



1 School background

Heathlands Primary School is predominantly white British school. It is one form entry and children enter foundation stage at 30/40% ARE and are quite weak. Each year group has to chip away at progress to reach expected standards by the end of KS2.

2 What I hoped to achieve?

Within school, maths results have increased across each year group through focussed support and interventions tailored to the individual needs of the children. The new curriculum has increased the level of understanding that children need to achieve in maths and the lower middle ability children are struggling to gain ARE. New ways of enabling these children to gain a better understanding would be of benefit and in ways that would work with fewer teaching assistants across school next year.

A lot of children still view maths as a difficult subject and there are lots of gaps in their understanding due to the amount of objectives that need to be covered within each year group. Pre teach would hopefully be a quick way to fill those gaps that teachers could take more control of.

3 Characteristics of the children in interventions groups in my school

Some of the year 2 children chosen were just below ARE and so I was hoping to help fill any gaps in learning through pre teach in order to bring them in line with their peers. A couple of other children were well below ARE and with these I hoped to boost confidence and enjoyment so that they would join in more and not dislike the subject. These children never answered questions in class and were very reluctant to join in.

4 What I did in the pre-teach group

The pre teach sessions were organised twice a week with a group of 5 children. They were conducted mostly during KS1 assembly times or sometimes in the afternoons. The sessions that took place during the assembly times were most successful as they were only 30 mins prior to the actual maths lesson, after a short playtime. Any pre teach lessons in the afternoon were the day before and with younger children this was sometimes too far in advance for them to remember elements that had been discussed for the next day.

Within the pre teach groups I included a range of contents from practicing pre-knowledge, discussing vocabulary, revision of how to use concrete and pictorial (to solve the problem), understanding the context of an Nrich style question and discussing any possible misconceptions. During all of the sessions, I taught and supported the children. In parts of the lessons they worked collaboratively with each other to discuss and reason their answers, whilst I monitored them.

As a teacher I have needed to pre-empt the misconceptions that may arise before each lesson and re assess which basic foundations they would need to tackle the problems.

5 Impact on children

First of all, one of my children was baselined at Y1 Entering+ in May. Her depth of understanding, confidence, enthusiasm and behavior was quite low in all of the lessons up until May. From my observations of her after the pre teach sessions started she joined in for the first time and tried to answer some of the questions. She wasn't worried about making a mistake and feeling out of place. Her pupil questionnaire stated that she was embarrassed to answer questions and always felt worried during maths lessons.

Another child baselined at Y2 Entering+ in May overachieved on his target and reached Y2 secure/ARE in July in line with his peers. This child showed overall more enthusiasm across the board.

For the rest of the children (3 left) it gave them greater confidence overall and filled the gaps that they needed to solve a problem that were somehow holding them back to achieve ARE. They answered their questionnaires more positively second time and said that they had really enjoyed the sessions as a small group working together with the teacher.

6 Advice for other teachers or schools

It worked better for children if they did the pre teach on the same day as the lesson. 15 minute slots were just enough time to cover what was needed without losing the concentration of the KS1 children and carrying on for too long.

Taking elements of what the children would need beforehand and knowing the children well from key questioning during lessons.

