



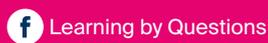
100+

ways to use LbQ

Inspiration and ideas from fellow teachers on how best to harness LbQ in your classroom.



www.lbq.org



Contents

1. Contents

2. Introduction

3. Remote Learning

- 3.1** Do you need to set questions to pupils learning from home?
- 3.2** Do you need to send the code to children working from home?
- 3.3** Do you have some children in class and some at home?
- 3.4** Do you need to check how your pupils are managing at home?
- 3.5** Do you need to recap to previously covered topics to check that understanding is still there?
- 3.6** How about ensuring that children aren't doing work too late in the day?
- 3.7** Do you need to check that your pupils are still engaged?

4. Class Management

- 4.1** Children reluctant to talk about home life?
- 4.2** Incident in the playground?
- 4.3** Do you have a morning routine before the pupils arrive?
- 4.4** Do you work with small groups but need to monitor the whole class?
- 4.5** Do your pupils have to share tablets?
- 4.6** Are you pressed for time?
- 4.7** Do you have pupils who can't attend?
- 4.8** Are you not sure who is on task?
- 4.9** Are your pupils difficult to settle?
- 4.10** Are your pupils noisy during registration?
- 4.11** Do you want to inspire competitiveness?
- 4.12** Do you need to narrow the gaps in pupil knowledge?
- 4.13** Are your lessons organised in rotating stations?
- 4.14** Do you have multiple different activities in one lesson?
- 4.15** Do you want to vote on a class issue (e.g. school dinners)?
- 4.16** Does your school have a "snow day"?

5. Teaching

- 5.1** Struggling to find topic teaching resources on the internet?
- 5.2** What do I need to teach, and what do my class already know?
- 5.3** Want to know what to teach?
- 5.4** Do you need to ask the whole class a single question?
- 5.5** Want to use the Question Set as a teaching tool?
- 5.6** Want to supplement the image?
- 5.7** Want to use the image but not the given question?
- 5.8** Has my teaching been embedded?
- 5.9** Do you need to narrow the gaps in pupil knowledge?
- 5.10** What key vocabulary do pupils need for this objective?
- 5.11** Should I use pupils as teachers?
- 5.12** Do your pupils need to see how objectives are linked?
- 5.13** Does your supply teacher need a lesson plan?
- 5.14** Should I focus on mental maths starters?
- 5.15** Want to improve literacy skills in maths?

6. Independent Working

- 6.1** What will make the most difference to a pupil's progress?
- 6.2** How do I encourage pupils to read the feedback?
- 6.3** Do you need to remove the fear of making a mistake?
- 6.4** Is the notepad hard to use on a small tablet?
- 6.5** Are the pupils' devices running slowly?
- 6.6** Do you want your pupils to self-assess?
- 6.7** How do I stop pupils copying each other?
- 6.8** Are your pupils struggling to answer independently?
- 6.9** Not enough devices?
- 6.10** Do your pupils struggle to apply calculations to problem solving and reasoning?
- 6.11** Do your pupils still need to use manipulatives?
- 6.12** Does your school focus on pupil-led learning?
- 6.13** Are your pupils disruptive?
- 6.14** Do you have reluctant readers?
- 6.15** Do you want to deeply embed learning?
- 6.16** Not enough tablets for your LSA?

Contents

7. Collaborative Working

- 7.1 Want to work in small groups?
- 7.2 Want to promote discussion?
- 7.3 Do you need to develop reasoning skills?

8. Differentiation

- 8.1 How should I differentiate?
- 8.2 Do you need to push pupils who have a greater understanding?
- 8.3 Do you have a huge ability range in your class?
- 8.4 Do you need to run booster sessions?
- 8.5 Are you teaching years 10 and 11?
- 8.6 Do you want to make the best use of your LSA?

9. Real-Time Intervention

- 9.1 When should I intervene?
- 9.2 How should I intervene?

10. Assessment

- 10.1 Are you unsure about the ability of your pupils within a new topic?
- 10.2 Do you need to give a new target?
- 10.3 Do you have to show evidence of assessment?
- 10.4 Do you need to show whole class improvement?
- 10.5 Does your school policy dictate work in books?
- 10.6 Do you want to welcome a new pupil to the class?
- 10.7 Do you want to assess the ability of a new pupil?
- 10.8 Do you have to do end of topic/term/year assessments?

11. Self-Assessment

- 11.1 Do you need an easy way to build progress evidence?
- 11.2 How do I get a quick snapshot of a pupil's confidence after a lesson?

12. Tracking Progress and Storing Evidence

- 12.1 Do you want to track pupil progress over time?

13. Plenary Sessions

- 13.1 What should I use for my plenary session?
- 13.2 Want to ask a question like one of the published questions?
- 13.3 Do you use exit tickets?

14. Embarrassing Subject Content

- 14.1 Do you need to ask about PSHE?

15. Exam Preparation

- 15.1 Do you need to focus on problem solving?
- 15.2 What do the pupils need to revise?
- 15.3 Are your pupils struggling to understand the importance of revision?
- 15.4 Do your pupils need motivation for exam revision?

16. Practice Papers and Baseline

- 16.1 Do you want to set up some additional SATs practice papers?
- 16.2 Do you need to check pupil understanding at the start of KS3?

17. After School/Lunchtime and Holiday

- 17.1 Do you need to encourage attendance?

18. Holidays

- 18.1 Want to save time during the holidays?

19. Staff meetings and PPA

- 19.1 Do you need to deliver CPD on Maths Mastery?
- 19.2 Are you struggling for time in PPA?
- 19.3 Do you repeatedly use the same Question Set?

20. Saving time

- 20.1 Printer out of paper?
- 20.2 Printer out of ink?

INTRODUCTION

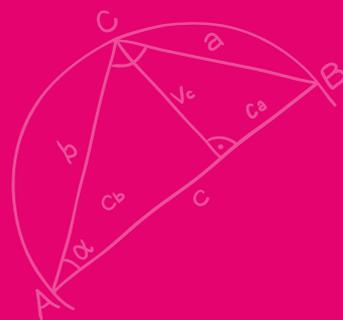
This is not a technical user manual. This document gathers ideas from fellow teachers on how to best harness LbQ in your classroom.

Each idea has come from teachers who use LbQ regularly and, where possible, we have credited the teacher or teachers by name and school.

$$A = \begin{pmatrix} 2 & -1 \\ -3 & -2 \end{pmatrix}$$

$$y = \cos x - \sin x$$

$$\begin{array}{r} 384 \\ -153 \\ \hline 231 \end{array}$$

$$\pi$$


3. REMOTE LEARNING

3.1 Do you need to set questions to pupils learning from home?

You can use LbQ to support blended learning. When starting a task, a 3 digit code is generated for the class to use on that day. Simply send the code to those children learning remotely and they can access the activity from wherever they are studying.

P May, Blackpool

3.2 Do you need to send the code to children working from home?

Start the session and then use Google Classroom, Microsoft Teams, Seesaw or text message to send the code to children so they can complete the Question Sets at home.

S. Gardner, Devon

3.3 Do you have some children in class and some at home?

I start my lesson in LbQ and share the code. I ask those children who are in class to put an "X" in front of their name so that I can differentiate the results that I see in LbQ.

A Walker

3.4 Do you need to check how your pupils are managing at home?

It's easy to write a Question Set with just a few simple questions, and then use that to gauge mood and learning.

J Campbell, Whitehouse Primary School

3.5 Do you need to recap to previously covered topics to check that understanding is still there?

Using LbQ can help you check what was previously covered and make sure that knowledge or understanding is still current for your pupils.

D Keane, Rossendale

3.6 How about ensuring that children aren't doing work too late in the day?

To ensure learners aren't working excessively from home, set your LbQ lesson timers to end at 7pm (Primary) or 9pm (Secondary).

A Walker

3.7 Do you need to check that your pupils are still engaged?

If you set them an LbQ task, you will easily be able to discern who is, and who is not, engaged in learning.

S Heys



4. CLASS MANAGEMENT

4.1

Children reluctant to talk about home life?

Use an ad hoc question to ask how children are feeling in the morning and why, but don't switch on the classroom display. The replies can be quite an eye opener! Reveal the answers on your computer, and use 'print screen' to keep a record if necessary.
T Cann, Blackburn

4.2

Incident in the playground?

Use ad hoc to ask what happened, but don't switch on the classroom display. Reveal the answers on your computer, and use 'print screen' to keep a record.
P May, Blackpool

4.3

Do you have a morning routine before the pupils arrive?

Get the tablets out first thing and keep them out throughout the lesson. If possible, use them in a run of lessons if the logistics of getting them out are difficult.
J Carr, Alder Grange, Lancashire

4.4

Do you work with small groups but need to monitor the whole class?

Use a teacher tablet to keep track of the whole class (via the results matrix) whilst supporting a small group or moving from table to table. If possible, give a tablet to the LSA too.
P May, Blackpool

4.5

Do your pupils have to share tablets?

Our pupil monitors take the tablets out of the trolley and put them in the room each morning. Before lunch, the children check the battery usage, and then put them on a table with a coloured card depending on the amount of battery left. Red means that it needs charging, and green means good to use. The pupils then move the tablets to the charging station or into the other classroom ready for the next class.
E Watkinson, OLPS, Blackburn

4.6

Are you pressed for time?

Use a mixed times tables Question Set to keep the pupils occupied whilst you look for another Question Set.
D Myers, Shuttleworth College, Lancashire

4.7

Do you have pupils who can't attend?

We have a child who has numerous medical appointments that play havoc with her learning. To give her some inclusion, we send her the LbQ codes and she attends remotely. She doesn't get the full experience of the lesson of course, but she gets to feel part of things, and I get to see her progress towards maths mastery.
C Drysdale, Rock Ferry Primary, Wirral

4.8

Are you not sure who is on task?

Keep an eye on 'time since last answer', which can be found in the results dashboard.
J Carr, Alder Grange, Lancashire

4.9

Are your pupils difficult to settle?

I used LbQ as a starter to settle some very unruly pupils in a challenging class. I met them at the door and handed them a tablet device each. The code was written on the board, and they got straight to work.
N Bridges, The Hollins, Accrington

Use a Question Set as a starter activity when the children enter the room to keep them settled.
S Harper, Waterloo Primary, Blackpool

LbQ is great for a class straight after lunch who would not be able to focus on a written task.
A Mallon, Edmund Rice College, Belfast



4. CLASS MANAGEMENT

4.10

Are your pupils noisy during registration?

I use LbQ as a morning activity for when children are in registration.

S Harper, Waterloo Primary, Blackpool

I used a Question Set as a starter task whilst giving out books and doing the register.

N Bridges, The Hollins, Accrington

I sometimes use Question Sets as independent tasks when children arrive in the morning. This starts the day off really well because all of the children are on task, learning immediately and enjoying it.

C Carlton, Peel Park, Lancashire

4.11

Do you want to inspire competitiveness?

Pupils enjoy seeing their progress on the IWB; they become highly competitive about their work.

R Babapulle, New Regents College, Hackney

I use problem solving questions as a competition for the first person/group to get the right answer. I then talk through the solution and move everyone on to the next question.

D Myers, Shuttleworth College, Lancashire

I sometimes use the times tables practice Question Sets as a competition for the older classes, or for pupils who have finished their work before the rest of the class. They love the competitive nature of it (while being unaware that they are answering 90 questions!).

E Murphy, Edmund Rice College, Belfast

Showing the results matrix on the board without the pupils' names really spurs the pupils on.

R O'Doherty, Bowland High, Lancashire

4.12

Do you need to build teamwork skills?

Have the results screen on the board and let the children see the pie chart. Explain that it is a competition to try and keep it as green as possible. The children must work as a team to get the correct answers.

A McCann, St Bartholomew's, Bolton

4.13

Are your lessons organised in rotating stations?

I use 3 stations: LbQ, independent & teacher stations. Each Question Set is differentiated in terms of ability. During the middle of each station we have a 'time-out', which enables me to address any issues with the group doing LbQ. This is often one or two questions.

G Harris, Whitehouse Primary, Belfast

I used this as an activity in a carousel lesson, so I was able to work with a much smaller group. I have used mini teachers (G&T children) to support children when completing a Question Set.

C Marable, South Grove Primary, Walthamstow

4.14

Do you have multiple different activities in one lesson?

Half of my Year 8 class had to resit an assessment from before the Easter Holidays. Due to their ability, they needed support in reading and understanding the questions, so I thought it would be hard to run regular lessons with the rest of the class. I had the pupils using LbQ all sit at one table working with the TA whilst I supported the pupils doing the test. This is the first time I have used the tablets as a multi-task activity, and it worked like a dream!

D Myers, Shuttleworth College, Lancashire

4.15

Do you want to vote on a class issue (e.g. school dinners)?

Use the ad hoc and the multi choice question types. Pupils can answer without the class knowing their thoughts as the pupils' names are not shown unless the teacher wants to.

C Marable, South Grove Primary, Walthamstow

4.16

Does your school have a "snow day"?

I used LbQ Question Sets on a "Snow Day". There was approximately half of the class present, so there was no point in teaching something new. I let the pupils work through 3 different Question Sets of differentiated ability, which meant that they could work at their own pace and revise topics that were previously taught this year. As they were working independently, I was able to get caught up with report writing!

J Hutton, Ashfield Girls High, Belfast



5. TEACHING

- 5.1**
Struggling to find topic teaching resources on the internet?
Search by topic/subtopic to find resources that reinforce your teaching point. In preview, select the questions you need and save them into your own area. They are now ready to use on the board in teach mode.
H Toole, Rawtenstall
- 5.2**
What do I need to teach, and what do my class already know?
For an easier topic, I simply run the Question Set and pupils work through it by themselves. I can really hone in on key misconceptions rather than spend a lot of time on content that the pupils already understand.
E Murphy, Edmund Rice College Belfast
- 5.3**
Want to know what to teach?
I have found while teaching fractions that there should be no assumption of the basic fundamental learning of the topic, so I think using LbQ as a pre-assessment could provide teachers with a general overview of where a class is sitting ability-wise for specific topics. The same task could also be used for a post-assessment when the topic is finished.
A Mallon, Edmund Rice College, Belfast.
- Use Question Sets from previous years to assess prior learning (e.g. run the Year 3 Fractions Topic Review before starting to teach Year 4 fractions).
W Walton, Barnacre Road Primary, Longridge
- As a starter activity, adapt the understanding of a Question Set to find out what pupils know.
E Tranter, Ribblesdale High, Clitheroe
- Use ad hoc to ask a hinge question at the start of the lesson to promote discussion on problem-solving methodology.
D Grosvenor, Blackburn
- 5.4**
Do you need to ask the whole class a single question?
If you're running a Question Set, or even if you're not, you can use the '?' button to ask a question of the connected pupils. You can ask for text, number or multiple-choice responses and can even include a drawing from you. When you get the responses back, you can then assess which pupils understand, and which pupils need some further assistance.
Tony Cann, Grindleton
- Check out the questions before the session – there may be some that you can use in your main teaching and plenary, which can then be removed from the set you use as the independent activity.
B Wood, Lancaster Lane Primary, Leyland
- 5.5**
Want to use the Question Set as a teaching tool?
Start the Question Set but don't ask pupils to join. Click down into the results matrix and use each question as ad hoc.
H Toole, Rossendale
- Use the 'Teach' button to annotate at the board, and use each question as a ready-made resource before running a Question Set.
H Toole, Rossendale
- 5.6**
Want to supplement the image?
Use the ad hoc feature and then click on the pen tool to make your additions.
S Babb, Hyndburn Academy, Rishton
- 5.7**
Want to use the image but not the given question?
Use the ad hoc feature and then click on the ABC. This removes the text of the question, but you can still use/adapt the image.
A McCann, St Bartholomew's, Bolton



5. TEACHING

5.8

Has my teaching been embedded?

Run the Question Set after teaching and then again a couple of weeks later to see if learning is embedded.

S Babb, Hyndburn Academy, Rishton

Use a Question Set as a starter activity to recap a previous lesson objective, or to refresh on a topic like factors, multiples or times tables.

A McCann, St Bartholomew's, Bolton

Use ad hoc mode to take questions from a Question Set and change the numbers in the image, or even remove the image and create your own.

P May, Blackpool

5.9

Do you need to narrow the gaps in pupil knowledge?

I have been using LbQ during intervention sessions with students; this seems to be working well in bringing lower attaining pupils up to where they need to be.

C Kirkby, Cathedral Academy, Wakefield

5.10

What key vocabulary do pupils need for this objective?

Go through the first few questions of a Question Set whilst teaching, as it is the understanding and key vocab that they need to know to be able to answer the rest of the Question Set.

5.11

Should I use pupils as teachers?

My faster working children are taught by the LSA with a Question Set during the starter. They then deliver this to the rest of the class during the main part of the session and act as mini teachers. They use a Mastery approach with greater depth skill by questioning the children throughout the main part of the session.

C Marable, South Grove Primary, Walthamstow

For a Year 5 maths task (Recognise and Use Square Numbers and Cube Numbers), I picked 2 pupils as team leaders who could go round and help the pupils in their team. The rule was that they were only allowed to give hints, not tell them the answers.

J Sanderson, Ribblesdale High, Clitheroe

Use the IWB and the intervention screen to get pupils who answered correctly to demonstrate how they did it.

C Marciniak, Tyssen Community Primary, Hackney

Where appropriate, stagger groups using an LbQ Question Set and utilise the most able children for teaching and learning.

B Wood, Lancaster Lane, Leyland

5.12

Do your pupils need to see how objectives are linked?

We have adapted fraction Question Sets. Some pupils are multiplying improper fractions and then multiplying mixed numbers. Children see the sense of the progression from improper to mixed.

C Drysdale, Rock Ferry Primary, Wirral

We use LbQ Question Sets weekly in our streamed 'number work' sessions for children to apply their number skills. Number work is generally formal methods, and the LbQ Question Sets allow us to see how the skills can be transferred.

F Heppenstall, Barnacre Primary, Lancashire

5.13

Does your supply teacher need a lesson plan?

This was actually used as a cover lesson. I was off work when my child was ill. The cover supervisor informed the pupils that I was watching the results matrix from home while they completed the Question Set as a review of a topic. It worked brilliantly as the pupils knew what information I had access to.

R O'Doherty, Bowland High, Lancashire

5.14

Should I focus on mental maths starters?

Use number bonds Question Sets as quick mental starters.

C Marciniak, Tyssen Community Primary, Hackney

Even if you don't use tablets or iPads, some of the questions can be really useful as starters or plenaries.

D. Myers, Shuttleworth College, Lancashire

5.15

Want to improve literacy skills in maths?

Spend time going through the written answer to open questions to remind pupils of good literacy practice (e.g. full sentences and correct punctuation).

B Wood, Lancaster Lane Primary, Leyland



6. INDEPENDENT WORKING

6.1

What will make the most difference to a pupil's progress?

Encourage children to read the feedback when they get a question wrong so that they know how to improve.

L McDermott, Park Primary, Wirral

6.2

How do I encourage pupils to read the feedback?

If the pupils have many retries before getting the correct answer, tell them that you'll subtract a point from their score for every question where they have more than two attempts. Other teachers have a house rule such as "3 or more, knock on my door", which can help in pointing out to the children that they should seek help if they have to repeatedly retry.

D Grosvenor, Blackburn

6.3

Do you need to remove the fear of making a mistake?

Tell the pupils that it's ok to get things wrong. After all, it took over 1,000 attempts before Edison made a lightbulb that would last! LbQ encourages that same 'have another go' mindset. Rather than pressing 'next' when they get a question wrong, remind pupils to read the feedback to their answer before pressing 'retry' and having another go.

Pupil names can also be anonymised in LbQ, so only the pupil and the teacher need to know the results.

P May, Blackpool

Encourage your pupils to try to answer a question even if they make a mistake as the targeted feedback is there to help them.

D Myers, Shuttleworth College, Lancashire

6.4

Is the notepad hard to use on a small tablet?

A tablet and a whiteboard make a good pair! Pupils like to work out on the whiteboard, and then answer on the tablets.

P May, Blackpool

Encourage kids to still use pen and paper for working out. Some of them don't do this when they see the iPads.

D Myers, Shuttleworth College, Lancashire

6.5

Are the pupils' devices running slowly?

If your tablets are a little on the slow side, provide whiteboards for working instead.

J Carr, Alder Grange, Lancashire

6.6

Do you want your pupils to self-assess?

Run three topics, and let the pupils choose which one they think they need to practise the most.

J Carr, Alder Grange, Lancashire

6.7

How do I stop pupils copying each other?

Use the 'adapt' feature to randomise questions and eliminate copying.

L Thomas, Rock Ferry Primary, Wirral

6.8

Are your pupils struggling to answer independently?

My class struggled on a task, so I set it for them again a few days later but allowed them to work in pairs. It helped boost their confidence, and they made more progress.

N Bridges, The Hollins, Accrington

6.9

Not enough devices?

One Chromebook between two pupils works well.

S Walker, Walthamstow School for Girls, Waltham Forest

6.10

Do your pupils struggle to apply calculations to problem solving and reasoning?

I sometimes split a Question Set into two sessions.

One addresses calculations/processes, and one focuses on reasoning and problem solving.

W Walton, Barnacre Road Primary, Longridge



6. INDEPENDENT WORKING

6.11

Do your pupils still need to use manipulatives?

Use practical resources with the Question Sets.

D Leigh, Blackburn

6.12

Does your school focus on pupil-led learning?

I like the variety of ways that LbQ can assist the learning and teaching in the classroom (revision, reinforcement and diagnostic). There is also an element of competition among the pupils. The real-time information is great because it directs much of the individual and collective learning going on in the classroom.

M Fitzsimons, Hazelwood Integrated College, Belfast

I am training my 'early finishers' to set up tasks they want to complete. This gives me plenty of time to work with pupils working towards outcomes.

E Okunbor, Portway Primary, Hackney

6.13

Are your pupils disruptive?

Have a printed copy of the questions to hand, and take tablets off pupils as a behaviour management strategy if they are not working well.

D Myers, Shuttleworth College, Lancashire

I use LbQ with an individual who is struggling with his behaviour at lunchtime/breaktime, so stopping in to do his Question Set reduces the amount of time outside to get into trouble.

F Heppenstall, Barnacre Road, Lancashire

6.14

Do you have reluctant readers?

I used the English comprehension sets as an independent task during a reading workshop. It is great practice, and those reluctant readers love that they are using the iPad!

C Carlton, Peel Park, Accrington

6.15

Do you want to deeply embed learning?

When adapting the Question Sets, keep it simple.

Today, we set up the understanding and fluency sections as a smaller Question Set, and the children had to get all of the questions correct. The children enjoyed the challenge.

C Drysdale, Rock Ferry Primary, Wirral

6.16

Not enough tablets for your LSA?

Print out the question and answer sheet for any support staff to relate to if required during a session.

B Wood, Lancaster Lane, Lancashire

7. COLLABORATIVE WORKING

7.1

Want to work in small groups?

Allow children to work in pairs or small groups to share ideas on how to solve the problems.

A White, Cathedral Academy, Wakefield

I picked an example of a difficult question (Year 5 Read and Write Decimal Numbers as Fractions) and asked the children to get into groups/pairs to solve it. The children then provided the feedback themselves.

C Drysdale, Rock Ferry Primary, Wirral

Using the problem solving questions with either the question on the board or with the pupils sharing a tablet really promotes collaborative working.

C Drysdale, Rock Ferry Primary, Wirral

7.2

Want to promote discussion?

Working in pairs encourages mathematical talk between pupils.

A White, Cathedral Academy, Wakefield

Use navigation for paired/group Question Sets so that questions can be focused on as a pair, group or whole class as required.

B Wood, Lancaster Lane, Lancashire

Put the results screen anonymously at the front of the class. Get the pupils to dissect the answer, and then collaboratively reason why the answer is correct.

C Jones, Ron Clarke Academy, USA

7.3

Do you need to develop reasoning skills?

Adapt the Question Set to only have reasoning questions and put the children into small groups to promote discussion.

H Toole, Rossendale



8. DIFFERENTIATION

8.1

How should I differentiate?

We often run different Question Sets at a time. This means that some children can be kept on a previous set, perhaps with additional teacher input or further adaptations, while other groups in the classroom can be challenged/moved on with the new topic. We also regularly adapt a Question Set into two different Question Sets (e.g. one on fluency and understanding, and the other on reasoning and problem solving).

If your staff numbers allow for it, have 3 Question Sets running at the same time. Adapt 2 sets so that high attainers do problem solving and reasoning, and middle attainers do understanding and fluency. Use the other Question Set for SEN and low attainers to recall facts.
C Drysdale, Rock Ferry, Wirral

8.2

Do you need to push pupils who have a greater understanding?

For faster pupils, use the adapt tool to leave out some of the early questions or levels to really focus on challenging them straight away with reasoning and problem solving.
C Marable, South Grove Primary, Walthamstow

Practise with the basic skills for most, but use LbQ to allow more able pupils to move on and be challenged.
N Bridges, The Hollins, Accrington

Use reasoning and problem solving levels of a Question Set as a challenge for HA when recapping misconceptions with other groups.
W Walton, Barnacre Road Primary, Lancashire

8.3

Do you have a huge ability range in your class?

For the first time, we ran a Question Set in class as an assessment tool. We ran it again the next day, and put the children into three ability groups based on our

analysis of the first lesson's results. A HLTA worked with a group of target children who had real misconceptions, and they taught them using the Fluency Section as a teaching tool.

C Drysdale, Rock Ferry Primary, Wirral

8.4

Do you need to run booster sessions?

Use a Question Set to find the knowledge gap. Teach and then adapt the Question Set to include the wrongly answered questions.

P May, Blackpool

I have previously ran a Question Set with a class, but more recently I have realised it is a brilliant resource to use with booster groups.

L McDerment, Park Primary, Wirral

8.5

Are you teaching years 10 and 11?

Use the content from earlier year groups below to revise the basics before starting a new topic.

P May, Blackpool

8.6

Do you want to make the best use of your LSA?

Use your TA to lead a group (support or extend) while the class teacher focuses on the others. This may involve using multiple Question Sets.

E Watkinson, OLPS, Blackburn

Run the same Question Set twice. Get the LSA's group to join one and the rest of the class to join the other so that children's results are easier to see.

E Watkinson, OLPS, Blackburn

Provide the LSA with a separate task for those who need boosting from previous misconceptions, intervention or booster work.

S Harper, Waterloo, Blackpool



9. REAL-TIME INTERVENTION

9.1

When should I intervene?

Use pupil demos when a question is heavily amber. A pupil who got the question correct can volunteer to help the class with a few pointers.

R O'Doherty, Bowland High, Lancashire

Emphasise the importance of reading the feedback – not all kids do this.

D Whittaker, Bowland High, Lancashire

I mostly just use the matrix to track who is struggling/getting through the least work, then target them for my help.

J Carr, Alder Grange, Lancashire

9.2

How should I intervene?

Go through any difficult questions on the smart board, and use it as a teaching tool to explain each question.

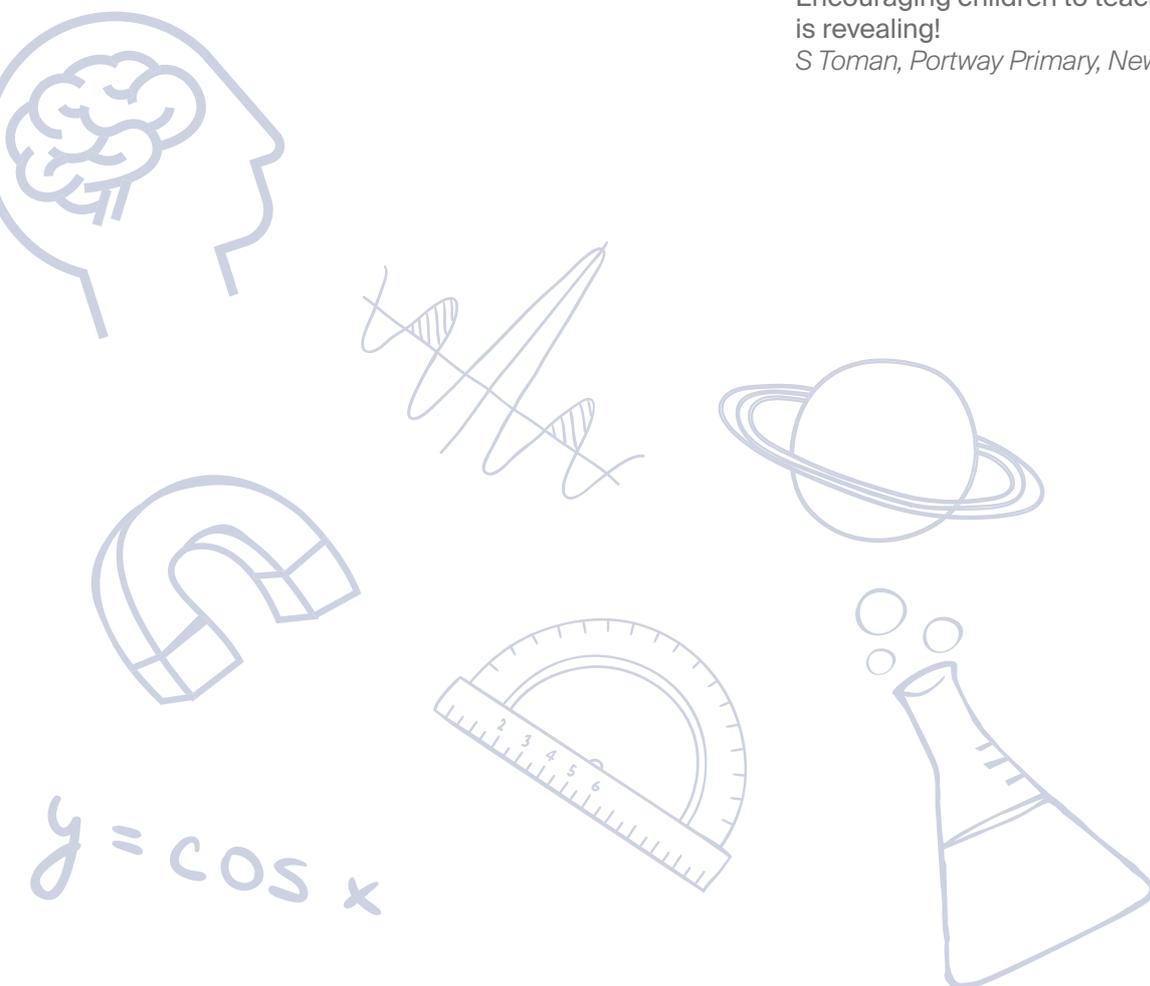
L McDerment, Park Primary, Wirral

After using the results matrix to identify the question posing the most issue, use the pause button to stop the class. Click on the question, then click “view question” and ask children that got the question correct to discuss the method. Annotate the question and use ad hoc to send it out to the class.

P May, Blackburn

Encouraging children to teach other children is revealing!

S Toman, Portway Primary, Newham



10. ASSESSMENT

10.1

Are you unsure about the ability of your pupils within a new topic?

We used this task (Year 3 Geometry Topic Review) as an introduction to a new Year 4 topic, and as a diagnostic of where the children were at in terms of their understanding. We then grouped the children and allocated tasks accordingly.

C Drysdale, Rock Ferry Primary, Wirral

I used this as a pre-assessment tool to see how children would tackle these questions. This made me realise that more work was needed on mental calculations.

J Coombs, Peel Park Primary Lancashire

10.2

Do you need to set a new target?

Use the question collection feature to gather the most incorrectly answered questions into a new set to act as the starter for the next lesson.

J Dhanda, Gwyn Jones Primary, Leytonstone

10.3

Do you have to show evidence of assessment?

Export results to a spreadsheet, then print off the summary.

L McDerment, Park Primary, Wirral

10.4

Do you need to show whole class improvement?

Run the Question Set before teaching, and then print off the matrix. Then run it again 2 weeks/months later, print off the matrix and compare the pie chart.

H Toole, Rossendale

10.5

Does your school policy dictate work in books?

Use LbQ to give the children a question where they can do the calculation/working out in their books. Children can then put their answer into LbQ and, if correct, the pupils mark their own work. If LbQ marks their answer incorrect, then children can do an immediate correction using the feedback that LbQ provides.

P May, Blackpool

I teach the basics at the start of the lesson, and then get them to do a short written exercise. I then give out the tablet devices whilst they are working, and tell them to go on to LbQ when they have finished the written exercise. This usually gets them working faster, and it gives me a chance to quickly mark their books whilst they are on the tablet devices.

N Bridges, The Hollins, Accrington

10.6

Do you want to welcome a new pupil to the class?

I had a new pupil join the class. She was off when I was teaching algebra. I got another pupil in the class to teach her through these questions – it was great. It also helped the other pupil understand the content more as they were teaching her.

N McMurray, Hazelwood Integrated College, Belfast

10.7

Do you want to assess the ability of a new pupil?

Run a selection of the Question Sets to cover the key objectives to obtain a baseline assessment. This places the child in a stress-free environment and gives a true representation of not only their capability in the subject, but with the feedback on each question, their desire to keep trying.

P May, Blackpool

Use a Question Set for new arrivals so there can be some instant information on their prior knowledge.

M Worgess, Gainsborough Primary, Newham

10.8

Do you have to do end of topic/term/year assessments?

Use the Assessment tab at the bottom of the topic list to find SATs and end of topic assessments.

P May, Blackpool

Quickly and easily create your own assessment. Search by topic and year, then preview each Question Set and select the questions you want. Save your created Question Set and it will automatically be placed in your own area ready for use.

D Grosvenor, Blackburn



11. SELF-ASSESSMENT

11.1

Do you need an easy way to build progress evidence?

At the start of each lesson, we set out the learning objectives and ask each child to assess their capability against them on a scale of 1 to 9. During the lesson, we reassess and build evidence from LbQ to check progress. At the end of the lesson, we collect and collate the results to re-align the next steps in learning.

L Thomas, Rock Ferry Primary, Wirral

11.2

How do I get a quick snapshot of a pupil's confidence after a lesson?

Use the ad hoc multi-choice feature to draw smiley faces for the pupils to choose how confident they are about a lesson objective. Keep the pupils' names anonymous, then reveal the answers on your class computer, not the smart board. If you need to keep a record, use print screen.

P May, Blackpool

12. TRACKING PROGRESS AND STORING EVIDENCE

12.1

Do you want to track pupil progress over time?

We have seen the wealth of evidence of understanding and mastery that LbQ generates. We've been working with another product, Balance (see <http://www.angelsolutions.co.uk/products/balance/>), where we can house that data, and use it to redirect learning. It tracks a pupil's individual journey over time, giving us the ability to personalise their learning journey.

T Wallace, Ellesmere Port

Track progress by using the same Question Set with the same group for a period of time. All the LbQ results are kept, and if you name the group appropriately, you'll easily be able to find them. Comparing the dashboards is great for tracking the progress of the whole class.

M Worgess, Gainsborough Primary, Newham



13. PLENARY SESSIONS

13.1

What should I use for my plenary session?

Use some of the open questions as a plenary at the end of the lesson with all the children (omit the open question when running the Question Set).

D Leigh, OLPS, Blackburn

Pupils are now in a routine of verbally explaining the 'blue' open questions. Whilst looking through the detailed answers, I select a pupil who can explain to the class in pupil-friendly speech. I often use this as a plenary.

R O'Doherty, Bowland High, Lancashire

13.2

Want to ask a question similar to one of the published questions?

When you're in the midst of a set of questions, you can click on the question number and select "View question". You can either send the question and diagram, or send an ad hoc question with a drawing.

You can even do this whilst you're reviewing the results from a previous lesson.

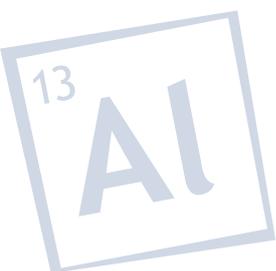
P May, Blackpool

13.3

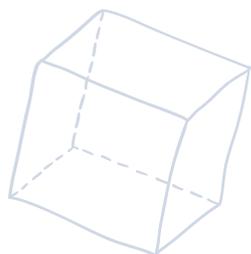
Do you use exit tickets?

The ad hoc feature gives the perfect opportunity to ask an exit ticket question.

W Walton, Barnacre Road Primary, Longridge



$$c^2 = a^2 + b^2$$



14. EMBARRASSING SUBJECT CONTENT

14.1

Do you need to ask about PSHE?

Run the Question Set on human biology "The Structure and Function of the Female Reproductive System." This will allow for anonymity and give pupils greater confidence to share their thoughts.



15. EXAM PREPARATION

15.1

Do you need to focus on problem solving?

Using just 10 questions that are all focused on problem solving and reasoning helps to prepare children for the SATs.

W Walton, Barnacre Road Primary, Longridge

15.2

What do the pupils need to revise?

Year 10 are currently in the middle of their mock exam period, and they are revising different subjects. One pupil didn't have any revision material for their lessons and wanted to do some maths. I chose this Question Set as this person did not apply BIDMAS in their exam question. After a short discussion and recap, the pupil worked independently on the Question Set. In a future lesson, I am going to run three Question Sets and direct pupils to attempt certain ones based on their mistakes in their mocks.

D Myers, Shuttleworth College, Lancashire

For SATs revision, pupils can choose the Question Sets on topics they want to revisit.

J Neal, Park Primary, Wirral

For revision prior to SATs, have 3 Question Sets open and allow the children to choose the area they want to work on. One adult should monitor each group.

E Watkinson, OLPS, Blackburn

This type of Question Set is perfect for Year 6 SATs revision (Year 6 Fractions review).

K Hinksman, Roe Lee Park, Blackburn

LbQ is excellent for exam revision at home. Each day, my pupils who are struggling with a topic ask for a Question Set on that topic, and then complete it as extra revision homework.

J Campbell, Whitehouse Primary, Belfast

I use Question Sets from earlier years as revision of basic concepts with GCSE pupils.

E Murphy, Edmund Rice College, Belfast

I have 3 different Question Sets running to allow pupils who need to revise different areas the chance to practise what they need.

J Metcalfe, Westfield Community, Wigan

For revision, run 2 Question Sets with different objectives that need revising. Children choose a Question Set based on their needs and an adult monitors each set of results.

E Watkinson, OLPS, Blackburn

I think it's a brilliant revision tool. I can have several Question Sets running so pupils can choose the area that they feel they need to improve in. This gives them a more personalised test preparation session.

R O'Doherty, Bowland High, Lancashire

Use LbQ for target groups of borderline grade C/D GCSE students.

A Mallon, Edmund Rice College, Belfast

15.3

Are your pupils struggling to understand the importance of revision?

I used LbQ to assess whether pupils could recall skills from earlier in the year without revision. At a later date, I will use their scores to show them the importance of revision.

N Bridges, The Hollins, Accrington

15.4

Do your pupils need motivation for exam revision?

LbQ motivates the pupils to revise certain topics.

I used 'Year 5 Add Fractions With the Same Denominators'.

J Hutton, Ashfield Girls High, Belfast



16. PRACTICE PAPERS AND BASELINING

16.1

Do you want to set up some additional SATs practice papers?

Add a new Question Set that is built up from existing published questions. Go into “My Question Sets”, select “New +”, and then “Search generated”. To find your questions, switch to “Advanced Search” using the ‘COG’, and then choose subject, year(s) and topic(s)/subtopic(s). By selecting questions, you are creating a new Question Set, so you will want to save it and then start it.

D Keane, Blackburn

16.2

Do you need to check pupil understanding at the start of KS3?

When your new cohort arrives, you often need to check understanding across a topic or several topics. The LbQ questions are arranged by objectives within a topic/subtopic. You can easily “cherry-pick” the questions you want from a variety of existing Question Sets by using the “Search generated” button when you’re creating a new Question Set. Just use “Advanced Search”, and then select the years and topics/subtopics.

D Grosvenor, Blackburn

17. AFTER SCHOOL/LUNCH TIME AND HOLIDAY

17.1

Do you need to encourage attendance?

The number of children in my maths club has grown from 2 or 3 each time to nearly 30. The expansion came from the growing number of children who wanted to use LbQ – a real thirst for maths.

M Worgess, Gainsborough Primary, Newham

LbQ was used in an after school extra help session. The pupil had specifically requested extra help with percentages. I had used this before with a class and repeated for one pupil who wanted to go over it again.

R O’Doherty, Bowland High, Lancashire

I use this in my after-school booster sessions. I don’t have to find or photocopy any questions or complete extra Flipcharts. I choose an area that the children need to revise, and then they complete the Question Set for this area with my support.

C Marable, South Grove Primary, Walthamstow

This Question Set (Y6 Calculate Percentages of Amounts) was used with a small group of after school pupil premium pupils, who used it to reinforce teaching and build confidence.

R O’Doherty, Bowland High, Lancashire



18. HOLIDAYS

18.1

Want to save time during the holidays?

You have saved me a lot of time planning for this Question Set (Year 1–6 Prefix Revision). As this was completed during an Easter booster, it has saved me a lot of time marking and planning during my holiday time.

C Marable, South Grove, Walthamstow

Literature

Reading



19. STAFF MEETINGS AND PPA

19.1

Do you need to deliver a CPD on Maths Mastery?

Use a Question Set during staff meetings.

D McEvoy, Belfast

19.2

Are you struggling for time in PPA?

Find resources on LbQ, then use the planner to add them to each day.

P May, Blackpool

Use the planner and allocate Question Sets to the day you will be using them.

J Sensi, Godwin Primary, Newham

19.3

Do you repeatedly use the same Question Set?

Click on the star icon to add the Question Set to your favourites.

P May, Blackpool

20. SAVING TIME

20.1

Printer out of paper?

I ran the Question Set “Year 5/6 Reading Skills: Inference (The Adventures of Pinocchio)”. It saved a lot of time photocopying! The questions, the set text and some beautiful pictures were delivered straight into the hands of the pupils – no messing.

C Marable, South Grove Primary, Waltham Forest

I think these activities are good for consolidation as they are graphical without having to waste lots of paper, so children get quick and efficient practise in ‘practical’ maths. I use them as quick refreshers

or consolidation activities to break up the learning.

Sometimes though, the children don’t want to stop! It opens up lots of discussion points.

S Toman, Hackney

20.2

Printer out of ink?

By not having to print or photocopy, I saved time, paper and money. I probably would have photocopied a lot of sheets for this topic (fronted adverbials), and children wouldn’t have been as engaged as they were when they used LbQ.

F Heppenstall, Barnacre Road Primary, Longridge

