



## 1 School background

Brooklands Primary School is a large school (450 pupils) in Long Eaton, which is predominantly White British. It has its own nursery and a two form entry. The school has been developed greatly since the current Headteacher started in 2015, and was graded as 'Good' in the most recent Ofsted inspection (July 2016) after being 'Requires Improvement'. Brooklands is now a member of the Challenge Partners Network of Excellence, a national school improvement network, with the aim to help the school achieve its vision of becoming 'Outstanding'.

## 2 What I hoped to achieve?

At the beginning of the project, I hoped to improve the mathematical understanding of the four children involved in the intervention, by helping them achieve self-confidence and self-belief in themselves. All children were working below ARE and had gaps in their knowledge and understanding, which needed bridging before they could continue with their learning.

## 3 Characteristics of the children in intervention groups in my school

1 – A very nervous girl, who was scared of getting anything wrong in her own work. She would never participate in class discussion and I would never ask her to, as I knew that it would have a negative effect. She was nervous of writing anything in her book in case she wrote the wrong answer.

2 – A boy who had gaps in his learning due to attending a number of different schools (he started ours in January). He thought that he had the correct answer all the time (although he had no idea how he came to that answer) and was very bemused when he realised he wasn't right (and would try to argue his case!)

3 – A quiet, reserved boy who was reluctant to join in, but would sit and listen during class discussions. He wouldn't ask for help and wouldn't accept help willingly. He had more maths knowledge than the others, but lacked confidence and had no backing at home to consolidate his learning.

4 – A child who again is lacking confidence, but has the ability to do more in the lessons. His attendance (72%) inhibits his learning greatly, as he has just about mastered concepts, then is off school and forgets them.

## 4 What I did in the pre-teach group

The pre-teach sessions took place on a Tuesday, Wednesday and Thursday. The maths lesson started at 10am, then assembly was 10.30-10.45am, which is when the intervention took place. The group was always the four children, but others could join the session if they felt they needed more help/needed to address misconceptions. The children would then have playtime and come back into class at 11am for the second half hour of their maths lesson.

The session would firstly address any misconceptions that the children had from the first half of the session (which had been identified by the TLA or myself during that time). Once these were addressed, we would look at more examples of the type of fluency we were doing and work through them together (starting with easier examples to build on their confidence). The children would then work in pairs, then individually to work out the answers.

## 5 Impact on children

The children's confidence has definitely improved (2,3 and 4 more so than 1). They said that they have enjoyed the intervention time as they're less worried about getting things wrong when it's just them. They see that the intervention is helping them not just with their maths, but also with their confidence. 3 and 4 are now working within ARE. All children have made improvements in the end of term WRM Arithmetic and Reasoning tests:

1 - May 6/20 (Arithmetic), 4/30 (Reasoning), 10/50 (overall). July - 7/20 (Arithmetic), 12/40 (Reasoning) 19/60 (overall).

2 - May 7/20 (Arithmetic), 5/30 (Reasoning), 12/50 (overall). July - 9/20 (Arithmetic), 8/40 (Reasoning) 17/60 (overall)

3 - May 9/20 (Arithmetic), 7/30 (Reasoning), 16/50 (overall). July 10/20 (Arithmetic), 15/40 (Reasoning), 25/60 (overall)

4 - May - 11/20 (Arithmetic), 7/30 (Reasoning), 18/50 (overall). July 6/20 (Arithmetic), 12/40 (Reasoning), 18/60 (WRM overall)

## 6 Advice for other teachers or schools

- Have the intervention time timetabled into the school day, so that it's always done.
- Teach children from your own class during the intervention as you know the children and have planned the lesson.

