



1 School background

Approx 210 pupils.

Lower than average pupil premium funding

Lower than average number of SEN children

Majority of pupils are White British

The school attains well in both KS1 and KS2 SATs with scores consistently above the national average. The school has been following a mastery approach for 3 years although this is constantly evolving to meet the needs of the pupils.

2 What I hoped to achieve?

The greatest issue that we found when we adopted teaching for mastery was our lower attaining pupils. Some children who were slightly behind Age Related Expectations saw a confidence increase through this approach and caught up. Others have constantly lagged behind as we have not been able to close the gaps. Instead, we have brought in intervention such as 1st class at Number which takes children out of their afternoon lessons to do more maths. I hoped through pre-teach we could give children that jump start to make the required progress within the normal lessons.

3 Characteristics of the children in intervention groups in my school

We opted to send four children to the pre-teach group as 'regulars' although would invite others when we noticed small gaps in their understanding of a particular topic.

The four 'regulars' were working below A.R.E. One was 3 steps behind according to our tracking system while 2 were 2 steps behind. The fourth child was 10 steps behind – whilst we didn't believe the intervention would bring her up to A.R.E, we had hoped it would give her more confidence in class. All children were well behaved although one demonstrated poor learning behaviours in maths and English lessons

4 What I did in the pre-teach group

How were the pre-teach sessions organized and structured? One-to-one? Small group sessions?

Sessions were run as a small group with our four regulars, however some sessions increased to a maximum of 8 when others were invited in for a particular topic.

When and how often did they take place?

They took place whenever we had an assembly and I wasn't busy. We aimed for three a week although more often than not only managed two. They took place in the morning and were followed by break and then the maths lesson.

What sorts of contents did you cover – what was going to be in the lesson, or pre-knowledge, or something else?

This was very much dependent on the needs of the children. Sometimes we investigated the language and created 'cheat sheets' to remind us in the lesson what the different terms meant. Sometimes they were skills based and were around how best to manipulate resources or brush up on our calculations/procedural skills.

Did you teach the children? Or did they work through tasks on their own or collaboratively, but with your support?

Again, this differed from session to session. Usually, we would have an anchor task for children to work through on their own. Then we would break down what they did and whether it was successful. Each child would leave with a prompt/reminder (which the children called a 'cheat sheet') that they could use in lesson. These would be created by each child and would often be in the form of bullet point notes on either terminology or a particular procedure.

5 Impact on children

We found that for our four 'regulars' the sessions had a notable impact on confidence and enthusiasm within the lessons. Only one of the four did not show obvious improvements in these – although when spoken to did say that she felt more confident. There were also improvements made in the learning behaviour of our one child who previously would 'switch off' in class. The child knew that they would be asked a question at some point in the lesson on what we had covered in the pre-teach so was much more focused and determined to get it right and look smart in front of their peers. In their questionnaire they commented how they are happy that their friends now see them as smart.

We did not remark any significant improvements in children's attainment levels. One child did make better than expected progress although this was more to do with working through topics that they hadn't previously covered so made great gains on our assessment tracker. Personally I do believe that the children were beginning to get better and will begin to show that accelerated progress when we commence pre-teaching for number and place value in September 2018.

The greatest success that we had with our pre-teach was with regards to the children who were invited into specific sessions. These were children who were assessed as at A.R.E but perhaps had gaps in particular topics. These children were very receptive and appreciative of the chance to take part in a pre-teach and made the gains required of them throughout the topic. They were recorded as saying, 'The sessions gave me chance to ask questions I was too scared to in class,' and 'I finally understood in 15 minutes what I didn't get in the whole week last year.'

6 Advice for other teachers or schools

What worked?

The highlight for us was the small, immediate improvements in those children who were invited for specific sessions. Of the regulars, the improvement in confidence and participation in class should allow us to make better progress in future.

What didn't work?

The biggest issue would have to be our child who was so far behind A.R.E. This child did claim to have improved their confidence although they required that much personalised support that it took time away from the other children in the group. In future we will look into how we can give her a separate 1-1 session.

What would you do differently?

I am pleased with how we have worked it so far. The only thing I would change is the time of the year that we began as things such as SATs tests and residential have had an impact on how many sessions we have been able to run. Hopefully this will sort itself out in September.

