

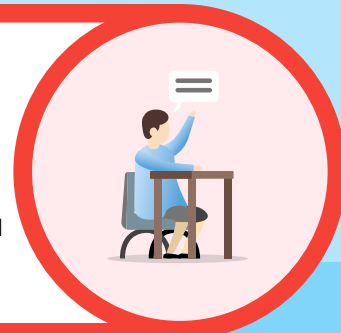
PROMOTING HIGH QUALITY TALK IN MATHEMATICS

Evidence indicates that high-quality talk can play an important role in supporting learning. This is reflected in multiple recommendations across the EEF's 'Improving Mathematics in the Early Years and Key Stage 1' and 'Improving Mathematics in Key Stages 2 and 3' guidance reports. The 'TOLD' acronym summarises four key principles for encouraging productive talk in mathematics lessons.

TAKE PART

To ensure that all pupils participate in high quality talk, we need to encourage engagement and support the development of listening skills where needed.

This can be achieved by directly inviting contributions from particular pupils. It may also be helpful to establish clear expectations around participation, and to prompt pupils' reflection on the participation of the group, and the quality of discussions.



OPPORTUNITIES

Encouraging children to work on shared problems and tasks can elicit collaboration and discussions around concepts, strategies and ideas. Using storybooks and games can also provide opportunities for rich mathematical discussions.

To maximise opportunities for learning, it is important to plan key questions and discussion points in advance. Open-ended questions such as 'How did you...?' or 'Why does this...?' are particularly helpful in gathering a range of possible responses from pupils.



LINKS

Support pupils to elaborate upon their own responses, and those of their peers.

Helpful questions to encourage pupils to make links between responses include:

- 'Can you tell me a bit more about...?'
- 'Can you give me an example to illustrate your point here?'
- 'Who can build on what has been said here?'



DEBATE:

Allow pupils to share and explain contrasting opinions and viewpoints.

Teachers can promote debate by:

- Prompting pupils to debate whether key statements are true, false, or sometimes true.
- Providing worked examples to encourage pupils to compare and contrast multiple approaches and strategies.



Further information and guidance can be found in the EEF's 'Improving Mathematics in the Early Years and Key Stage 1' and the 'Improving Mathematics in Key Stages 2 and 3' guidance reports.



eef.li/early-maths



eef.li/maths-ks2-ks3