## 1 School background

The school is an average-sized primary school – 204 pupils. One form entry.
A high proportion of children come from out of catchment.

| | | |
|---|---|---|
| EAL = 6% | PP = 14% | FSM = 4% |
| BEM = 24% | SEN = 13% | |

The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
The current headteacher has been in post since September 2012.

## 2 What I hoped to achieve?

For chosen children to feel more confident about maths, ore confident to get involved in class disucssions, be able to work on and towards the more challneging tasks within the lesson.

Being part of the Mastery Maths Hub group has also allowed us to build on the implementation of a new lesson design and way of planning and delivering maths across school.

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

Children chosen were those below ARE but had the potential to reach ARE. These children also had low confidence, would always pick the 'easiest' tasks and not challenge themselves further due to low self belief.
They would not get involved in class discussions and if were randomly picked they would not be confident to give it a go or in some situations, it was clear they had not listen to all of the lesson.

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

Pre-teach sessions took place in assembly times by the class teacher. On a regular week, pre-teach sessions would happen 2/3 times a week. Pre-teach sessions happened on the same day and children also had break time after their session prior to the maths lesson. Pre-teach sessions included 4 identified children but could include other children that may benefit – identified from previous lessons.

Content covered in pre-teach sessions was based on the core parts of the teaching that children needed to know. Some sessions worked on methods/strategies that should be embedded but weren't as the children weren't ARE. An example of a pre-teach session for a percentage lesson (finding percentages of amounts) involved making sure that they could find 10% by dividing different amounts by 10. Dividing by 10 was a topic already taught but the 4 children weren't secure in place value to understand when working with decimals. We spent the 15 minute session discussing why we divided by 10 to find 10 and completed some examples. Within the main maths lesson, this allowed the children to have the 10% understanding and could then use this knowledge to find 5%, 2%, 1% etc. The children got involved in more discussions in class, were confident to share thoughts and ideas if picked randomly and their work showed that they were able to challenge themselves more and work on more problem solving tasks.

## 5 Impact on children

All children felt more confident in some or all maths lessons. All children said that the pre-teach had enabled them to get involved in more class discussions and had more belief in themselves.
One child had completely changed her mind set on maths and 'loves learning about maths'. This has also been because of the schools involvement in the Mastery Math Hub project.
At Easter these children were all working towards ARE. Using our assessment system, one child made the expected 2 steps progress (2 steps each term) by the end of year and the other 3 made 3 steps (accelerated progress).
End of year assessments showed that 2 children are now ARE, with the one child even reaching Greater Depth (just), however teacher assessment judged as ARE. One other child is only a half a term behind.

## 6 Advice for other teachers or schools

This intervention, more than anything else, gave children more confidence to take part in class discussions, be less fearful of getting this wrong and allowed children to progress through challenges more rapidly. Attainment and progress has been accelerated for some children. If you have children who lack confidence or you would like to be more engaged in class discussions then pre-teach really is a positive intervention. Careful planning regarding time and timetabling needs to be considered so that is does happen.