

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

**SCHOOL PREPARATION FOR 1<sup>st</sup>CLASS@NUMBER TRAINING**

Welcome to 1<sup>st</sup>Class@Number! Here is some information about the intervention and how to prepare for it before your Teaching Assistant and Link Teacher 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.

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

Every Child Counts

**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.



It has three versions:

<b>Becoming 1<sup>st</sup>Class@Number</b>	is for pupils who need additional support to secure their understanding of the Early Learning Goal for Numbers
<b>1<sup>st</sup>Class@Number 1</b>	is for pupils who 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 need additional support around the level of the Year 2 national curriculum for mathematics

Each version 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.

Your training course will be for ONE of these versions, as arranged with your ECC provider or host. If you are unsure which one it will be, please check with them.

Each 1<sup>st</sup>Class@Number intervention comprises 24-30 sessions of approximately 30 minutes. The sessions are delivered to a group of up to 4 pupils, usually 3 times a week for 8-10 weeks. They take place outside the classroom and in addition to the pupils' daily mathematics lessons.

## What impact does it have?

Over 55,000 children in Years 1 to 11 in 4,000 schools have received 1<sup>st</sup>Class@Number support.

- They made an average **Number Age gain of 13 months** in only 4 months. This is over 3 times the expected rate of progress.
- Class teachers said that **93% of children were more confident and interested** in learning mathematics after 1<sup>st</sup>Class@Number.

*“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?

**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 topic

*NB1:* The materials and resources for the intervention will be given out on Day 1 of the training. 1<sup>st</sup>Class@Number 1 and 2 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. Becoming 1<sup>st</sup>Class@Number comes in a smaller, lighter box.

*NB2:* The teaching assistant will be ready to set up and deliver 1<sup>st</sup>Class@Number straight after Day 1 of the training. Subsequent days will include reviews of they are getting on.

**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. This 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

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 be trained 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.

### Identify a Link Teacher to attend part of the training and manage 1<sup>st</sup>Class@Number

The Link Teacher will:

- provide the strategic leadership for the programme
- be suitably experienced to give support with the teaching of mathematics
- have time to support the teaching assistant and liaise with the class teacher(s), senior managers, SENCo, and other professionals as necessary
- attend two half-day training sessions with the teaching assistant.

We recommend that the Link Teacher is normally a senior member of staff. If the school prefers to nominate a class teacher who will liaise closely with the teaching assistant, then a senior manager can provide the leadership and additional support that will maximise the impact of the intervention.

### Set up a teaching area

1<sup>st</sup>Class@Number requires a teaching area away from the classroom where up to four pupils can sit around a table and listen carefully to their teacher and each other without distraction. They will need 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

1<sup>st</sup>Class@Number works best if the right pupils are chosen to take part in it. The interventions develop pupils' understanding around the level of the Early Learning Goal for Numbers and the Key Stage 1 national curriculum for mathematics, focusing on number, place value and calculation.

<b>Becoming 1<sup>st</sup>Class@Number</b>	is for pupils who need additional support to secure their understanding of the Early Learning Goal for Numbers
<b>1<sup>st</sup>Class@Number 1</b>	is for pupils who need additional support around the level of the Year 1 curriculum
<b>1<sup>st</sup>Class@Number 2</b>	is for pupils who need additional support around the level of the Year 2 curriculum

A group of four 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

This is a typical **example** of a teaching assistant's timetable that has worked well in school:

AN EXAMPLE OF A TEACHING ASSISTANT'S TIMETABLE FOR A 1 <sup>ST</sup> CLASS@NUMBER TOPIC					
	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

Each lesson takes about 30 minutes to deliver. Please allow plenty of time for the teaching assistant to prepare for lessons, to deliver them and to talk with teachers, particularly in their training term. We suggest that the teaching assistant is timetabled for 40 minutes to 1 hour a day in their training term and we have included two additional preparation and liaison sessions in the timetable.

1<sup>st</sup>Class@Number 1 and 2 have 5 topics, each with 6 sessions; we suggest taking a fortnight to deliver each topic, so this timetable would be repeated 5 times over 10 weeks. Becoming 1<sup>st</sup>Class@Number has 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 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 expectation; it also gives useful diagnostic information. Any other standardised test that caters for your pupils' range of attainment will be suitable.

<b>Sandwell Early Numeracy Test (SENT)</b>	<p><b>KS1 or KS2/3 version</b></p> <p>Available from GL Assessment. A 5% discount is currently available to ECC schools that order with GL Assessment via telephone number 0330 123 5375 with the discount code GL671.</p>
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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.

## Start teaching!

The teaching assistant should start to deliver 1<sup>st</sup>Class@Number as soon as possible after Day 1. This will enable them to get the most out of the course.

