

For Maths/SEN Co-ordinators

Getting the best out of BondBuilder & TableTrainer

We have found, not surprisingly, that this software has the greatest impact when class teachers give it a high profile in the school.

Here are some suggestions:

- *Have an occasional whole class activity where one pupil demonstrates what they can do;*
- *Set up a competitive situation where representatives from each table or group try to get the best time;*
- *Use student results data and your knowledge of individual pupils to set realistic personal targets;*
- *Make progress through the levels a priority for lower attaining pupils by involving teaching assistants*
- *Expect pupils to access the software at home on a daily basis (e.g. for 10 minutes at a time);*
- *Celebrate pupils' achievements of landmarks at a class or even school level, in assemblies, perhaps presenting certificates.*

Why not ask for time at a staff meeting to discuss this initiative – then follow it up a term later to review it?

How do we know this works?

Ask Clint Lees of Robert Wilkinson School in York. They have been using the software since 2009 and have the stats to prove their success. Also, their school consistently gets the highest number of internet visits of all our online schools, showing that regular practice at home can make a huge difference.

"I still don't think you've realised that BB and TT [BondBuilder & TableTrainer] and MMC [Mental Maths Challenge] are your strongest products used in the proper way - with home access. I believe they can make a massive difference to maths teaching - if it's done properly and coordinated as a whole school with parental involvement."
- Clint Lees 2009

"Table Trainer and Bond Builder are the backbone of our Maths and the new version really ignites the kid's interest. By year 5 all our children are solid in tables and number bonds. We discovered huge gaps in the older children's knowledge and quickly filled them." - Clint Lees 2012

BUT...

"I'm afraid there is no magic bullet when it comes to these things. We find it's just keeping [BondBuilder & TableTrainer] high profile, accepting no excuses and mopping up the loose kids with a morning booster session at 8.30am each week.

We keep reminding parents in letters and giving feedback as to whether they are on track or not. We use carrot and stick. I had one girl who I had to badger all last year and at the end of the year she thanked me for helping me learn all her tables!

We also have lots of PC's in school for playtimes and lunchtimes and maths lessons.

We have found that the weakest children make the biggest excuses for not practising so we accept no prisoners. In 8 months in Y5 we see children's maths and confidence in what they are learning change as the pieces fall into place.

- Clint Lees, Robert Wilkinson School, Sept. 2012