



National College for  
Teaching & Leadership

# Closing the Gap: Test and Learn

**Descriptions of intervention tools:**

**1stClass@Number**

**Growth Mindsets**

**Numicon**

**RTI: Breakthroughs for Literacy**

In partnership with





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### Which year groups can take part in each intervention as part of Closing the Gap: Test and Learn?

Intervention	Nursery	Primary	Secondary
<b>1stClass@Number</b>	N/A	Y3	N/A
<b>Growth Mindsets</b>	N/A	Y3, Y5	Y7, Y9
<b>Numicon</b>	N/A	Y2	N/A
<b>RTI: Breakthroughs for Literacy</b>	N/A	Y5	Y7



## 1stClass@Number

### What is the intervention and what are its aims?

1stClass@Number is an intervention that supports the teaching of mathematics. The intervention uses a Post Office theme to teach the key aspects of numbers, by using letters, parcels, postcards and house numbers to support pupils' mathematics.

1stClass@Number2 is an intervention aimed at those in key stage 2 who have moderate difficulties in mathematics and are at about National Curriculum Level 2C, to help them to make faster progress and to catch up with their peers. It also aims to build pupils' confidence in mathematics.

### What has been the impact of 1stClass@Number2?

1stClass@Number2 was used with 891 pupils from Years 3 and 4 in 2012/13, and progress was measured using a standardised test before and after. Their average number age gain was 12.3 months after 28 half-hour lessons in 2.8 months. This was over four times the normal rate of progress.

#### Quotes from staff who have used the intervention:

*"It has really lived up to expectations. The teaching assistants who were trained have nothing but good things to say. The children's progress has again been outstanding: they are motivated and now see themselves as learners."*

*"1stClass@Number2 has made a real difference to the children's learning, confidence and ability to share their ideas."*

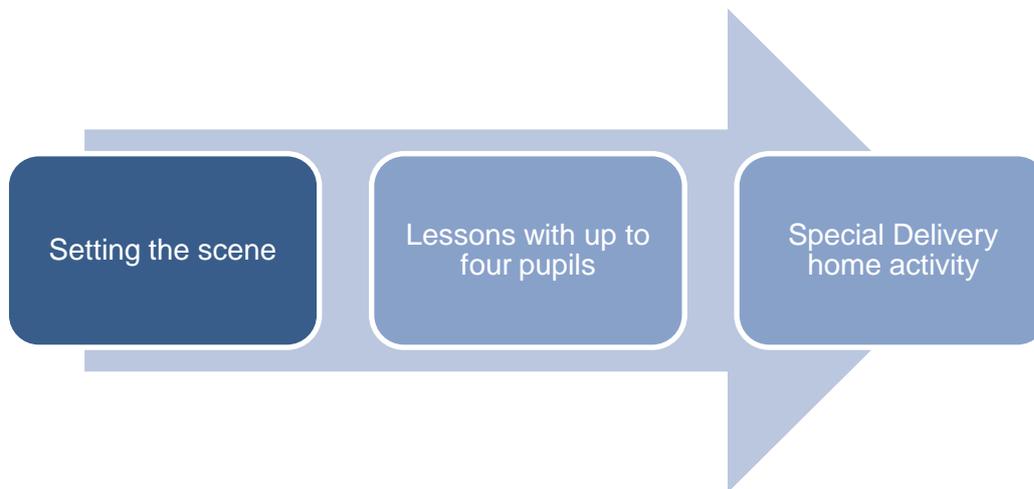
*"I loved the fact that the children were so eager to come out to the classes. Children learn so much more when it is hands-on and 'fun'. They do not view this as a numeracy lesson – more a treat."*

*"We now have a group of very happy and inspired parents."*



## Overview of 1stClass@Number2

1stClass@Number2 is delivered by trained teaching assistants (TAs) to small groups of learners who have fallen behind in mathematics. The teaching assistants work from detailed lesson plans and adapt them for their pupils. Pupils work through the following steps for each of the five topics:

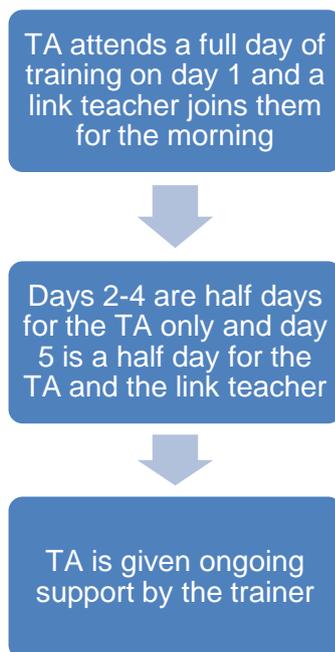


The intervention typically occurs three times a week for 30 minutes each session. Resources for all the lessons are provided. Teaching assistants are also supported through the intervention by a link teacher.



## Overview of the training

For 1stClass@Number2, there is one full day and four half days of training, as well as ongoing further support:



## Setting up 1stClass@Number2

Planning for the intervention will involve identifying suitable staff, carefully selecting target pupils and their focus areas, and considering the practicalities of when and where the intervention will take place.

### Identify staff

A suitable teaching assistant will:

- have experience of supporting pupils' mathematics
- be able to engage fully in training sessions that include the intervention's procedures and the mathematics curriculum
- be able to make independent decisions while planning for and teaching pupils, based on an understanding of their needs, with the support of a link teacher.

A suitable link teacher will:

- be experienced enough to give support with mathematics



- have time to support the teaching assistant and to liaise with the class teacher(s) and senior managers.

### Identify the pupils

Staff will want to use the **Pupil identification tool** to select their target group.

### Identify the teaching area

Teaching assistants involved will require a teaching area away from the classroom in which a small group of pupils can engage in active and possibly noisy lessons without disturbing or being disturbed by the work of the rest of the school.

## Training

An accredited Every Child Counts 1stClass@Number trainer trains the teaching assistant and the link teacher. The teaching assistant attends one full day and four half days of training. The link teacher joins the training for the first day and the last day.

Following on from the training, the trainer also provides termly half-day sessions for teaching assistants, to allow them to learn more about both mathematics and the pedagogy of 1stClass@Number, and to receive ongoing support.

## Ensuring the optimum impact

To ensure the successful implementation of the intervention, leaders will want to:

- ensure that teaching assistants are allocated time for the intervention
- arrange communications with staff and parents
- support staff training and implementation
- arrange pre- and post-testing.

## How can we measure the pupils' progress?

### Testing

As part of the project pupils will sit a pre- and post-test in numeracy. This will give participants an in-depth insight into their pupils' learning, and will enhance their understanding of the pupils' numeracy needs and how they are being met.

### Tracking pupil progress tools

Tools will be provided which help with collecting evidence about pupil experiences of the intervention and its impact.

## Cost

The total cost of the training package is approximately £900 per school.



## Management checklist for 1stClass@Number2

Before 1stClass@Number2 begins	Who?	Done?
Select a class/classes who will be involved in the trial (see <b>Pupil identification tool</b> )	Senior Leadership Team/teachers	
Carry out online standardised assessment of all pupils in the selected class/classes (see <b>Pupil identification tool</b> )	Senior Leadership Team/teachers	
Identify target pupils within the selected classes (see <b>Pupil identification tool</b> )	Teachers with support of Senior Leadership Team	
Identify a suitable, experienced teaching assistant who can attend all the training and deliver the intervention	Senior Leadership Team	
Identify a suitable, qualified link teacher who will support the teaching assistant and attend an introductory day of training	Senior Leadership Team	
Organise a meeting for all the staff involved in and affected by the intervention	Senior Leadership Team	
Consult with parents and tell them about the 'Special Delivery' activities that the pupils will be bringing home	Senior Leadership Team	



<b>During 1stClass@Number2</b>	<b>Who?</b>	<b>Done?</b>
Deliver the intervention	Teachers/ teaching assistants	
Monitor the implementation of the intervention	Senior Leadership Team	
Visit a lesson	Senior Leadership Team	

<b>After the intervention period</b>	<b>Who?</b>	<b>Done?</b>
Conduct post-intervention testing	Senior Leadership Team/teachers	
Plan for dissemination of learning	Senior Leadership Team/teachers	
Organise a meeting for all the staff involved to discuss the intervention and its impact Draw up any plans for further support for the learners	Senior Leadership Team	

<b>More actions</b>	<b>Who?</b>	<b>Done?</b>



## Growth Mindsets

### What is the intervention and what are its aims?

The intervention focuses on helping both pupils and staff to develop a 'growth mindset'. It is based on research by Carol Dweck which shows that teacher and pupil beliefs about intelligence impact on learning. Pupils who believed that intelligence is innate (a 'fixed mindset') were less likely to persist in the face of difficulty; where they believed ability in a task could be improved (a 'growth mindset') they saw difficulty as a natural part of learning and persevered with the task.

The intervention supports staff in reflecting on their own mindsets and includes a series of six sessions (half a day per week) of teacher-led activities which help pupils to move towards a growth mindset.

This intervention was initially developed for pupils in Years 4, 5 and 6, but it has now been adapted for Early Years through to post-16 learners, with different teacher manuals and pupil materials for each age range. It can be delivered in – and influence performance in – any subject area, but for the Closing the Gap: Test and Learn project it will focus on literacy and possibly numeracy attainment.

### What has been the impact of Growth Mindsets?

Based on Dweck's research,<sup>1</sup> interventions related to mindset have been rolled out widely in the USA and its effectiveness there has been tested widely.

Teaching a growth mindset raises motivation and achievement, especially in traditionally difficult subjects (for example, mathematics) and across difficult school transitions. For instance, in one study pupils who had received growth mindset training showed significant increases in their mathematics and verbal test scores compared with a control group and the gender gap was narrowed.<sup>2</sup>

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<sup>1</sup> CUREE (2007) *Promoting students' persistence in meeting challenges*: GTC research for teachers summary [Online] Available at <http://www.tla.ac.uk/site/SiteAssets/RfT1/06RE041%20Promoting%20students'%20persistence%20in%20meeting%20challenges.pdf>

<sup>2</sup> Good, C., Aronson, J. & Inzlicht, M. (2003) 'Improving adolescents' standardized test performance: An intervention to reduce the effects of stereotype threat' *Journal of Applied Developmental Psychology* 24, (6) 645-662



**Quotes from staff who have taken part in the Growth Mindsets intervention:**

*“The resources provided are great and discussing the difficult scenarios was helpful.”*

*“Found the INSET very interesting and have already seen an improvement in the children’s mindset towards work.”*

*“A well delivered INSET and made me more conscious of my approach to teaching.”*

*“I have found this very interesting and a must for all schools.”*

## Overview of the Growth Mindsets intervention

The intervention involves running a weekly half-day session with pupils over six weeks (although the materials are flexible so can be adapted to delivery needs). The sessions include:

**Introduction to Growth Mindsets**

**Language associated with Growth Mindsets**

**Strategies for overcoming challenges**

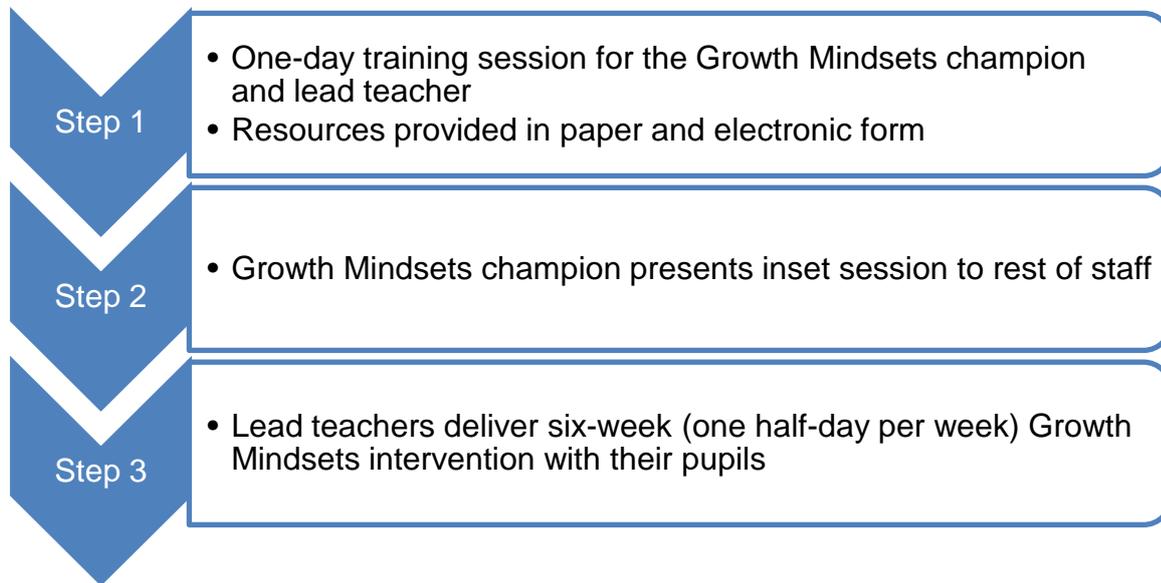
**Overcoming stereotypes associated with a fixed mindset**

**The value of hard work and practice**

**How to be a growing learner**



## Overview of the training



## Setting up Growth Mindsets

Planning for the intervention will involve identifying suitable staff and carefully selecting target pupils.

### Identify staff

A lead teacher will need to be selected to implement the intervention, along with a Growth Mindsets champion from the Senior Leadership Team.

The Growth Mindset champion will be:

- a member of the Senior Leadership Team
- open to developing a 'growth mindset'
- able to support the lead teacher in using the Growth Mindsets materials with pupils
- willing to lead the whole school to develop Growth Mindsets
- able to ensure there is commitment to long-term change.

A suitable teacher will be:

- open to developing a growth mindset
- willing to use the materials provided and develop them creatively for use with his/her pupils.



### **Identify the pupils**

The **Pupil identification tool** will help with the selection of the target group.

The training consists of a one-day session for the Growth Mindsets champion and teacher. Participants will be provided with a manual and a memory stick of materials for the six-week intervention. The Growth Mindsets champion will run an inset session with staff in his/her school after attending the training and teachers will use the intervention with their pupils.

There will be follow-up email and helpline support for teachers and champions.

## **Ensuring the optimum impact**

To make sure that the intervention runs smoothly, the Growth Mindsets champion should:

- lead the whole school to develop growth mindsets
- support teachers in carrying out the intervention
- use the materials provided to deliver a school inset when he/she returns to school.

To ensure that the implementation of the intervention is carried out effectively, teachers will need to:

- use the resources provided to plan lessons for their pupils (adapting them to meet pupils' needs and age), drawing on the support of their Growth Mindsets champion where necessary
- ensure the intervention takes place before post-assessment is carried out.

## **How can we measure the students' progress?**

### **Testing**

As part of the project, pupils will sit a pre- and post-test in literacy (and possibly numeracy). This will give staff an overview of pupils' learning, and will enhance teachers' understanding of pupils' needs and how they are being met.

### **Tracking pupil progress tool**

A tool will be provided which will help staff identify pupils' mindsets and track their progress.



## Cost

The total cost of the training package is approximately £1,450 per school.

## Management checklist for Growth Mindsets

Before Growth Mindsets begins	Who?	Done?
Selection of a class/classes that will be involved in the trial (see <b>Pupil identification tool</b> )		
Online standardised assessment of all pupils in the selected class/classes (see <b>Pupil identification tool</b> )		
Attend one-day training session	Growth Mindsets champion and lead teacher	

During Growth Mindsets	Who?	Done?
Run inset session for whole staff	Growth Mindsets champion	
Deliver intervention – six weeks (normally one half-day per week)	Lead teacher	
Use tracking progress tool to record the progress of pupils	Growth Mindsets champion	

After the intervention period	Who?	Done?
Conduct post-intervention testing		
Analyse the data collected on pupils' progress	Growth Mindsets champion	



Plan for dissemination of learning		
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More actions	Who?	Done?



## Numicon

### What is the intervention and what are its aims?

The Numicon intervention programme (NIP) is designed specifically for pupils experiencing significantly greater difficulty with learning mathematics than the majority of pupils of their age.

The NIP focuses on improving pupils' understanding of mathematical concepts through three strategies:

- Mathematical communication – talking about maths, doing maths, seeing maths
- Generalising – talking about what might happen if... and why something happens
- Making connections – across different aspects of maths and through patterns in number

Pupils explore connections between numbers through manipulating and making connections between images and objects. Numicon resources and materials are designed to allow pupils to manipulate, observe, notice and explore pattern.

The programme includes teaching guides with built-in lesson planning and assessment.

### What has been the impact of Numicon?

Local authorities running the Numicon Intervention Programme found that pupils' mathematical ability across a range of activities increased significantly. It was also noted during the Cambridge trials of Numicon that pupils' mathematical self-confidence greatly improved.

'Significant improvement' was reported by the majority of teachers for the impact on pupils' mathematical achievement and enjoyment of maths when using Numicon.



**Quotes from staff and pupils who have taken part in the intervention:**

*"I used to be bad at maths, now it's my best."*

Pupil

*"I like it 'cos I can see patterns in the numbers."*

Pupil

*"Numicon is the best number system I have ever found, in 26 years of teaching."*

Staff member

*"Numicon is a highly visual resource which can be used to explain 'abstract' concepts in a clear way."*

Staff member

## Overview of Numicon

Numicon Shapes and Number Rods are designed to represent the structure of number ideas, and this forms an important part of pupils' concept image of number. Other practical teaching resources are provided, such as spinners, pegs and baseboards, contributing to this multi-sensory approach.

A 'Teaching Resource Handbook' and 'Implementation Guide' are provided which contain illustrated step-by-step descriptions of activities as well as assessment tools. The accompanying 'Closing the Gap' manual also addresses barriers to pupils' access to mathematical teaching and learning, and how the Numicon approach can overcome them.



Numicon

FS Y1-6 P1-7 SEN

Visit [www.oxfordprimary.co.uk](http://www.oxfordprimary.co.uk) for full resource details



## Teaching Sequence

Numicon is rigorous, with careful, detailed progression integrated throughout. Tried and tested in the classroom, new Numicon resources provide enhanced support for planning, active learning and assessment.



Every 20-page teaching pack for each year contains a Teaching Resource Handbook and Implementation Guide



**2 Problem-solving**  
Numicon has problem-solving at its heart. Numicon develops children's confident problem-solvers, using real-life contexts that give every activity a purpose.

*"Pupils are enthusiastic and recognise how Numicon helps with their understanding."*

**Rose Daniels**  
Head Teacher  
Goodfives End Primary School

**1 Planning**  
New Numicon Teaching Resource Handbooks include clear and easy-to-use planning charts so you can follow a suggested order of teaching through the strands.

**3 Recording**  
Numicon offers flexibility in how children record their work. Teachers can see how they are approaching problems and how they are moving towards conventional recording.

**5 Challenge**  
All Numicon activities enable you to teach new concepts from a low threshold starting point and integrate high calling investigations to challenge your more able children.

**4 Assessment**  
Numicon provides a range of opportunities for assessment. New Explorer Progress Books gather evidence of children's achievement. Assessment, diagnostic and diagnostic recording are included in each Teaching Resource Handbook.



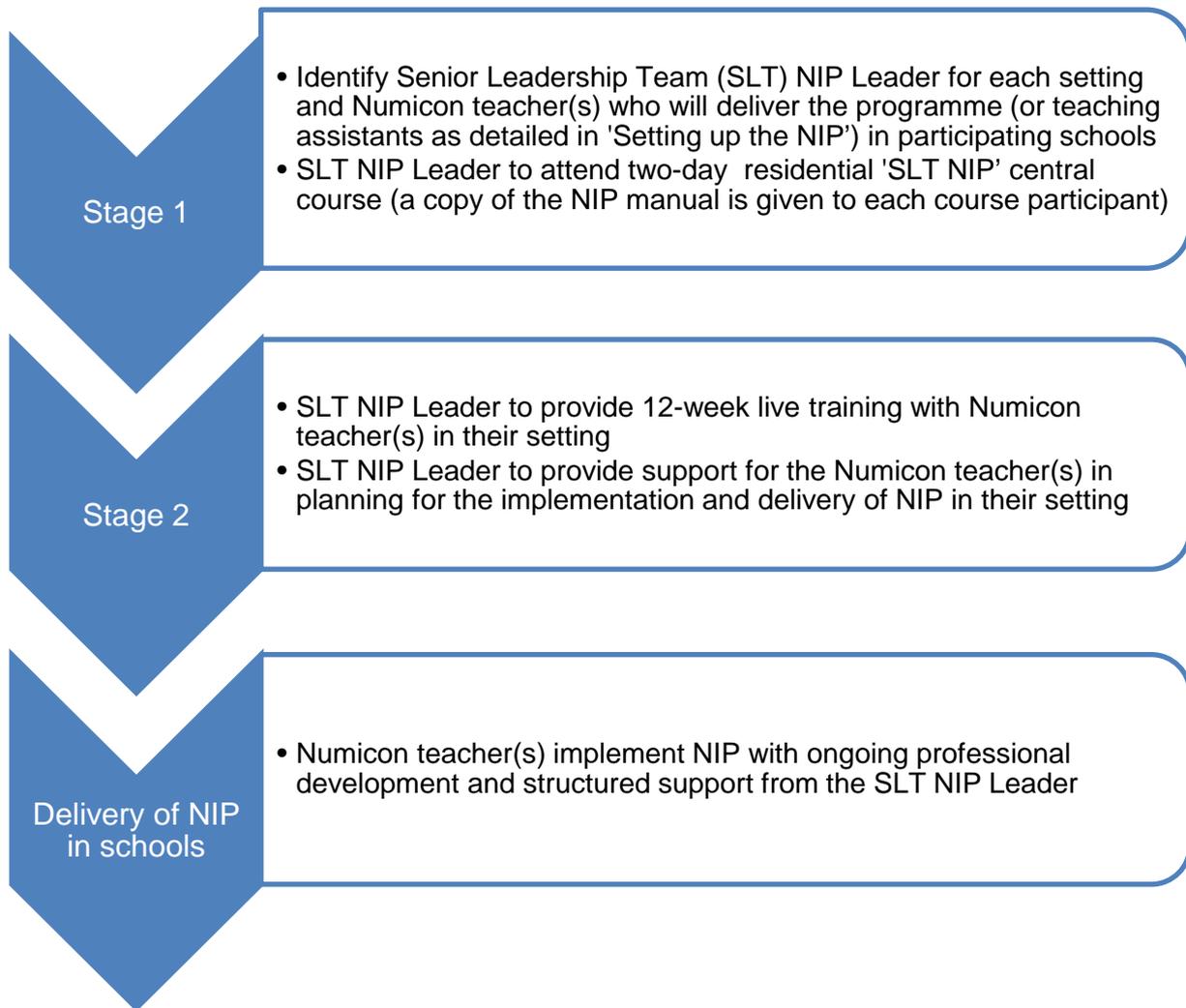
Each activity within Explorer Progress Books is linked to a topic from the Teaching Resource Handbook.

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## Overview of the training





## Setting up the Numicon Intervention Programme

Planning for the intervention will involve identifying suitable staff, carefully selecting target pupils and their focus areas and considering the practicalities of when and where the intervention will take place.

### Identify staff

Once they have been trained by the Senior Leadership Team NIP Leader, this intervention can be carried out, with ongoing structured support by the Senior Leadership Team NIP Leader, by:

- teachers
- SENCOs
- teaching assistants
- assistant support teachers.

### Identify the pupils

School leaders will want to use the **Pupil identification tool** to support their selection of target pupils. This intervention is aimed at pupils who experience significantly greater difficulty in learning mathematics than the majority of pupils of their age.

### Identify the teaching space

The Numicon Intervention Programme can be taught in whole-class and group contexts. Timetabling and space will need to be provided for this. Teaching sessions will last for approximately 25 minutes, be well paced and follow a similar structure. It is recommended that sessions take place two to three times per week.

## Training

Numicon will train a SLT NIP Leader from each participating school in leading the NIP. The trained SLT NIP Leader will then introduce the NIP to those colleagues delivering the programme, and provide ongoing structured support.

- Stage 1: identify an appropriate member from Senior Leadership Team to be trained in leading the NIP
- SLT participant from each school to attend 'Leading the NIP' – two days' residential training
- Stage 2: SLT NIP Leader to provide 12-week live training with Numicon teacher(s) in their setting



- SLT NIP Leader to provide support for the Numicon teacher(s) in planning for the implementation and delivery of NIP in their setting
- Delivery of the NIP in schools by teachers/TAs who will deliver the programme with pupils, with ongoing support from the SLT NIP Leader who is leading the programme in his/her setting.

## Ensuring the optimum impact

SLT NIP Leaders in each setting will need to ensure that those who attend the training share their learning with the rest of the staff, and support the implementation of Numicon. Leaders will also need to arrange pre- and post-intervention testing.

Teachers should be encouraged to create a classroom environment which supports effective teaching and learning of mathematics: for example, ensuring that labels and signs around the classroom use numbers purposefully, and having a wall number line at the pupils' eye level. It is helpful to use numbers in everyday situations by referring to calendars, clocks, timetables, lunch money and so on.

## How can we measure the pupils' progress?

### Testing

As part of the project, pupils will sit a pre- and post-test in numeracy. This will give teachers and leaders an overview of their pupils' progress, and will enhance their understanding of pupils' numeracy needs and how they are being met.

### Tracking pupil progress tools

The school will be provided with assessment tools, including:

- a tool to help identify pupil starting points, which looks at pupils' readiness for ideas and gaps in understanding
- a record of progress, which can be used for detailed tracking of the progress of individual pupils.

## Cost

A breakdown of approximate training and materials costs for this intervention is given on page 32.



## Management checklist for Numicon

Before Numicon begins	Who?	Done?
Selection of a class/classes who will be involved in the trial (see <b>Pupil identification tool</b> )	Project lead/ teachers	
Online standardised assessment of all pupils in the selected class/classes (see <b>Pupil identification tool</b> )	Teachers with support of project lead/Senior Leadership Team	
Identification of target pupils within the selected classes (see <b>Pupil identification tool</b> )	Teachers with support of project lead/Senior Leadership Team	
Ensure that training is arranged	Senior Leadership Team/project lead	
It is recommended that, ahead of the training, teachers read through the key mathematical ideas in the 'Closing the Gap' and 'Number, Pattern and Calculating 1, Implementation Guide' to familiarise themselves with the mathematical language for the planned activities	Teachers/teaching assistants/SENCO	



<b>During Numicon</b>	<b>Who?</b>	<b>Done?</b>
Train and provide ongoing structured support for teachers and/or teaching assistants delivering the NIP	SLT NIP Leader	
Deliver intervention in schools	Teachers/teaching assistants/SENCO supported by SLT NIP Leader	
Teachers should consider adapting the steps suggested in the activity instructions to address pupil needs	Teachers/teaching assistants/SENCO	

<b>After the intervention period</b>	<b>Who?</b>	<b>Done?</b>
Conduct post-testing	SLT NIP Leader/ teachers	
Plan for dissemination of learning	SLT NIP Leader and all staff involved in project	

<b>More actions</b>	<b>Who?</b>	<b>Done?</b>
Contact a Local Education Consultant from Oxford University Press to purchase the necessary resources to administer the Numicon Intervention Programme	SLT NIP Leader	



## Numicon Intervention Programme: details of training

**Training:** based on training Teacher Leaders/Senior Management in teaching schools. This two-day training can be done centrally (Oxford/London) or at a geographic location appropriate to the project. Once accredited/trained, these trainers will train practitioners in school following the model below (see Appendix 1).

Training type	Cost to individuals	Inclusive
Two-day Train the Trainer Numicon Intervention Programme	£495	NIP Manual
As above for ECC Teacher Leaders	£295	NIP Manual
<i>Participants would be responsible for travel and accommodation as needed</i>		

**Resources:** To ensure that schools have enough resources and necessary teaching material to deliver the 12-week intervention it is suggested they purchase:

Resource required	Unit cost	Discount applied	ISBN No.	Total cost
Closing the Gap with Numicon Group Kit	£202.55 + VAT	10% on total resources	978-0-19-848699-2	
Number Pattern and Calculating 1 Teaching Resource Handbook and Implementation Guide	£99.00	10% on total resources	978-0-19-838940-8	
2013 Numicon Kit 1	FOC	NA	NA	
Numicon Intervention Programme Manual	£66.80	10% on total resources	978-0-95539-4980	
Minimum resource requirement for schools				£368.35
Minimum resource requirement for schools (including discount of 10%)				£331.50

We are able to offer a 10% discount on these resources to all schools who receive the Numicon Intervention Programme training.

*Please be advised that some trainers may need to invest in minimum resources to administer and train in the Intervention successfully.*



## Appendix 1: In-school intervention training from Numicon

- The price of the training is per participant at the discretion of those facilitating (suggested £495).
- Minimum numbers: 10.
- The training will run for a course of 12 weeks, and will include in-school work with at least one child as part of the training.
- Initial training is designed for 12–16 weeks, but when working with children and school diaries it is anticipated that the training may run over. The training is flexible and provides assimilation and preparation time for participants.
- Once the training is complete the participants will be able to deliver the intervention over a 12-week period.
- All participants require the support of a Supporting Teacher, who we would recommend is part of the Senior Leadership Team who attended SLT NIP.
- Participants should be HLTA or equivalent, class teachers or SENCos and have some knowledge and experience of working with children with special educational needs.
- Some understanding of the Numicon approach or recent experience working with the resource would be beneficial, but is not essential.

The breakdown of the professional development to be facilitated by SLT NIP attendees in settings is shown on the following page.



Week	Type of PD provided	Overview of content	Participation	Tasks
1	One full day's training	Introduction to Closing the Gap: Test and Learn and supporting materials  Closer look at the diagnostic assessment	TAs, SENCOs, teachers – participants  The morning will include sessions for the Supporting Teacher (although they are welcome to join for the duration of the training and other sessions)	Manuals and resources disseminated
2				Participants to run diagnostic assessment with child
3	Half day's training  3 hours with 15 mins' break – ideally a morning session	Familiarisation lessons	Participants	Participants to familiarise themselves with lessons
4	Half day's training  3 hours with 15 mins' break – ideally a morning session	Planning the intervention lessons	Participants	Deliver lessons with child
5				Deliver lessons with child
6	Twilight 1  Minimum requirement 1 hour	Mid-intervention support	Participants	Deliver lessons with child



Week	Type of PD provided	Overview of content	Participation	Tasks
7				Deliver lessons with child
8				Deliver lessons with child
9				Deliver lessons with child
10				Deliver lessons with child
11	Twilight 2 Minimum requirement 1 hour	Transition for the child into mainstream setting  End of intervention support	Participants and Supporting Teacher	Deliver lessons with child
	<i>Alternative half day training over 3 hours with a 15 min break, in place of two twilights</i>	Transition into mainstream setting  Course reflection and completion  Diagnostic assessment and end of intervention support	Participants and Supporting Teacher	Deliver lessons with child
12				Diagnostic assessment with child



# Response to Intervention (RTI): Breakthroughs for Literacy

## What is the intervention and what are its aims?

RTI: Breakthroughs for Literacy uses in-depth, close case analysis of the most vulnerable pupils' learning to match needs to interventions from a menu of high-impact interventions. Interventions are provided in three tiers of increasing intensity matched to pupil needs (whole class, group and one-to-one). Teachers use evidence of impact of the particular interventions on pupil progress in fast feedback loops, to determine and refine the level of intensity (the tier) that each pupil is offered.

The RTI: Breakthroughs for Literacy intervention is aimed at:

- Year 5 pupils at risk of not achieving level 4 by the end of Year 6
- Year 7 pupils whose literacy is not yet strong enough to access the secondary curriculum with confidence.

This intervention provides materials to support these key aspects of literacy:

- Phonics
- Fluency
- Comprehension
- Spelling
- Paragraph/text structure
- Vocabulary
- Grammar

While this intervention focuses on literacy at Year 5 and Year 7, after the project most schools also apply the approach to other year groups.

## What has been the impact of RTI: Breakthroughs for Literacy?

A series of studies suggests that RTI is potentially powerful. American studies have highlighted the positive impact of RTI. In the UK a randomised controlled trial (RCT) funded by the Education Endowment Foundation (EEF) evaluated the impact of RTI as a transition intervention run in a very short period at the end of the summer term 2013. Although the formal trial was 'spoilt', mainly because of online testing problems for control group schools during the last three days of the summer term so the results were not generalisable, the evaluators identified an effect size equivalent to three extra



months from a five-week intervention. The effect on FSM pupils was double this, with pupils making progress equivalent to six additional months.<sup>3</sup>

A subsequent second phase of the trial (this time not an RCT) ran for almost a full term and achieved an effect equivalent to six months' progress from a ten-week intervention.

The qualitative evidence is also compelling. Many individual teachers involved in the project report quite remarkable progress. For example, in one school that now uses RTI: Breakthroughs for Literacy from Year 4 to Year 6, pupils made between five and nine months' progress in four weeks. Another school reported that the intervention *"had been very effective for pupils for when nothing else worked before"*. Popular with teachers and pupils, the approach was also found to be *"likely to have had positive benefits on wider outcomes such as confidence and self-esteem"*.

#### Quotes from staff who have taken part in the intervention:

*"Fantastic resources"*

*"Very good training and ongoing support"*

[Many pupils were] *"much more confident"*

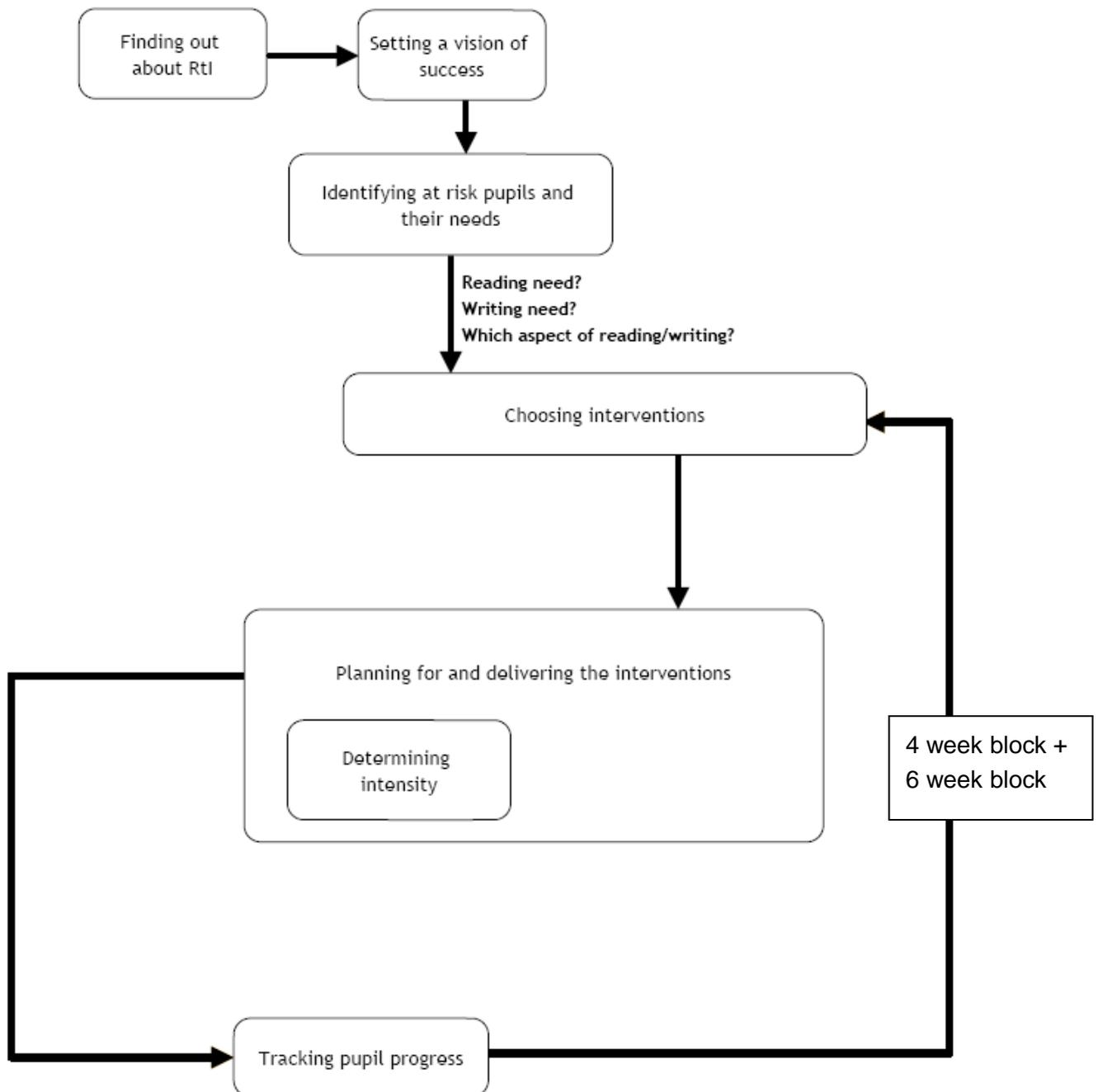
*"Much more focused in one-to-one situation. Confidently summarising what he has read – which is a noticeable improvement"*

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<sup>3</sup> The first trial was technically 'spoilt' (technical problems particularly with the timing and organisation of post-tests meant a relatively low number of control schools completed post-tests).

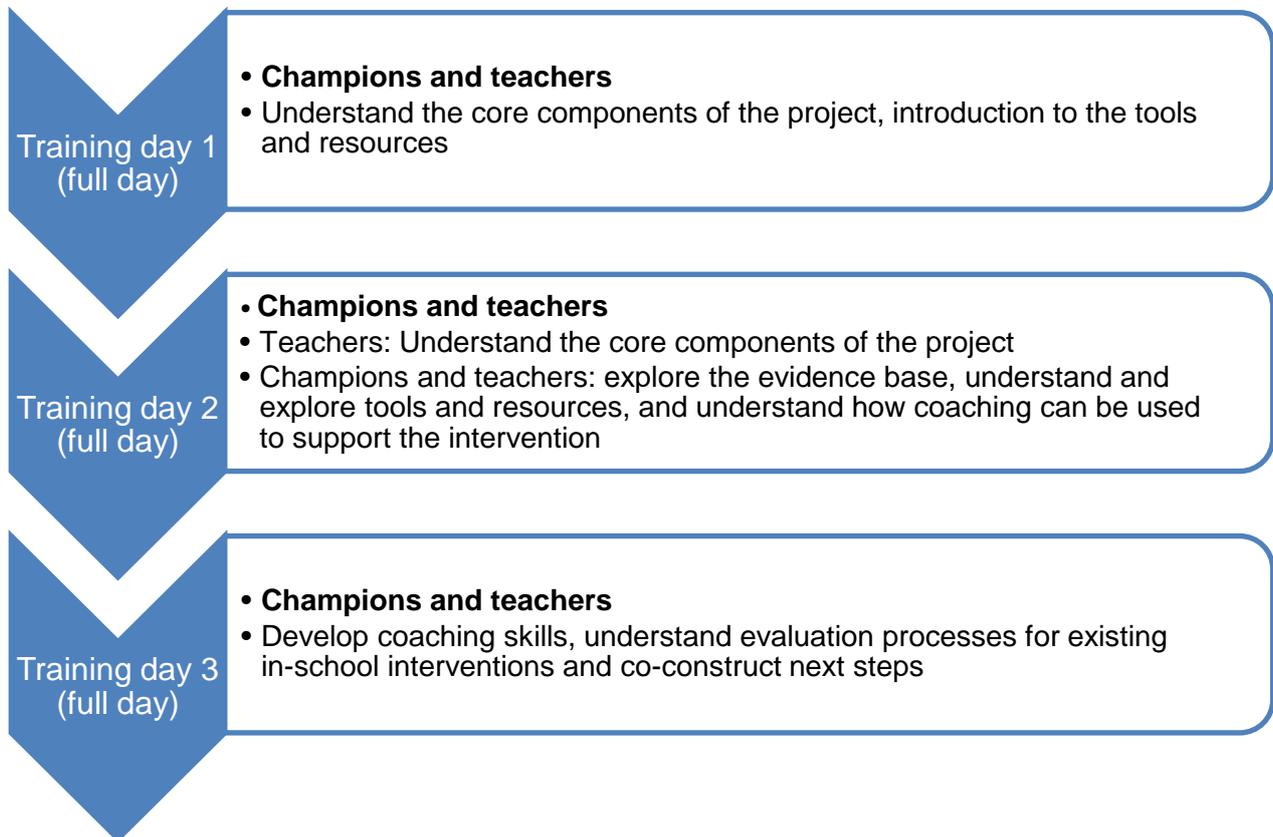


## Overview of RTI: Breakthroughs for Literacy





## Overview of the training



## Setting up RTI: Breakthroughs for Literacy

Planning for the intervention will involve identifying suitable staff, carefully selecting target pupils and their focus areas, and considering the practicalities of when and where the intervention will take place.

### Identify staff

The training programme involves one RTI champion plus two RTI teachers for secondary schools, and one RTI champion plus one RTI teacher for primary schools.

A suitable RTI teacher will:

- teach literacy
- be able to engage with the training on how to implement the intervention
- be committed to using project tools to help recognise pupils' changing needs and be responsive to them
- use the training, tools and resources to implement the intervention.



A RTI champion will:

- be committed to supporting the RTI teacher(s) with the planning and implementation of the intervention, using project tools and resources
- help with organising testing and monitoring of the interventions, and
- help identify other specialist expertise that can be drawn on.

### **Identify the pupils**

Staff will want to use the **Pupil identification tool** to select their target group.

### **Identify pupils' focus areas**

Initial screening and close case analysis (ie exploring each pupil's needs in depth and detail) are crucial to the success of RTI. Identifying pupils' needs correctly will enable schools to identify the best interventions for addressing them and tailor their intensity in order to support target pupils' progress most effectively. The purpose of the close case analysis is to assess the literacy needs of target children in order to develop:

- a plan for addressing each pupil's needs
- an overview of how the needs of the entire group of target children will be addressed during the intervention period.

The close case analysis tool, provided as part of the project, supports schools in identifying focus areas.

### **Identify the teaching space**

As part of the intervention, according to their needs, pupils will be taught in whole-class, and in targeted small group or one-on-one settings. It will be used in a daily literacy lesson and may involve additional smaller sessions. Timetabling and space will need to be provided for this.

## **Training**

Three full-day workshops for RTI champions and RTI teachers will be provided by a specialist from CUREE. These will provide support with setting up the intervention, and explain the structure and process of RTI. Throughout the training the champions and teachers will be provided with evidence-based tools and resources. The emphasis will be on building on and strengthening the schools' current practices and developing capacity to use the RTI approach.



The aims of the sessions are to:

- develop an understanding of the core components of RTI
- build a shared understanding of high-leverage teaching and learning strategies with a particular focus on evidence-based literacy interventions
- explore key tools and resources designed for the project and ensure they can be used to provide scaffolds to enable consistency and quality – for example, the ‘how to evaluate existing in-school interventions’ tool, ‘menu and guidance for interventions’ tool and the ‘tracking pupil progress’ tools
- co-construct action plans for next steps.

## Ensuring the optimum impact

To make sure that the intervention runs smoothly, leaders should:

- help staff to understand how the RTI process works, perhaps using pages from this guidance
- ensure that the RTI teacher(s) can attend the two training sessions, and the RTI champion can attend the three sessions
- set aside time for RTI teachers to immerse themselves in the RTI tools and resources
- carefully allocate time for the different tiers (whole class, group work and one-to-one).

To ensure the implementation of the intervention is carried out effectively, using the tools and resources provided, staff will need to:

- attend training
- use the Pupil identification tool to select the target group
- use the close case analysis tool to conduct in-depth analysis of target pupils’ needs
- evaluate in-school interventions using the tool provided
- select interventions using the *menu of interventions* and *interventions guidance* tools
- determine the frequency and duration of interventions using the tool provided
- choose a key text and plan for use of the associated home-school pack
- use resources on EAL, group work and AfL, and the home-school pack, to enhance planning
- plan and deliver the interventions
- track pupils’ progress and respond to their needs using the tools for tracking pupil progress.



## How can we measure the pupils' progress?

### Testing

As part of the project pupils will sit a pre- and post-test in literacy. This will give participants an overview of pupils' progress, and will enhance their understanding of the pupils' literacy needs and how they are being met.

### Tracking pupil progress tools

Tools will be provided which help you to reflect on:

- how much you already know about your pupils' skills and the evidence you use to support your judgments
- how you can find out more about your pupils' progress in each area.

### Cost

The approximate total cost of the training package per school is as follows:

Primary schools sending two delegates: £995 + VAT

Primary schools sending three delegates: £1295 + VAT

Secondary schools sending three delegates: £1295 + VAT



## Management checklist for RTI

Before RTI: Breakthroughs for Literacy begins	Who?	Done?
Select a class/classes who will be involved in the trial (see <b>Pupil identification tool</b> )		
Carry out online standardised assessment of all pupils in the selected class/classes (see <b>Pupil identification tool</b> )	RTI teachers with support of RTI champion	
Identify target pupils within the selected classes (see <b>Pupil identification tool</b> )	RTI teachers with support of RTI champion	
RTI champion attends training	RTI champion	
With support of RTI champion, project tools and resources, finalise target pupil group, and carry out close-case analysis of pupil needs	RTI teachers with support of RTI champion	
Plan date and content of discussion with target pupils' parents (near the beginning of the intervention period)	RTI teachers with support of RTI champion	
Using project tools, plan interventions for target pupils	RTI teachers with support of RTI champion	
Plan for setting up home-school pack using provided resources and guidance	RTI teachers with support of RTI champion	



During RTI	Who?	Done?
With support of project tools, deliver and monitor interventions	RTI teachers with support of RTI champion	
Use tracking progress and close case analysis tools to record pupils' progress	RTI teachers with support of RTI champion	

After the intervention period	Who?	Done?
Conduct post-intervention testing of the class(es)	RTI teachers with support of RTI champion	
Analyse the data collected on pupils' progress	RTI champion	
Plan for dissemination of your learning	RTI teachers with support of RTI champion	

More actions	Who?	Done?