**Case Study 1**

**Situation**

The focus student is a LAC in year 10 (boy). He is very quiet and withdrawn, likes to sit and work alone. He does not like class discussions or interactions. He does not work in paired or group activities and very rarely accepts help. His KS2 results were 3B in maths, with an end of KS4 target of a D. At the start of Year 10 he came to me with a 5C, he was very reluctant to produce any work in general. He does not make eye contact and had anger management issues for example when he had a lesson of unacceptable behaviour I removed him from the class, he response was to go outside and continually hit his head off the wall.

**Target**

The main target was to get him engaged in the lesson, interacting with his peers whilst building his confidence and motivation for the subject.

**Action**

I have tried several different strategies with him. For example;

* greeted him at the door every lesson
* responsibility within the classroom i.e. handing out the books, collecting work
* provided him with all his mathematical equipment
* the option to choose where he sat in the room and who he sat next to
* provided printed notes of example questions to prevent him from being disengaged through copying notes from the board
* scaffolded worksheets - red, amber, green to allow him to choose the level he was confident in attempting
* clear rules and sanctions. If unacceptable behaviour arises, I specifically address him by name, making eye contact and ensuring he is aware of sanctions should the unacceptable behaviour continue

**Response**

He has responded so well to all the strategies I have implemented. I have not had to remove him from lesson. He picked a table to work with (the lowest group in the class, where a TA sits for support, as he is the brightest on the table he acts as “teacher” when he understands a topic). He now partakes in all activities includes paired and group work. He is eager to produce high quality work and has a competition with the class to see if he can finish first. His confidence and motivated has developed results in his attainment improving to a D on a recent GCSE exam assessment. I feel if he continues his current work ethic he has the ability and drive to exceed his target and achieve C grade next year.