Interviewer – Okay, so to start off just tell me a bit about the intervention and how did it go? How did you find it?

Respondent – Okay, well I did it from the angle of cover, so I didn’t actually set it up.

Interviewer – Okay.

Respondent – So I did it really when I was covering with Miss xxxx.

Interviewer – Uh huh.

Respondent – Erm so it was a case of she was doing it with mathematical times tables.

Interviewer – Yes.

Respondent – So I did it three times and when I did it I went in, they had time to practise a mathematical wheel, to practise their times tables just while the whole class worked…

Interviewer – Yeah.

Respondent – And then one at a time I would bring them out and they would set, I think they had to get a certain score. Erm and then to, say for example, one had to learn six times tables and then I would do the probe sheet on the six times table and do their score. Erm as I said, I only did it three times but that was my main… and then I input the figures. I think on that one, I think one of them might have gone up but certainly I did find it helpful to highlight which numbers times tables they found difficult.

Interviewer – Uh huh.

Respondent – Because it’s so erm erratic, not in a set order. They found it… because I think if I remember the first one is in order, the first part of it, and then it goes more…

Interviewer – Yes.

Respondent – With the times tables.

Interviewer – Yeah.

Respondent – But it was helpful because rather than it being sitting there and saying ‘one times this, two times this’, because it was thrown at them you could really work out which area was their weakness.

Interviewer – Yeah.

Respondent – And because it’s times tables of course that would then help you if they are learning their sixes and they didn’t know six times seven, it helped the other way as well.

Interviewer – Yeah.

Respondent – So that way, yeah, that was how I did it, as cover. But I did, *I* thought for maths, because I didn’t know if it would work for maths because I haven’t done it before…

Interviewer – Yeah.

Respondent – I thought it was good actually.

Interviewer – Yeah, okay. So generally positive even though you didn’t have a great amount of time?

Respondent – Yeah. And as a, yeah, I mean it was very much the class worked well, erm you have to have a class that’s prepared to work independently to be able to do it because I obviously couldn’t leave the classroom.

Interviewer – No.

Respondent – But it *is* something, I didn’t know whether I would be able to do it as a cover teacher but actually it’s very easy to pick up.

Interviewer – Yeah.

Respondent – If it’s already set up, to pick up and be able to manage it, which some things like that, you know, interventions you can’t.

Interviewer – No.

Respondent – But I think this one you could. You could keep it going even if the teacher is not there.

Interviewer – Yeah, okay. That’s good to hear.

Respondent – So yeah.

Interviewer – So erm I know you don’t have a huge number of examples just because of the amount of time you did it for, but can you tell me about a time, a specific time when you felt it went well?

Respondent – Probably my second time. Erm there was one child that was doing their sevens – I think it was sevens – and again, like I said before, it really highlighted the fact for lower sevens, great; upper sevens as in the tens was fine. It was the eleven times and twelve times and the eight times. And then we were talking about it and she said ‘oh yeah, I don’t like my eight times table’. And it actually was really highlighting the fact that it was that middle area that she wasn’t happy with.

Interviewer – Okay.

Respondent – That she wasn’t happy with.

Interviewer – Yeah.

Respondent – Erm with more than anything. So for me that’s where I think it’s really good. Erm doing the actual sheet was fine but that incidence was then, then I said to her ‘oh, when you next practise them, rather than starting at the beginning, why don’t you just teach yourself what eight times seven is?’

Interviewer – Yeah.

Respondent – So it was, you know, homing in on that one.

Interviewer – Yeah.

Respondent – I thought was good.

Interviewer – So that identifying…

Respondent – Yeah. Yeah, it’s a really good way of identifying. Improvement wise I don’t know because I didn’t do it enough, but I think it’s a *really* good tool for identifying as well.

Interviewer – Yeah.

Respondent – You know, yeah.

Interviewer – Okay. Erm can you think about a time when you felt it *didn’t* go quite so well? A specific example? It maybe was just the time you did it for.

Respondent – Possibly the first session I did, just getting used to it.

Interviewer – Uh huh.

Respondent – Erm… oh yes, that’s right, what I found hard. It was… sometimes if you’re taking over from another teacher, knowing with the scores, because I think some of the teachers adapted it slightly, it was knowing to whether you score it completely correct or incorrect or did… I mean because I did it for the minute, did the timing. But I was wondering, okay, if they’ve got it wrong and how long to wait. Because there were a few times where they said that… oh, an answer and they went ‘oh no’ and then they said the correct one.

Interviewer – Uh huh.

Respondent – And I was like ‘Ohhh’. Because if it’s reading words they usually, you can hear them sounding it out so you’d know if they know it or not.

Interviewer – Yeah.

Respondent – With times tables, sometimes it *is* just a quick ‘there’s your answer. Oh actually, no, I do know it’.

Interviewer – Yeah.

Respondent – And *that* marking side of it I found that was probably my least success because sometimes I didn’t know whether to say ‘oh yeah, you got it second time. That’s good’.

Interviewer – Yeah.

Respondent – Or whether to go ‘no’.

Interviewer – No.

Respondent – I think that was my least successful part of it.

Interviewer – Yeah, okay. And I think that *is* just a… a sort of decision that needs, you know, you’ve made the decision and then you stick to it but because you were coming in and doing it as cover…

Respondent – Yes. Yeah.

Interviewer – That’s a bit more tricky for you in that situation.

Respondent – Yes. So maybe for the teachers, if they *do* do it, is have a… a, maybe a script, like a little booklet just where you do this, do it for the minute, I knew that, do it this way, one correct answer, you know, even if they hesitate then mark it and then take that off the total score. I don’t know. So all the time it’s consistent.

Interviewer – Yeah. Yeah. I think usually because it’s about time, and if you’ve corrected you’ve taken more of your time.

Respondent – Yeah, that’s…

Interviewer – Or you’d say give it to them because they’ve penalised themselves.

Respondent – That’s why, that’s the way I did it.

Interviewer – Yeah.

Respondent – And one child would not move over and I just said ‘leave it’ and they would not move off it.

Interviewer – Yeah. No.

Respondent – And that was like, and then you were like ‘ooh’.

Interviewer – Yeah.

Respondent – No, that was erm a bit difficult.

Interviewer – So that was a barrier for him, to be able to just…

Respondent – Yeah. He wanted everything correct. Rather than going ‘okay, I’ve got that wrong. I’ll move on’, *he* was now going to get this right.

Interviewer – Yeah.

Respondent – So actually it was a *big* hindrance for him.

Interviewer – Yeah, okay. Erm so talk me through a session. If I was shadowing you what would I see step by step?

Respondent – Okay so first of all the rest of the class going off for their times tables practice. The whole group erm are practising let’s say a times table wheel, erm and they are only four times tables. Then I will bring them across to my table, sit them down, say ‘right…’ you know, explain. They know the system by then.

Interviewer – Yeah.

Respondent – Erm and I will set the timer, are you ready, and then I just read off the sheet. Erm and I just dot when it’s correct. Erm and then I put… what did I do? I think I put a question mark by the hesitations and then I spoke to the teacher afterwards. Erm and then literally timed it, wrote down the score. Erm I wrote down… I wrote ‘correct’ and ‘incorrect’ on a sheet and then she just, well, I don’t know what she did in the end because I wanted to make sure it was the same as her.

Interviewer – Yeah.

Respondent – Erm I think we only had it once where they were actually *in*correct. Most times it’s hesitations.

Interviewer – Yeah.

Respondent – Erm and then when they’d finished their minute they went back and I got somebody else.

Interviewer – Yes, okay.

Respondent – So that’s how it was done.

Interviewer – So you didn’t do the plotting on the graph?

Respondent – No.

Interviewer – No, okay.

Respondent – No, I… because I literally just, I did the practical side of it.

Interviewer – Yeah.

Respondent – Yeah, so…

Interviewer – Okay. Erm so tell me about any adaptions that *you* made or that were generally made?

Respondent – Erm certainly the scores were written in a book.

Interviewer – Uh huh.

Respondent – I don’t know if they were adapted onto a graph or not. I’m not quite sure on that side of it. Erm and… what other adaptions? Yeah, I didn’t do the graph. Erm… for me I think that’s the only adaption because I was doing the practical side of it.

Interviewer – Yeah.

Respondent – So I don’t think… no. The only adaption probably was checking about the errors of what…

Interviewer – Okay.

Respondent – But again, like you say, that’s the score and I don’t think I really adapted it otherwise.

Interviewer – Okay. Erm so those changes that you *did* make that you didn’t do the graph…

Respondent – Yeah.

Interviewer – Why did that happen?

Respondent – I wasn’t told, I wasn’t, oh yeah, again it was because I was covering. I was literally, I was doing the practical side of it. Erm I don’t know whether the scores are written down instead of the graph. I don’t know.

Interviewer – Okay.

Respondent – I mean I know we have them. We’ve certainly got records of the scores.

Interviewer – Yeah.

Respondent – So… because I know when erm, when you did your session I was really, because I have done precision with reading before and I have always just written the score and then when they’ve hit five the same, no sorry, three the same above their frequency, we moved on.

Interviewer – Yeah.

Respondent – So actually for *me* the graph was new.

Interviewer – Okay.

Respondent – So whether just because of it being this term, I don’t know, we stuck with the numbers. I’m not sure.

Interviewer – Yes, okay. Erm so what barriers did you encounter, if any, to delivering the intervention?

Respondent – Keeping the class quiet.

Interviewer – Okay.

Respondent – The rest of the class. It’s fine but if they are doing their times table with you talking they tend to…

Interviewer – Yeah.

Respondent – And then it’s trying to keep it calm enough for the one that you’re doing to focus.

Interviewer – Yeah.

Respondent – And just being aware.

Interviewer – And I think you mentioned it needs to be a class that can manage to be independent for that time?

Respondent – Yeah. Yeah. Yes. Or it would have to be done in the mornings when there could be an LSA that maybe could do it. Because there *are* times where you’re trying to keep going and focusing and concentrating but you want to just say ‘be quiet’.

Interviewer – Yeah.

Respondent – You know, so er… yeah, there’s that side of it. Otherwise no, I don’t think so.

Interviewer – Okay. And if we think about that structure of the teach, test – you didn’t track – but the teach, test erm review, erm was there anything that got in the way of using that structure?

Respondent – No, I don’t… yeah. Teaching I would say it was more them recalling and practising themselves. It wasn’t me teaching anything new. But again, that was because it was times tables. It was more their own time to revise, you know, revisit it.

Interviewer – Yeah.

Respondent – And then be tested on it. Erm teaching, probably I wouldn’t have had much input in that side of it really.

Interviewer – Okay.

Respondent – So the only thing I did do is give feedback about to the children, like when you’re practising this that’s your weaker area, so they could then practise that.

Interviewer – Yeah, okay. Erm so when you encountered barriers to delivering the intervention, how did you, if anything, what did you do to overcome them? I’m very aware you only had a very limited time.

Respondent – Yes. Er really I should think it’s probably what I’ve said before, is I actually made that decision ‘right, I’m going to write those scores down’.

Interviewer – Yeah.

Respondent – And then, and if it was an incorrect one then that was easy, it was incorrect.

Interviewer – Yeah.

Respondent – If the hesitation corrected I would then write that.

Interviewer – Yeah.

Respondent – So… and that’s probably the only thing I really changed.

Interviewer – Yes, okay. Erm if you were doing it again, what would you do differently?

Respondent – Erm covering wise I don’t think there’s a lot I *could* do differently. If I was doing it myself I would be interested to use the graph.

Interviewer – Uh huh.

Respondent – Because I haven’t done that. I would like to just, you know, more curiosity than anything else but I think it’s quite good to see visually. But I do also like seeing the scores.

Interviewer – Yeah.

Respondent – Because then a graph, because partly the kids like to see their scores.

Interviewer – Yeah.

Respondent – And…

Interviewer – And I mean you can do the, I would say *do* do the graph with the kid if you can.

Respondent – Okay, yeah.

Interviewer – So that they can see it visually and they get that nice crocodile of my corrects are going up and my incorrects are going down.

Respondent – Yes. Yeah, yeah.

Interviewer – Erm but yeah, as you say, seeing the scores…

Respondent – I think it’s good for them.

Interviewer – Yeah.

Respondent – Otherwise it’s just ‘oh, I’ve done it again’ and go off. They don’t, there’s no drive for them to move forward.

Interviewer – Yeah.

Respondent – Erm that was probably easier to do when I was doing it as an intervention as an LSA rather than, you know, with covering a class. Erm otherwise, yeah, at the moment probably not much difference because that’s what I was given kind of thing.

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

Respondent – Not really, no. Because again it was the, it was in the class, I knew what I was doing… I think to us it’s probably just time and embedding it more so we all know, you know, the quirks of it and what we can do. So for example the marking and things. So no, I don’t… no, I don’t think so.

Interviewer – So just time to familiarise?

Respondent – Yeah. Yeah.

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

Respondent – No, it was clear. No.

Interviewer – Okay.

Respondent – That was… it was, as I say, the main shock for all of us coming out was like ‘what’s that graph?’ I think a couple of them had used it before but I hadn’t even seen it.

Interviewer – No.

Respondent – So that, that was my real ‘Woah that’s very different’. But you know, it made sense completely and yeah… no, it was good.

Interviewer – Yeah. Okay, alright. Erm and then the last question, but what was your favourite thing about delivering, in your whole three sessions…

Respondent – Woo hoo.

Interviewer – What was your favourite thing about delivering the intervention?

Respondent – Just seeing them get excited. I mean I don’t know, I think they got better but seeing… one, they got more relaxed with it, doing it, and actually just seeing them getting more familiar. I did even, not even looking at the scores, I felt they were getting more confident with their times tables so even if their score didn’t change greatly I think confidence wise it did.

Interviewer – Yeah.

Respondent – And that side of it I enjoyed. I do like precision teaching. I enjoy it. I think it’s a good one.

Interviewer – Good. I’m glad to hear that.

Respondent – So yeah. No, it is good.

Interviewer – Okay. Er is there anything else that you really think I haven’t said that and I wanted to?

Respondent – No.

Interviewer – No?

Respondent – No.

Interviewer – Great job.

Respondent – That’s it.