### Outline of project

The ‘problem’ the pupils had to solve was to plan a holiday, an authentic context for the pupils. In groups, the pupils had to ‘book’ a holiday for two adults and two children with certain criteria given. The outcome of the project would be a presentation to ‘sell’ their holiday and an option to produce a holiday brochure.

### What did we want to find out?

**Aim:** to develop pupil resilience by using strategies such as ‘stop, start, go’, group work, ‘think, pair share’ pupils involved in success criteria, scaffolding, independent learning.

**Sub-Aim:** to develop pupil skills such as problem solving, numeracy, literacy, digital competency, decision making, independence.

**Aim:** to develop teacher research skills by using strategies such as reading research articles, action research, using qualitative data.

**Sub-Aim:** to develop teacher pedagogical skills by the teacher becoming the facilitator and the reflective practitioner.

### What did we read?


### What did we do?

What did the pupils say?

**Qualitative Evidence: Class discussions, pupil self-evaluations**

- “In Maths we are planning holidays and we have to solve problems and decide what to choose. We have used weight, area, money, time and distance and decision – making skills.”
- “It’s fun booking our own holidays.”
- “I liked working in groups.”
- “I wanted to do the work as we decided the mark scheme.”
- “It was good as there were no wrong answers.”
- “I didn’t realise how much hard work was needed to book a holiday!”

- “Pupils were definitely more resilient and liked working in groups.”
- “As they were no ‘correct’ answers as such, the pupils were more confident in their own work and, as a result, pupil self- efficacy in Mathematics increased.”
- “Pupils enjoyed the lessons and ‘had fun’. They were definitely more resilient and liked working in groups.”
- “Other skills such as numeracy, literacy, digital competency together with teamwork, communication and organisation definitely developed.”
- “I enjoyed the facilitator role and also finding out pupils’ different skills. Less accountability and not being tied to a scheme of work were also advantages.”
- “Really interesting to see pupils ‘in a different light’.”
- “Impressed by pupil confidence and knowledge in the presentations.”
- “My child loved solving the problems.”
- “The pupils’ mathematical skills did progress in topics or concepts such as finance, time, exchange rates, budgeting but this was not as much as we would have hoped.”
- “They could identify with parents/guardians booking and planning holidays and enjoyed having the responsibility of doing this themselves.”

### What would we do differently next time?

- We could use a lesson study approach to observations as an added research method to enable us to analyse our research in more depth.
- We would plan it as part of the scheme of work by covering certain topics. There was a need to focus the pupils more on the actual maths involved.
- We would use mixed ability pupil groups to see if the interaction between the higher and lower attainers had an effect on resilience.
- Smaller groups and specific responsibilities would aid individual responsibility and independent learning.
- Booking computer rooms would aid pupil research.
- The presentations were really good, pupils developed their confidence and oracy skills. Producing a poster/brochure in addition to this could enhance pupils’ written literacy

### Qualitative Evidence: Minutes in meetings, discussions with the

- We would use mixed ability pupil groups to see if the interaction between the higher and lower attainers had an effect on resilience.
- Smaller groups and specific responsibilities would aid individual responsibility and independent learning.
- Booking computer rooms would aid pupil research.
- The presentations were really good, pupils developed their confidence and oracy skills. Producing a poster/brochure in addition to this could enhance pupils’ written literacy.

### What did we read?