



## 1 School background

Hady Primary School is in Chesterfield with 303 pupils. It is predominantly White British and has 8% children with English as a Second or Other Language, 10% SEND pupils and 28% of pupils are Disadvantaged.

## 2 What I hoped to achieve?

My aim was to improve the engagement, achievement and progress for a focus group of four children who had fallen behind in previous years and entered Year 6 at well below age related expectations and with a negative view of themselves and had low expectations of their own outcomes. I hoped to engage them in reflection about their own learning and about evaluating where their barriers to learning may lie. My aim was to use these discussions to set out both short and long-term goals which would enable them to have a sense of achievement and to develop their own level of confidence and improve their engagement. A common feature for all four of the children in the group was a lack of self-belief and lack of self-confidence and all expressed a feeling of having self-imposed pressure to achieve the answer correctly at first try. My aim was to significantly improve the children's mindset and attitude towards themselves as mathematicians.

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

The children selected for the pre-teach intervention group sessions were all lower attaining children who had fallen behind and were working at Year 3 ARE at the beginning of Year 6. A common feature of the group was disengagement with maths and a feeling of lack of their ability and lack of confidence. All four of the children chosen for the session were very insecure and expressed that they didn't like learning about fractions and didn't understand fractions.

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

The sessions were organized into short 10-15 minute sessions which took place 3-4 times per week. These were used to look at pre-requisite skills needed and to secure quality discussion around the concept being taught and a chance to practice skills. The sessions allowed the children to develop a greater more secure understanding and enable them to have the confidence to actively participate in the main maths lesson with a greater degree of accuracy and achievement. The content of the sessions included a focus upon teaching a range of aspects of fractions. Pre-teach skills needed to go back to basics and look at the concept of a fraction and how fractions link to a proportion of a whole. I worked to support the children and they were encouraged to work collaboratively, with maths discussion and explanation being a key part of the session. Resources included a wide range of visual representations, drawings and manipulatives.

## 5 Impact on children

Throughout the sessions the children complete their feedback sheets a points and all were able to share their feeling of growing self confidence in their engagement and their achievement. All children discussed how as they achieved and were becoming more accurate and able to work with a higher degree of fluency, then in turn their self-confidence improved. All the children in the session were able to share their learning with other in the main class sessions and were showing a significant improvement in their characteristics as learners in the maths lessons. Three of the four children within the group were able to achieve a scaled score of 100+ at KS2 SATS. Upon completion of the pre-teach sessions the children were asked to complete pupil voice questionnaires. These showed a very positive result and a shift in the children's self-confidence, self-belief and willingness to participate in maths lessons and maths investigations.

## 6 Advice for other teachers or schools

Having very specific short-term goals set out within the pre-teach sessions supported a shift in the children's engagement and achievement. Their confidence grew as a result of seeing their own success and then their positive engagement within the whole class teaching sessions. Planned opportunities for the pre-teach group to engage with supporting other children within the whole class session was a very successful way of ensuring their knowledge, skills and confidence grew.

