

Numeracy Intervention Map (Year 9)

EOY8 Data	Maths Route			EOY9 Formal Assessment
	<p>Identified:</p> <ul style="list-style-type: none"> Through the Maths department. <p>Progress monitored:</p> <ul style="list-style-type: none"> Through A2L and CPG data (HoD). 	<p>Strategies:</p> <ul style="list-style-type: none"> Assessment monitored through Progress Reviews, Homeworks and termly formal assessments Use of IT technology (Numeracy Ninjas, mymaths.co.uk and supporting software) 	<p>No Exit:</p> <ul style="list-style-type: none"> On-going Department Intervention Possibility of moving sets 	
	Nurture			
	<p>Identified:</p> <ul style="list-style-type: none"> In Nurture group <i>or</i> By option choice <p>Progress monitored:</p> <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 	<p>Strategies:</p> <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, 	<p>EXIT:</p> <ul style="list-style-type: none"> No Exit 	
	TA Support			
	<p>Identified:</p> <ul style="list-style-type: none"> TA support organised by SENCO <p>Progress monitored:</p> <ul style="list-style-type: none"> Staff to organise TA support through use of TA contract 	<p>Strategies:</p> <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. 	<p>EXIT:</p> <ul style="list-style-type: none"> Ongoing Statement student moves sets 	
Formal Support				
<p>Identified:</p> <ul style="list-style-type: none"> 3/4/5 borderline groups (Directed by HOD) 	<p>Strategies:</p> <ul style="list-style-type: none"> Outlined in TA contract Small group work with targeted students (Decided by class teacher) 	<p>Exit:</p> <ul style="list-style-type: none"> Ongoing until end of course 		