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| **Scottish Attainment Challenge Practice Exemplar****Numeracy Coaching and Modelling Officer****Inverclyde**Inverclyde has a wide variation in the size of its schools, with a spread of pupils from SIMD deciles 1 and 2 across the population. Aspirational local vision is to develop effective and sustainable practice to close the attainment gap, improve parental engagement, workforce expertise, meeting learning needs and leadership. The vision is that every school will be a nurturing school, where pupils will benefit from improved attendance, attainment and well-being. Their work is based on a sustainable model, focused on upskilling the permanent workforce. A team of Coaching and Modelling Officers (CMOs) has been established in the areas of Nurture, Literacy and Numeracy. The CMOs work in a holistic manner to upskill staff across the themes of nurture, meeting learning needs, learning and teaching and leadership.Through the work of the early/first level Numeracy CMO, the confidence and skill of teaching staff to develop a cohesive and progressive approach to mental agility, and how to micro adjust lessons, was identified as an area for improvement. Stages of Early Arithmetical Learning (SEAL) was identified as the focus for this work. SEAL training was arranged though links with Quality Improvement Officer from Glasgow City Council. Training was set up and places were allocated to the focus schools, with a mixture of school staff and partners in attendance. The short term aims of this work were to:* Increase in teacher knowledge and skills to engage children in learning in numeracy.
* Increase in teacher motivation to look for other approaches/resources to enhance learning in numeracy.
* Increased teacher skill in on-going assessment and reflective planning to meet the needs of children.

Attainment Challenge teachers and Class Teachers assessed children who would benefit from targeted interventions, to identify gaps in learning, in line with normal assessment procedures. Discussions between Class Teachers, Attainment Challenge teachers and the CMO for numeracy have helped to plan next steps for learning and to inform teacher judgements on pupil progress. The Numeracy CMO has supported schools to access and use a range of tools – learning experiences, links to school based commercial resources, Glow TV, National Numeracy Hub, and Teaching Number books which link to SEAL to support teacher theory related to practice. She has also shared latest research articles with all teachers through professional learning sessions. The Numeracy CMO developed and sourced all resources to create moving classrooms in each school to support the teaching of numeracy, and the work of the Attainment Challenge teachers. All teachers have been provided with a suite of resources to support the implementation of each phase of SEAL. She provides support to class teachers, in her coaching and modelling role, in areas such as mental agility, micro-adjustments to learning and teaching and professional learning sessions. Requests for CMO support are analysed in order to best meet the needs of teachers and schools across Inverclyde.There is a pilot project in development, focused on parental engagement in home learning activities. The CMO provides support for staff to develop and deliver appropriate workshops for parents, as well as supporting the delivery of workshops herself. She has led the development of baseline questionnaires for parents, in order to understand the need and focus of workshops. Follow up questionnaires will be used and all results analyse to inform future developments. Links continue to be made between professional learning opportunities in numeracy and visible learning, as part of ongoing local authority work within the Challenge.**Early signs of impact/ positive progress**Feedback from training was very positive. All teachers who attended training reported an increase in their knowledge and skills in teaching numeracy. All teachers stated that their motivation to look for other approaches/resources to enhance learning in numeracy has increased as a result of SEAL training. SEAL impacted mostly on the gaps that teachers perceived they had before training, such as knowledge of SEAL, as well as knowledge of how to establish children’s current numeracy stage, and how to effectively plan to meet their needs. SEAL training was perceived by participants as very effective and is already in use in their practice, especially with regards to planning next steps for children, including those identified as not making expected progress. The most significant change was found in planning progressive learning and teaching experiences in Number structures. Staff report more engaged pupils. Furthermore, no significant barriers to the use of SEAL were identified.An important theme that emerged with regard to next steps in participants’ development was the need for more opportunities to meet and share effective practice with other teachers, encouraging others to participate in the professional learning opportunities and continuously updating effective ways to teach numeracy. All participating teachers found SEAL extremely helpful and indicated increased confidence in the use of strategies to engage children in numeracy, as well as sharing their views and ideas with other staff members.**Reflections**“Very useful. The lines of progression and planners have given me clarity for planning and progress.”“This was excellent for helping me assess and plan for the children in my class who have gaps. It has also validated some of my practice.”“Extremely useful to have such a clear, structured, progressive framework.”“I think I have now acquired the 'growth mindset' that I can improve my ability to teach numeracy in a fun and effective way which will be useful for me and the pupils in the real world.”“I found the training extremely interesting as someone who doesn’t work in a classroom. I hope to use the resources when engaging parents and carers.”“Motivated and inspired me to teach numeracy in a different way. Very excited!”“So informative for planning, assessment and observation. Challenging ‘Thinking’ skills. Very practical real resources.” |