

Numeracy Intervention Map (Year 7)

KS2 Teacher Assessments (Possible baseline test)	Maths Route			EOY KS3 Formal Assessment
	Identified: <ul style="list-style-type: none"> Through the Maths department. Progress monitored: <ul style="list-style-type: none"> Through CPG/A2L data (HoD). 	Strategies: <ul style="list-style-type: none"> Assessment monitored through progress reviews, formal assessments and homeworks, and end of year exam. Use of IT technology (Numeracy Ninjas, 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> SATS SS<90 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 term 	Strategies: <ul style="list-style-type: none"> Differentiated material used to help students with basic numeracy skills. Varying use of teaching techniques (abstract, concrete and pictorial representations) to appeal to students favoured learning style Teacher/TA intervention in Maths to support pupils by identifying and tackling their weaknesses in mathematics and to raise the standards that they are meeting/exceeding expected progress. Use of IT software to help develop confidence in maths (NN, TT Rockstars, Mymaths). 	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 SS<90 Maths teacher referral Progress monitored: <ul style="list-style-type: none"> Numeracy EHCP Feedback (1-2-1 Tutor and Maths teacher) monitored by KS3 coordinator (1-2-1 sections) & HOD 	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. 		