School Consultancy Tutoring Programme
From Tutor Your Child

Teaching tips and ideas to get the most out of the Maths Intervention Programme

Our hope is that, by working together, we can raise self-esteem, achievement and understanding in maths for all students.

Thank you for being a part in the Maths Intervention Programme. You are all such an important part of making this intervention a success and really changing these students' attitudes and confidence in maths; so improving their opportunities in the future.

These ideas are to help you get the best out of your lesson time with each student:

Praise and encouragement for effort as well as attainment	Never underestimate the value of you being enthusiastic and giving students praise and recognition, not just for the steps of progress they make, but also just for the commitment and effort they put in. To hear that from you, will mean a lot to them.
Scaffolding their learning	Use the techniques in the videos to support them through the work where they are finding things difficult: 'Show them, Do it with them, Now you try'. This will support their fear of failing and mean they can start to believe in themselves, but know you are there to help them and catch them.
Build back their confidence and be positive	Everyone wants to be able to do things and feel a real sense of 'Yeah, I get this and I can do it!'. Some of these students will have been sitting in maths lessons, perhaps for years, where they didn't understand anything. It may take a while to change their attitude, but it will come!
Recapping	Recapping the previous lesson's learning at the start of the next lesson will help students secure the skills, feel positive and build a strong foundation in maths.
Going back	If you feel a student hasn't quite secured something, take time to recap lessons before moving on. Moving on too fast, will leave gaps and lose confidence all over again. The programme is designed to move at their pace.

Moving on at their pace	Equally, if they are finding something easier, move through the work quickly to make sure they have secured the lesson learning but move through their roadmap as quickly as possible to get back on track. Students will have seen the content of these lessons before in primary education, and it may not take them long to make sense of the learning a second time round.
Finishing the lesson on a positive	If a student has found a lesson challenging, finish the lesson with something they can do, so they leave on a positive note.
Watch the video before the lesson	This will enable you to support the student using appropriate methods. If the student watches the video too, maybe stop after a few minutes and attempt the work. If they get stuck, perhaps suggest 'Shall we watch a bit more of the video?' or you can choose to explain the method as in the video yourself.
Use the methods from the videos	Although tempting to show students our own methods, this can be confusing as the lessons progress and learning builds. The teaching methods in the videos are tried and tested in schools as giving the students the strongest understanding and foundations.
Use the resources	Each student will have their own pack of maths resources. You can suggest resources they may find helpful or leave it to them to use what they think will help. If they are finding something difficult, maybe model how to do one problem using the resources.
Be as prepared as you can	As well as watching the video, print off all the worksheets you will need (for 'supported' and 'independent' work) so the students can begin their lesson promptly with all work to hand. Remember to take the students maths resource wallets with you too so they have all the resources they may need to support them.
Peer explaining	If you have more than one student, getting students to explain to each other will be beneficial to both. For the student that understands, it will empower them, secure their methods by vocalising what they know and help you to understand the depth of their understanding. For the other student, sometimes it feels more comfortable being 'taught' by a friend.
Think about seating arrangements	Where a student sits can impact on the amount and quality of work they achieve in the lesson. If they are easily distracted, sitting them by another colleague or the window may distract them further. It is easier to consider this before they arrive and direct them to the seating plan you know will work best.

Support independence	Some students do not like making mistakes or mistakes being visual. They like to think they can 'just do it'. Consider allowing them autonomy to let them come to you when they want help but realise that getting help isn't a big thing; let them think they are 'in charge'.
Pretend you need help	Pretending 'Oh no, I can't remember. What did the video say to do here?' or making mistakes helps them think you, and them, are learning together and helps to empower them.
Supported (S) and Independent (I) work	If a student can achieve the one-star work independently after the video/teaching, continue to the two-star. If they need support, help them and then get them to complete the same sheet again but on their own. This may sound strange but it will give them confidence as they have just completed the questions with you, and also helps them secure, and think through, calculations independently. Remember to annotate the work 'S' or 'I' and students must complete two-star independently before moving on.
Involve students in their journey	Share the tracking sheet and explain how we all want to colour more in green. Share any progress. 'Wow! Well done! You have achieved the assessment. This will now turn green'.
Home in on the student's interests	Generate interest and involvement in maths by revolve the problems around things they enjoy (e.g. football goals, Minecraft scores, chocolate bars). Stickers, stamps and other incentives can also work.
Word problems	Highlight the important information, replace names with student's name to involve them and make the problem real, and work through with pictures or actions what the problem is about. Replace numerical values with smaller numbers to 10. Often then the operation then becomes clearer and then they can apply to the larger
Concrete, Visual, Abstract	These stages of learning are so important for a student's understanding. Spend longer on concrete (hands-on objects) and visual (pictures) before moving to abstract. Student's will always have the concrete and visual then in their mind as they work through their schooling.
Marking	Students can mark their own work to take part in their progress. Maybe you read out the answers, and they play the teacher and mark.

One of the most enjoyable parts of the programme is you will get to know your students very well and will know which of these tips, or others, gets the best out of them.

Thank you to everyone for your dedication and support. If you need any help or advice, please email us.

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