

CASE STUDY- Bob Duffin and Multi-Step Maths

JELLY JAMES BRINGS “AMAZING” RESULTS IN TIMES TABLES

“It was just phenomenal – the improvement was amazing.” This is how Bob Duffin, a year 6 teacher at Shaftesbury primary school in Dorset, describes a four-week trial using JellyJames’s Multi-Step Maths On-Line software.

Multi-Step Maths in the Classroom

For the trial, Bob divided his class of 28 year 6 pupils into two groups of 14. For two weeks, the first group spent 10 minutes a day using the Times Table software, while the second group acted as a control. For the second two weeks, the second group also spent 10 minutes a day using the software, while the first group acted as a control. At the end of each fortnight, Bob measured what the children had achieved.

After the first two weeks, Bob noticed remarkable results. Before using the JellyJames software, the class had been underachieving – many children, says Bob, had difficulty with times tables, particularly the seven and eight times tables. Every single child showed an improvement. The improvement in accuracy was particularly marked for the special needs children, but the average ability children also had very good results. The highest ability children, most of whom were already good at their times

tables, showed significant improvements in speed.

Measuring Progress and Improvement

At the end of the second two weeks, Bob found similar results with the second group. Meanwhile, the first group had retained what they had learnt. On average, the class had showed an average improvement in accuracy of 10% (20% for the special needs children) and an improvement in speed of 35%.

Shaftesbury’s headteacher, Evelyn Donnelly, has also been impressed. “Our biggest joy is that it’s given confidence,” she says. “The children are retaining the information and using it with clarity in other situations. Even the special needs children have retained it brilliantly.”

Multi-Step Maths On-Line

The JellyJames Multi-Step Maths Online software is aimed at primary school children from year 1 to year 6. Underpinned by Assessment for Learning (AfL) principles, it enables teachers to assess the competency of each child instantly. Children get immediate feedback from the software on their performance, while the teacher is able to see, from his or her own computer, how each child is doing. The teacher can then import all the results into an Excel spreadsheet to monitor improvement.

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“Because the results were immediate, you could address the difficulties the children were experiencing. It gives a great lever to the next stage of learning,” says Evelyn.

All the maths topics in Multi-Step Maths On-Line are mapped precisely to the requirements of the National Curriculum. Each topic reinforces classroom learning but without the mundane paperwork, administration or marking. It enables the classroom teacher to have a personalised approach that tailors feedback to the need of each individual child. For Bob, the great appeal of the JellyJames software is its simplicity: “It’s not fussy or whizzy – it just does the job.”

Evelyn is now planning to adopt other elements of the Multi-Step Maths On-Line software throughout the school. “One of the successes is knowing the stages of progress of children’s learning,” she points out. “It’s a worthwhile investment because it’s something you can use and reuse. It won’t be a one-off thing.”

To find out more about JellyJames software, or to talk to Evelyn Donnelly or Bob Duffin, please telephone Rachel Smith on 020 3113 2066 or send an email to: rsmith@jellyjames.co.uk.

About JellyJames: JellyJames (www.jellyjames.co.uk) is a Middlesex-based company that provides e-assessment and e-skills software to support the National Curriculum in primary and secondary schools.