

Introduction**What is this unit about?**

Working under the direction of the teacher to support pupils during whole class, group and individual learning activities for numeracy development. It involves discussing with the teacher how the learning activities are to be organised, and what your particular role will be, providing the agreed support and giving feedback to the teacher about pupil progress in developing mathematical knowledge and skills.

Who is this unit for?

Teaching/Classroom Assistants who provide support for numeracy development. It covers the support given to pupils to help them develop mathematical knowledge and skills.

Principles and values

You must work within the principles and values of the sector in order to achieve this unit.

Origin of unit

This unit originates from the National Occupational Standards for Teaching/Classroom Assistants (Employers' Organisation for Local Government Standards) unit 3-19.

Content of unit

The elements are:

1. Help pupils to develop their understanding and use of number
2. Help pupils to understand and use shape, space and measures

Place in the NVQ/SVQ framework

This is a mandatory unit in the level 3 Children's Care, Learning and Development NVQ/SVQ

Links to Key and Core Skills

This unit may provide evidence for the following:

Key Skills	Core Skills
Communication: 3.1a, 3.2, 3.3	Communication: Intermediate 2
Working with Others: 3.1, 3.2, 3.3	Working with Others: Intermediate 2
Application of Number: 1.1, 1.2, 1.3	Numeracy: Access 3

This is what you need to show:

When helping pupils to develop their numeracy skills, you will need to show that you provide support for learning activities for developing their understanding and use of number and for helping them understand and use shape, space and measures. You will find out from the teacher how the learning activities are to be organised and your particular role in supporting different activities. You will need to make sure that you understand not only what the pupils are to do but what they are expected to learn and the support they will need. Whilst supporting pupils during learning activities, you will be monitoring their responses to them and feeding back to the pupil and the teacher about progress made. You will also need to know when and how to report problems with providing the agreed support to the teacher.

What we mean by some of the words used in this unit	
National policies and frameworks	<p>The relevant national regulatory frameworks and guidelines for the teaching and learning of mathematics.</p> <p>The relevant policies and frameworks for England include:</p> <ul style="list-style-type: none"> • National Curriculum for Mathematics • National Numeracy Strategy • KS3 Strategy and scheme of work for mathematics. <p>In Wales the curriculum framework is defined by the National Curriculum for Mathematics in Wales.</p> <p>Schools in Scotland will be working to the 5-14 National Guidelines.</p> <p>The Northern Ireland Curriculum is relevant to those working in schools in Northern Ireland</p>
Numeracy	<p>A proficiency which involves confidence and competence with numbers and measures. It requires an understanding of the number system, a repertoire of computational skills and an inclination and ability to solve number problems in a variety of contexts. Numeracy also demands practical understanding of the ways in which information is gathered by counting and measuring, and is presented in graphs, diagrams and tables</p>
Problems	<p>The barriers and hindrances to providing support for pupils during learning activities. Problems may relate to:</p> <ul style="list-style-type: none"> • Learning resources e.g. quantity, quality, suitability or availability • The learning environment e.g. space, comfort, noise level, disruptions • The pupils' ability to learn e.g. attitude to learning, behaviour, self-esteem, concentration
Support strategies	<p>The methods and techniques used to support pupils in developing mathematical knowledge and skills, for example:</p> <ul style="list-style-type: none"> • Helping pupils to interpret and follow instructions • Reminding pupils of teaching points made by the teacher • Questioning and prompting pupils • Helping pupils to select and use appropriate mathematical resources e.g. number lines, measuring instruments, games, computer software and learning programmes • Explaining and reinforcing correct use of mathematical vocabulary • Introducing follow-on tasks to reinforce and extend learning, e.g. problem-solving tasks, mathematical games, puzzles

The National Standard**Element CCLD 346.1 Help pupils to develop their understanding and use of number****Performance indicators**

This is the national standard which you must meet:

1. Confirm your understanding of the learning activities, teaching objectives and learning outcomes with the teacher
2. Agree which pupils you will be working with and how this will be organised in relation to what the teacher and other pupils will be doing
3. Obtain accurate and up-to-date information about the pupil's current ability to understand and use number, including any specific learning targets or difficulties
4. Agree the support strategies you will use, with the teacher
5. Obtain the resources needed to implement the agreed support strategies
6. Implement the agreed strategies correctly to support the pupil's understanding and use of number
7. Use praise and assistance appropriately to maintain the pupil's interest in using number
8. Deal with difficulties in understanding and using number in ways that maintain the pupil's confidence and self-esteem
9. Monitor progress towards the intended learning outcomes and provide feedback to the pupils in a manner appropriate to their age and achievements
10. Provide the teacher with the information needed to maintain pupil records and reports
11. Promptly report any problems in providing appropriate support to the teacher

Knowledge base

This is the national standard which you must meet:

- i. The school policy for mathematics and how this relates to national and local frameworks and policies for mathematics
- ii. The principles and application of mathematics as relevant to the age and stage of development of the pupils with whom you work
- iii. The school's policy and procedures for developing pupil's understanding and use of number, including the use of calculators in appropriate year groups
- iv. How to obtain and use information about a pupil's ability to understand and use number
- v. The nature of any special educational needs of pupils with whom you work and the implications of these for helping them to develop mathematical knowledge, understanding and skills
- vi. Strategies suitable for supporting mathematical development and how these relate to different learning needs
- vii. The resources for promoting the understanding and use of number that are available within the school, where they are kept and how they should be used
- viii. How to maintain the pupil's interest, motivation and focus
- ix. How to use praise and constructive feedback to promote further learning
- x. The sorts of problems that might occur in supporting mathematical development and how to deal with these

Scope of learning outcomes to which this standard applies

1. To use and apply mathematics in practical tasks
2. To understand and apply mental calculation strategies and written methods of calculation
3. To recall number facts
4. To select and apply efficient calculation strategies to solve problems

5. To use appropriate strategies for checking the results of calculations
6. To be able to explain methods and reasoning using correct mathematical language
7. To recognise when it is appropriate to use a calculator, and be able to do so effectively
8. To use and understand different ways of presenting mathematical information

Scope of pupils to which this standard applies

1. Individuals
2. Groups

Scope of information to which this standard applies

1. From the teacher
2. From written records/reports
3. From observation of the pupil

Scope of support strategies to which this standard applies

1. Helping pupils to interpret and follow instructions
2. Reminding pupils of teaching points made by the teacher
3. Questioning and prompting pupils
4. Helping pupils to select and use appropriate mathematical resources
5. Explaining and reinforcing correct use of mathematical vocabulary
6. Introducing follow-on tasks to reinforce and extend learning

Scope of problems to which this standard applies

1. Related to resources
2. Related to the learning environment
3. Related to the pupil's ability to learn

<u>The National Standard</u>	
Element CCLD 346.2 <u>Help pupils to understand and use shape, space and measures</u>	
<p>Performance indicators</p> <p>This is the national standard which you must meet:</p> <ol style="list-style-type: none"> 1. Confirm your understanding of the learning activities, teaching objectives and learning outcomes with the teacher 2. Agree which pupils you will be working with and how this will be organised in relation to what the teacher and other pupils will be doing 3. Obtain accurate and up-to-date information about the pupil's current ability to understand and use shape, space and measures, including any specific learning targets or difficulties 4. Agree the support strategies you will use, with the teacher 5. Obtain the resources needed to implement the agreed support strategies 	<p>Knowledge base</p> <p>This is the national standard which you must meet:</p> <ol style="list-style-type: none"> i. The school policy for mathematics and how this relates to national and local frameworks and policies for mathematics ii. The principles and application of mathematics as relevant to the age and stage of development of the pupils with whom you work iii. How to obtain and interpret information about a pupil's ability to understand and use shape, space and measures iv. The nature of any special educational needs of pupils with whom you work and the implications of these for helping them to develop mathematical knowledge, understanding and skills

- | | |
|---|--|
| <ol style="list-style-type: none"> 6. Implement the agreed strategies correctly to support the pupil's understanding and use of shape, space and measures 7. Use praise and assistance appropriately to maintain the pupil's interest in using shape, space and measures 8. Deal with difficulties in understanding and using shape, space and measures in ways that maintain the pupil's confidence and self-esteem 9. Monitor progress towards the intended learning outcomes and provide feedback to the pupils in a manner appropriate to their age and achievements 10. Provide the teacher with the information needed to maintain pupil records and reports 11. Promptly report any problems in providing appropriate support to the teacher | <ol style="list-style-type: none"> v. Strategies suitable for supporting mathematical development and how these relate to different learning needs vi. The resources for developing understanding and use of shape, space and measures that are available within the school, where they are kept and how they should be used vii. How to maintain the pupil's interest, motivation and focus viii. How to use praise and constructive feedback to promote further learning ix. The sorts of problems that might occur in supporting mathematical development and how to deal with these |
|---|--|

Scope of learning outcomes to which this standard applies

1. To use and apply mathematics in practical tasks
2. To estimate, measure and compare lengths, masses and capacities
3. To read and interpret scales accurately
4. To use and understand mathematical language related to shape, space and measures
5. To interpret data effectively
6. To use and understand different ways of presenting mathematical information

Scope of pupils to which this standard applies

1. Individuals
2. Groups

Scope of information to which this standard applies

1. From the teacher
2. From written records/reports
3. From observation of the pupil

Scope of support strategies to which this standard applies

1. Helping pupils to interpret and follow instructions
2. Reminding pupils of teaching points made by the teacher
3. Questioning and prompting pupils
4. Helping pupils to select and use appropriate measuring instruments and other mathematical resources and equipment
5. Helping pupils to select and use appropriate units
6. Explaining and reinforcing correct use of mathematical vocabulary related to shape, space and measures
7. Introducing follow-on tasks to reinforce and extend learning

Scope of problems to which this standard applies

1. Related to resources
2. Related to the learning environment
3. Related to the pupil's ability to learn