



1 School background

Allenton Community Primary School is located in Derby city centre. It is a two-form entry school with approximately 400 children who attend. There is a high percentage of both pupil premium and EAL within the school with children often coming from disadvantaged backgrounds. There is also a large proportion of children who begin school below age-related expectation which means children are expected to make accelerated progress so they are working in line with the national average

2 What I hoped to achieve?

For the children I worked with, interventions post-lesson did not seem to be successful. I wanted to find an alternative way of intervening and giving scaffold and support without the children feeling like they were 'catching up'.

I wanted to find a way for the children in my group to enjoy maths and improve their confidence.

3 Characteristics of the children in interventions groups in my school

I teach 12 children who find maths more challenging and are working below age-related expectation. There are two children who are on the SEN register with MLD and social-emotional needs. Previously to this academic year, a few of the children in the class were often out of class for behavioural support. Their behaviour has improved dramatically over the past year, however, they still require support.

All of the children in the group felt demoralised and had little confidence in their mathematical abilities. They were very passive in maths lesson and were not keen to participate for fear of getting things wrong.

4 What I did in the pre-teach group

Six children were originally chosen to attend the pre-teach session (this extended out to all children in class once a few sessions has been completed). The sessions happened within assembly time on a Monday, Wednesday and Friday. They were roughly 20 minute sessions starting after break time. The maths lesson happened straight after the pre-teach once assembly had finished. The sessions happened inconsistently throughout the trial period – if assemblies did not happen, the pre-teach could not go ahead. I focused on vocabulary to expose the children to words which were going to come up in the lesson. I found that going 'back to basics' was the most efficient method in order to ensure that the sessions did not become too complicated. For example, when the objective of a lesson was to find the volume of cubes and cuboids, I would do a pre-teach session reminding the children of the dimensions of 3-D shapes. We had shared discussions where the children would make notes on whiteboards which they could then use in their maths lesson. I also made videos which I uploaded to YouTube which would give them a visual and auditory guide. They could then watch this in the pre-teach session, we would have a discussion and then it would also be available to them in the maths lesson as well.

Example of YouTube video (Dimensions of a cube)
<https://www.youtube.com/watch?v=qh5J8PakKVM&t=14s>

5 Impact on children

When pre-teach sessions are undertaken, the level of engagement is very high. The children feel confident to participate and it improves their ability to work reciprocally. Their standard of work is much more detailed which means they can use their books as a revision aid.

The children were asked to complete a pupil voice questionnaire before pre-teach sessions began and their responses were negative, they all stated that they didn't feel confident or felt worried about doing maths. I gave them the same questionnaire after we had used pre-teach and the children's attitude and feelings of confidence was much more positive. One child stated, "I love pre-teach." This particular child feels much more confident when pre-teaching sessions take place. Six out of 12 children are now working at Stage 5 emerging (working towards). They are not working at age-related but that is huge personal progress for them.

6 Advice for other teachers or schools

Videos were a good resource to use and can be made quickly. They can then be used in the future and the children and parents can access them at home.

Giving all of the class the option to attend enabled all children to feel involved.

It was difficult to fit pre-teaching sessions in, especially if assemblies were cancelled. Also, the children always missed assemblies which means they were missing out on other aspects of their learning.

It would be more beneficial to have a pre-teach session every day before maths but there currently, the way the school's timetable works, there is not time for this to be done.

Pre-teaching sessions do not need to have a certain time limit. They can be 5 minutes or 20 minutes – it depends on the content being taught.

