

## **Classroom dialogue and student attainment: what really matters for primary school mathematics**

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Dialogue is ubiquitous during primary school teaching, but does its form matter as regards student attainment? If dialogue does matter, do the same forms prove productive during teacher-student/s interaction and during group work amongst students? These are the issues that the presenter and her colleagues have been researching for over 30 years, and that will provide the focus for her talk. The talk will start by outlining general principles of productive dialogue that seem to apply regardless of school discipline, and then show how these principles apply with mathematics. Reference will be made to research whose topics range from elementary addition to rational number, and whose attainment measures cover curriculum-wide national assessments as well as topic-focused tests. The talk will conclude with some practical suggestions for strategies teachers might use to foster productive dialogue in their classrooms.