Interviewer – Right, okay. So to start off with just tell me a bit about the intervention. How did you find it?

Respondent – Erm it was interesting. I had a group of children that erm we needed to improve their number bond knowledge.

Interviewer – Uh huh.

Respondent – Erm and I’ve done precision teaching in the past but only for key words so I was quite interested that I… I didn’t realise I could do it for erm anything other than key words.

Interviewer – Uh huh.

Respondent – So erm the class teacher in the year group I worked with identified erm some children from each class – there’s three classes – that erm I could do. They needed their number bond knowledge improving. So that’s what I erm did my precision teaching on, was the number bond knowledge.

Interviewer – Uh huh.

Respondent – Erm I can’t remember what you asked me.

Interviewer – Just generally how did it go?

Respondent – It went really well. The children… erm I sort of tested the children individually to start with to see what they knew, and then knew what sort of number bonds I needed to look at and worked out what were the most common number bonds that they weren’t getting and used those as my starting point. Erm and so we played erm number bond games and then erm I would do the testing afterwards. What I found difficult was I had a group of six so I then had to individually test them after the teaching aspect of it, and some of them, their memory retentions were not great. So playing the game and *then* testing them, if they were the last person to be tested they had to… erm it was quite a, you know, it was quite a few minutes after we’d actually played the game so from that aspect it was quite difficult.

Interviewer – Okay, alright. So is there anything else like generally about the intervention that you just want to mention or flag up there?

Respondent – Erm it… for the children that I did it with there were some, there were some good improvements on their number bond knowledge. They grew in confidence and erm when we were doing starters in class you could see that that had erm moved from our group into class and they were more confident about participating in our erm starter activities. So *that* was nice, for me to be able to see that.

Interviewer – Yeah.

Respondent – Erm and it was just nice to see their improvements over a period of time.

Interviewer – Okay. Alright, thank you. Erm so can you give me a, thinking really quite specifically, can you tell me about a time that it went well?

Respondent – Erm I think there were times in the first couple of weeks when I did it, they were the best times because it was consistent.

Interviewer – Uh huh.

Respondent – So no other erm barriers came in and stopped me from doing it every afternoon. I mean I don’t work Monday afternoons but so for Tuesday, Wednesday, Thursday, Friday I was able to do it consistently for the first couple of weeks. And that I think was when it worked really, really well because you could see the most improvements then with the children and… and it was a routine for them and they enjoyed it. So I think for me it was the consistency that made it work well.

Interviewer – Uh huh. Okay. Erm and can you, again thinking quite specifically, tell me about a time you don’t think it worked quite so well?

Respondent – It’s when the Year Six SATs were because I was taken out in the mornings to, taken out of class in the mornings to sit with a child that needed erm my help during SATs. And erm so then things… school routines go out the window slightly.

Interviewer – Yes.

Respondent – So that is for me when things weren’t great for the intervention because it was very hit and miss that week.

Interviewer – Yeah.

Respondent – And then it’s very difficult then to get back into the swing of things.

Interviewer – Okay, alright. Anything else you want to say about it not going quite so well?

Respondent – Just… it’s just day to day life really.

Interviewer – Yeah.

Respondent – That’s it. There’s always something that happens that crops up. It might be that I’m asked to erm cover a class, erm I’m an HLTA so I get called to cover. So sometimes in the afternoons where I might have planned activities, they go out the window. So it’s just day to day life of a school that gets in the way.

Interviewer – Yeah, okay. Erm so if I was shadowing you, erm can you tell me about what I would see just step by step, going through the intervention, starting off with you taking your group out?

Respondent – So I would gather my children from three different classes, so I would take the children from the class that I work in and then normally get some of the other children to go and get them, and then we would sit in the shared area which is erm… all three classes go around that shared area and it’s where the book corner is. So I try and make it as informal as possible and we’d sit down and we’d spend erm some time, five or ten minutes, playing erm a number bonds game and I’d erm try different ways on different days so they weren’t having the same game every single session. So we’d play that game and then I would need to test them. So generally what I would try and do is to start with I was keeping the children *in* the book corner and then taking one child at a time, testing them on their erm… doing the minute test on them, and then they would go back into class and then the I’d do the next person. Erm what wasn’t working so well there was that they were then erm distracting each other and messing around and not doing what they were supposed to be doing. So then I would, then I thought well, I’ll send them back into class and then I would come and get them, which obviously adds time. Erm so yes, it was then that it… it was quite difficult because I was having to then test them individually and there was no way of testing them as a group because you need their individual scores.

Interviewer – Yes.

Respondent – So erm I would do it just one by one, going to get them, sending them back to class after they were done until I had worked through them all. And then obviously erm filling out the graph.

Interviewer – Yeah. And would you do that *with* them or afterwards?

Respondent – Erm I generally would do that afterwards because by that time I’d had them in and out of the class quite a lot, which can be quite disruptive.

Interviewer – Yes.

Respondent – But I would always the next day show them erm their graph and how they’d improved so they could so how well they were doing and how much they’d improved on the day before.

Interviewer – Okay, alright. Erm sorry, I’ve lost my place. Erm, so can you tell me about any changes or adaptions that you had to make to the intervention?

Respondent – Erm I suppose one of them I’ve just mentioned is how I was erm keeping them afterwards to test. Erm it just became too chaotic I think. They are quite lively characters. So erm it was, from that point of view, the testing aspect I changed. Erm there was one child that I stopped testing because erm they weren’t really that engaged and they were disrupting the group and I just didn’t feel it was beneficial for the rest of the group for that child to stay in being tested. And their number bond knowledge wasn’t the worst out of all of them so I didn’t feel that erm they were going to suffer if… if they came out of the group.

Interviewer – Yeah.

Respondent – Whereas the rest of them would suffer as a consequence of it. So I stopped testing on that child, erm and stopped having them in my group. Erm so that reduced the number down to five. Erm but it was just trying to find new ways of erm playing fun games to keep them engaged. I sort of would erm change that every so often, so it wouldn’t be the… they wouldn’t have the same thing every single day. It might be that I’d go back to that same game the next week but they didn’t have the same game every… every single session.

Interviewer – Yes, okay. Anything else you want to say about adaptions or changes that you had to make?

Respondent – I don’t think so.

Interviewer – No, okay. Erm… erm I’m just thinking do we need… I will ask it. It may be you have already answered it. Erm so the changes that you *did* make, so the erm the adaptions to testing, why… you have talked a bit about erm why you made those changes but can you give me a specific example of what wasn’t working with the original format?

Respondent – I think it was just the fact that they were erm, because there was no, because I was concentrating on testing *a* child, they weren’t… I had asked them just to read quietly while they were waiting and that’s… that wasn’t happening.

Interviewer – No.

Respondent – And because they could see I was otherwise engaged, they took advantage of that. So I just felt it was better for them if they went back into class until I was ready for them. Erm they didn’t particularly like that but, you know, for me it was better because then at least I could focus my attention on that one child rather than be worrying about what *they’re* doing. At least I know if I send them back to class they are safe, they are not messing around and I can come and get them as and when I am ready. Erm and I would always take it in turns in who went first and who went last so it wasn’t the same child all the time.

Interviewer – Yeah. Yes, okay. Thank you. So what barriers did you feel there were to delivering this intervention?

Respondent – Erm obviously the day to day running of school life can have a massive impact on whether that intervention actually happens, erm and whether you can give it your all if you’ve been called to do something and then you’ve got less time to do it. The actual delivering of the intervention was *really* good. I found that was really, really positive and it helped you build relationships with the children. It was the… it was the testing that I really struggled with erm in that, because I was doing originally six children, it was then having to do the test individually afterwards, which I appreciate you have to do, it was just the nature of how I had to do it that was difficult. Because when I’ve done precision teaching in the past for key words it was just with one child.

Interviewer – Yes.

Respondent – And whilst it’s nice to be able to hit a group at the same time, it’s just the testing part of it that made it difficult.

Interviewer – Yes.

Respondent – But the actual erm activities that we did and erm the benefit from that was really, really positive. I enjoyed doing that with them.

Interviewer – Okay. Going back to those erm sort of day to day things that get in the way, can you give some specific examples?

Respondent – Erm well just, there were some times that I was called to cover a class if there was staff sickness. Erm sometimes a one to one might not have been available to look after their child in the afternoon so I would be called to do that. Erm it might be that sometimes there’s been times where incidents have happened at break time, lunchtime sorry, and then you’ve got upset children and you need to sort *that* out before you can erm… and then you just run out of time because I have not just that intervention to do in the afternoon but I have reading interventions to do as well. So there’s erm sometimes something has got to give and you’ve got to prioritise which one you do and which one you don’t.

Interviewer – Yes, okay. Erm any other specific examples of barriers that you’d like to mention?

Respondent – I don’t think so, no. It’s just… it’s just that normal… just the normal school life stuff really. I don’t think there’s anything, there wasn’t anything else. I mean as I say, the children that were selected were erm those that needed support with their number bonds so it was a quite a nice group of children erm that we were able to… to look at.

Interviewer – Okay. Erm thinking about that really sort of structured format of the intervention, so there’s the teaching, testing, tracking and then reviewing, erm were there any barriers that prevented you from doing that in that sort of really regimented way?

Respondent – No, I don’t think so. I think, I mean I think the process itself works. Erm and you… I, as I say, I did see benefits from doing it so it’s a shame when there were times it didn’t get done because it’s frustrating when you know that you can make an impact. And erm when you’re unable to do it, erm you can see when you do it the next time that that’s had a negative effect on their learning. So erm I think… erm I don’t even know what I was going to say now. My mind has gone blank.

Interviewer – Okay.

Respondent – Erm so I think the actual process of it all in an ideal world works really well and I think it’s… it’s erm a positive, you see the positive outcome from it so it’s nice to be able to follow those processes. And I don’t think, if you had an ordinary day I don’t think that’s an issue.

Interviewer – Okay. Erm so when you encountered barriers, whether those were sort of within the format of the intervention you were doing or the day to day sort of life kind of barriers, what did you do to overcome them?

Respondent – Erm well some of them you just can’t overcome.

Interviewer – Yes.

Respondent – Erm it’s just a fact of life. It happens. And there were times that if I hadn’t got them in the afternoon, erm I would try and make time before… sort of during registration time. So I would end up doing them twice in one day but one in the morning and one in the afternoon so there was a good timeframe in between. So just to try and keep it going, keep the momentum going and keep their brains ticking over. So I did… where there were times I wasn’t able to do it and I was able to do it in the morning, I tried to do that as well.

Interviewer – Okay, alright. Anything else that you want to flag up as… no?

Respondent – I don’t think so.

Interviewer – Erm so if you were doing it again, what would you do differently?

Respondent – Erm I’m not sure how I would overcome the… the testing element of it. Erm I don’t know whether it would be better to do a smaller group. Erm but then that’s a shame because you can see the impact on them. Erm I’m not quite sure how I would change that. I don’t know if I *could* change that. Erm…

Interviewer – I wonder if you could have two TAs?

Respondent – Mm. They are becoming few and far between in the afternoons. Erm so yeah, it was nice to be able to just get a group. And they can support each other as well because they were, where you had the children that are a little bit more confident, erm they were helping the others. So it’s just, it’s just that testing element that sort of gets… not gets in the way but erm is difficult because I didn’t want to lose the teaching element of it when they’ve had to wait five minutes for me to test them. And a couple of them where they’ve got very poor memory skills, you’re not getting a true reflection of what they’ve been taught, if that makes sense?

Interviewer – Yes.

Respondent – So I don’t actually know how I would overcome that. That’s something I would have to think about.

Interviewer – Erm is there anything that school could have done to better support you in delivering this intervention?

Respondent – Well I suppose me not covering but then that doesn’t help the situation so I don’t know that… I don’t know that there is anything.

Interviewer – I mean in an ideal world?

Respondent – Well, in an ideal world I wouldn’t be pulled out to do other things but that… that happens doesn’t it? You do get pulled and, you know, if children need emotional support then you have to give it to them. So I don’t think *they* could have done anything differently to support me. So…

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

Respondent – I don’t think so. I mean the training was really good. Erm I need, we had all the information that we needed. I referred back to erm the pack that you gave us so from that point of view I had everything I needed to enable me to deliver it. So…

Interviewer – Okay, alright. Erm and then the final question, what was your favourite moment of delivering the intervention?

Respondent – I think just seeing… seeing their progress really. Especially there was one of them and I, erm you know, the first couple of times I did it she wasn’t getting *any* of them right. And so just to see those, even if there were three or four, to see those little improvements on her was just massive. And so that for me is the moment really, is seeing their progress.

Interviewer – Alright. Thank you so much.

Respondent – That’s okay.

Interviewer – Yes, that’s…

Respondent – Thank you very much.