

# Numeracy Intervention Map (Year 8)

EOY7 KS3 Assessment Data EOY8 KS3 Formal Assessment	<b>Maths Route</b>		
	<b>Identified:</b> <ul style="list-style-type: none"> <li>Through the Maths department.</li> </ul> <b>Progress monitored:</b> <ul style="list-style-type: none"> <li>Through CPG/A2L data (HoD).</li> </ul>	<b>Strategies:</b> <ul style="list-style-type: none"> <li>Assessment monitored through progress reviews, formal assessments and homeworks, and end of year exam.</li> <li>Use of IT technology (Numeracy Ninjas, mymaths.co.uk and supporting software)</li> </ul>	<b>No Exit:</b> <ul style="list-style-type: none"> <li>On-going</li> <li>Department Intervention</li> <li>Possibility of moving sets</li> </ul>
	<b>Nurture</b>		
	<b>Identified:</b> <ul style="list-style-type: none"> <li>In Nurture group <i>or</i></li> <li>Referral from Maths teacher <i>or</i></li> <li>SATS SS&lt;90</li> </ul> <b>Progress monitored:</b> <ul style="list-style-type: none"> <li>Staff intervene where necessary to provide students requiring further assistance (online or through supporting worksheets).</li> <li>Data gathered every term</li> </ul>	<b>Strategies:</b> <ul style="list-style-type: none"> <li>Differentiated material used to help students with basic numeracy skills.</li> <li>Varying use of teaching techniques (abstract, concrete and pictorial representations) to appeal to students favoured learning style</li> <li>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.</li> <li>Use of IT software to help develop confidence in maths (NN, TT Rockstars, Mymaths).</li> </ul>	<b>EXIT:</b> <ul style="list-style-type: none"> <li>From exceptional attainment</li> <li>Teacher assessment</li> <li>Exit into KS4</li> </ul>
	<b>TA Support</b>		
	<b>Identified:</b> <ul style="list-style-type: none"> <li>TA support organised by SENCO</li> </ul> <b>Progress monitored:</b> <ul style="list-style-type: none"> <li>Staff to organise TA support through use of TA contract</li> </ul>	<b>Strategies:</b> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>	<b>EXIT:</b> <ul style="list-style-type: none"> <li>Ongoing</li> <li>Statement student moves sets</li> </ul>
<b>1-2-1 Route (Nurture and Inbetweeners)</b>			
<b>Identified:</b> <ul style="list-style-type: none"> <li>KS2 SAT SS&lt;90</li> <li>Maths teacher referral</li> </ul> <b>Progress monitored:</b> <ul style="list-style-type: none"> <li>Numeracy EHCP Feedback (1-2-1 Tutor and Maths teacher) monitored by KS3 coordinator (1-2-1 sections) &amp; HOD</li> </ul>	<b>Strategies:</b> 2 individual tuition hours per week for a 5 week cycle. (10 sessions in total) 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.	<b>EXIT:</b> <ul style="list-style-type: none"> <li>Student achieves initial targets.</li> </ul>	