

Does your child struggle with Maths? Mine did, and my experience of helping them get their confidence back led me to develop a whole new approach for helping students at Key Stage 3 Maths, and beyond.

I have two children, and both had their issues with Maths at secondary school. One was very confident and able, but got bored easily. The other was very able, but completely lost her confidence in Maths. My experience with both taught me a lot about how children are taught Maths and gave me a lot of ideas too of how I could help support teachers.

Consolidating Learning

I had a lot of respect for my children's teachers, but it was clear they were operating under impossible pressures – both in timetabling and expectation. There simply wasn't the opportunity to cover topics in enough depth to ensure understanding, or to revisit them to ensure nothing got forgotten.

I got involved in assisting both my children at this stage. Thankfully with my maths background and real-world application of it in the consulting sector I was able to help. My approach of compiling mixed topic exercises and my children doing them regularly yielded promising results.

The more I looked into the problem the more I discovered my children weren't isolated cases. In fact many children were struggling with exactly the same issues. It was from there that the idea for JD Booster grew, taking five years of work to get to the finished product you see today.



Making Maths Relevant

That element of applying Maths to the real world was, and still is, very important to me. I have spent over 20 years consulting at some of the world's biggest organisations to help them apply the same problem solving skills that I learnt from Mathematics.

That experience and managing vast complex projects at these global organisations prepared me well for the huge task that lay ahead of me with creating JD Booster Maths. To devise a complete structure, that left no part of the curriculum out and allowed every student to practice and strengthen their mathematical skills.

A Fresh Approach

I decided to make the questions in these workbooks completely mixed, rather than organised by topic or approach. I felt that while the topic based approach was appropriate for a school, there was always a risk that a child would just learn to mechanically apply the formula or follow examples. Keeping the questions mixed would keep the children guessing, so they had to understand the why as well as the what.

I knew as well that we would need strong assessment to make sure learning was really taking place. So I developed pre and post level assessments, as well as an online analysis tool, to make sure that at every stage teachers, tutors and parents could see how well the children were doing and what stage they were at.

Finally, after having employed the technique successfully myself, on both my own and other children, I recognised we would need to provide training and support to help others have the same impact.

JD Booster Gets Real Results

Which leaves us where we are today, with JD Booster an exciting new teaching strategy to help young people overcome the difficulties faced in Key Stage 3 Maths. I can tell you that it works – I've even used it on my own children, both have gone on to doing degrees at UK's top universities.

If you would like to find out more please call me on 01923 820025 or visit our website www.jdbooster.com

Best Wishes

Jay Jobanputra