

A Guide to Specific Interventions we offer at Claremont School

Mathletics

Mathletics is a computer on-line maths program designed to provide students with an engaging and safe learning experience. Targeted and adaptive content with structured support, plus gaming and rewards – all aligned to the primary maths curriculum.

First class@Number

1stClass@Number comes ready-made with detailed session guidance and extensive resources. A specially trained teaching assistant delivers 30 half-hour sessions to a group of up to four children, for 12-15 weeks. The children continue to take part in their normal class mathematics lessons.

The lessons focus on number and calculation, developing children's mathematical understanding, communication and reasoning skills. A Post Office theme runs throughout, engaging children in real life contexts that are both stimulating and fun. Each topic starts with a simple assessment that helps the teaching assistant to tailor sessions to the children's needs. This intervention takes place in years 1 and 2.

Talk for Number

This intervention is for pupils mainly in Year 3 and Year 4 who need support and encouragement:

- to use and understand mathematical language
- or to talk fluently about their mathematics

and pupils in Year 3 or above who are in the later stages of learning English as an Additional Language.

Talk 4 Number comprises 24 sessions, each lasting about 30 minutes. The sessions help pupils to understand and talk confidently about numbers and calculations in a wide range of contexts and to strengthen their reflective and metacognitive skills. It is delivered to a group of 4 pupils by a trained teaching assistant or teacher, about 3 times a week, for 8 weeks. It is delivered outside the classroom, in addition to pupils' daily mathematics lessons. The teaching assistant is supported by a Link Teacher within the school.

Success@arithmetic.

Success@Arithmetic is a light touch calculation-based intervention for learners in Key Stage 2 who have difficulties with arithmetic proficiency and need support to improve their understanding of number and written calculation skills. It helps them to make faster progress and to catch up with their peers through a mastery approach.

The lead teacher conducts a diagnostic assessment and selects a series of Success@Arithmetic steps to form a tailored programme of up to 24 sessions, adapted from detailed plans that the teaching assistant delivers to an intervention group of up to three pupils. The sessions use number rods, bar modelling and written methods to build a complete mathematical picture, developing pupils' arithmetical fluency.