

To: Headteachers of schools booked to take part in Talk 4 Number

SCHOOL PREPARATION FOR TALK 4 NUMBER TRAINING

Welcome to Talk 4 Number! Here is some information about the intervention and how to prepare for it before your Teaching Assistant and Link Teacher come to Day 1 of the training course. Please copy this for them.

Talk 4 Number is an Every Child Counts programme developed by Edge Hill University. Your local Every Child Counts (ECC) Provider or the school/organisation that has arranged to host the training will tell you about the dates and venue of the course. If you need any more information, please do not hesitate to contact them or the ECC Team at Edge Hill University.

We do hope that your staff and pupils enjoy and benefit from Talk 4 Number.

ABOUT TALK 4 NUMBER

Talk 4 Number is a structured 'light touch' intervention for a small group of pupils in Year 3 or above who need support to improve their understanding and use of the language of number.

It comprises 24 sessions, each lasting about 30 minutes. 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 the pupils' daily mathematics lessons.

Teaching assistants are supported by a Link Teacher within the school, who attends designated units of the training alongside the teaching assistants.

What impact does it have?

Over 1,500 pupils in Years 3 to 10 have been supported by Talk 4 Number in 300 schools.

- They made an average **Number Age gain of 12 months** in only 3 months - 4 times the expected rate of progress.
- **95% of them showed more confidence and interest** in learning mathematics in class after Talk 4 Number.

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

Willow Tree Primary School, Ealing



What training and support will we get?

Training will be delivered by an ECC Trainer accredited by the University and will include:

Day 1 A full day for the teaching assistant. The Link Teacher will attend for the morning only.

- morning - managing and implementing Talk 4 Number
- afternoon - preparing the teaching assistant to deliver the first set of sessions

NB1: The school will receive a resource box containing enough photocopiable resources for 4 pupils. Electronic versions of the resources will be available on a protected area of the ECC website.

NB2: The teaching assistant will be ready to start delivering Talk 4 Number straight after Day 1 of the training. Days 2 and 3 will include reviews of how they are getting on.

Day 2 A half day for the teaching assistant only.

- reviewing the implementation and impact of the programme
- preparing for the delivery of Topics 2 and 3

Day 3 A half day for both the teaching assistant and the Link Teacher.

- reviewing the implementation and impact of the programme and any whole-school implications
- preparing the teaching assistant for the delivery of Topic 4
- a staff meeting that the Link Teacher and teaching assistant can deliver to colleagues

Schools also receive a **one-year ECC support package** including:

- online guidance and downloadable resources
 - access to the ECC online data system, providing analyses of children's progress to help schools to evaluate and demonstrate the impact of Talk 4 Number
 - telephone and e-mail support
 - an optional visit to the school by the Trainer (for a fee) to support the delivery, management and evaluation of Talk 4 Number
- If you want to arrange this, please contact your ECC Provider/host or Edge Hill University.*
- opportunities for Every Child Counts accreditation

THINGS TO DO BEFORE THE TRAINING BEGINS

Identify a teaching assistant to implement Talk 4 Number

A suitable teaching assistant will:

- have good knowledge of the vocabulary of mathematics
- be able to support pupils in using correct phrasing
 - for example, be able to help them to see that we can say *4 plus 3 equals 7* but that we have to change the sentence structure to say *the total of 4 and 3 is 7*.
- have successful experience of supporting pupils with mathematics
- be able to engage fully in training sessions that include:
 - how to deliver Talk 4 Number
 - the mathematics curriculum and subject knowledge
 - language development
- be able to make independent decisions while teaching pupils, based on an understanding of their needs and with the support of a Link Teacher.

Identify a Link Teacher to attend part of the training and manage Talk 4 Number

The Link Teacher will:

- provide the strategic leadership for the programme
- be suitably experienced to give support with the teaching and language of number
- have time to support the teaching assistant and liaise with the class teacher(s), senior managers, SENCo, and other professionals (such as visiting speech and language therapists) as necessary
- attend two half-day training sessions with the teaching assistant.

We recommend that the Link Teacher is normally a senior member of staff. If the school prefers to nominate a class teacher who will liaise closely with the teaching assistant, then a senior manager can provide the leadership and additional support that will maximise the impact of the intervention.

Set up a teaching area

Talk 4 Number requires a teaching area away from the classroom where up to four pupils can sit around a table and listen carefully to their teacher and each other without distraction. They will need to engage in active and sometimes noisy activities without disturbing the work of the school.

THINGS TO DO AFTER THE FIRST DAY OF TRAINING

Training on Day 1 will include guidance on these steps. You may wish to prepare them beforehand.

Choose the pupils to take part in Talk 4 Number

Talk 4 Number works best if the right pupils are chosen to take part in it. It has been designed for:

- pupils mainly in Year 3 or 4 who struggle:
 - to use and understand mathematical language
 - or to talk fluently about their mathematics
- or pupils in Year 3 or above who are in the later stages of learning English as an Additional Language.



Talk 4 Number is not suitable for pupils newly-arrived to this country who are beginning to learn English as an additional language. Nor is it designed for pupils who have a diagnosed

speech and language disorder; however the school's Speech and Language Therapist may feel it could support some of these pupils after they have received appropriate therapy and when their language skills are similar to those of their classmates.

A group of four pupils should be chosen who can 'gel' and learn together. They should not normally take part in another intervention at the same time, to avoid overload.

Prepare a timetable

This is a typical **example** of a teaching assistant's timetable that has worked well in school:

AN EXAMPLE OF A TEACHING ASSISTANT'S TIMETABLE FOR A TALK 4 NUMBER TOPIC					
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Preparation and familiarisation time	Teach Session 1	Teach Session 2	Teach Session 3	Liaison time with Link Teacher
Week 2	Extra session with one or two pupil(s)	Teach Session 4	Teach Session 5	Liaison time with class teacher	Teach Session 6

Each lesson takes about 30 minutes to deliver. Please allow plenty of time for the teaching assistant to prepare for lessons, to deliver them and to talk with teachers, particularly in their training term. We suggest that the teaching assistant is timetabled for 40 minutes to 1 hour a day in their training term and we have included additional preparation and liaison sessions in the timetable.

Talk 4 Number has four topics and each topic has six sessions. We suggest taking a fortnight to deliver each topic, so this timetable would be repeated four times over eight weeks.

Make baseline assessments of the pupils

Testing the pupils on entry and exit is optional in Talk 4 Number but we strongly advise schools to do so. Measuring the progress that pupils make will help you to plan for their subsequent support and to evaluate the impact of Talk 4 Number. Parents, the senior leadership team, governors, and Ofsted may all want to know how effective it has been.

It is best to use a standardised mathematics test. We recommend the use of the Sandwell Early Numeracy Test KS2-3, as it is specifically designed to give accurate measures of the progress of pupils who may be performing below age-related expectations; it also gives useful diagnostic information.

Sandwell Early Numeracy Test (SENT)	KS2/3 version Available from GL Assessment. A 5% discount is currently available to ECC schools that order with GL Assessment via telephone number 0330 123 5375 with the discount code GL671.
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Any other standardised test that caters for your pupils' range of attainment will be suitable.

The school can use the secure Every Child Counts online data system to record data about pupils' progress and to download and print out reports. Each report analyses the support that pupils received and the progress that they made, both individually and as a group, and enables the school to compare its own outcomes with national benchmarks. You can view sample reports on the Every Child Counts website.

Start teaching!

The teaching assistant should start to deliver Talk 4 Number as soon as possible after Day 1. This will enable them to get the most out of the course.
