

INTERVENTION

Chance of Other Events

Each Intervention Anchor Chart contains steps to allow the child to investigate independently.

Children investigating an Intervention may be provided with the Intervention Anchor Chart as a guide to follow as they investigate independently.

Children investigating an Intervention may have their progress recorded in the Progress Sheet.

Chance of Other Events [page 2](#)

Progress Sheet [page 3](#)

Have a spinner.

If we spin this spinner, what outcomes are possible?

If we spin this spinner, the possible outcomes are 1, 2, 3, 4, 5, 6, 7, 8

If we spin this spinner once, is it possible to get both a 4 and 3?

If we spin this spinner once, only 1 outcome is possible so it is not possible to get both a 4 and 3.

If we spin this spinner twice, is it possible to get both a 4 and 3?

If we spin this spinner twice, 2 outcomes are possible so it is possible to get both a 4 and 3.

If we spin this spinner twice, is it possible for the arrow to stop at a 6 in both spins?

If we spin this spinner twice, 2 outcomes are possible and it is possible to get 6 on both spins.

If 6 is the outcome of the first spin, what outcomes could we get from the second spin?

Any outcome is possible on the second spin.

Does getting a 6 on the first spin affect our chance of getting a 6 on the second spin?

The outcome of the first spin does not affect the outcome of the second spin.

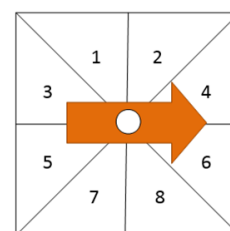
Does getting a 6 on the first spin affect our chance of getting any number on the second spin?

The outcome of the first spin does not affect the outcome of the second spin.

Reflection: How could we work out the outcomes of spinning a spinner?

How could we describe outcomes that do affect other outcomes?

How could we describe outcomes that do not affect other outcomes?



Progress Sheet

Child's Details (Name and Intervention Concept):

Each day, record the child's progress. This record, along with the child's recordings and explanations, can be used as: **ASSESSMENT OF LEARNING (SUMMATIVE)** – at any point in time the child's demonstrated level of understanding may be recorded for tracking and reporting purposes.

ASSESSMENT FOR LEARNING (FORMATIVE) – the teacher may use the child's demonstrated levels of understanding over time to plan, implement and evaluate further teaching and learning. Recording daily will allow the teacher to identify irregular learning progress, where the child demonstrates understanding in one lesson but not in subsequent lessons. This record can accompany an IEP, and a referral for further support for the child.

ASSESSMENT AS LEARNING (FORMATIVE) – the child may be shown this record to allow them to identify their learning progress. The teacher will use their teacher professional judgment to decide whether this is appropriate.

Date									
Number size Investigated									
Independent or with support?									

Date									
Number size Investigated									
Independent or with support?									

Date									
Number size Investigated									
Independent or with support?									

Date									
Number size Investigated									
Independent or with support?									