



# Larwood Academy Trust

**Executive Headteacher: Mr Sean Trimble | B.Ed (hons) MA NPQH |**

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**Deputy Headteacher: Mr Pierre Van Der Merwe | BA, NPQH |**

## Brandles School

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### What We Know About Ourselves-Larwood School Self Evaluation Series 2020-21

Larwood School Context and Generic Profile-Please see separate document.

NB-This year we have introduced the use of **KISS** to assist our self-evaluation review process:

**K**-Keep it

**I**-Improve (by doing what and what would be the expected outcome)

**S**tart-a different way of working or project to assist this area, outlining the reasons and outcomes

**S**top it! With reasons for this.

### Mathematics.

**What has been working well and therefore we will Keep!**

**Keep: In-Class Interventions delivered by the Maths intervention team**

The change to in-class based interventions, introduced in Sept 2020 has resulted in the following comments and **IMPACT**:

- 63% stated much or vast improvement with regards to supporting the child (31% some improvement).
- 38% stated much or vast improvement in pupil attainment (44% some improvement).
- 75% stated much or vast improvement in pupil self-esteem (6% some improvement).
- 63% stated much or vast improvement in pupil independence (19% some improvement).
- 31% stated much or vast improvement on informing subsequent lesson planning via Behaviour Watch intervention trackers (56% some improvement).

**Keep: Trackers** – These helped to identify the number of interventions undertaken by a child and if any were missed, as well as why they were missed giving accountability and prompts

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where necessary. This was proven to have a positive **IMPACT** on the number of interventions that took place (6/13 led to meeting with all staff followed by 11/13 after the meeting).

### DOL averages highlighted that:

Milestone	Milestone 2			Milestone 3					
Year Group	Year 4			Year 5			Year 6		
Intervention Average	4.3	4.5	4.9	5.8	6.3	6.8	7.2	7.2	7.2
No Intervention Average	4.8	5	5.6	5.4	5.6	5.6	8.7	8.7	8.9

The pupil performance data averages generated by DOL did not show consistent positive impacts as a result of the intervention group in correlation to the non-intervention group. However, there was an improvement, albeit at a lesser rate in Year 4. With this information, it would be easy to assume that the progress was not accelerated, but the group receiving the interventions historically have made slower (personalised) progress comparative to those who wouldn't be receiving interventions (they received the interventions as they have been identified as progressing slowly or having gaps in their learning). Furthermore, the Year 5 intervention group made progress, whereas the non-intervention group did not. Year 6 provided a further question over the impact, with the intervention group not making progress and the non-intervention group making progress. However, due to the impact of COVID and variations of accessing physical school, remote learning or no learning, combined with a wide variety of gaps and starting points due to the nature of our children makes the success of in-class maths interventions being based solely on quantitative progress an unfair measure of success; hence linking to the following qualitative measures such as behaviour.

### Behavioural IMPACT:

First and foremost, we needed pupils in lessons and not taking time away (unless to meet a social, emotional and mental health need). Focusing on time outs throughout the year, there were a total of 41 Maths related time away from learning (time outs), comparing year-on-year data would be non-sensical due to the impact of COVID,

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however, what was insightful was *that out of the 41 time outs, only 3 of them occurred with a child receiving a Maths in-class intervention and all 3 of these were the same child*. This would indicate that the benefit of an additional adult in-class delivering the maths intervention had a positive impact on the behaviour of the children receiving the intervention. Which is something we are looking to keep and improve upon through next year's essentials interventions.

### What didn't go according to plan with reference to Improve/Start/Stop

- **Improve – COVID Effect**

The inconsistencies of reliable 'independent' student data to monitor impact, due to the impact of COVID and subsequent mixture of in-school, home learning or non-engagement. However, this next academic year, will hopefully pose less COVID disruption to data tracking and with regards to provision it was clear that for those who engaged with learning at home, they lacked the resources and potentially additional support, to what they receive in school. To combat this (should we face a similar scenario next year), additional resources for class teams are being ordered and these could potentially be sent home where necessary as well as the development of a calculation policy currently in progress to support home learning assisting with the methods and vocabulary used for the core operations.

The raw data with regards to progress across the year has been referred to above, although the school year did not show consistent progress as one might have hoped, the main dip in 'good progress' occurred during the spring term, where assessment was difficult to judge due to lockdown and inevitably some children did not engage fully with the learning despite every child being entitled to attend physically or engage with the remote sessions that could be accessed from home. Looking at the attainment a similar picture was created, although by the end of the year there were a larger percentage of children working at the expected standard and at greater depth than there were at the start of the year.

The impact of COVID inevitably saw the largest impact on the delivery of the interventions and a switch to remote learning was incorporated where interventionists could offer support

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within the 'live-lessons' and breakout rooms via MS Teams offered an opportunity to support in a 1:1 format.

- **Improve:** Variety of Maths interventions on offer to include a combination of in-class and out of class support, which coincides with the latest OFSTED subject review and our own staff evaluations.
- **Start:** Numicon as a teaching strategy for utilizing concrete manipulative to support learning and help all children to make links across a variety of levels of Maths understanding. If remote learning and lockdown has taught us anything it is the reliance on resources to support our children's understanding (evidenced via staff feedback from remote learning discussion as part of Maths CPD online learning reflections. Research applied to various packages and this was selected as the best fit for our context.
- **Start - Creation of a Calculation Policy:** To ensure consistency of approach both in school and at home. This will help highlight the vocabulary and methods used for each of the core operations used with diagrams to support understanding, in time this will be accompanied by how-to videos created by the class teams.

### Next Steps for 2021-22.

Description	Desired impact	Indicators for success	Any cost?
Essentials Maths Interventions (additional to current Maths in-class intervention format)	To add structure and consistency to the day by timetabling interventions.  Offering opportunities to pre-teach and develop skills through the additional session and additional adult support.	Behavioural improvements at the start of the day, after lunch and end of the day.  Attainment progression visible on DOL.  Self-esteem via pupil voice/assertive	Intervention team time: assigned slots for 2-3 15 minute sessions per day supporting in class.

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		mentoring discussions.	
Calculation Policy	<p>To ensure consistent vocabulary and teaching methods are taught across the school.</p> <p>To reduce gaps in strategies and ensure progression occurs throughout the school.</p>	<p>Consistency of taught core operations visible through learning walks, 'book looks' and observations.</p> <p>Attainment progression visible on DOL.</p>	<p>Time to write the policy and gather class teacher input.</p> <p>Time for observations, learning walks and 'book looks' to ensure policy is being adhered to e.g. practice reflects policy and policy reflects practice.</p>
Numicon	<p>To support all children with making connections with number through concrete manipulatives as it is based on a concrete-pictorial-abstract approach; Numicon encourages children to explore Maths using structured imagery and apparatus in order to understand and explain mathematical concepts.</p>	<p>Attainment progression visible on DOL.</p> <p>Self-esteem via pupil voice/assertive mentoring discussions.</p> <p>Staff feedback post-Numicon introduction.</p>	<p>£99 x 2 for Numicon KS1 &amp; KS2 course</p> <p>£250 Numicon online subscription</p> <p>£414 individual Numicon sets</p> <p>£1100 Numicon Mastery class sets</p> <p>Total £1962</p> <p>Potentially 20% off with code BTS21</p>

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