

**To: Headteachers of schools booked to take part in 1<sup>st</sup>Class@Number**

**INFORMATION FOR NEW 1<sup>st</sup>CLASS@NUMBER SCHOOLS BEFORE TRAINING BEGINS**

Welcome to 1<sup>st</sup>Class@Number! Here is some information about the intervention and how to prepare for it before your Link Teacher and Teaching Assistant come to Day 1 of the training course. Please copy this for them.

1<sup>st</sup>Class@Number is an Every Child Counts programme developed by Edge Hill University. Your local Every Child Counts (ECC) Provider or the school/organisation that has arranged to host the training will tell you about the dates and venue of the course. If you need any more information, please do not hesitate to contact them or the ECC Team at Edge Hill University.

I do hope that your staff and pupils enjoy and benefit from 1<sup>st</sup>Class@Number.

Yours sincerely,



Louise Matthews, Head of Every Child Counts Mathematics

**ABOUT 1<sup>st</sup>Class@Number**

1<sup>st</sup>Class@Number is a 'light touch' mathematics intervention programme, delivered by a trained teaching assistant or teacher to a small group of pupils who have moderate difficulties in mathematics. It aims to help them to make faster progress and catch up with their peers.

Your training course will be for one of two versions, as arranged with your ECC Provider / host:

<b>1<sup>st</sup>Class@Number 1</b>	is for pupils who have fallen behind their peers and need additional support around the level of the Year 1 national curriculum for mathematics
<b>1<sup>st</sup>Class@Number 2</b>	is for pupils who have fallen behind their peers and need additional support around the level of the Year 2 national curriculum for mathematics

Both versions can easily be adapted for use with older primary school pupils and with secondary school pupils who need to reinforce basic mathematical skills and concepts.

Each 1<sup>st</sup>Class@Number intervention comprises 30 sessions of approximately 30 minutes. The sessions are delivered to a group of up to 4 pupils, usually 3 times a week for 10 weeks. They take place outside the classroom and in addition to the pupils' daily mathematics lessons.

**What impact does it have?**

Over 30,000 children in Years 1 to 8 in 2,500 schools have received 1<sup>st</sup>Class@Number support.

- They make an average Number Age gain of 12 months in only 4 months. This is 3 times the expected rate of progress.
- Class teachers say that 92% of children are more confident and engaged in mathematics lessons after 1<sup>st</sup>Class@Number.
- 79% of children go on to achieve national expectations at the end of the year in Years 2 and 6.

*“This is the best programme we have ever had for teaching assistants. It was not only effective but children gained an enthusiasm for their maths work.”*

Niki di Palma, Deputy Head Teacher, Redlands PS, Tower Hamlets

*“Going to 1<sup>st</sup>Class@Number was like when I got my glasses. Now I can see how maths works, just like everyone else.”*

Child

## What training and support will we get?

Your teaching assistant will teach 1<sup>st</sup>Class@Number during their training term, keeping pace with their training. Training will be delivered by an ECC Trainer accredited by the University and will include:

**Day 1** A full day for the teaching assistant. The Link Teacher will attend for the morning only.

- morning - managing and implementing 1<sup>st</sup>Class@Number
- afternoon - preparing the teaching assistant to deliver the first set of sessions

**NB:** The **materials and resources** for 1<sup>st</sup>Class@Number 1 or 1<sup>st</sup>Class@Number 2 will be given out on Day 1 of the training. They come in a box 26cm x 28cm x 35cm with a carry handle and weigh about 5kg. If your staff are travelling by public transport, they might want to carry half the resources each after Day 1 and one will need to bring a bag.

**Days 2 – 4** Half days for the teaching assistant only.

- Each session reviews the topic that has just been taught and explores the upcoming topics: Exploring Place Value, Addition and Subtraction 1 and Addition and Subtraction 2.

This approach allows the mathematics and misconceptions for each topic to be introduced, explored and discussed thoroughly.

**Day 5** A half day for both the teaching assistant and the Link Teacher.

- reviewing the implementation and impact of the programme and any whole-school implications
- planning the next steps
- a staff meeting that the Link Teacher and teaching assistant can deliver to colleagues

**Day 6** A two-hour follow-up session for the teaching assistant only, later in the year.

- reviewing the implementation and impact of the programme
- further mathematics or pedagogy content

Schools also receive a **one-year ECC support package** including:

- online guidance and downloadable resources
- access to the ECC online data system, providing analyses of children’s progress to help schools to evaluate and demonstrate the impact of 1<sup>st</sup>Class@Number
- telephone and e-mail support
- an optional visit to the school by the Trainer (for a fee) to support the delivery, management and evaluation of 1<sup>st</sup>Class@Number  
*if you want to arrange this, please contact your ECC Provider/host or Edge Hill University*
- opportunities for Every Child Counts accreditation

## THINGS TO DO BEFORE THE TRAINING BEGINS

### Identify a teaching assistant to implement 1<sup>st</sup>Class@Number

A suitable Teaching Assistant will:

- have successful experience of supporting children’s mathematics
- be able to engage fully in training sessions that include the programme’s procedures and the mathematics curriculum

- be able to make independent decisions while planning for and teaching children, based on an understanding of their needs and with the support of a Link Teacher
- be willing and able to travel to the training venue for each training day.

**Identify a Link Teacher to support the teaching assistant and attend two half days of training**

The Link Teacher may be the school’s interventions leader, the pupils’ class teacher or another teacher. They will:

- be suitably experienced to give support with the mathematics
- have time to support the teaching assistant and liaise with the class teacher(s) and senior managers.

**Set up a teaching area**

1<sup>st</sup>Class@Number will require a teaching area away from the classroom in which 4 pupils can sit round a table and listen carefully to their teacher and to each other without distraction. They also need to be able to engage in active and sometimes noisy activities without disturbing the work of the school.

**THINGS TO DO AFTER THE FIRST DAY OF TRAINING**

Training on Day 1 will include guidance on these steps. You may wish to prepare them beforehand.

**Choose the pupils to take part in 1<sup>st</sup>Class@Number**

The 1<sup>st</sup>Class@Number interventions develop pupils’ understanding around the level of the Key Stage 1 national curriculum for mathematics. They focus on number, place value and calculation.

<b>1<sup>st</sup>Class@Number 1</b>	is for pupils who have fallen behind their peers and need additional support around the level of the Year 1 curriculum
<b>1<sup>st</sup>Class@Number 2</b>	is for pupils who have fallen behind their peers and need additional support around the level of the Year 2 curriculum

A group of 4 pupils should be chosen who can ‘gel’ and learn together. They should not normally take part in another intervention at the same time, to avoid overload.

**Prepare a timetable**

1<sup>st</sup>Class@Number has 5 topics, each with 6 sessions. We suggest taking a fortnight to deliver each topic. In the training term, please allow plenty of time for the teaching assistant to prepare for lessons, to deliver them and to talk with teachers.

<b>AN EXAMPLE OF A TEACHING ASSISTANT’S TIMETABLE FOR ONE TOPIC IN THE TRAINING TERM</b>					
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Preparation and familiarisation time	Setting the Scene 2 x 15 minutes sessions	Teach Session 1	Teach Session 2	Liaison time with Link Teacher and/or class teacher
Week 2	Extra session with one or two pupil(s)	Teach Session 3	Teach Session 4	Training for the next Topic (this day will vary)	Teach Session 5

In this example the teaching assistant is timetabled for 40 minutes to 1 hour each day over a fortnight to plan for or deliver support to 1<sup>st</sup>Class@Number pupils. Each lesson takes about 30 minutes to deliver. There are 5 topics, so this timetable would be repeated 5 times over 10 weeks.

## **Make baseline assessments of the pupils**

Testing the pupils on entry and exit is optional in 1<sup>st</sup>Class@Number but we strongly advise schools to do so. Measuring the progress that pupils make will help you to plan for their subsequent support and to evaluate the impact of 1<sup>st</sup>Class@Number. Parents, the senior leadership team, governors, and Ofsted may all want to know how effective it has been.

It is best to use a standardised mathematics test. We recommend the use of the Sandwell Early Numeracy Test (KS1 or KS2-3 version), as it is specifically designed to give accurate measures of the progress of pupils who may be performing below age-related expectations. It also gives useful diagnostic information.

Any other standardised test that caters for your pupils' range of attainment will be suitable.

The school can use the secure Every Child Counts online data system to record data about pupils' progress and to download and print out reports. Each report analyses the support that pupils received and the progress that they made, both individually and as a group, and enables the school to compare its own outcomes with national benchmarks. You can view sample reports on the Every Child Counts website.

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