



## 1 School background

Cavendish Close Infants and Nursery School is located in Derby City Centre. We are a large infants school, consisting of three classes per year group with approximately 320 pupils on role. Our children are predominately White-British with around 1/3 of a class being Pupil Premium.

## 2 What I hoped to achieve?

My overall aim is for all children to feel happy and confident in all lessons across the curriculum. I believe learning should be without limits and is tailored so all children can achieve. Attitude to learning and in particular a negative attitude can be difficult to alter. Generally, as a KS1 teacher most children in my class are eager and keen to learn. However, how children perceive themselves as learners is key. If a child portrays themselves as being less able at maths than their peers then their attitude and willingness to learn is already at a disadvantage. Attainment was not at the forefront of my mind as my selection of children was those who would eventually reach the expected standard.

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

A range of children were picked to be part of the intervention but they all had one thing in common, that they were not often part of teacher-led interventions. They were thrilled to be picked and already saw themselves as important. The children were not deemed as my 'lower-attainers' in my class but they definitely showed gaps and required a boost or more time to complete tasks. The children generally did not hugely engage with maths prior and they were not forthcoming with sharing their answers or ideas during an input. Confidence and engagement levels were generally lower than their peers.

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

The pre-teach was structured as follows: a group of 6 children who were not specifically my 'lower-attainers'. I selected the children whose attitude and perception of themselves as mathematicians were negative and confidence and engagement levels were fairly low. My aim was to pre-teach 3 times a week during assembly, however this was not always achieved due to a busy school environment. The intervention was led by myself but I think looking forward it could be a responsibility that I could share with my TA, relying on the intervention being well-planned. A range of subject content was covered, it depended entirely on what we were looking at that week. In some cases, we just revisited a range of things taught e.g simple addition and counting in 2s, 5s and 10s. This was to show that the children are able to use what they already know and to apply it to anything we might be learning about. As confidence was a key point with these children it was important to show them that they are good mathematicians and they know more than what they give themselves credit for.

## 5 Impact on children

Instantly, there was a noticeable shift in the pre-teacher children's attitudes during maths. After the first session, they seemed more engaged and there was not that look of sheer fear when their name was pulled out on a lollypop stick. When in conversation with the children they were able to verbalise how much happier they felt in maths lessons because they knew what to expect. As stated prior, the attainment was not my priority for these children but their confidence has flourished and it is remarkable how a short 15 minute session can have such a large impact. The children viewed themselves as experts and they were able to support their peers which was not always the case in Maths lessons.

## 6 Advice for other teachers or schools

In order for the intervention to be as successful as it can be I would advise that it needs to be carefully planned in, in terms of when it is able to take place. Time will always be a barrier in school but as long as it is given high priority to take place it will be highly beneficial. In my own experience, I would have liked to have been more consistent with the intervention and not allowing other things to take priority. Ensure that what you are trying to do is achievable, do not over plan or resource as this is not something that can be easily maintained in the busy life of a teacher.

