



1 School background

The school is situated in a village in Nottinghamshire. There are 135 students and the majority of classes are split aged groups. The pupils are predominately from a white British background and there are only a few children who receive free school meals.

2 What I hoped to achieve?

My main aim was to increase the engagement of the pupils in maths lessons. To increase confidence and willingness to 'have a go' at tasks and not be afraid to get answers wrong. I also wanted the children to experience success in lessons - to feel that they were capable at maths rather than failing and being part of a 'catch up' intervention group where they would have to repeat what they had already done in the main lesson.

3 Characteristics of the children in intervention groups in my school

The children chosen for this pre-teach intervention were working at just below ARE expectations and were a mixture of boys and girls. The children chosen were those that didn't really engage in lessons and rarely put up their hand to answer questions or were not willing to discuss or explain their thinking.

4 What I did in the pre-teach group

The pre-teach sessions involved working with a small group of 6 children twice a week. The sessions varied in content from introducing new vocabulary to pre and follow up activities that would support them with their next lesson or consolidate their understanding / knowledge. Some sessions focused purely on introducing them to the vocabulary that they would be introduced to in their next lesson – for example different types of lines. Following on from that, subsequent sessions focused on recalling information and applying this in a different context – for example recognising / naming different lines in 3D shapes. Some sessions were teacher led with structured questioning and others were partner/ group work where they were working collaboratively with each other with some adult support to recap learning.

All sessions enabled the children to explain their thinking. For example when working with money finding all possible ways to make a set amount of money. All sessions were linked to what would be in their next lesson but with a deliberate focus of not teaching the lesson itself. Most sessions took approximately 15 – 20 minutes. The sessions took place during an assembly time in the afternoon and the children were extremely enthusiastic about attending.

5 Impact on children

During the pre-teach sessions all children were fully engaged and enthusiastic and would ask each day if we would be working together. In the pre-teach sessions the children were willing to take risks and became more confident in expressing their thinking and answering questions without the fear of making mistakes. Misconceptions were addressed immediately which resulted in the children accessing the content of the main lesson. During the main math lessons, the children were more engaged; they listened more attentively and were able to explain things to others which boosted their self-esteem. One child said that they were less embarrassed to ask questions in the pre-teach group because there were less children therefore not everyone would think they were 'not good at maths'. Another child had said that they felt 'good' when they were able to support someone else in the classroom with maths. All children were much more willing to put their hand up. Over time the children's attitude and behavior clearly changed including their body language during lessons and in addition how they perceived themselves as mathematicians. This was a shift in attitude but it also increased their knowledge and understanding.

6 Advice for other teachers or schools

Short sessions worked really well as the children were able to concentrate thoroughly throughout. Having a small number of children enabled them to build relationships during paired work which meant they were comfortable with each other and more willing to take risks and make mistakes. It was useful to use a pupil voice proforma to find out how the children saw themselves as mathematicians or how they felt in math lessons prior to and after pre-teach to gain an insight as to how their attitude had changed after several sessions. The greatest challenge was finding a regular time to deliver the pre-teach sessions as there were quite a few occasions when the sessions could not take place due to other activities that were happening in the school.

For this intervention to be successful it needs to be timetabled into the week.

