

Maximising the effectiveness of out of class interventions

“Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions. Interventions are often quite separate from classroom activities. Lack of time for teachers and TAs to liaise allows relatively little connection between what pupils experience in, and away, from, the classroom. The key is to ensure that learning in interventions is consistent with, and extends, work inside the classroom and that pupils understand the links between them. It should not be assumed that pupils can consistently identify and make sense of these links on their own.”

“Common elements of effective interventions:

- Sessions are often brief (20–50mins), occur regularly (3–5 times per week) and are maintained over a sustained period (8–20 weeks). Careful timetabling is in place to enable this consistent delivery
- TAs receive extensive training from experienced trainers and/ or teachers (5–30 hours per intervention)
- The intervention has structured supporting resources and lesson plans, with clear objectives
- TAs closely follow the plan and structure of the intervention
- Assessments are used to identify appropriate pupils, guide areas for focus and track pupil progress. Effective interventions ensure the right support is being provided to the right child
- Connections are made between the out-of-class learning in the intervention and classroom teaching (see Recommendation vii).”

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Where appropriate, a particularly effective way to consolidate the children’s learning and raise their self-esteem is through supporting them to teach a game, model how to use a resource or share something they now understand with another child or group of children. This puts them in the role of an ‘expert’, which can have a positive impact on mindset, fuelling a belief in themselves as mathematicians. Games could also be used as homework with the children teaching their parents.

When class teachers do not run the interventions, communication is essential. Ideally this should be through establishing a regular time for feeding back and discussing the children’s learning. It would be useful to share planning from the intervention, including the types of activities, contexts, images and games that the children have been experiencing, so that the teacher can incorporate them into their own lessons. This will help the children to connect their learning during the interventions with their class maths and also reinforce their understanding. The children’s familiarity with the contexts, images and games should also lead to a higher level of engagement and participation of the children within the class lessons. Additionally it would be helpful to ensure that the resources the children use during the intervention are available within the classroom so that they can access them independently. This should include the physical equipment they’ve been using, such as Cuisenaire and Base 10, and also key vocabulary and sentence starters. Consideration should be given to how and where you set up your working wall whilst teaching the interventions. If possible it would be useful to have a moveable working wall so that it can be transported into and out of the classroom. This would allow the children to access it during their in-class maths sessions. Alternatively it would be helpful to make duplicates of the learning prompts, images, sentence starters and context pictures, along with photographs/photocopies of children’s work, to add to the classroom working wall.