Interviewer – So, to start off, just tell me a bit about the intervention. How did it go?

Respondent – Erm so I did it on times tables.

Interviewer – Uh huh.

Respondent – I worked with about nine children who weren’t up to speed with their times tables, bearing in mind that we were going to do the times tables check. So erm I focus on just those nine children doing, practising daily their times tables. I think I did it four times a week. Erm yes, set them off with a little activity and then we’d test them erm and see their score.

Interviewer – Okay. Erm so were they doing their learning in a group or were they doing their learning individually?

Respondent – Erm individually. It was the same activity every day. It was kind of like, er well actually no, it wasn’t. It started off as the same activity every day and then it changed. So we were doing things like multiplication wheels, they were doing erm multiplication booklets which was just like forwards, backwards, division and all that sort of thing. Erm and then they would have a partner next to them that would check that they’d got it right who *were* secure in their times tables, erm and then they would come and test with me.

Interviewer – Okay. Erm… okay. So tell me a bit about a time when *you* felt it went really well?

Respondent – Erm I quite liked how the children were quite engaged with beating their score.

Interviewer – Uh huh.

Respondent – So what I was doing was, because there was nine of them, to try and add a bit more of a competitive edge to it I was putting their score for the day up on the board, erm and the top three scores got a click, so they got a reward. Erm and they liked that ‘are we doing it today?’ because they wanted that opportunity to get a reward. So they were engaged through the reward aspect of it.

Interviewer – Yeah.

Respondent – So *that* worked quite well. It worked quite well.

Interviewer – Anything else that you felt was particularly good about the intervention, or…?

Respondent – Erm it did work for a few of them. I think, because obviously at this point in Year Four they have been taught all of their times tables, it was their recall that was slow. So it did work in, there was about three or four children that I noticed a real difference in, in their speed afterwards, and actually were very successful in their times table check.

Interviewer – Okay.

Respondent – Probably because of that. If I hadn’t have done that I don’t know if they would have done as well.

Interviewer – Okay.

Respondent – Erm because it’s all speed dependent. So…

Interviewer – Yes. Well that leads me on to the next question about was there a time that you felt it *didn’t* go quite so well?

Respondent – There was one child that it just wasn’t working for. It didn’t matter how many times we did it, he wasn’t motivated to…

Interviewer – Okay.

Respondent – You know, to improve his speed or any of those things. So… and because obviously the expectation was also that they were practising them at home and he just wasn’t practising them at home. Erm so a little bit of stick worked better there. Erm and the, I found the paperwork unmanageable with the graphs. So I couldn’t do that. That was something that I had to stop because I just…

Interviewer – Okay.

Respondent – With nine of them, in the time, because I only had half an hour that I could really do it for, I couldn’t… couldn’t keep up with that so I didn’t do that part of it.

Interviewer – So you did the testing but not the tracking?

Respondent – Yes. No, so I… well, I tracked their scores and I tracked how many they got wrong or right.

Interviewer – Uh huh. Just not on…

Respondent – But not using the graph.

Interviewer – Not on the graph.

Respondent – Because to do that for each child just added too much time to it.

Interviewer – Okay. And that was a time pressure thing?

Respondent – Yes.

Interviewer – If you had more time would you have felt sort of confident and happy using the graph? Or would you have…

Respondent – Er yeah, I probably would if I had like confidence that I would know what to do and I understood it.

Interviewer – Yeah.

Respondent – But in terms of just when you’ve got thirty children, I couldn’t dedicate that much time to nine when the others were getting restless and, you know, understandably had other things to do.

Interviewer – Yes. It’s just some people have said that they didn’t *like* the graph so they didn’t choose to use it.

Respondent – Ah, yes.

Interviewer – But for you it was more of a time pressure than a ‘actually I don’t like that’ in terms of the intervention.

Respondent – Yes. Yes. No, definitely.

Interviewer – Okay. Anything else that sort of… erm that thing wasn’t great or that didn’t go so well?

Respondent – Not that I can think of. It *was* very time onerous but there wasn’t anything there that made me go ‘oh, I don’t like that bit’ or anything like that.

Interviewer – No. Just time.

Respondent – Yes.

Interviewer – Okay. So erm if I was sort of shadowing you for a day and I watched you deliver the intervention for that half an hour, what would I see? Talk me through it.

Respondent – Yeah. So the rest of my class were doing a times tables related activity, so they were on TT Rock Stars, and the children that I was focusing on would do a times tables related activity for that one times table they were focused on, so their sixes for example. Once they had finished their sixes activity that they were asked to do and checked it with a partner, they would then go on to do Rock Stars while they waited for me to bring them over. I’d bring them over, I’d set a timer on my phone, erm I’d have one of those probe sheets erm and I would go through and ask them those. At the end of the minute I would erm count them up, show them which ones they’d got wrong, talk about why that was wrong and a little tip for how they can remember it or something, or that’s the one they needed to focus on next lesson, erm we’d add their name to the board as a little like league table, erm and then I would add it in my book, their score… and then I would do the next child.

Interviewer – Okay. Erm and when… so the times table *they* were working on, so sixes, did that change every day or did that…?

Respondent – It changed once they had got to their highest score. Like so if their highest score that I knew that they had got in the pat was 18, I wouldn’t really move them on to the next one until they had got to 17, 18, 19 three days in a row.

Interviewer – Okay.

Respondent – Erm I didn’t do exactly this number. I kind of did like one more, one less erm just in terms of they had to have got… know all of their time tables at quick speed by a deadline. So I was trying to, you know, get through as many of their times tables and improve as many of their times table as possible.

Interviewer – Yes. Right, thank you. Erm so tell me about any adaptions that *you* made to the intervention?

Respondent – So I didn’t use the graph.

Interviewer – Uh huh.

Respondent – Erm the response in terms of their activity, it obviously wasn’t from me and the feedback wasn’t from me. The feedback was from other children but also on TT Rock Stars it flashes up when they’ve got it right or wrong so it wasn’t praise led by an adult.

Interviewer – Yeah.

Respondent – Erm I think that’s it. I did it all so that I said it. I read it out to them and they said the answer. I didn’t get them to write it down or anything which obviously didn’t fit with the times table method that they would then be tested on. However, in terms of getting the speed up, I didn’t want… I have got a few children that are hindered by physical disability.

Interviewer – Yes, mental skills.

Respondent – Yes, so I thought it would be easier to do it that way rather than how they would actually be tested. So… it wasn’t perfect.

Interviewer – Well, I mean if it worked for the ones it worked for.

Respondent – Yes.

Interviewer – Erm so anything else you want to flag up as erm I tweaked that or I changed…?

Respondent – I didn’t give them, I didn’t do a base test. Because of the point in the year it is I know those kids and I know what they would be capable of so I… I used my kind of knowledge of the children rather than doing a baseline test of them. Erm and that was purely just so we could get going and the time pressure, which was let’s get going and see. Erm but yeah, no, it was very time onerous. I think I could only do it for a short burst of time with something on that scale.

Interviewer – Yes.

Respondent – Erm and obviously that’s because we had something really specific that we needed to improve in. It did take a lot of time out of foundation and out of the afternoon lesson so I did find that I was behind erm in teaching Science and things like that because I was having to dedicate a good half an hour every day, and that can be really tricky to do.

Interviewer – Yes.

Respondent – Erm and the other children got bored very quickly because obviously they are secure in that. So probably something I would think about slightly differently next time and would adapt.

Interviewer – Okay. Erm so we talked a bit about why you made the changes. Erm so we talked a bit about time but erm what barriers in general were there to delivering the intervention?

Respondent – Er time but also adult support. I mean if I’d had another adult in the room I would have been able to have got through it a lot quicker erm and I would have been able to send other children off and those sorts of things. Erm I also think that sometimes time tabling can be quite tricky, erm because if you’ve got PE in an afternoon followed by Computing there is no space for you to be able to deliver that intervention consistently. Erm obviously I know the idea is that you do it every day but when things crop up in the timetable you can’t necessarily do that so that was a little bit of a barrier. Erm but no, a bit faffy getting all of the paperwork, all the probe sheets, but apart from that it was… yeah, it was fine.

Interviewer – Okay. Do you think it would be helpful if it had its own timetabled slot like Computing or PE? If it was a thing that was…

Respondent – Potentially. However cohorts are so different that I don’t think that you could say across the year group ‘Right, everyone is going to have precision teaching time here’. Because actually you are then putting the needs of nine above the needs of the other twenty-one and I don’t know whether that’s right. Personally, I don’t know if that’s right to do. Erm and I don’t know whether I would be able to manage it on a wider scale than nine. I think even with nine I found it really tricky getting through. Erm I think some days I only tested seven of them because I have to say that I just can’t get through everyone.

Interviewer – Yeah.

Respondent – Erm so yeah, I don’t know whether a scheduled slot if actually that would make any difference because thirty would be too many to… to do.

Interviewer – Yeah.

Respondent – And especially Year Three and Year Four, I don’t think they are able to test each other and go through the system as well. We’ve tried it with queued spelling before and they just couldn’t get their head round it. So…

Interviewer – Okay. So if we think about, we talked about general barriers to the intervention but if we think about that very sort of regimented structure of teach, test, track, review, what were the barriers that got in the way of that structure? And it may be that they are the same barriers.

Respondent – Yeah, some of it was. Some of it was the… because of the timetable, if I was taken out to do something else, erm you know, if it’s my PPA slot and someone else is covering me, I would explain the process to somebody else but if they weren’t as clear on it then they wouldn’t necessarily deliver it in the same way that I would. I have always found that their scores are a lot higher when I came back and I’m thinking ‘why is that?’ and I don’t know whether their minute was more of a generous minute where as I timed it regimentally, or what. But *that* could sometimes alter that structure I feel.

Interviewer – Okay. That’s interesting. Anything else that you feel got in the way of the structure?

Respondent – Being interrupted. If I had somebody coming in, erm that would delay it because obviously I’d have to stop the timer and that would, you know, put the child off their flow, to then deal with a behaviour issue, somebody coming to ask me a question and those sorts of things. So I really had to build up a culture within the class that you do not disrupt me.

Interviewer – Yeah.

Respondent – Erm but obviously external people coming in, they wouldn’t know that. So that could put the structure off its flow a little bit and add time to it.

Interviewer – Okay, thank you. Erm so when you encountered barriers, what did you do to overcome them?

Respondent – Erm first I’m… as in being interrupted, obviously I developed that culture of we stopped, we had a chat about it with the class and, you know, that did help a little bit. Erm there were some weeks where I just had to do three times a week. There was no way that the timetable could be changed. It was just going to be three times that week. Erm I sometimes moved it to the morning if I could but it was very much hit and miss and going by what was going on that day.

Interviewer – Uh huh. Okay. Erm you talked about doing it again and you might have to make some changes.

Respondent – Uh huh.

Interviewer – So what would you do differently next time?

Respondent – I would… it has, do you know what, it *has* had an impact because we’ve got our results back from our times tables check and I know that I did it religiously and my class’s scores are a little bit higher than the other classes so I think it did, I genuinely do think it did have an impact. Erm I think I would potentially be thinking about whether we could get external support for it, you know, so LSA has been dedicated just for half an hour of an afternoon to do that, but with that set skill in mind. I don’t think I would necessarily do it for reading or anything like that. I think I would keep it for timetables for Year Four. Erm… I don’t really know actually how I would change it to… just yet. I have not got that far in my thinking.

Interviewer – Would you be doing it for the same numbers? Would you be doing it for the same kind of groups?

Respondent – Erm I would do it for the same sort of children. Erm I think the children that just don’t know them it wasn’t as effective for as those that knew them but their speed was really slow. Erm I would probably still do… all the children that needed it in my class, it was like nine, erm but I would see if we could have somebody else to come and help for that session, erm or try and do it in the morning and change our timetable about, see if that was possible so that we could get a little bit of extra support on it. Or potentially train erm parent helpers to do the same process so that we could send them out of class to do it instead.

Interviewer – Okay.

Respondent – Erm because it just wasn’t fair on the other twenty-one to just dedicate that time.

Interviewer – Okay. Erm is there anything that the school could have done to support you in delivering the intervention?

Respondent – Erm… I think maybe if we’d had a conversation about this is our priority so we need to cut back on curriculum and that’s okay to do. But I mean it’s at my discretion and I could have, you know, cut back on that. But you’ve still got objectives to hit, haven’t you, and I think if we’d had it planned in and we knew that’s what we were going to do in September, we would have planned less in for that term to accommodate that and we would have put those objectives elsewhere. Erm I think if I’d had that conversation with them then that probably would have been okayed and fine but it was just less about what the school could have done but more once I’ve done it now, going forward I would do that in the future.

Interviewer – Yes, okay.

Respondent – Yes, to change that.

Interviewer – Okay. Is there anything that I as the training deliverer could have done to support you to deliver the intervention?

Respondent – No.

Interviewer – I just thought I’d check. Erm and then final question, what was your favourite moment in delivering this intervention?

Respondent – Er the speed. I like that little lightbulb moment of ‘I’ve got this, I’m on a roll’. So that’s kind of nice because actually they are getting that positive feedback through self-challenge and I like that. I think that’s what learning is about.

Interviewer – Yes. Alright, okay. Thank you.

Respondent – No worries.