# Work Group Purpose

Work Groups will explore effective ways of teaching key content to GCSE resit students and effective ways of working with teachers of post-16 resit GCSE.

Participants will, through collaboration and experimentation, deepen their knowledge and understanding of the curriculum demands of GCSE Maths and their awareness of pedagogical approaches that best support students taking GCSE for the second time.

Participants’ departments will, through shared good practice, become more effective at teaching GCSE resit, for example by wider and more confident use of teaching approaches such as bar modelling, multiplicative reasoning or realistic contextualisation.

Provision will also be influenced by understanding the unfolding support that will be required for transition to the post-16 environment with awarded grades rather than examination result.

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| **GCSE Resit Post 16**   * **Building confidence is key** In these classes are students that have failed at maths throughout school. ‘Their GCSE grade was probably determined when they were put in a set in Year 7,’ says one teacher. At the beginning students need to experience lots of success, not failing anything. Assessments should not involve a ‘pass mark’ to begin with. * **Relationships are everything** Get to know students individually, what makes each one tick. ‘You need to be relentlessly positive, know names of students and things about them. Be sympathetic, engaging, believe the best in them, and believe they work at home. Every lesson is a new start – don’t hold grudges.’ Much the same as for teaching any class, but even more so with students whose confidence is very low. * **Don’t try to cover the whole curriculum** Some institutions offer the harder topics in optional classes or give them minimal coverage in class time. However, there is broad agreement that the ‘grade 5 topics’ (trigonometry, simultaneous equations, factorising quadratics etc.) should be ignored for most students in favour of a really good grounding in more basic maths. Should all the topics new to Foundation tier be given less attention then? 'Oh no! There are some really good ones that students can get lots of success on!’ Frequency trees, upper/lower bounds and Venn diagrams are all mentioned. * **Interleaving is really important** Continually tackle questions from topics that have already been taught. At Longley Park this is done through a ‘bread and butter’ starter every lesson – a handful of questions, in no particular order, from previous work. This is an idea taken from [**JustMaths**](https://justmaths.co.uk/2014/02/03/basic-skills/). |

**Who should apply?**

The target group of participants in this Work Group are teachers of post-16 GCSE Maths resit and/or any head of department where post-16 GCSE Maths resit is taught.

Participants may be based in FE colleges, sixth form colleges, schools with post-16 provision or other post-16 settings.

Participants ideally would be representing their institution and working with colleagues in between Work Group attendance.

"Everyone needs to find their tribe. Teaching resit GCSE is brilliant, but can feel hard and disheartening sometimes. Having a support network of teachers in other institutions is brilliant. While the focus of the meetings is on a particular topic there’s also time to chat informally. The discussions and ideas shared give me reassurance and new things to try. I really appreciate that it is teachers working together.

"I asked at the end of last year whether they would like guest speakers and got my favourite quote from one of the participants: ‘not until we’ve exhausted all of our own ideas’. That’s not to say we aren’t looking externally – I bring along relevant reports and research – but between us we have many years of experience to draw on."

Jenny Hughes, Work Group Lead, Sheffield

A picture containing drawing

Description automatically generatedDates, venue and application forms out soon…