# Interventions

## What interventions are carried out in school?

- *Children are identified in pupil progress meeting by teachers and SLT who needs additional intervention/ support. This is also supported by looking at the data. A plan is then put in place for appropriate support.*
- *Targeted maths interventions (run by subject maths lead) focusing on those children at risk of not getting to expected.*
- *Early years run focused number groups to support those children they are concerned about.*
- *Number stacks intervention programme run by teaching assistants in every year group for SEN and children not on track.*

## How are gaps in learning filled?

- *Gaps are identified through teacher assessments to then plan the interventions appropriately. Most gap filling it completed as part of the teacher quality first teaching in the moment or as a review during the following lesson. TAs are also used to support this.*
- *Dynamo Maths and Number Stack intervention program completes a baseline assessment and then highlights gaps in learning.*

## What do you do to support children who are struggling?

- *Class/ Year group Intervention & focused group work in class Home support – Discussion with home around targets to work on.*
- *Numberstacks Intervention Scheme & Dynamo maths online intervention program*
- *Extra TTRS/KIRF practise*

## Are the staff conducting interventions subject specialists or support staff?

- *Targeted interventions are run by the maths lead or class teachers as they are aware of the gaps their children have in their learning.*

# Adaptive Teaching

*Assessment information informs subsequent planning and in the moment adaptations.*

## *Before teaching maths lesson*

**Anticipate barriers**

- *different levels of prior knowledge*
- *vocabulary*
- *a particular production skill such as writing*
- *a particular SEND*
- *decoding written text*
- *limited working memory*
- *cultural experience*
- *EAL*
- *a common misconception*
- *a lack of metacognitive knowledge or strategy*
- *inherent complexity of resources/information*

**Plan to address them**

- *read a text in advance*
- *supply background knowledge*
- *use pictures/video to contextualise upcoming information*
- *teach vocabulary*
- *introduce a concept via discussion*
- *teach necessary learning behaviour*
- *improve accessibility (e.g. clarity of resources, font size, proximity to speaker, visibility of whiteboard, reader pens)*
- *plan to scaffold*
- *prepare a model to share with, for example, a visualiser*
- *plan targeted support from a TA*

NOTE: Don't confuse barriers with desirable difficulty and remove all challenge!

**Use assessment to elicit evidence of learning**

- *questioning*
- *tests*
- *production tasks (e.g. writing, setting up an experiment, painting, performing)*
- *talk*
- *hinge questions*
- *labelling diagrams*
- *answers on sticky notes or mini-whiteboards*

## *During maths lesson*

**Examples of in-the-moment adaptations**

- *adjust the level of challenge*
- *change your language*
- *clarify a task or provide steps*
- *clarify what 'good' looks like*
- *highlight essential content*
- *re-explain a concept or explain it in a different way*
- *give additional (or revisit) examples and non-examples*
- *use peer tutoring*
- *elicit via questions*
- *allocate temporary groups provide an additional scaffold*
- *use assessment as a teaching method*
- *use an analogy*
- *set an intermediate goal*
- *provide a prompt*
- *structure a group attempt before an individual attempt*
- *improve accessibility (e.g. proximity to speaker, visibility of whiteboard, read a text to the student)*