



**Lead ECC Trainer: Pat McCabe**

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# Catch Up and Keep Up

Catch up...	Keep up...
Seeks to move a learner forward significantly and to catch them up with their peers. It aims to put a substantial amount of mathematical skills, knowledge and understanding in place.	Seeks to address a minor struggle. It seeks to put a small, but important, aspect of learning in place.
Should accelerate progress in order to catch up.	Should maintain progress in order to keep up.
Is time extended and structured.	Is immediate and ad hoc.
Is dependent on the quality of the catch up programme used.	Is dependent on the quality of the class teacher's lesson.

*Keep up intervention will **not** catch learners up*

# Ofsted

*“Inspectors will:*

- *consider the progress that lower-attaining pupils are making and the impact of provision for them . . .*
- *take particular account of the progress made by disadvantaged pupils . . .*

School inspection handbook 2018

# Making the best use of teaching assistants

**Research finding** - *the ways in which TAs are often used in schools do not represent a sound educational approach for low-attaining pupils or those with SEN.*

**Recommendation** – *adopt evidence-based interventions to support TAs in their small group and one-to-one instruction.*

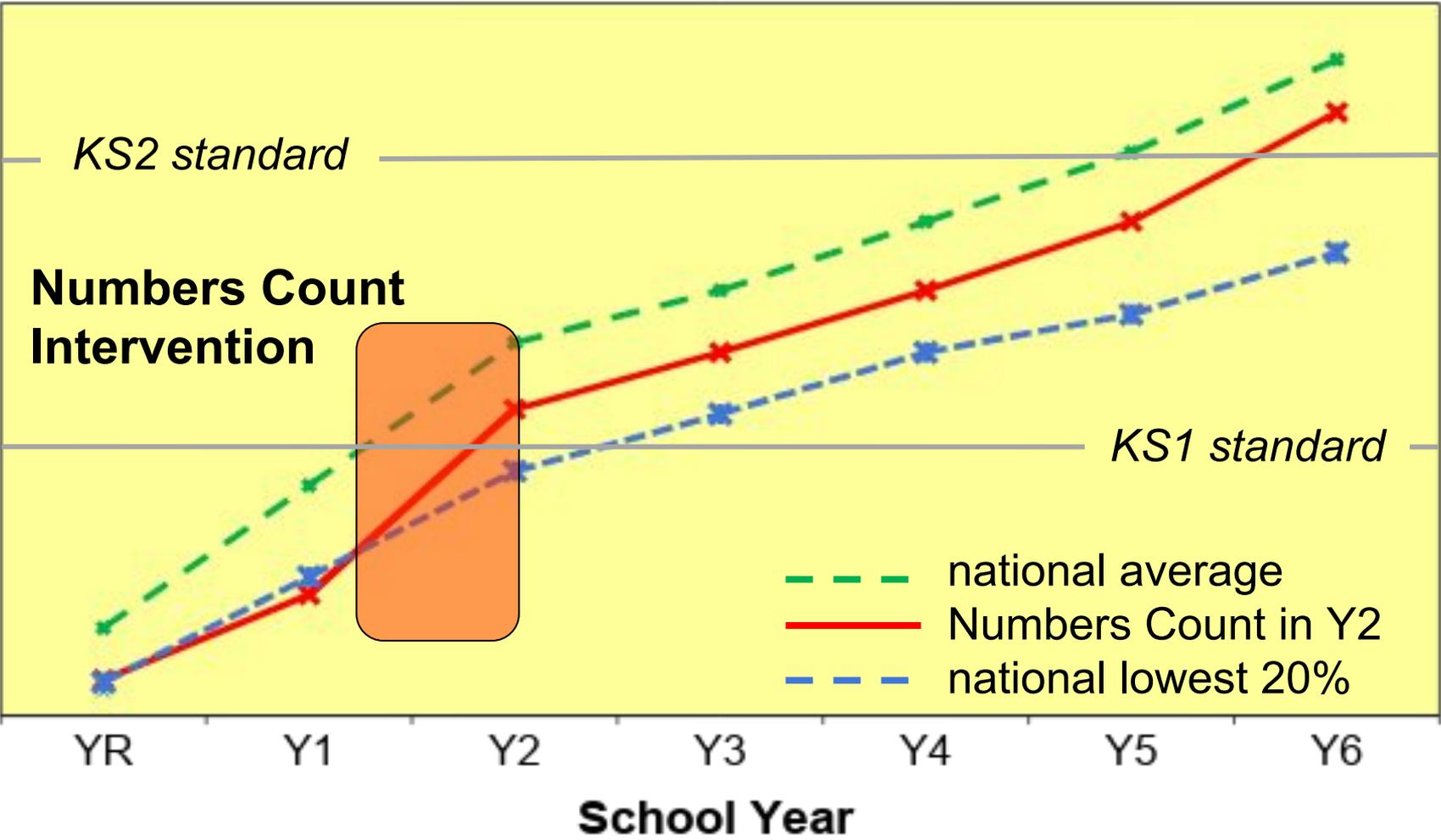
- ✓ Regular, short lessons over a sustained period
  - ✓ Extensive training of TAs
  - ✓ Structured lesson plans and resources
  - ✓ 'Do what it says on the tin'
- ✓ Choose the right pupils
  - ✓ Link classroom and intervention learning



# Interventions have high impact

<b>ECC Interventions</b>		
<b>Led by</b>	<b>Mathematics</b>	<b>Average Progress</b>
a teacher	Numbers Count	17 months in 4 months
a teaching assistant	1 <sup>st</sup> Class@Number Success@Arithmetic Talk 4 Number	13 months in 4 months

# Sustained impact



# Wider impact

*“We have seen a huge impact in children’s confidence because of this programme, not only in maths but across the curriculum!”*

*Gateshead School, June 2017*

*“Success@Arithmetic has invigorated interventions in our school and has the potential to have whole-school impact upon how we teach and approach calculations.”*

*Alverthorpe St Paul’s CEPS,  
Wakefield*

*“Ellie used to hate going to school. Now I have to run to keep up with her every morning.”*

*parent of Numbers Count  
child, London*

*“Enjoyable and work is broken down into sizeable chunks to give the children a deeper understanding.”*

*Jarrow School, June 2017*

# High quality professional development for teachers and teaching assistants

- Professional development, not just training
  - managing and delivering the intervention
  - reviewing and sharing experiences
  - subject knowledge
  - liaison with colleagues and parents
  - evaluating impact
- PD days are spread out, so participants can:
  - put their learning straight into practice in school
  - reflect on how it went during the next PD day

*“Many Head Teachers reported that the training was the best they had ever seen.”*

Independent Evaluation of ECC, DfE 2011

# Numbers Count

For children who really struggle with mathematics:

- **Numbers Count**  
children in Years 1, 2 and 3
- **Numbers Count 2**  
children in Years 4 to 9

led by a teacher.



# How Numbers Count works

Organisation	The Lessons
<ul style="list-style-type: none"><li>• 1-to-1 or 2-3 pupils together</li><li>• 30-minute lessons</li><li>• 3 to 5 times a week</li><li>• 10 to 18 weeks</li><li>• the teacher also supports colleagues across the school</li></ul>	<ul style="list-style-type: none"><li>• start with a thorough diagnostic assessment</li><li>• an individually tailored programme for each pupil</li><li>• lively and stimulating – a ‘can do approach’</li><li>• structured and rigorous</li><li>• focus on number and calculation</li><li>• developing understanding, skills and positive attitudes for the classroom</li></ul>
Training	
<ul style="list-style-type: none"><li>• 7 days over a year</li><li>• detailed handbook guidance</li></ul>	

# Numbers Count outcomes

number age gain	17.5 months in 4 months
improved attitude in class	96 %

*“Where programmes such as ECC and Numbers Count were used effectively, pupils overcame their misconceptions and the school used information about them to adapt teaching for subsequent cohorts.”*

Mathematics Made to Measure, Ofsted 2012

*“Our Numbers Count teacher has shared her expertise with colleagues and had a positive effect on a large number of children across the school, well beyond those in the intervention.”*

Queen’s Crescent PS, Wiltshire

# 1<sup>st</sup>Class@Number

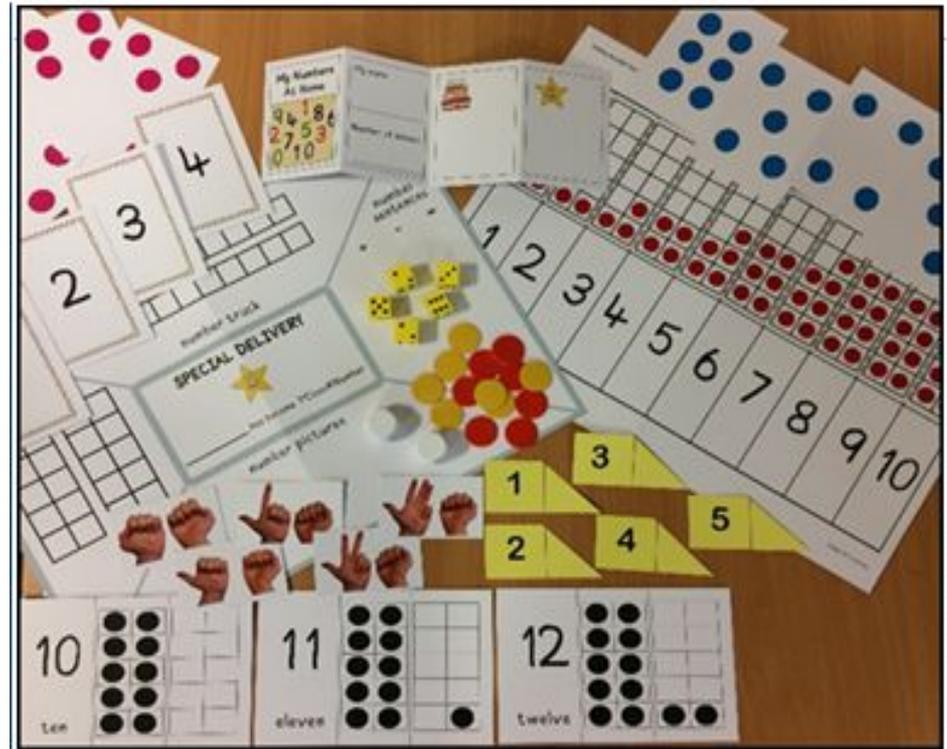
For children who need a helping hand with mathematics:

**Becoming 1<sup>st</sup>Class@Number** for children who need further support to access the Year 1 curriculum.

**1<sup>st</sup>Class@Number 1** for children who need further support at the level of the Year 1 curriculum.

**1<sup>st</sup>Class@Number 2** for children who need further support at the level of the Year 2 curriculum.

Led by a teaching assistant.



# How 1<sup>st</sup>Class@Number works

Organisation	The Lessons
<ul style="list-style-type: none"><li>• up to 4 children in a group</li><li>• 30-minute lessons</li><li>• 3 times a week</li><li>• 10 weeks</li></ul>	<ul style="list-style-type: none"><li>• Post Office theme</li><li>• real-life scenarios for stimulus and application</li><li>• enjoyable activities to build confidence</li><li>• focus on understanding number, place value and calculation</li><li>• adaptable to children's needs</li></ul>
Training	
<ul style="list-style-type: none"><li>• 6 half days for the TA</li><li>• 2 half days for a Link Teacher</li><li>• extensive lesson plans &amp; resources</li></ul>	

# 1<sup>st</sup>Class@Number outcomes

number age gain

13 months in 3.5 months

improved attitude in class

93 %

*“This is the best programme we have ever had for teaching assistants. It was not only effective but children gained an enthusiasm for their maths work”*

Redlands PS, Tower Hamlets

*“Going to 1<sup>st</sup>Class@Number was like when I got my glasses. Now I can see how maths works, just like everyone else!”*

Child, London

# Success@Arithmetic

For pupils who find calculation difficult

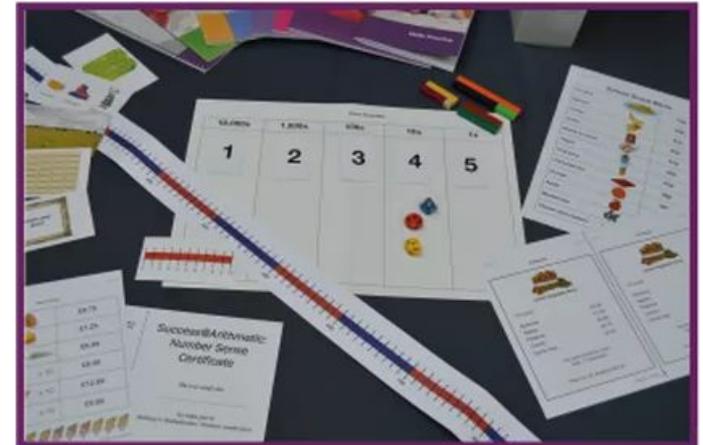
## **Success@Arithmetic Number Sense**

for pupils in Years 3 to 5 who need support to understand the number system and become fluent with number facts



## **Success@Arithmetic Calculation**

for pupils in Years 5 to 8 who need support to understand calculations and develop fluency with written methods



led by a teacher and a teaching assistant.

# How Success@Arithmetic works

Organisation	The Lessons
<ul style="list-style-type: none"><li>• 3 pupils in a group</li><li>• 40-minute lessons</li><li>• 3 times a week</li><li>• 10 weeks</li></ul>	<ul style="list-style-type: none"><li>• a Lead Teacher conducts a diagnostic assessment and plans the steps</li><li>• a teaching assistant delivers the steps</li><li>• build understanding with number rods, bar models and base-10 apparatus</li><li>• promote fluency with daily skills practice</li><li>• develop efficient use of written methods</li></ul>
<h3 data-bbox="421 705 653 762">Training</h3> <ul style="list-style-type: none"><li>• 2½ days for the teacher and teaching assistant</li><li>• detailed lesson plans</li><li>• key teaching resources</li></ul>	

# Success@Arithmetic outcomes

number age gain	14.5 months in 4 months
improved attitude	91 %

*“The use of base-10 alongside the standard written method for subtraction is nothing short of inspirational. In over 20 years of teaching I’ve never seen such rapid progress.”*

Bramley St Peter’s CEPS, Leeds

*“We are very impressed with Success@Arithmetic. The children have made accelerated progress, grown in confidence and enjoyed their lessons.”*

Friarage CPS, N Yorkshire

# Talk 4 Number

For pupils who find it hard to talk about mathematics.

For pupils in Years 3 and 4 who need support to:

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

*and*

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

led by a teaching assistant.



# How Talk 4 Number works

Organisation	The Lessons
<ul style="list-style-type: none"><li>• 4 pupils in a group</li><li>• 30-minute lessons</li><li>• 3 times a week</li><li>• 8 weeks</li></ul>	<ul style="list-style-type: none"><li>• enjoyable, multisensory activities</li><li>• help pupils to talk confidently about number in a wide range of contexts</li><li>• key vocabulary and language structures</li><li>• strengthening reflection and metacognition</li><li>• group talk and paired talk</li></ul>
Training	
<ul style="list-style-type: none"><li>• 2 days for the TA</li><li>• 1 day for a Link Teacher</li><li>• detailed lesson plans</li><li>• key teaching resources</li></ul>	

# Talk 4 Number outcomes

number age gain

12 months in 3 months

improved confidence

94 %

*“Talk 4 Number equips teaching assistants with the strategies to help pupils find their mathematical voice and express their mathematical ideas.”*

Willow Tree PS, Ealing



# Contact details

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