

Numeracy Intervention Map (Year 7)

KS2 Teacher Assessments (Possible baseline test)	Maths Route			EOY KS3 Optional Test
	Identified: <ul style="list-style-type: none"> Through the Maths department. Progress monitored: <ul style="list-style-type: none"> Through EAB data (HoD). 	Strategies: <ul style="list-style-type: none"> Assessment monitored through unit tests and homework, Christmas test and end of year exam. Students to take KS3 optional Test (Set 1 4-6, Set 2 3-5, Set 3-4 progress) Use of ICT suite (mymaths.co.uk and supporting software) 	No Exit: <ul style="list-style-type: none"> On-going Department Intervention Possibility of moving sets 	
	Nurture			
	Identified: <ul style="list-style-type: none"> In Nurture group <i>or</i> Referral from Maths teacher <i>or</i> NC level 3 or below. Progress monitored: <ul style="list-style-type: none"> Staff intervene where necessary to provide students requiring further assistance (online or through supporting worksheets). Data gathered every half term 	Strategies: <ul style="list-style-type: none"> Differentiated material used to help students with basic numeracy skills. Varying use of teaching techniques (VAK) to appeal to students favoured learning style Springboard maths to support pupils by identifying and tackling their weaknesses in mathematics and to raise the standards that they are attaining to Level 4 as soon as possible Use of ICT to help develop confidence in maths (use of mymaths.co.uk booster packs and using to present weekly topics (prezi, powerpoint etc)) 	EXIT: <ul style="list-style-type: none"> From exceptional attainment Teacher assessment Exit into KS4 	
	TA Support			
	Identified: <ul style="list-style-type: none"> TA support organised by SENCO Progress monitored: <ul style="list-style-type: none"> Staff to organise TA support through use of TA contract 	Strategies: <ul style="list-style-type: none"> Provide one to one support for statement students but where possible provide opportunities for independent work. When settled, provide support for other students in the class. Provide support for the identified group of students which have been seated near each other. When settled, provide support for other students in the class. 	EXIT: <ul style="list-style-type: none"> Ongoing Statement student moves sets 	
1-2-1 Route (Nurture and Inbetweeners)				
Identified: <ul style="list-style-type: none"> KS2 SAT NC level 3 or below Maths teacher referral Progress monitored: <ul style="list-style-type: none"> Numeracy IEP Feedback (1-2-1 Tutor and Maths teacher) monitored by MSt (1-2-1 sections) & MGo Data and comments recorded on Numeracy IEPs by MSt. 	Strategies: <p>2 individual tuition hours per week for a 5 week cycle. (10 sessions in total)</p> <p>A minimum of 3 individual targets to improve numeracy skills are agreed between the tutor, Maths teacher and student. A personalised programme is devised and delivered to the student by a qualified teacher.</p>	EXIT: <ul style="list-style-type: none"> Student achieves initial targets. 		