

Masters in Educational Practice (MEP)

Teacher Inquiry Portfolio



Llywodraeth Cymru
Welsh Government

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The MEP inquiry projects are based on classroom practice and it's hoped they will inform current practice for all in the education sector and potentially identify areas for further research. All projects have been quality assured by the alliance members and we believe these projects deserve dissemination to as wide an audience as possible.

Alliance Members:



What I wanted to find out

I wanted to find strategies that would assist these children in improving their number bonds to ten understanding.

Focus Group

The pupils selected were low ability children who had Additional Learning Needs (ALN). This group has worked on number bonds previously with little success. The group consisted of six children, four with IEP's listing Moderate Learning Difficulties (MLD) and the other three are low achievers.

Context

Year 3 class of thirty children. Well behaved and eager to learn. The lower ability children work in a small group setting with differentiated activities.

Time Period

Two sessions a week over a two week period.

Quote

Daly (2013, p.1) *'Teacher inquiry aims to involve professionals in producing their own knowledge and understanding about teaching and learning by examining what happens in their classroom through carefully planned investigation of practice.'*

Impact

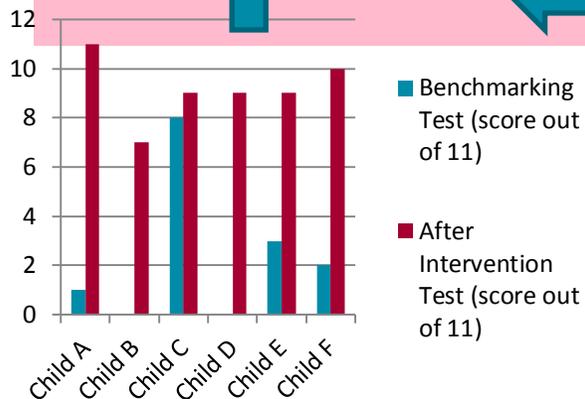
Improvements across the school in offering Intervention for lower ability groups.
Encouraging colleagues to use more talk.

What strategies can I implement to improve the understanding of ALN children with number bonds to ten?

Lorna Phillips



Data



Findings

Children will continue to use the strategy they are most comfortable with, regardless of what other resources are available. The true test of understanding is in the discussion of what is being done regardless of the strategy being used. This group continued to use their fingers or count in their head, but they could better explain what they were doing.

Methods

Small group sessions incorporating different resources and strategies to encourage the use of concrete resources instead of fingers. Include discussion and repetition into the sessions. Data was collected through previous test results, pre- and post-Intervention testing, one-on-one interviews, focus group discussions and notes made through observations.