

Case study: Developing mathematical skills and digital literacy at Wellington College International Shanghai

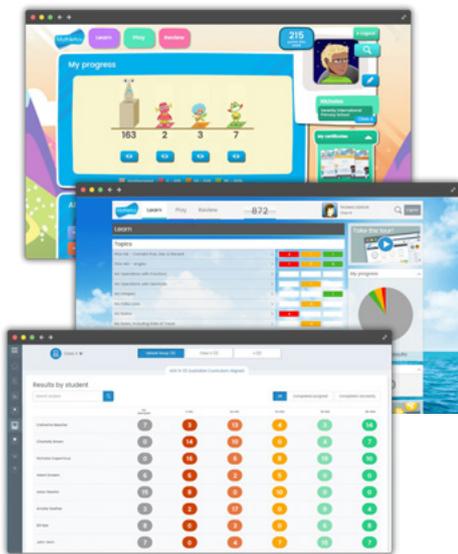


WELLINGTON COLLEGE
INTERNATIONAL
SHANGHAI

In 2017, Wellington College International Shanghai started their subscription to Mathletics, an online learning program for mathematics which is aligned to international curriculum standards. Mathletics is helping to prepare students for the future by developing foundational mathematics and digital literacy skills from the Pre-Prep stage through to senior school.

Wellington College International Shanghai is a leading independent, co-educational school established in 2014 that is fast developing a reputation for excellence. It is a sister school to the prestigious Wellington College in the United Kingdom and follows the National Curriculum of England. Its core values are to inspire students to become independent, well-rounded learners and achieve academic success.

Jessica Anderson, the school's Maths Coordinator and a KS1 teacher, has been using Mathletics for the past five years across different schools. One of the greatest benefits she has noticed at Wellington College International is that Mathletics has helped foster student-driven learning in their classroom from a young age. "It's creating an independent learning environment where the students take responsibility for their own learning," said Anderson. "Children develop responsibility by completing and revising things done in class without too much teacher influence."



One of the primary outcomes Wellington College International aimed to achieve with Mathletics was to save teachers' time, reducing their marking workload by setting tasks for their students online. Mathletics provides students and teachers with a wealth of online and offline resources, including a library of eBooks, videos, interactives and powerful reporting tools. As an environmentally-aware school, they welcomed the paperless nature of the program, which has helped reduce the school's impact on the environment.

The teachers at Wellington College have also found that completing their homework online makes it easier for students as they can sign in and access Mathletics from any computer or tablet device. "In the Pre-Prep school it gives students the opportunity to develop fine motor skills that they may not normally develop until later on in their schooling," said Anderson. This includes activities such as logging in, using the search function to find activities, resources and to access help, and using a touchscreen on an iPad or mouse control when using computers. Instilling technology skills from a young age helps to prepare the students for a digital future.

The school has noticed a strong positive response towards Mathletics from both parents and students, who find the program to be a captivating way of learning and revising their knowledge.

"What Mathletics has done is increase the children's confidence in maths and they enjoy completing homework assignments and earning certificates," said Anderson. "The majority of parents like Mathletics as their children are more willing to complete homework tasks."

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So far, the students have attempted 9,000 activities and have earned more than one million course points in Mathletics. On average, each student completes 2.4 activities per week. Many of these are teacher-assigned tasks, which reinforce the concepts they learn in their lessons. To supplement their learning, many of the students also play Live Mathletics, a 60 second, real-time race where students challenge others around the world to build mathematical fluency. “The majority of children love Mathletics and the competitive aspect of Live Mathletics,” said Anderson. “Some teachers use Mathletics in the classroom and the children enjoy competing against their class mates using Live Mathletics.”

For the teachers at Wellington College International, the greatest benefit they have gained has been the amount of time they save. The teachers no longer need to source appropriate, curriculum-aligned worksheets for their students or mark the completed work. They schedule assignments in advance and the activities are marked automatically, with the results immediately visible to teachers and students.

“It shows student progression and we can reassign tasks that children have found difficult doing independently,” said Anderson. “Teachers can see where children need more practice and can facilitate learning in these areas.” The teachers are able to focus their time on teaching in the classroom, and monitoring student progress to make sure every learner is achieving their goals.

The implementation of Mathletics at Wellington College International has successfully developed the students’ maths knowledge while building digital literacy skills to prepare students for the future. The teachers are looking forward to integrating Mathletics further in their classroom and making greater use of the wealth of online and offline resources to achieve even greater student progress.



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Jessica Anderson, Maths Coordinator

Mathletics Benefits: Of teachers surveyed...

100%

feel it supports curriculum outcomes.

86%

feel it meets the needs of all the diverse learning in their classroom.

75%

feel it saves them time – reducing time for planning, sourcing materials and marking.

