



**SHAPING SUCCESS ACTION  
RESEARCH PROJECTS**

**FINAL REPORT ON THE SHAPING SUCCESS AR PROJECT –  
BUSY ON THE BUS IN SOLIHULL  
Solihull College and University Centre**

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on the Shaping Success AR Project – Busy on the Bus in  
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For further information regarding the Shaping Success Action Research programme and this project go to <https://ccpathways.co.uk/practitioner-research/otla-7/>.

The programme was delivered on behalf of the Education and Training Foundation by -



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## Contents

Final report - Busy on the Bus in Solihull.....	2
Appendix 1 – The project team .....	9
Appendix 2 – Teacher Reflection Log .....	10
Appendix 3 - Report downloaded from Mathswatch 5 <sup>th</sup> November 2020.....	17
Appendix 4 - Student responses to text message prompts 10th December 2020 .	18
Appendix 5 – Sample Structure of a Preparation Task .....	21
Appendix 6 – Mathswatch Usage Reports .....	22
Appendix 7 – Detailed End-Point Student Feedback .....	24

# Final report - Busy on the Bus in Solihull

## Solihull College and University Centre

The aim of this project was to enable students to engage successfully in online learning between their maths lessons. We changed “homework” to “preparation”, consulted with our students, adapted the tasks. Class norms changed; students expected one another to prepare; they enjoyed the lessons more; worked harder and results improved.

### Summary

Solihull College and University Centre is based over 3 campuses, the largest of which is in the town centre of Solihull. The college offers School Leavers & Adults, Full Time and Part Time Courses, Apprenticeships & Bespoke Employment Training.

The Project Lead (Head of the Maths department) and myself, a maths lecturer, were involved in designing a GCSE retake course that incorporated independent study and established a routine for learners to prepare for their maths lesson each week.

Other maths teachers within the department used their own resources and methods to encourage students to study independently

This project developed from a need for students to do additional study as well as attend a two-hour maths lesson each week. Many students who arrive straight from secondary education have had their in-class maths study time halved, but we still expect them to progress. For this to happen, students need to take ownership of their qualification throughout the academic year and monitor their own progress on a regular basis.

### Rationale

In Further Education (FE) we emphasise the importance of attendance and progression on achievement. Unfortunately, it is not enough. Students need to have a combination of good attendance and good study skills to ensure success. We need to be aware that many students aged 16-18 years of age have never been taught how to study outside of the classroom and do not possess a toolbox of independent study strategies. The idea of the project was to equip them with straightforward resources and realistically timed tasks to encourage them to develop these skills and monitor the impact it has on their own learning.

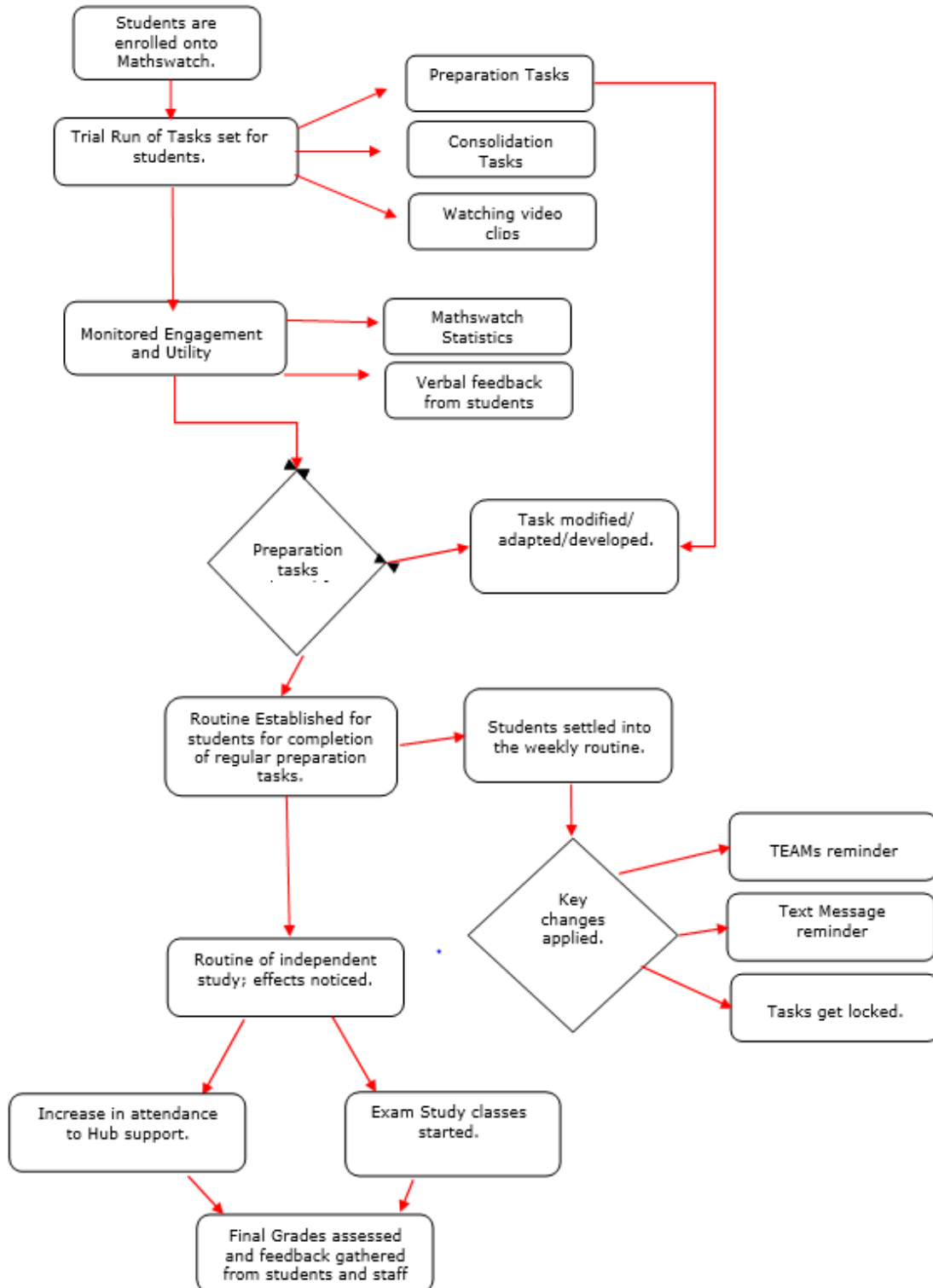
The project focused on our Public Services students from level 1 up to level 3 who attended maths lessons all together with their vocational BTEC group. For the purpose of evidence I focused on the level 2 Public Services group. This cohort of students had a range of GCSE maths grades from U upwards, allowing us to reflect on a broad spectrum of students with different abilities and educational backgrounds. The 16 students had come from different types of secondary backgrounds, many from mainstream, but some from alternative provision.



We were clear what we wanted to achieve, but were unsure of the best approach to take, which led us down a path of trialling different types of resources and evaluating each one:

- In September 2020, students were set up on Mathswatch (<https://www.mathswatch.co.uk/>) and encouraged to try a range of activities over a two-week period, which included consolidation, preparation and/or watching method videos, all independently.
- It was clear after this that the uptake of preparation tasks was a route to investigate further due to their structure and design.
- At this stage we found students were more likely to actively engage in tasks that were short, easily accessible, and held purpose and value to them.
- The 'Preparation Tasks' were launched and assigned to students on Mathswatch on a weekly basis **before** their lesson took place. The task was designed to take no longer than 20 minutes. It incorporated previous skills, taught in our sequential delivery model, that were to be used in the forthcoming lesson and encouraged students the chance to try skills that were about to be taught. In addition to this, students had the opportunity to watch videos that explained the methods alongside each question.
- Once a routine was established the first feedback was gathered from students in November 2020 to find out how they felt about the preparation tasks including structure, when they were set and the impact they felt it was having in the classroom.
- Our preparation tasks were altered in a response to a finding that some students thought the tasks were too simple and required further stretch and challenge and a reminder system was implemented to remind students about their preparation 48 hours before their lesson.

## Approach



## Professional learning: Evidence of changes in teaching, learning and assessment practices

It became apparent early on that, if at the start of each session, I asked which students had completed their preparation tasks, it encouraged more students to do them. The idea of exposing the group to those completing them was a strategy used to inspire them to become part of that group of students, which was a positive step to take. When carrying out whole class discussions, the confidence of those completing the tasks was obvious and their self-esteem levels were getting a real boost: *“I know this because I’ve just done this before the lesson”* and *“I never understood this topic before I watched the video clips in the preparation task”*.

This simple technique of asking this question at the start of each lesson changed the group norm; from not doing work outside the classroom to doing it and feeling proud about it. Students were then aware of the “preparing” group growing and the benefits of carrying out the work. As more students joined the “doing it” norm so the normative pressure to conform increased.

Students found new ways of studying independently. The fact that the Mathswatch tasks were easily accessible, provided them with structure and support material alongside each question. This enabled students to see how they could study on their own and their traditional view – that they had to sit down and learn at a desk – was transformed and new study approaches adopted. Students realised they could study on the go with their mobile device. Some of them completed their preparation tasks on the bus coming into college.

All I now had to say when I arrived at a lesson was “Who’s ready for the lesson” and students understood that this question related to their preparation and wanted to be one of the students to raise their hands.

Attendance remained at an all-time high with the average attendance sitting at 89% throughout the whole of the project. Students made their feelings clear, that in preparing for the lesson they were more likely to attend in order to demonstrate what they knew. The element of anxiety was removed for those completing the preparation tasks, as they were able to identify what was about to happen in the lesson and they felt they had more control over the delivery.

We shared these findings with the rest of the maths teachers in our department and the ‘preparation’ approach was also adopted by those teaching adults. Most of the adults have been out of education for many years and they found that refreshing their knowledge before a lesson substantially increased their success. The teachers saw a difference in their confidence levels immediately.

## Evidence of improved collaboration and changes in organisational practices

As motivation levels increased, students started to query what more could they be doing in addition to lessons and preparation to support their progression. Changes to our delivery model were put in place to support the demand from students for additional maths learning.

To mitigate the impact of Covid, the Department for Education offered the FE sector Catch-up funding to provide students with additional learning opportunities to bridge the gap. In response to our project and students' desire to take on more study outside of the classroom, 'Exam Skills' lessons were created. These online lessons meant students could study additional content from home and fit it in around their current timetable. New relationships were forged between teachers as the structure of these sessions was discussed and monitored to support both styles of lessons running simultaneously.

By December students could see the impact the additional study was having on their learning and many students took up the additional online learning on offer each week, including the Maths Hub support sessions and Exam Skills sessions. This took their maths study time up to 4.5 hours per week; back in line with their secondary education.

## Evidence of improvement in learners' achievements, retention and progression

Overall student feedback was positive. Many now understood the importance of carrying out work outside the lesson and how they could use this new set of independent study skills and implement it into other areas of their programme.

**How do you think the preparation skills you have learnt in maths this year might help the way you work and study in the future?**

It will allow me to prepare my ideas and gather my thoughts before any task or study

The preparation tasks give me confidence to succeed and in the future I know that preparation tasks will help me prepare for lessons

Help me to feel more confident in engaging in lessons

It will allow me to make sure that I plan for everyday life

It makes it easier to remember

Sometimes extra work is a good idea

These preparation skills will help me with all sorts of methods that I learn



This student realised the benefits of independent study spilling over into other areas of her course:

*'It will allow me to prepare my ideas and gather my thoughts before any task or study'.*

The emotional connection that students made between independent study and progression was evident in their feedback:

*'The preparation tasks give me confidence to succeed'.*

The student feedback also demonstrated how students were feeling more confident in their own maths skills and realising that the short preparation tasks started to improve their maths.

At this point in the research the student's overall attendance as a group had not dropped below 88% and the retention rate at this stage was 100%. At the start of the academic year, we noted the average grade for the class and this sat at 2.1, with our current targets set to raise standards for each student by one grade per year, the target was to raise the average group grade up to 3.1.

At the end of the academic year when all grades had been submitted to the exam board the group's overall average grade sat at 3.2; exceeding the target. Within this group of 18 students 8 students went up by one grade, 5 students went up by two grades and 1 student went up by a staggering three grades. This student in question engaged in the full 4.5 hours of maths per week from January up to May 2021.

## Learning from this project

### ***"Small changes make a big difference"***

Whilst all the other teachers were setting tasks which were a mixture of consolidation and preparation; the engagement was minimal. We feel that this was because they lacked some, or all, of the following key elements:

- The students need to see the value in what they are completing, and **'preparation'** is a word they engage with and understand and maps across into all areas of their education and life.
- Teachers were still using the phrase **"homework"** and with its long history of being ignored this was not a suitable term to use with these students.
- The task needs to be routinely set every week in the same format and at the same time. A reminder is required 48 hours ahead of the lesson for maximum engagement.
- The task must be no longer than 20 minutes.
- The format of the task must follow a set pattern each week so students can see the value.
- Teachers must hold students to account as they arrive and congratulate those completing the tasks.

- The tasks must be locked as the lesson begins to avoid use of them at the incorrect point.

There is one key area where this independent study was clearly not working and that was with our level 1 vocational group. A lot of these students arrive at FE with low self-esteem, behaviour issues, undiagnosed learning conditions and a sense that the education system has let them down in the past. Asking them to engage in independent study was far too much for these students and they had many other barriers to education that we also needed to address first and foremost. We need to investigate further how to help these level 1 learners engage in independent study.

## Appendix 1 – The project team

Project Role	Name	Job Role
Project Lead	Holly Bayliss	Maths Lecturer
Deputy Lead	Sarah Bellard	Head of School
Project team	Martina Green	Maths lecturer
	Merry Lewis	Maths lecturer
	Shirley Gill	Maths lecturer
Project Mentor	Sarah Richards (ccConsultancy)	
Research Group Lead	Gail Lydon (ccConsultancy)	

## Appendix 2 – Teacher Reflection Log

September 2020	Set up of Students in Mathswatch	Presentation given to students on the online maths system. How to access their learning page with their login. Some students struggled to login because they were using their College ID login so it was confusing them that the setup for the Mathswatch system was different.	Login details recorded in the Class online Notebook so they can access them after the lesson if they were still unsure of how to login. Students struggling with the different systems they have been introduced to - Computer login, Microsoft TEAMS and Notebook, Moodle for main programme and Mathswatch - things in future need to be introduced in a drip-fed way to avoid confusion at the start of term in future.	Some student logins not on the system due to late enrolment. Teacher given Admin rights so that they can add students easily into their own classes rather than having to refer it on.
	Tasks explained to students and the expectations	Mixed response from students. Some students did not receive the grade they wanted last year and are very motivated to do as much work as possible to improve their grade this year. Other student responses (mainly in lower-level groups) were negative and even stated that they probably wouldn't end up doing the work because they never did any homework or revision at school either	Students were given information on the type of tasks that would be set for them in between lessons. All tasks would be set up on Mathswatch, to support them finding the work easily. Explained to students the importance of doing work outside of lessons, the 2 hours a week in class would not be enough if they want to improve their grade this year.	Feedback discussed with SB and we agreed to monitor for the next few weeks the uptake of tasks by students and then review at this point
	Preparation and Consolidation tasks assigned on Mathswatch	Some students made excuses that they did not know what had been assigned to them. Confusion started to happen as to where they pick up the information	Students were given information on the type of tasks that would be set for them in between lessons. All tasks would be set up on Mathswatch, to	Where students pick up the tasks needed to be kept simple to avoid confusion and avoidance of doing them.

		and assigned tasks because they were using different systems to access information. Feedback was given to the students that if they weren't sure then just to log directly into Mathswatch every week and their assigned tasks would be present on the homepage. This way students did not have to go through their Class Notebook first to then be directed to Mathswatch anyway.	support them finding the work easily. Explained to students the importance of doing work outside of lessons, the 2 hours a week in class would not be enough if they want to improve their grade this year.	
	<b>Students engagement with tasks monitored through Mathswatch</b>	Level 3 and Level 2 groups started to get into a routine of accessing Mathswatch on a weekly basis, but they started to complete the shorter prep task, but avoiding the completion of the longer consolidation task. In the level 1 class there was only the uptake from one student, the rest did not bother to log in.	At the start of the class I started to bring up the Class pages on Matshwatch on the main screen so that I could congratulate those that had completed the task in front of the whole group and allow the class to view the students that had not completed, this meant students could also let me know if they were still struggling to access the Mathswatch system and allowed me to iron out these problems so that they couldn't use an unsuccessful login as an excuse. This worked really well as they realised this would happen the engagement started to improve and the seriousness of completing them started to sink in. Personal Tutors and Head of Department for Public Services were also sent the	Avoidance form level 1 students discussed. Decided to continue to encourage them to login and see how they get on over the next 2 weeks

			information and students were notified of this so that they could see the joint approach between the maths teacher and their main programme.	
	<b>Preparation and Consolidation tasks assigned on Mathswatch</b>	Some students made excuses that they did not know what had been assigned to them. Confusion started to happen as to where they pick up the information and assigned tasks because they were using different systems to access information. Feedback was given to the students that if they weren't sure then just to log directly into Mathswatch every week and their assigned tasks would be present on the homepage. This way students did not have to go through their Class Notebook first to then be directed to Mathswatch anyway.	Students were given information on the type of tasks that would be set for them in between lessons. All tasks would be set up on Mathswatch, to support them finding the work easily. Explained to students the importance of doing work outside of lessons, the 2 hours a week in class would not be enough if they want to improve their grade this year.	Where students pick up the tasks needed to be kept simple to avoid confusion and avoidance of doing them.
<b>October 2020</b>	<b>Tasks set on a weekly basis and a routine established</b>	Students started to complete the preparation tasks but would leave the longer consolidation activity because they felt that they had proved they could master a skill within the lesson and therefore there was no need to do it again after the lesson.	Became clear very early on that if students were going to complete a task it had to be easy to access, add value to their lessons, short in length and be available 24/7 so they could access at any time of day. A lot of students worked late into the night or early in the morning before college.	Discussed the idea of preparation and that if we wanted students to complete work outside of the lesson, it had to have more purpose. It was decided that students would be tasked with "Preparing themselves for a lesson" and this would be advertised as getting themselves ready to learn.



<p><b>Preparation tasks designed and assigned</b></p>	<p>Due to feedback from students and their response to tasks, a new way of learning outside the classroom was adopted. One student commented that they had completed the task on the bus on the way in through their phone, student was commended for this and this approach was thrown out to the rest of the group and the idea of dedicating the 20 minutes to their lesson preparation on their journey into College that morning was really appealing. Students did not have to think about setting aside time at home, but knew that if they were on their way to their maths lesson they would be more likely to prepare on their way in.</p>	<p>Teacher set up all the preparation tasks for the week on a Monday morning through Mathswatch. Each task was a maximum of 20 minutes long, included a method video to support them if they were stuck, and students were encouraged to complete the task within 48 hours of their lesson. Tasks set were designed to test them only on skills and knowledge on the topic that they were about to learn in the lesson, this gave them an idea of what to expect in the lesson, the questions were short so they could easily be done on a mobile phone at any point in their day.</p>	<p>Level 1 students still not engaging. Additional funding coming through from the department of Education was discussed and how it could be used to do an online remote preparation class for these students. Because these students were low level academically, they found it hard to motivate themselves outside of the classroom and needed further guidance and nurturing to ensure they take every opportunity to improve their skills</p>
<p><b>Preparation tasks locked after a set date.</b></p>	<p>Preparation tasks were set with a deadline date. Originally the deadline date was the morning of their lesson to encourage students to have completed it the night before their lesson. It soon became clear that lots of students wanted to complete it that morning and were complaining that the task was being locked too early.</p>	<p>Deadline dates on tasks were extended to be completed by the end of the day of the day of their lesson, this meant students could access and complete the task right up to the time in the day they had their lesson.</p>	
<p><b>Locked tasks creating confusion</b></p>	<p>Some students that had not been on the ball and completing the preparation tasks before the lesson, decided to go</p>	<p>Explanation to students had to be given to explain the value of the preparation task and that they were</p>	

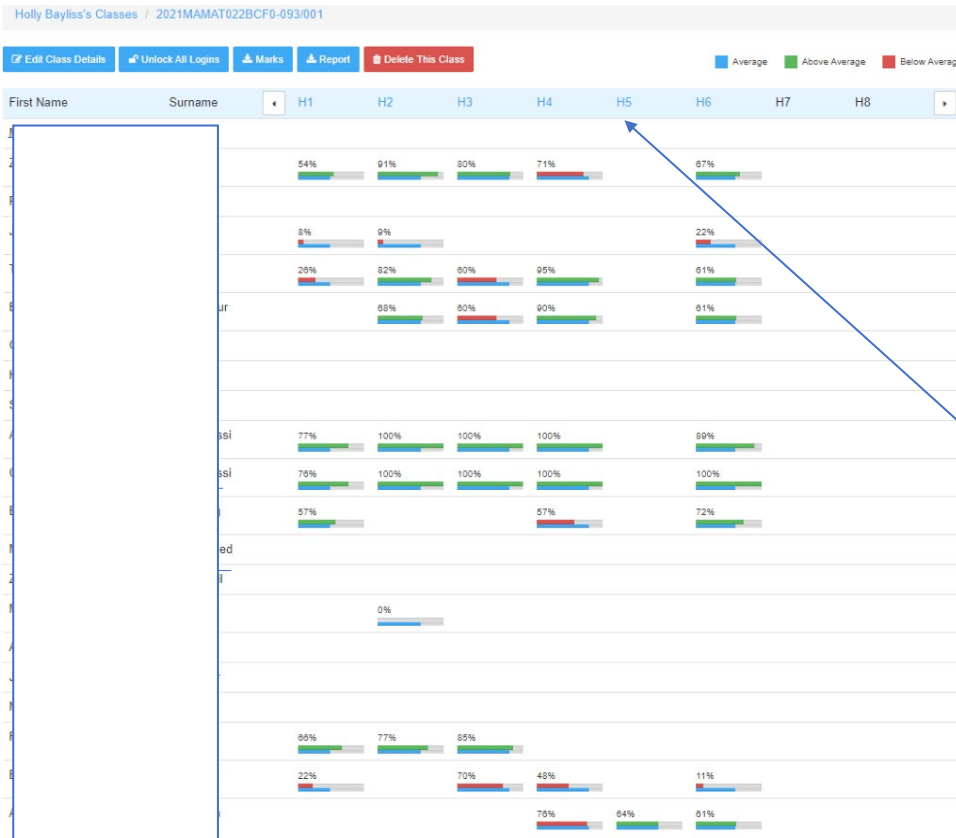
		into Mathswatch to try out the tasks after the lock date and then complained that all their work was locked	locked because I needed them to do it before the lesson and that I did not want them going back to them after the lesson as this would take away the idea of preparing. I kept tasks locked to ensure students understood to process of preparing for the lesson.	
	<b>Uptake of Preparing for the lesson</b>	Uptake increased greatly towards the end of October. Students realised the value of what I was expecting of them. Students started to take on board that learning can happen anywhere and therefore to complete a preparation task you don't have to be sat at a desk, as long as they had a mobile device it allowed them the freedom to work wherever they were.	At the start of each lesson instead of showing the completion page on screen instead I adopted a different approach and would simply ask "who's prepared for the lesson?" Students were quick to respond and pull each other up if they had not done it. It started to become competitive as to what scores they were getting which meant students were really trying hard to recall facts and knowledge before the lesson	
<b>November 2020</b>	<b><i>KEY REACTIVE POINT IN THE RESEARCH Preparation Reminders set up</i></b>	Some students asked if a reminder could be set to remind them to complete their prep task	Notifications were set out each week through their TEAMS chat to remind them the day before their lesson to remember to prepare. A screen shot of the Mathswatch report was taken at this point to analyse the uptake with this reminder system (see attached supporting evidence file)	Notifications through TEAMS were not engaging. If students had their notifications switched off then they'd physically have to go into the TEAMS chat to access the reminder. We contacted Mathswatch to see if they could set up a notification system which linked to the student's email address, but they were not willing to take this task up. Further

				discussions to be had with college to think of a better way to notify a student
	<b>Value of preparation tasks noticed by students</b>	Students started to respond positively to a topic by stating "I've just done this at home" and therefore being a lot more confident with the topic from the start. Students more willing to complete tasks because they already felt confident		
	<b><i>KEY REACTIVE POINT IN THE RESEARCH</i></b> <b><i>Feedback gathered from students</i></b>	Students used Mentimeter at the start of the lesson to convey their thoughts on the preparation tasks that had been set (Student Responses and analysis can be found in the supporting evidence file)	Worthwhile technique to gather student's thoughts to react to (please see attached supporting evidence file)	The results of this feedback was discussed and how the prep tasks would be put together would be improved. (Further analysis can be found in the supporting evidence file)
	<b><i>KEY REACTIVE POINT IN THE RESEARCH</i></b> <b><i>Further Teacher (Martina Green) was brought in to take on the task of offering additional remote classes to help some students with</i></b>	Students were asked, and some highlighted by myself, who would benefit with an additional remote session to support them even further with preparing for their lessons. This question was asked to all level 2 and level 3 Public Services groups.	I recorded names of students who were interested and those I had advised (some of these students were ones that had never done any preparation independently) and a meeting scheduled to discuss how the setup of the remote sessions would work	Names given and a schedule was started to be put together to ensure we could set this up as soon as possible

	<i>preparing for their lessons</i>			
	<b>Exam Skills preparation remote lessons begin</b>	Students from level 2 were quick to put themselves forward. We quickly established two remote groups for Martine to deliver exam skills practice in preparation for their ongoing progress checks in class, leading up to their final exams in the Summer	Students were keen to get started with this and in discussion with the students we realised with their 2 hour lesson with me, their hub support and the exam skills preparation lesson they are now receiving 4 hours of maths per week which is the same as when they were at secondary school	Discussed with SB how to engage the level 3 students in the exam prep sessions. This will be discussed with each of them during their one to one review before they break up for the Christmas break
	<b>Teacher response to Mentimeter feedback</b>	Students conveyed their feelings regarding the prep task (see Mentimeter feedback)	Responded to feedback by adjusting Mathswatch skills to pull in more previous relevant skills that had been taught that linked to the skill about to be taught in the lesson, they were more heavily differentiated to respond to students that felt they needed to be more challenging	Discussed how this preparation could be rolled out with the adult students as they may easily see the value of a preparation task before their lesson

# Appendix 3 - Report downloaded from Mathswatch 5<sup>th</sup> November 2020

Report downloaded from Mathswatch 5th November 2020



This report was pulled during the time when I was using TEAMS to prompt students to complete their prep task. A lot of students has their notification switched off so they had to physically log into the TEAMS app to pick up the prompt.

It was decided to investigate another way to add a reminder to students to prompt them to complete their prep task online before the lesson

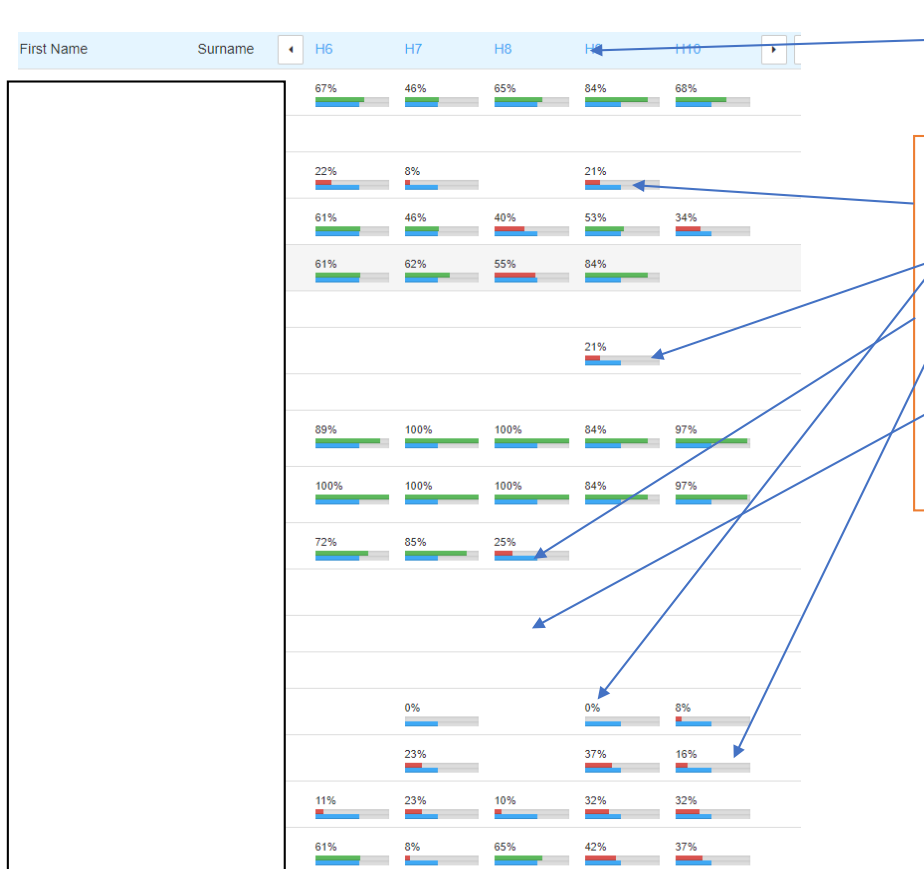
This was the latest preparation task that was set for the group using the original reminder system on TEAMS. There was on average a 50% uptake by the group. At this point I also gathered student feedback on the preparation task which can be seen on the next slides.

There were two reasons why I chose to gather student feedback:

- To expose those students that had not been completing the tasks to the concept and to view other student reactions, who had been regularly completing their preparation.
- To analyse how I had been setting the preparation tasks and how they can be adapted to meet all needs of student in the class due to them being mixed ability

# Appendix 4 - Student responses to text message prompts 10th December 2020

## Student Response to Text Message prompt: Report pulled on 10th December



**Text Message System Implemented this week. Students receive a prompt 48 hours ahead of the lesson to remind them to complete their preparation task**


- Key findings:**
- One students who had not engaged for a few weeks completed the preparation task
  - During this week there was further uptake from 2 more students., who had previously not attempted the preparation tasks
  - This student had been off sick and the affected his engagement with the tasks
  - This student reengaged with the preparation tasks
  - Still three students who are not engaging with the preparation tasks despite the prompts

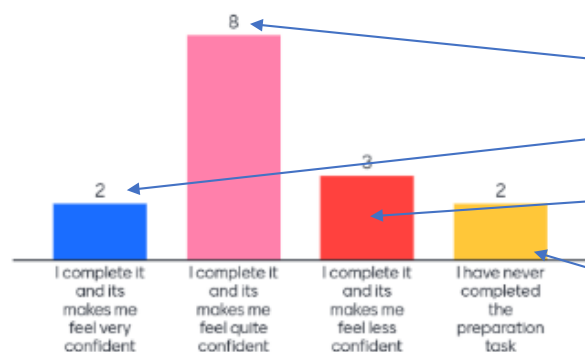


# Early Student Feedback from Mentimeter:

Students had to answer a multi choice question to submit how useful they had been finding the preparation task in terms of building their confidence with a skill before being taught that skill in the lesson.

Go to [www.menti.com](http://www.menti.com) and use the code 95 10 92

How useful do you find completing the preparation task in readiness for your lesson? 



Out of 15 students 10 of them felt they added value with regards to improving their confidence before the lesson, with the minority feeling less confident. The responses to the second question I posed on the next slide may explain why some students felt this way.

Two students were willing to admit they had never done a preparation task, but exposing them to other student responses may now encourage them to see the value in completing them

# Student Feedback from Mentimeter:

The second question allowed students to elaborate on their thoughts, and I tasked them with how I could make the preparation task even better to ensure everyone felt that the task was worthwhile.

What further improvements would you like to see with the preparation task?

Happy with the length

It's alright how it is

Make it more hard

To put a difficult one for the ones that r a head of the class

You should be able to change your multiple choice answer if it's wrong

Keep it the same

Make easier questions.

I think Increase worded problem questions

I guess it's fine

It's good how it is

Complete my work

Press ENTER to pause scroll

What further improvements would you like to see with the preparation task?

To put a difficult one for the ones that r a head of the class

I think Increase worded problem questions

Keep it the same

Make easier questions.

It's decent

I guess it's fine

It's good how it is

It's fine how it is

Complete my work

I think they should be longer and!

I don't know

Press ENTER to pause scroll

## Key findings:

- Some students felt the tasks required no improvements
- Some students recognised that completing them would be a good start!
- The higher-level students in the group wanted more challenge
- The lower-level students wanted them to be easier

**Moving forward with the set-up of the preparation task, I needed to provide further differentiation, but also keeping in mind that it is only the skills and knowledge from a topic that I want them to practice and not the application.**

**Students liked the fact they were using Mathswatch to complete the task, because it gave them the freedom to access the work wherever they were. It meant that they were more likely to complete it because it was the same routine every week and the system provided them with helpful videos if they were struggling, so independently they could revise skills before they even entered the classroom**

In addition to this , as a teacher, I had noticed that although our SOW had been sequenced so skills and knowledge were being taught in a set order to support delivery and the spiraling effect. The preparation tasks needed to include more of the skills previously taught in lessons ready for their new topic so that they could be exposed to which skills were transferring across into the next lesson.

## Appendix 5 – Sample Structure of a Preparation Task

### Preparation Task for lesson on Creating expressions and Equations

7 questions, 16 marks

#### Helpful Videos

Clip 7	Introduction to Algebraic Conventions	<a href="#">View One Minute Maths Video</a>	<a href="#">View Video</a>
Clip 53	Area of a Rectangle	<a href="#">View One Minute Maths Video</a>	<a href="#">View Video</a>
Clip 56	Area of a Trapezium	<a href="#">View One Minute Maths Video</a>	<a href="#">View Video</a>
Clip 95	Substitution	<a href="#">View One Minute Maths Video</a>	<a href="#">View Video</a>
Clip 100	Solving Equations using Flowcharts	<a href="#">View One Minute Maths Video</a>	<a href="#">View Video</a>
Clip 135a	Solving Equations - Balancing	<a href="#">View One Minute Maths Video</a>	<a href="#">View Video</a>

# Appendix 6 – Mathswatch Usage Reports

## September 2020



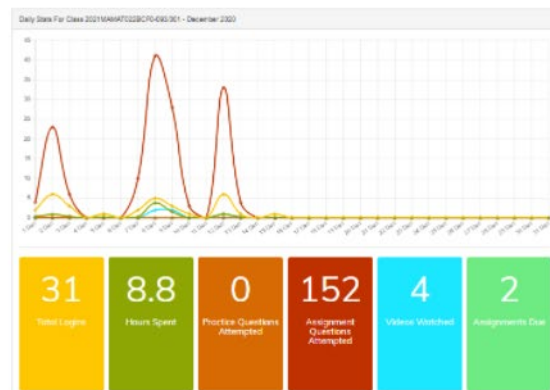
## October 2020



## November 2020



## December 2020



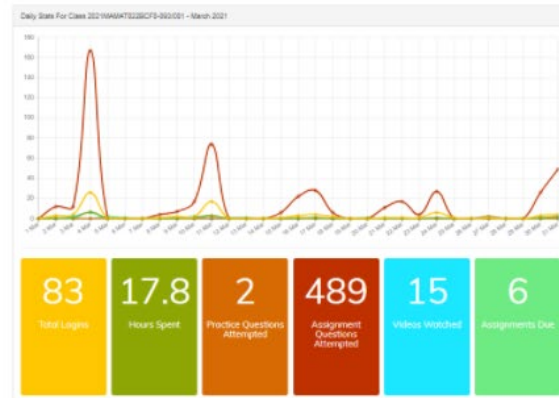
January 2021



February 2021



March 2020



April 2020




# Appendix 7 – Detailed End-Point Student Feedback

## Preparation tasks

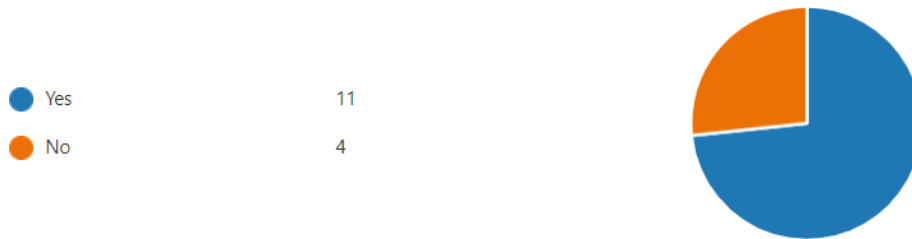
15 Responses      08:01 Average time to complete      Active Status

Review answers      Post scores

 Open in Excel

1. Have you been regularly completing the preparation tasks on Mathswatch before your lesson?

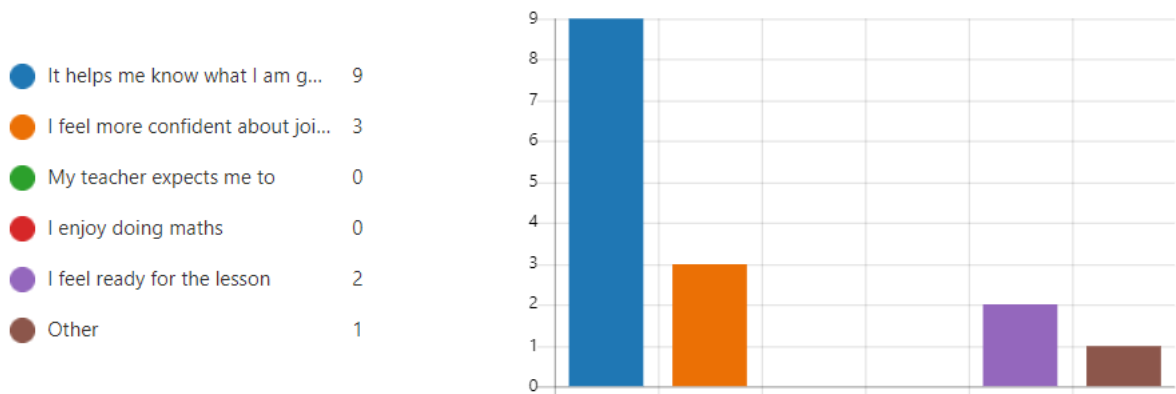
[More Details](#)



2. What motivates you to complete the preparation tasks?

Click all those that apply to you:

[More Details](#)





3. How useful do you find the videos on Matchwatch in supporting your understanding of skills?

[More Details](#)

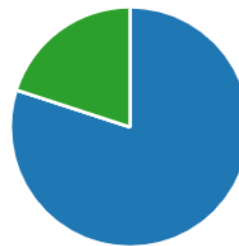
Extremely useful	4
Somewhat useful	9
Neutral	2
Somewhat not useful	0
Not useful at all	0



4. Has completing the preparation tasks built your self-confidence in being able to do independent study?

[More Details](#)

Yes	12
No	0
Not Sure	3



5. Do you feel more engaged with the maths lesson when you have prepared for the session?

[More Details](#)

Yes	15
No	0



6. What does the word engagement mean to you?

[More Details](#)

14  
Responses

Latest Responses

*"It means actively participating in something e.g a maths lesson."*

*"To take part in"*

*"Confident, joining the lesson"*

When something relates to a topic e.g. formula of a triangle is $b \times h / 2$
Taking part and participating
Focused onto the lesson
Listening carefully and interacting
Paying attention and understanding the lessons
Making sure that you focus on something to your 100%
Engagement to me means participating and learning by asking questions to understand the solution or method or task
Being able to contribute
Knowing what is going on in the lessons and be able to do it
I pay a lot of attention
Paying attention to what is going on and what you are doing

7. This year do think you have changed how you approach and work in your maths lessons?

[More Details](#)

- Yes 13
- No 2



8. Do you think preparing for maths lessons has helped you work more independently in your main study programme?

[More Details](#)



9. These graphs show your class's engagement with using Mathswatch to prepare for lessons. The first graph is for September 2020 and the second is for December 2020.

Why do you think the class were engaging with the preparation tasks far more by December?

[More Details](#)

11  
Responses

Latest Responses

*"They felt more confident in their mathematical abilities."*

*"We started to remember more about maths"*

Because we were more focused and we got a text as a reminder.

I think because they realised how important maths watch is to improve maths skills and learn new methods

Because we just started college then after everyone was more engaged

Because of the corona increase

The exams were close

Because they can see that the preparation tasks are working for them

I think because they realised how passing maths is very important

They began to see its affects

Closer to the tests

10. How do you think the preparation skills you have learnt in maths this year might help the way you work and study in the future?

[More Details](#)

12

Responses

Latest Responses

*"I think it will make this year and the years ahead a lot easier as ever..."*

*"It'll be easier for me to get the information from, I'll probably remember..."*

*"It makes it easier to remember"*

It will allow me to prepare my ideas and get her my thoughts before any task or study

The preparation tasks gives me confidence to succeed and in the future i know that preparation tasks will help me prepare for lessons

Help me to feel more confident in engaging in lessons

It can prepare me for more maths related tasks

It will allow me to make sure that I plan in advance for everyday life

It makes it easier to remember

It'll be easier for me to get the information from, I'll probably remember some of the things I've studied.

I think it will make this year and the years ahead a lot easier as everything requires math so being proficient in maths gives you an advantage.

It gets your brain going on what you will be doing in the lesson.

These preparation skills will help me with all sort of methods that I learn in maths

To prepare before everything I do like maths watch

Sometomes extra work is a good idea



**OUR PARTNERS**



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**THANK YOU**

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