

**To: Headteachers of schools booked to take part in Talk 4 Number**

### **INFORMATION FOR NEW TALK 4 NUMBER SCHOOLS BEFORE TRAINING BEGINS**

Welcome to Talk 4 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.

Talk 4 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 Talk 4 Number.

Yours sincerely,



Louise Matthews, Head of Every Child Counts Mathematics

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### **ABOUT TALK 4 NUMBER**

Talk 4 Number is a structured 'light touch' intervention for a small group of pupils in Year 3 or above who need support to improve their understanding and use of the language of number.

It comprises 24 sessions, each lasting about 30 minutes. It is delivered to a group of 4 pupils by a trained teaching assistant or teacher, about 3 times a week, for 8 weeks. It is delivered outside the classroom, in addition to the pupils' daily mathematics lessons.

Teaching assistants are supported by a Link Teacher within the school, who attends designated units of the training alongside the teaching assistants.

#### **What impact does it have?**

Talk 4 Number was trialled with 42 Year 3 and 4 pupils in 11 schools in 3 local authorities in 2014.

- After only 2.3 months of support, they had made an average Number Age gain of 9.5 months on a standardised test. That's 4 times the expected rate of progress.
- Teachers reported that pupils were much more confident at taking part in class mathematics lessons after Talk 4 Number.

*"Talk 4 Number equips teaching assistants with the strategies to help pupils find their mathematical voice and express their mathematical ideas."*

Willow Tree Primary School, Ealing

#### **What training and support will we get?**

Your teaching assistant will teach Talk 4 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 Talk 4 Number
- afternoon - preparing the teaching assistant to deliver the first set of sessions

The school will receive a resource box containing enough photocopiable resources for 4 pupils. Electronic versions of the resources will be available on a protected area of the ECC website.

**Day 2** A half day for the teaching assistant only.

- reviewing the implementation and impact of the programme
- preparing for the delivery of Topics 2 and 3

**Day 3** 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
- preparing the teaching assistant for the delivery of Topic 4
- a staff meeting that the Link Teacher and teaching assistant can deliver to colleagues

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 Talk 4 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 Talk 4 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 Talk 4 Number

A suitable teaching assistant will:

- have good knowledge of the vocabulary of mathematics
- be able to support pupils in using correct phrasing
  - for example, be able to help them to see that we can say *4 plus 3 equals 7* but that we have to change the sentence structure to say *the total of 4 and 3 is 7*.
- have successful experience of supporting pupils with mathematics
- be able to engage fully in training sessions that include:
  - how to deliver Talk 4 Number
  - the mathematics curriculum and subject knowledge
  - language development
- be able to make independent decisions while teaching pupils, based on an understanding of their needs and with the support of a Link Teacher.

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

A Talk 4 Number Link Teacher who supports the teaching assistant will:

- be suitably experienced to give support with the mathematics and the language of number
- have time to support the teaching assistant and liaise with the class teacher(s), senior managers and, sometimes, with visiting speech and language professionals.

### Set up a teaching area

Talk 4 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 Talk 4 Number

Talk 4 Number works best if the right pupils are chosen to take part in it. It has been designed for:

- pupils mainly in Year 3 or 4 who struggle:
  - to use and understand mathematical language
  - or to talk fluently about their mathematics
- or pupils in Year 3 or above who are in the later stages of learning English as an Additional Language.

Talk 4 Number is not suitable for pupils newly-arrived to this country who are beginning to learn English as an additional language. Nor is it designed for pupils who have a diagnosed speech and language disorder; however the school's Speech and Language Therapist may feel it could support some of these pupils after they have received appropriate therapy and when their language skills are similar to those of their classmates.

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

Talk 4 Number has 4 Topics and each Topic has 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.

AN EXAMPLE OF A TEACHING ASSISTANT'S TIMETABLE FOR ONE TOPIC IN THE TRAINING TERM					
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Preparation and familiarisation time	Teach Session 1	Teach Session 2	Teach Session 3	Liaison time with Link Teacher
Week 2	Extra session with one or two pupil(s)	Teach Session 4	Teach Session 5	Liaison time with class teacher	Teach Session 6

In this example the teaching assistant is timetabled for about 40 minutes a day for a fortnight. Each lesson takes about 30 minutes to deliver. There are 4 Topics, so this timetable would be repeated 4 times over 8 weeks.

### Make baseline assessments of the pupils

Testing the pupils on entry and exit is optional in Talk 4 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 Talk 4 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 KS2-3, 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.