



1 School background

A larger than average primary school (476 on role) set on a deprived housing estate in an ex-mining town in Nottinghamshire. We are a 2-form entry school with above average SEND and pupil premium. We are a mainly white British family school.

2 What I hoped to achieve?

I hope to find a different way in which to go about interventions as the current method of "back filling" knowledge appears inefficient and demoralising to the children involved in the interventions.

3 Characteristics of the children in interventions groups in my school

The children working in the intervention groups were working just under the ARE threshold but had the ability to be working at ARE with interventions.

Children included in this group were those whose confidence was more of a barrier to learning than their ability.

4 What I did in the pre-teach group

Children selected worked in small groups during assembly time before the actual lesson (or on the same day as the lesson). This took place, on average, twice a week. All focus children attended all sessions, even if I felt they were secure on that lesson's focus in order to further lift their confidence levels.

The content of the pre-teach intervention mainly focused on the skills needed to access the lesson and strategies to calculate these. When the focus of the lesson was particularly difficult or more abstract the contents of the lesson would be revealed to the children so they could have more time to digest the information (more thinking time). The interventions were taught by the class teacher rather than the support staff in order to give the intervention more gravitas and to build up deeper relationships with the children involved. In these groups the children were taught directly, followed by discussions and then the children would practice this on whiteboards.

5 Impact on children

All children showed improvement in their confidence levels and were much more active in the actual lesson. As a result the amount of work produced increased. The children's attention improved and the children found new concepts easier to grasp. The children's perception of themselves changed too. Before the interventions the children were worried about getting answers wrong in class which caused them stress which in turned acted as another barrier to their learning.

Following the interventions the children were much more confident and weren't afraid to make mistakes as they saw the importance of errors (we learn from mistakes).

6 Advice for other teachers or schools

The amount of time conducting interventions reduced as the children grasped the concept and completed their work independently during the actual lesson. The children's participation increased and the other children in the class listened carefully to their answers and explanations because they knew these children prior knowledge to the lesson and they might be giving away some very important information that only they knew. This gave the intervention children an amazing boost in their confidence. Knowing this, my advice would be to make a big fuss about these children being in a "preview group".

