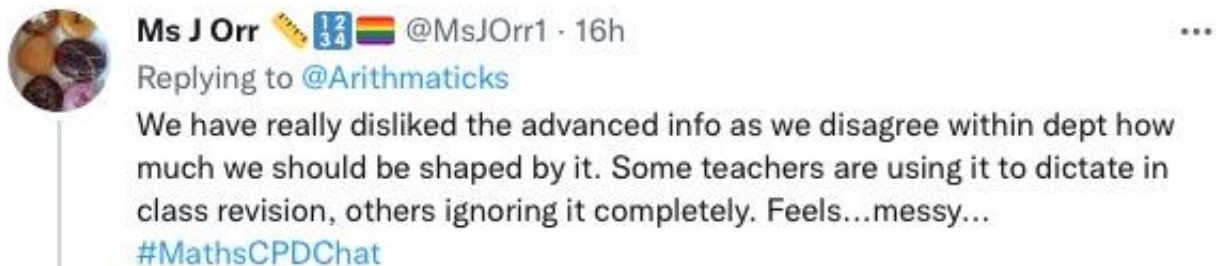
The first sequence of screenshots shows a single reply to, and then a conversation generated by, the third main question from [Kathryn Darwin](#):



The single reply was from [Laura Jacobs](#) ...



... and the conversation was between [Ms J Orr](#), [Matt Man](#) and [Kathryn Darwin](#):





Matt Man @mr_man_maths · 19h

Replying to @mr_man_maths @MsJOrr1 and @Arithmaticks

I personally feel even more sorry for the Year 13s with their advanced information sheet for the A Level papers. It's even more vague. Statistics and Mechanics for example, might as well say revise everything, nothing has reduced. #mathscpdchat



Ms J Orr 🗺️ 🇬🇧 @MsJOrr1 · 19h

Replying to @mr_man_maths and @Arithmaticks

And in Pure, seems many of the things that aren't mentioned explicitly could still be assessed as a subtopic within a question #MathsCPDChat

Also [Kathryn Darwin](#) replied to the first comment above from [Ms J Orr](#) by asking a question to which [Adam Walker](#) replied:



Ms J Orr 🗺️ 🇬🇧 @MsJOrr1 · 16h

Replying to @Arithmaticks

We have really disliked the advanced info as we disagree within dept how much we should be shaped by it. Some teachers are using it to dictate in class revision, others ignoring it completely. Feels...messy... #MathsCPDChat



Kathryn MCCT 🗺️ @Arithmaticks · 19h

Replying to @MsJOrr1

What do you think about it personally? #MathsCPDChat



Adam Walker @WADmaths · 16h

Advanced info has helped in planning re-teaching e.g. can leave certain topics as they're not on. BUT from a general POV, past paper revision etc is the same. Trying not to overthink what has worked historically.

[Kathryn Darwin](#)'s fourth main question ...



Kathryn MCCT 🗺️ @Arithmaticks · 19h

As we've started to cover, there's a wealth of resources available this year in the wake of the advanced information... what has caught your eye so far? How do you plan on using it to prepare students? #MathsCPDChat

... prompted a single reply from [Mr C](#) ...



Mr C Maths @mathsmrc · 18h

Replying to @Arithmaticks

I think the @mathsbox1 generated worksheets are good for each paper . I think @mathsgenie lists and exam questions are good to use in class and direct students too and the @Corbettmaths predicted papers are good for students too! #mathscpdchat

... and a conversation between [Sheena](#) and [Kathryn Darwin](#):



Sheena @Sheena2907 · 19h

Replying to @Arithmaticks

We are AQA higher and Edexcel Foundation so trying to keep things consistent. There's an overwhelming amount out there. Our 11s all have ipads so we've uploaded the Hegarty clip list and maths genie stuff directly to one note for them to use as revision [#mathscpdchat](#)



Kathryn MCCT 🗣️ @Arithmaticks · 18h

We've actually sat and allocated the resources to different slots on the timetable so that nothing is being seen more than once! [#MathsCPDChat](#)



Sheena @Sheena2907 · 18h

Year 11 staff all have parallel classes so teach 2 the same set. 7 sets so higher is 3 staff foundation 4 which really helps when collaborating. We are lucky to have a lesson a week we are all free to meet if need be too [#mathscpdchat](#)



Kathryn MCCT 🗣️ @Arithmaticks · 18h

Oh that is LOVELY! So you really get to be a specialist in what those students in that 'area' of the year need! Does it ever conflict between bands? [#MathsCPDChat](#)



Sheena @Sheena2907 · 18h

We split the year in half then set them. There's always one side stronger than the other, doesn't matter how we try and balance things

There were no replies to the fifth main question from [Kathryn Darwin](#) ...



Kathryn MCCT 🗣️ @Arithmaticks · 19h

How does the 'COVID catchup' narrative fit with the expectations of exams and results this year? Is that expectation different for you/your students/their parents/middle leaders/senior leaders? [#MathsCPDChat](#)

... and but the next (sixth) main question from [Kathryn Darwin](#):



Kathryn MCCT 🗣️ @Arithmaticks · 19h

How are you using the formula sheets? This is VERY new for lots of us as they were 'abolished' in the 'new' spec... and it's not that 'new' anymore! [#MathsCPDChat](#)

... prompted this comment from [Jenny Beech](#) ...



MrsBeech @Jenny8691 · 19h

Replying to @mr_man_maths and @Arithmaticks

For students aiming for a 5, I've made sure that revising pythag/trig, I'm using the format in the formula sheet rather $a^2+b^2=h^2$ which is the format I usually teach

... and generated a short conversation between [Matt Man](#), [Kathryn Darwin](#) and [James Masterman](#):



Matt Man @mr_man_maths · 19h

Replying to @Arithmaticks

Most of the pupils I teach have been trained on remembering the formulas so hardly use them at all! I have mentioned to use as a backup if they panic on forgetting the formulae. #mathscpdchat



Kathryn MCCT 🗣️ @Arithmaticks · 19h

I think this is such a good point, class dependent obviously - but lots of the things on the sheet are not things I would have suggested they use. That blooming compound interest formula is UGLY and CONFUSING. #MathsCPDChat



James Masterman @Mathsterman · 2h

Replying to @Arithmaticks and @mr_man_maths

Totally agree with you on the compound interest formula. I'm all about the multiplier. The trig one too. Love that they've got access to the circle formulae and the trapezium though 🙌

The next (seventh) main question from [Kathryn Darwin](#) ...



Kathryn MCCT 🗣️ @Arithmaticks · 20h

How has preparation been for YOU this year?

Have you taught exam classes for 'real' exams before? How are you preparing yourself?

And even if you have... does it feel different? Why? #MathsCPDChat

... did not prompt any serious replies. But her last question ...



Kathryn MCCT 🗣️ @Arithmaticks · 20h

Last one!

How 'ready' do you think your Year 11 are this year, compared to others?

Are you optimistic... Pessimistic?

Hoping the next 4 weeks of school make a difference? Or think they'll not make much?

How do we make sure THEY feel prepared, and not stressed?

#MathsCPDChat

... prompted single replies from [Dani Quinn](#) and [Vicky Osborne](#) ...



Dani Quinn @danicquinn · 19h

Replying to @Arithmaticks

I'm worried about them having the stamina over time, and keeping going to P3 (both Y11 and Y13!). It will be hard to keep them going through that time, especially with so little time to see them between P1 and P3 at GCSE. I'm not sure what to do about it 😞 #mathscpdchat



Vicky Osborne @CheerVix · 19h

...

Replying to @Arithmaticks

I feel like I have the best set 2 class I've ever had in terms of grades on their best day. They're super unpredictable though, so there is as much as 3 grades fluctuation between their grades in mock papers one week to the next. Also, so many random gaps!

... and generated a conversation between [Mr C](#) and [Kathryn Darwin](#):



Mr C Maths @mathsmrc · 20h

...

Replying to @Arithmaticks

I'm optimistic at the moment. I feel like they are in a good place and generally working hard/ making progress. Worried a bit about how much they will work/ forget over Easter and about those who are likely to get anxious & the disruption closer to the exams. [#mathscpdchat](#)



Kathryn MCCT 🙋 @Arithmaticks · 19h

...

Same worries as usual, but exacerbated by the last few years!
[#mathscpdchat](#)



Mr C Maths @mathsmrc · 19h

...

Worried about how the advanced information and "this year" may impact the grade boundaries/ overall results - it's just a big unknown!
[#mathscpdchat](#)



Kathryn MCCT 🙋 @Arithmaticks · 19h

...

I think we are all with you on that! [#MathsCPDChat](#)

(to read the discussion sequence generated by any tweet look at the 'replies' to that tweet)

We end this summary with these general tweets:



Sheena @Sheena2907 · 19h

...

Replying to @PardoeMary and @Arithmaticks

I'm on easter hols it's the only time I manage to make these - when I'm off work 😊 [#mathscpdchat](#)



Kathryn MCCT 🧑🏻 @Arithmaticks · 19h
Replying to @Sheena2907 and @PardoeMary



Kathryn MCCT 🧑🏻 @Arithmaticks · Apr 5



Right, that is me done for this evening.
Thank you so much for all our contributions, as always you guys are what make this chat as brilliant as it is.
Please keep sharing any brilliant ideas and resources for GCSE prep in particular. [#MathsCPDChat](#)