

Reinvigorating intervention – overview

The recent White paper *Higher standards, better schools for all* expects schools to 'tailor education around the needs of each individual child – so that no child falls behind and no child is held back from achieving their potential'. Schools are intended to pay particular attention to English and mathematics, planning intervention for those pupils who are otherwise struggling to meet expected standards. Funding to secondary schools in 2006/7 and 2007/8 is increased significantly to address this.

Whilst the latest initiatives are aimed at mathematics and English, the benefits will be felt across all subjects as pupils gain confidence in their ability to learn and utilise new skills. Improved numeracy will give them better access to the whole curriculum.

The aim of the programme is to increase the number of pupils who achieve to their full potential in mathematics, reflected in improving proportions achieving:

- level 5 in mathematics at the end of Key Stage 3;
- GCSE grades A*–C in mathematics;
- GCSE grades A*–G in mathematics;
- GCSE 5 A*–C grades including English and mathematics.

The Secondary National Strategy is supporting this renewed drive on intervention in English and mathematics through supporting schools in reviewing approaches to intervention and identifying ways of strengthening provision. The main focus for 2006-2007 is to embed and extend the widespread work already begun in Key Stage 3. These developments are supported in schools through a significantly increased Direct Schools Grant and, for mathematics, build on the current good practice in many departments.

Handout 2.2 gives an overview of the wave model of support for pupils

Handout 2.3 outlines the autumn term Strategy intervention training package

Handout 2.4 lists existing Strategy resources to support intervention in mathematics

Handouts 2.5 and 2.6 illustrate the new mathematics progression maps – see below.

To support better focused responses to pupils who are failing to make expected progress, we are publishing new **mathematics progression maps**. They illustrate a progression in objectives in each strand of mathematics. They are intended to support teachers and teaching assistants when pupils are struggling with particular objectives – clarifying what pupils should know and be able to do; providing probing questions to discern whether the pupils have really understood the mathematics or where misconceptions may lie and suggestions to help pupils overcome difficulties.

To illustrate a potential use for the maps, the extracts on **Handouts 2.5** and **2.6** can be used in this scenario:

- you are in a class of Year 8 pupils working on a unit based on Algebra Unit 4 from the Strategy's *Sample medium-term plans (intervention)*;
- a main objective for the lesson is *construct and solve linear equations with positive integer coefficients (unknown on one side only) using appropriate methods*;
- a large number of the class are able to solve $3x = 12$ and $3x = 18$ but struggle unsuccessfully with $3x = 26$

Where is the problem?

What should the class teacher do about it?

How can the maps help?

The maps will be published in electronic format in summer 2006.