



## 1 School background

- Predominantly white british
- Only one child with EAL in school
- Low/average pupil premium numbers
- Infant school with 150 on roll
- Mixed and pure year group classes
- Small town school

## 2 What I hoped to achieve?

- Improve confidence and attainment in maths
- Improve deeper thinking
- To give the children a better chance at fully participating in maths lessons.
- Overcoming barriers to learning

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

- 5 children, 2 boys & 3 girls ( no EAL or SEN)
- The children easily got confused in class and struggled to stay focused.
- They were not very willing to think how to find the answer etc – If they didn't instantly know they answer, they just gave up.
- They didn't offer answers or ideas on the carpet/whole class discussions.
- Low confidence
- They worried about making mistakes or getting it wrong.

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

- The pre-teach sessions took place approx. twice a week, and we did it as a group each time. They mostly happened in the afternoon during assembly time.
- I taught the children 'hooks' and stem sentences to help them remember e.g. left/right, clockwise/anticlockwise. This was because this basic knowledge was preventing them from fully accessing maths lessons.
- I provided practical activities & resources in all sessions – no recording.
- Some of the children struggled to remember e.g. left/right,  $\frac{1}{2}$  &  $\frac{1}{4}$  turns to begin with and needed a lot of overlearning and repetition. Once they remembered these concepts they then struggled to use them together e.g.  $\frac{1}{2}$  turn clockwise, and they made unnecessary mistakes. The children needed to slow their thinking down and actually think about what to do before rushing into moving.

## 5 Impact on children

- *4 children didn't participate during whole class sessions, 1 child gave random answers that she did not think about at all – she just rushed to say something.*
- *Most children kept requesting help before the pre-teach sessions, by the end they were working independently in class.*
- *2 children – improved results from a high Y1 emerging to Y1 developing. Therefore they made great progress but remain below ARE*
- *3 children – greatly improved results from high Y1 emerging to Y1 secure+. Therefore they made accelerated progress and are above ARE.*
- *The children have repeatedly asked me for more pre-teach sessions.*
- *They enjoyed the sessions, and were visibly more happy/comfortable in maths lessons.*

## 6 Advice for other teachers or schools

What worked?

- Short, concise, practical sessions.

What could've worked better?

- Not having regular timetabled sessions.

What I would do differently?

- Try to timetable regular sessions to enable better planning by me.

Any specific guidance?

- In Y1 you can't simplify concepts in many ways. Therefore maybe a list of possible misconceptions and ways to address them.

