We have to conversation

"Yes, this is an intervention. It's your curiosity... it's going to kill you if you don't stop."

15 . 01 . 2019

Intervention

Why am I speaking at you?

- SSIF course: Primary Mathematics Specialist Teacher Programme.
- Undertake a task with children to improve maths teaching/outcome
- I don't want to do something for the sake of doing it.
- When? Who? What?
- Assembly time
- Just below, AAR, BAR
- Pre or post intervention
- Post: not usually me, not much impact, sometimes too late
- Pre: I do it, I can judge learning, done it before successfully for reading.

Pre-Intervention

The idea behind pre-teaching is a really simple one: children who are less confident at maths and who may struggle with the concepts being taught, work in a small group with an adult immediately prior to the lesson, looking at the maths they are just about to cover.

The theory is that, when they start the lesson, they feel much more confident and are able to access the learning, which allows them to move along at the same pace as the rest of the class. The sessions we run usually last for around 20 minutes and they ideally need to take place just before the lesson begins. They are run a couple of times a week (usually during assembly time).

https://www.tes.com/news/struggling-mixed-attainment-maths-pre-teaching-answer

Who To Choose

- Think about the outcome needed for the lesson(s)
- Identify a small group of children that would benefit from extra input before the lesson
- Decide whether you want children who are above AR that you could challenge, children just below who would benefit from a pre-teach intervention or children who are below AR that need the extra practise.

What If I Chose The Wrong Children?

During that pre-teaching session, we get some clues about what might confuse other children in the class when the time came for the lesson.

For example, Tom could count in 5 and tens, but struggled to count in 25s or 50s. Using Tom's confusion, we can create an intervention for other children who struggle to do this by counting in 5 and 10s and then identifying the 25 and 50 times table for them to see a link. Any resources used can then be kept for future lessons.

If we're wrong, and the child would have been just fine without any pre-teaching, **we gave them a little extra boost!** This means they could possibly help other children who struggle in the lesson(s).

https://www.edweek.org/tm/articles/2015/05/18/why-i-prefer-pre-teaching-to-remediation-for.html

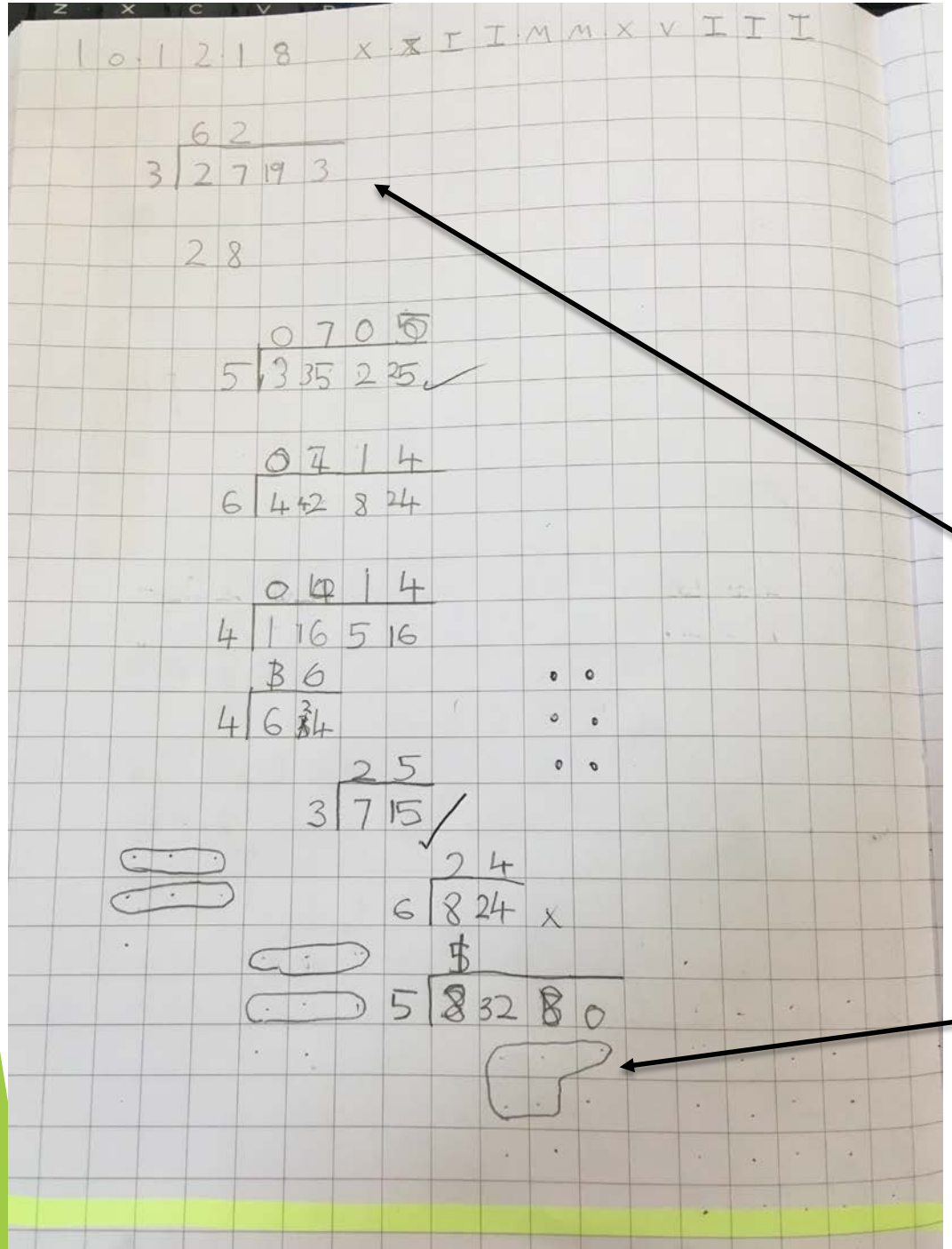
Pre-intervention in practice

Lesson 17

Dividing 3-Digit and 4-Digit Numbers

In Focus

Think about how 3 people can share £930 equally. What if the amount is £6930?



Lesson 17

Dividing 3-Digit and 4-Digit Numbers

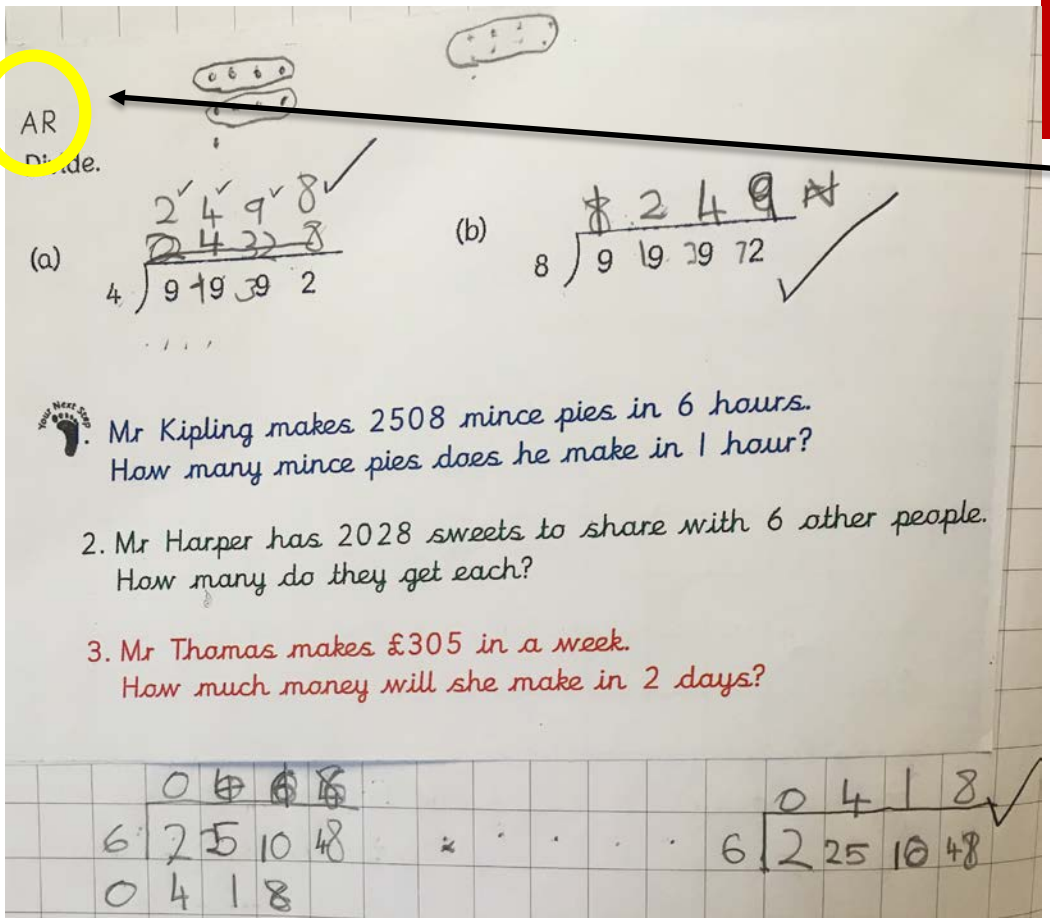
In Focus

Think about how 3 people can share £930 equally. What if the amount is £6930?

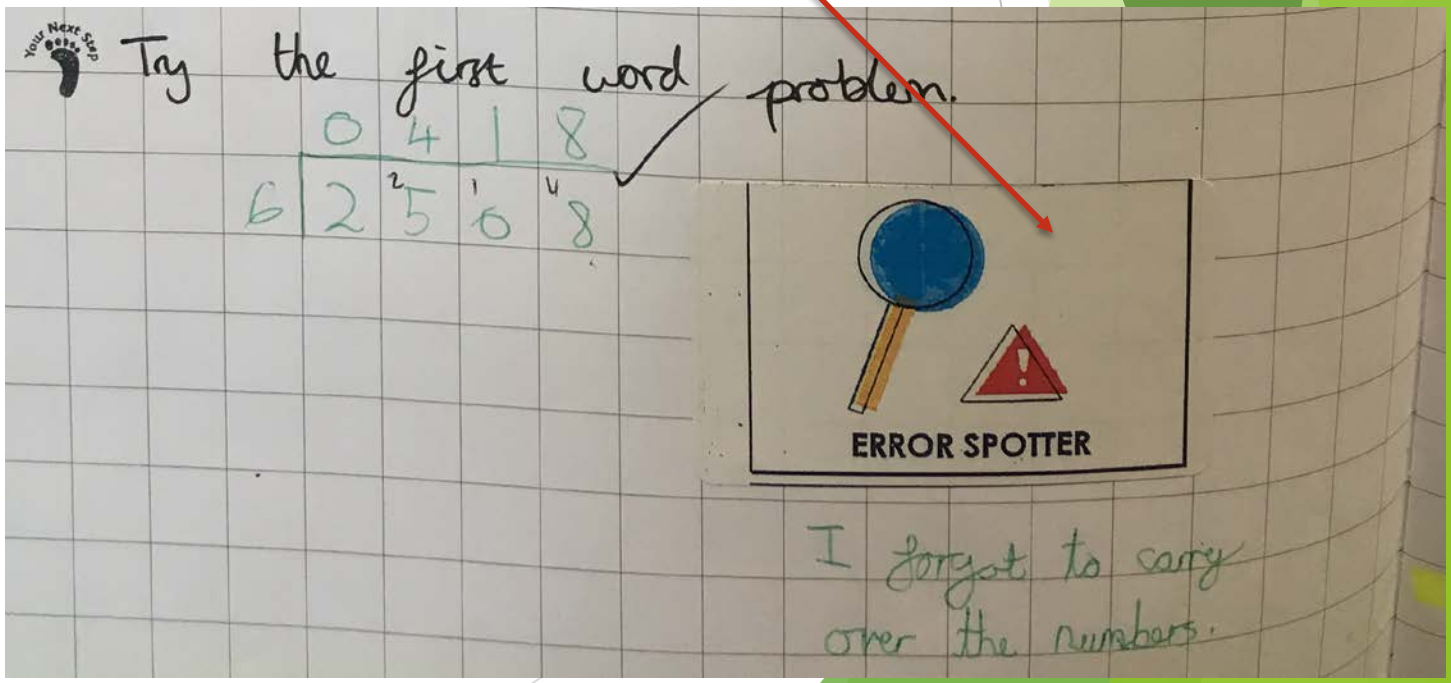
Practise using bus stop but **not** numbers from the question. I focused on the skill that is needed for this lesson(s). There was no carrying and the numbers were simple so there were minimal barriers.

As the intervention progresses, I moved this child onto questions that carry over and modelled a second method that can help.

The Child's Work From The Lessons



- They are doing AR work (worked independently)
- This child is using strategies gained from the pre intervention.
- They could also explain a mistake they had made.



Impact of intervention:

DM Crosby

Intervention followed a clear and familiar structure which mirrored the structure of the main lesson. You expertly guided the children through several examples, heavily modelling particular parts of the process which you had anticipated as potential issues. You adapted your instruction based on constant on going AfL and constantly reinforced mathematical vocabulary. You used familiar visual representations to reinforce key concepts (how many 4's in 10? – you used an array)

Feedback

Any Questions?