IDL NUMERACY

Introduction and user guide for IDL Numeracy

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Introduction

IDL Numeracy is a math resource that helps to improve ability for low-attaining learners in mathematics. It includes a fully graded course to support the National Curriculum for numeracy at KS1 and KS2. In order to be inclusive, the lessons in IDL are designed to reduce the stress those with dyscalculia would ordinarily feel when faced with mathematical problems.

After a few hours using IDL, learners will find a familiarity with the lessons and because the lesson mechanics remain the same, they gain the confidence they need to tackle problems, even those they have never encountered before.

As a teacher you will be able to quickly identify those areas your Pupils' struggle with the most and map their progress against the levels expected for their age group.

Research suggests that those with Dyscalculia are more likely to suffer from the following symptoms:

Below average understanding of basic counting principles
Inability to use counting strategies for addition
Difficulty in memorising arithmetic facts
Lack of number sense
Reduced automatic processing of numbers

IDL Numeracy is designed to help teach those with dyscalculia along with all those low-attaining learners. It includes a fully graded course to support the National Curriculum for numeracy at KS1 and KS2.

Because every aspect of the curriculum is included, the lessons cover a vast array of topics including size, 2D and 3D shapes, weights, measures, spatial awareness, time and money.

Each lesson in IDL is made up of one of the following mathematical principles:

Bonds
Counting
Sequencing
Shapes and Patterns (including subitising)
Number value
Place value
Arithmetic

By proportioning each lesson into one or more of these principles, IDL provides a unique way to monitor independent pupil progress. Along with being able to track progress against National Curriculum levels, you will be able to identify and pinpoint their mathematical strengths and weaknesses. This will allow facilitators to concentrate on, and improve those areas of weakness.

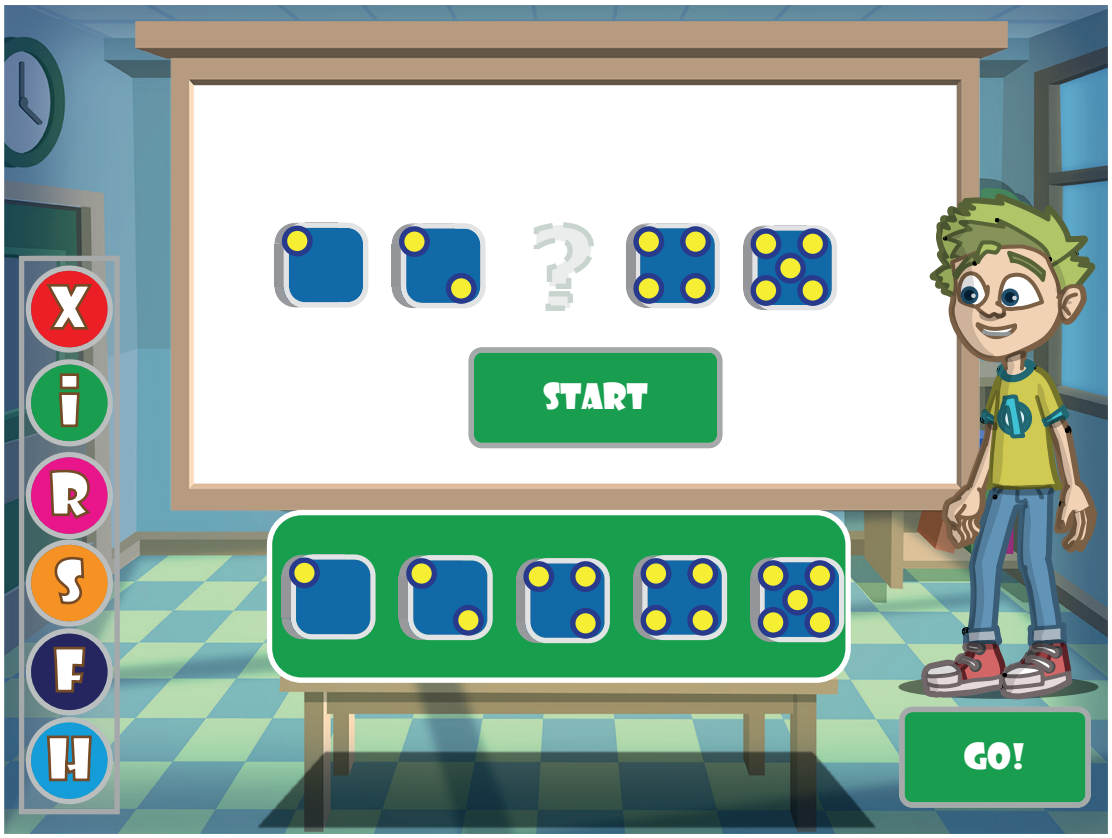
Of course, IDL Numeracy will also include all those features that have made IDL Literacy so popular with our customers:

Multisensory lessons
Progress monitoring
Easy to use for both pupils and teachers
Independent learning
Available anywhere

Your pupils will find IDL Numeracy lessons fun to do. Although the program includes a vast array of differing lessons, each will be immediately identifiable as an IDL lesson. The principle will always be the same; mathematical puzzles are presented in a fun and easy way. Each puzzle comes complete with in built auditory instructions, along with buttons to help with the solution or simplify the puzzle. Each puzzle is solved by moving items around the screen or by clicking on the right items.

A typical lesson

In a lesson, your pupils can expect to solve puzzles by selecting items or moving them around the screen. All lesson puzzles are solved in this way. On an iPad or touch screen device they can do this with a finger.
Below you can see the layout of a typical lesson along with a brief description of all the buttons.

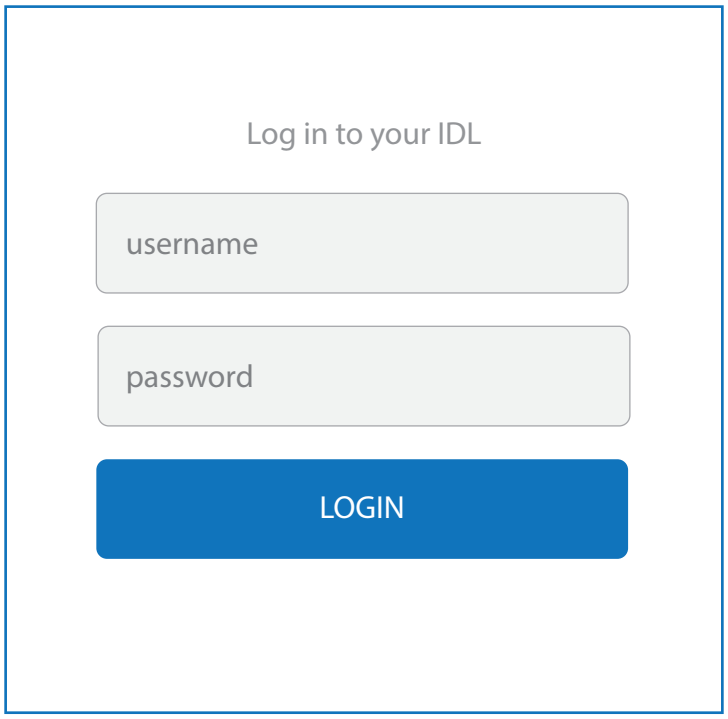


X	*Exit the lesson before solving the puzzle*
i	*Repeat the lesson instructions - both written and spoken*
R	*Reset all the lesson items to their original positions*
F	*Show me the first move - this will cost a star*
S	*Simplify the puzzle - this will cost a star*
H	*Give me a hint about my wrong moves - this will cost a star*

Getting Started

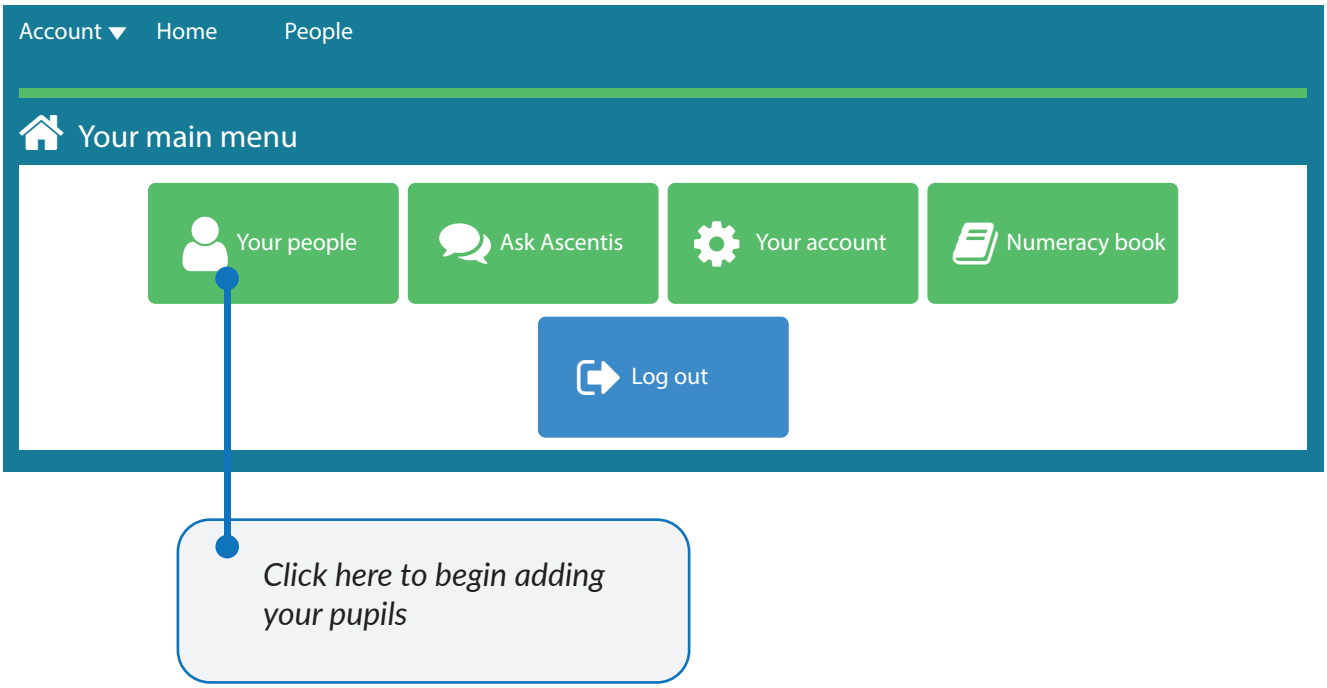
Initial sign in

IDL can be accessed by opening Google Chrome (please ask if you are unsure about what this is) and visiting www.idlsgroup.com. After loading the program in your browser you will be presented with a log in screen like the one shown here. Your teacher login in details should have already been provided.



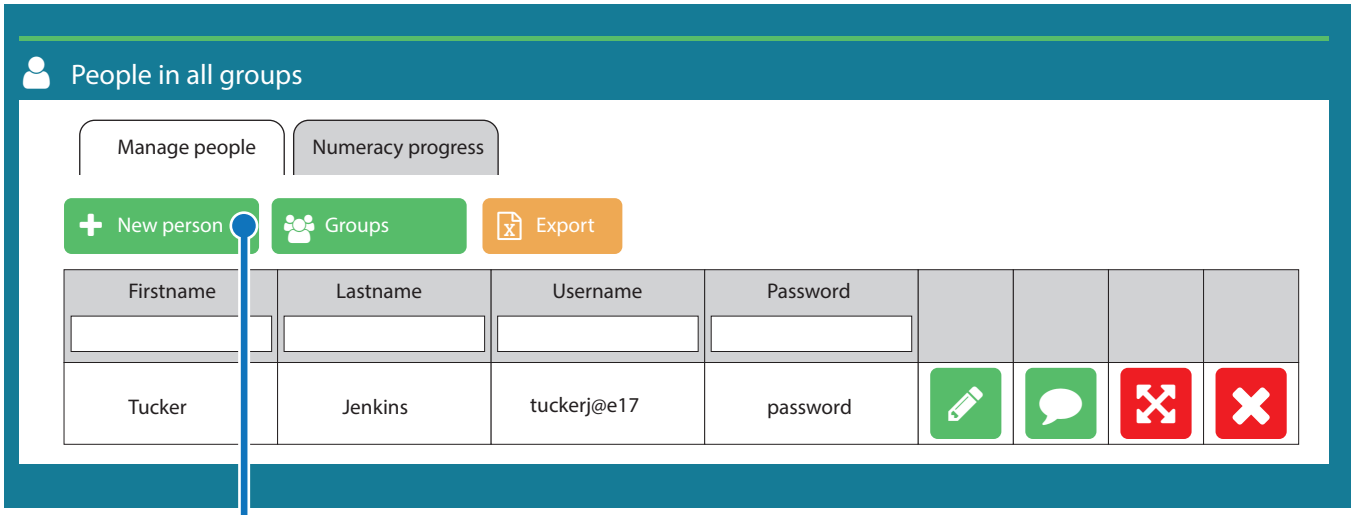
Teacher menu

Once logged in you will see the tutor menu shown below. We will go through all the options shown here later, but for now we will start adding the pupils to the program. To do this click on the 'Your people' button.

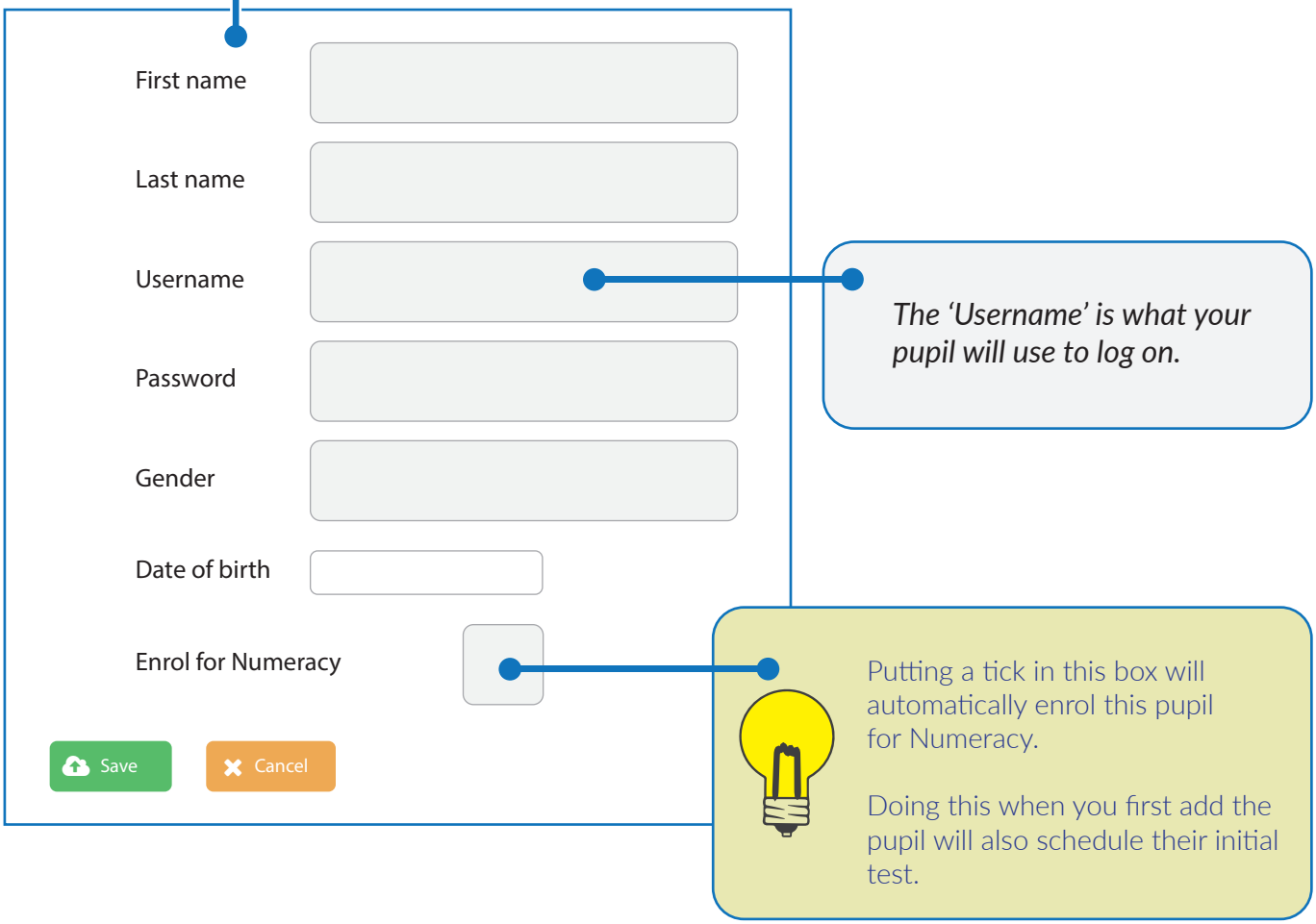


Add pupil

The people page will present you with a list of all your pupils. To add a new pupil simply click on the 'New person' button.

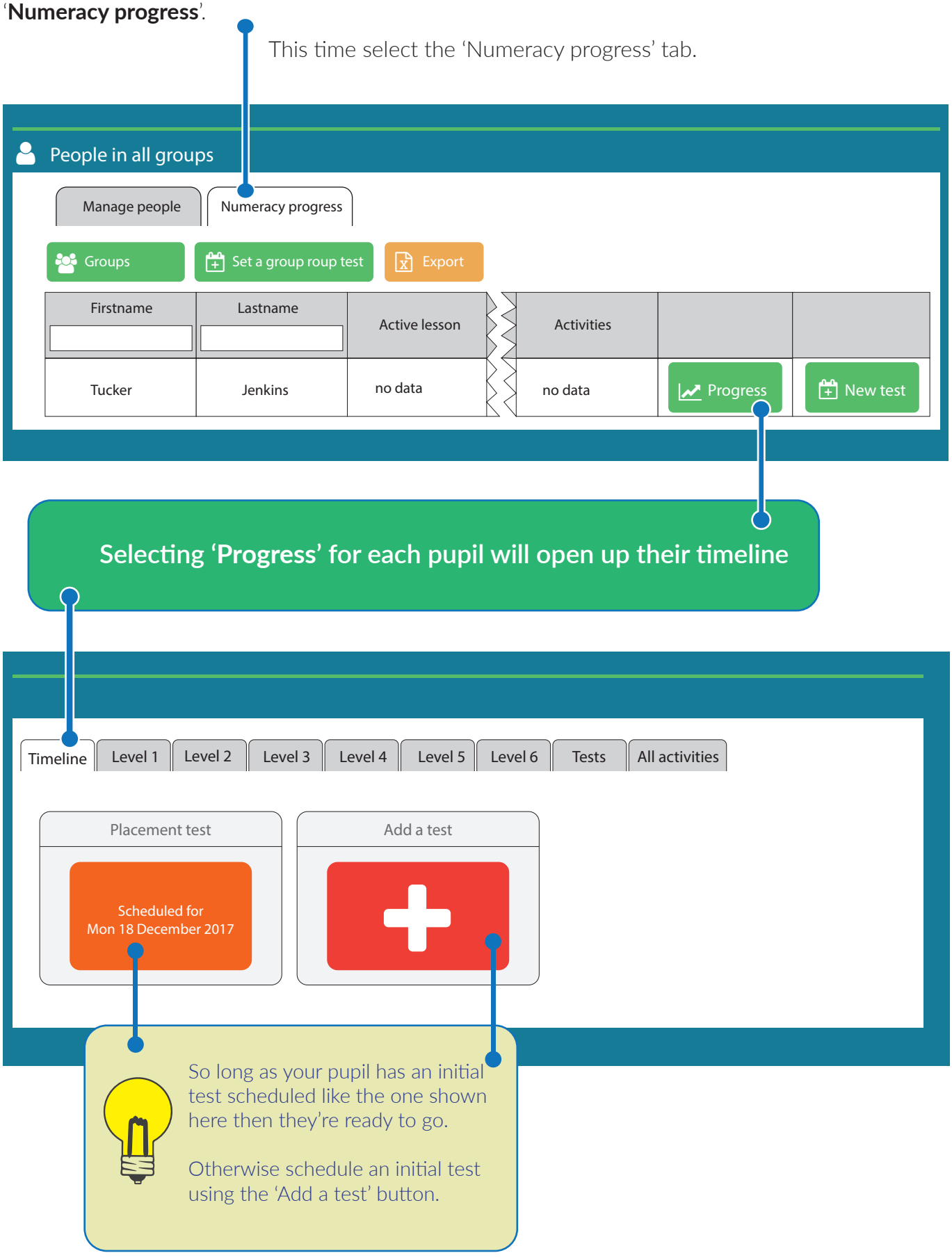


The 'New person' button will let you enter all the details you need to add your new pupil.



A final check

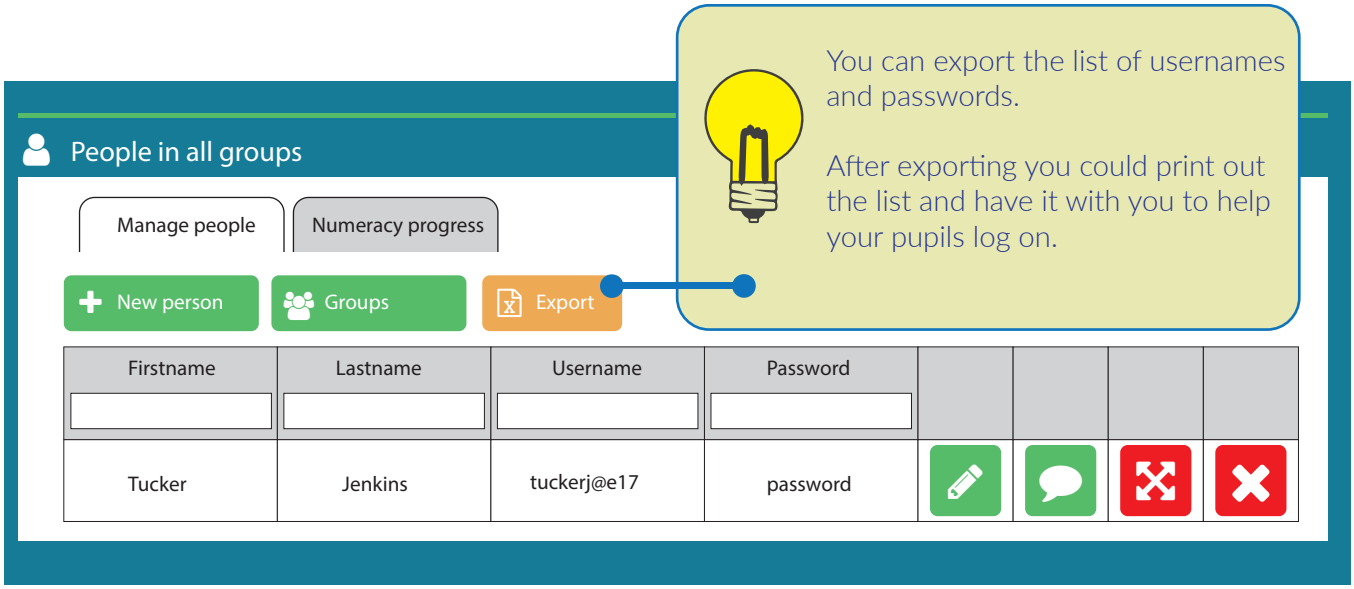
Your pupils should now be ready to go. You can check if they are by looking to see if they have an initial test scheduled. To do this go back to your list of pupils but this time change the active tab to '**Numeracy progress**'.



Pupil Log in

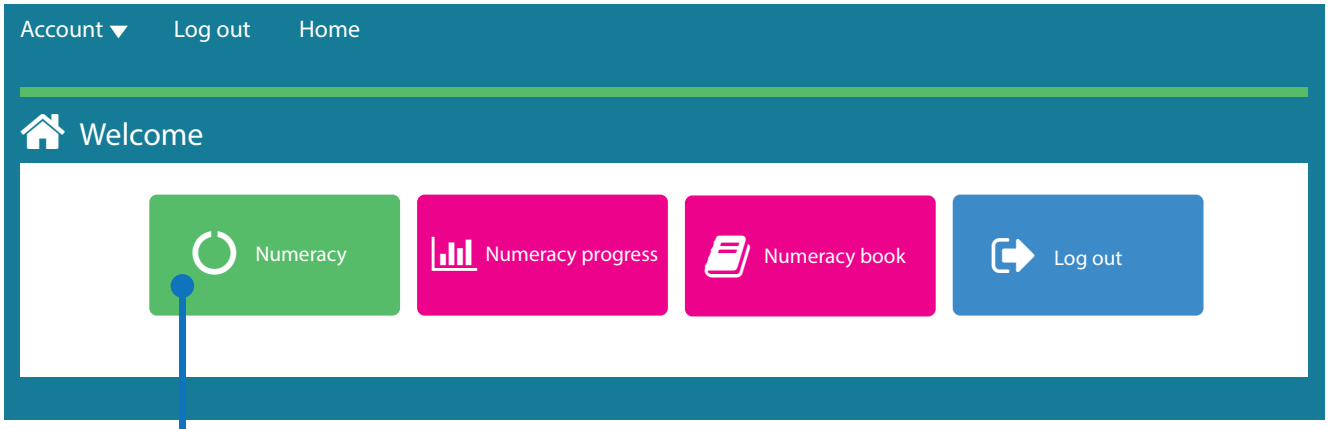
Now that you've added all of your pupils and they have an initial test scheduled, they will be able to log on and take the test.

If you need to see their log in details, go back to your list of pupils and you will see all of the usernames and passwords listed.



Take a look at the username, you will see that it automatically appends the '@' sign followed by your unique site identifier (usually your postcode). This is the same for ALL usernames.

After your pupils log on they will see the pupil menu shown below.

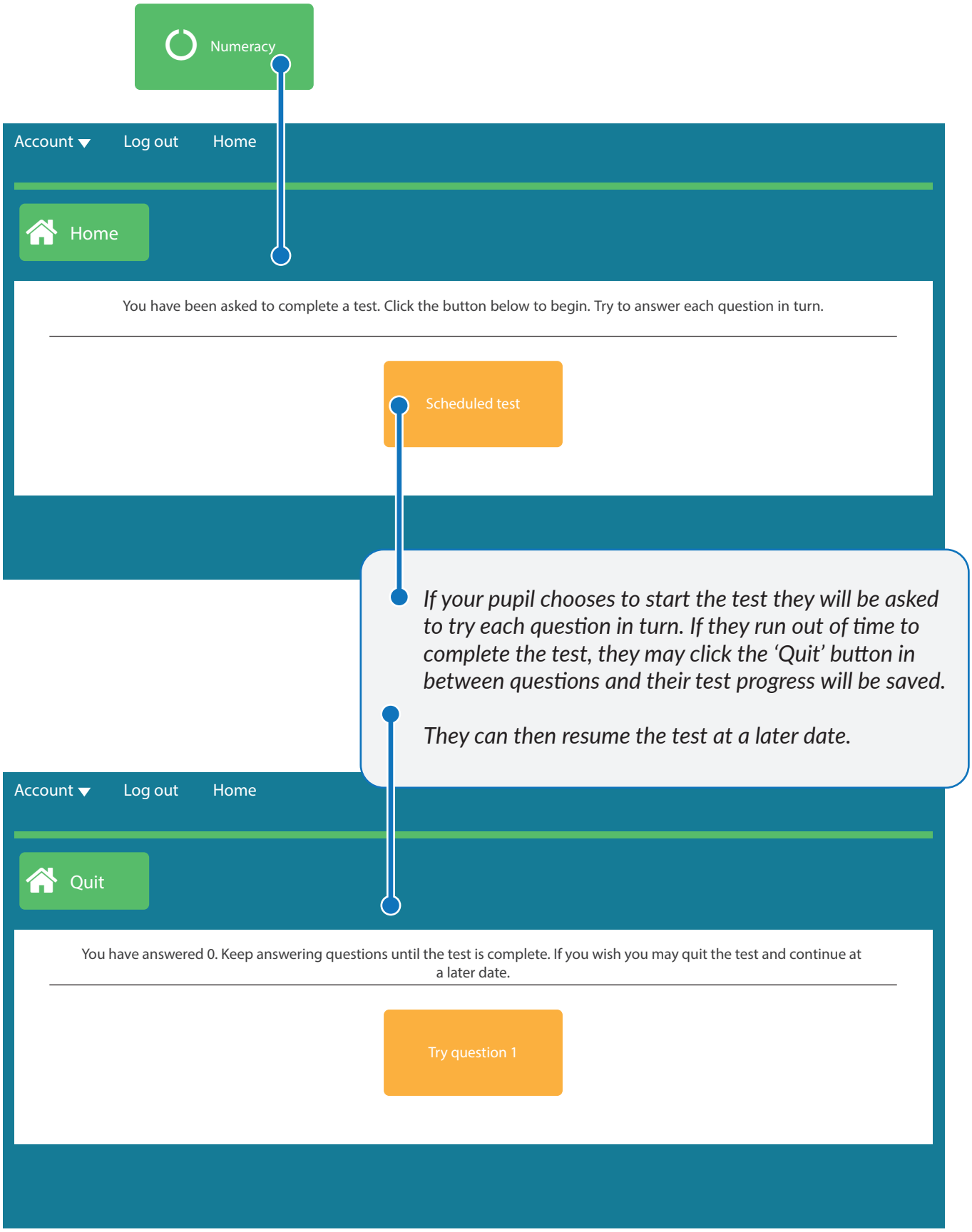


*More often than not your pupils will only use the '**Numeracy**' button. This is where they go to take scheduled tests or continue with their graded lessons.*

In fact the other buttons are locked by default and can only be enabled by the teacher. We will explain what the other buttons are for later, but for now your pupils need only click on the green 'Numeracy' button.

Taking the initial test

If your pupil has a test scheduled for today or earlier, then after clicking the 'Numeracy' button they will be required to take the scheduled test rather than continue with their graded lessons.



A typical test question

Your pupils will take the test questions in turn. The test will stop after 3 incorrect attempts. There are a total of 120 test questions and the results will determine a starting point on the program. The test is made up of six blocks of twenty questions, with each block representing the topics covered in each of the KS1 and KS2 years one through six.

The mechanics for solving a lesson or test question will become very familiar to your pupils and this should help reduce stress.

All lessons and test questions are solved by selecting or moving objects around the lesson area to solve a particular puzzle.

Below, for example, your pupil is expected to move the number tile with three dots into place over the question mark.

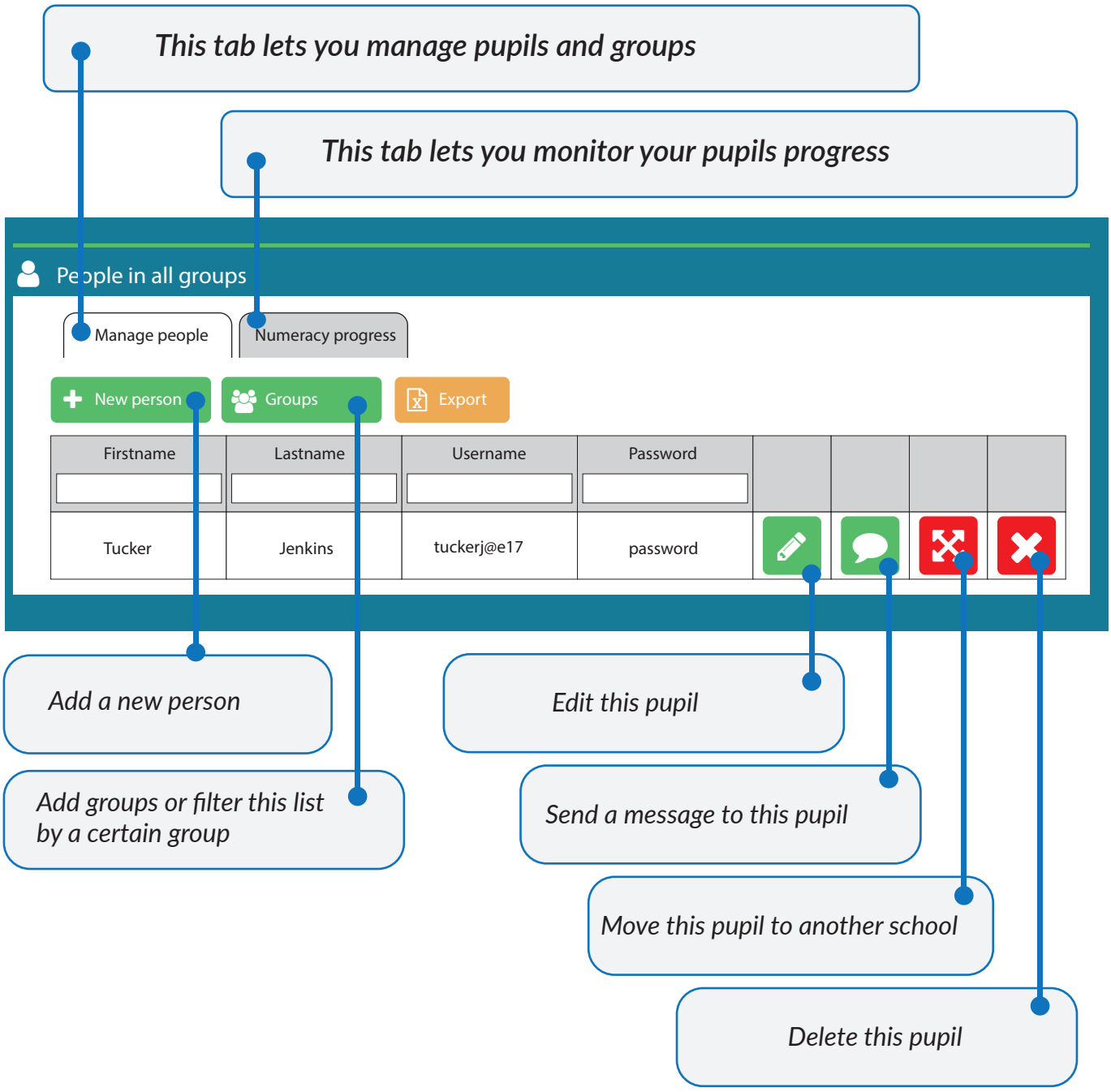
You can listen again to the verbal instruction for a test question at ANY time by clicking on the 'Info' button here.

Once your pupil is happy with their solution they should press the 'GO!' button

Managing pupils and monitoring progress

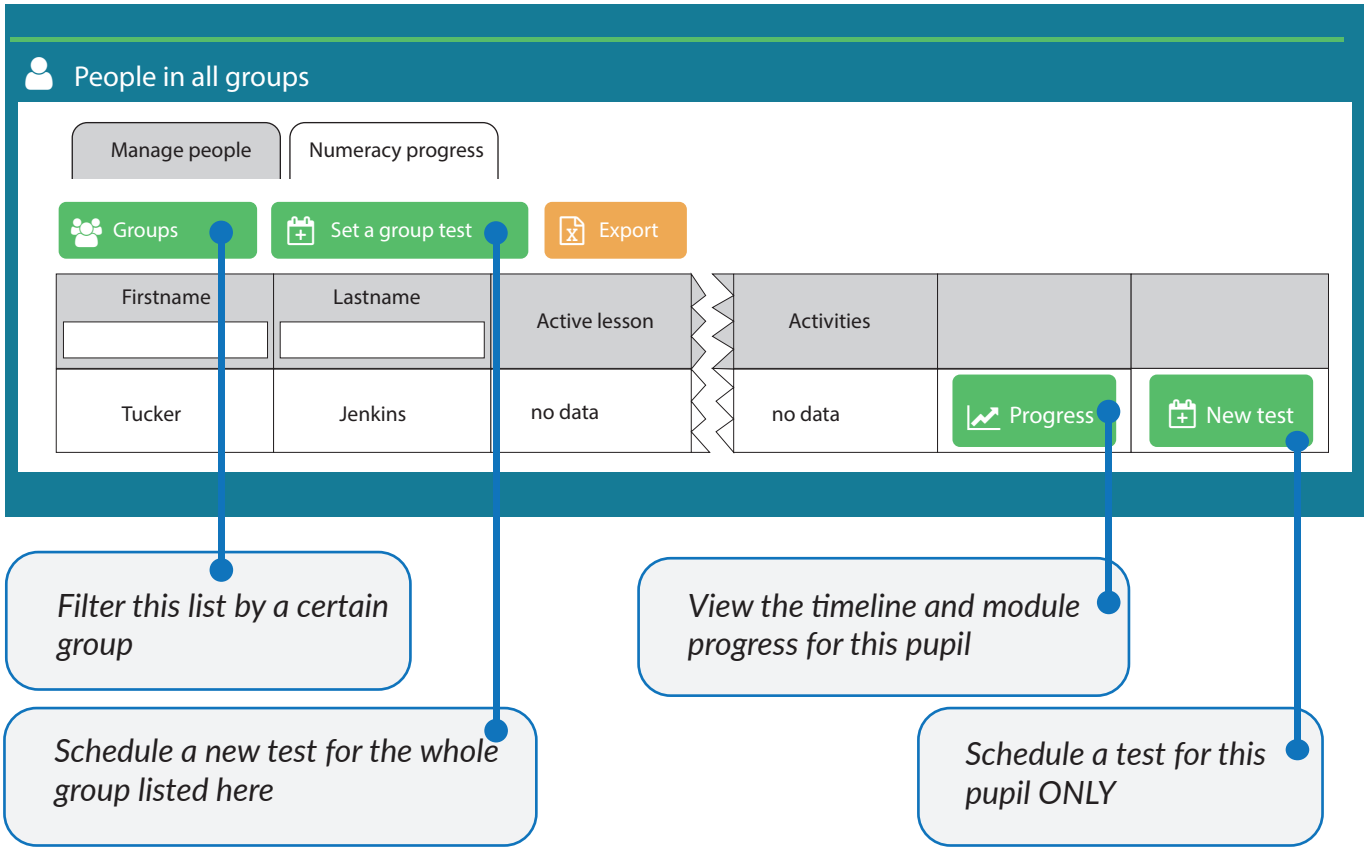
Your people

Anything you do regarding your pupils is done from this button. Adding pupils, deleting pupils, altering their details and checking their progress are all combined into this one area.

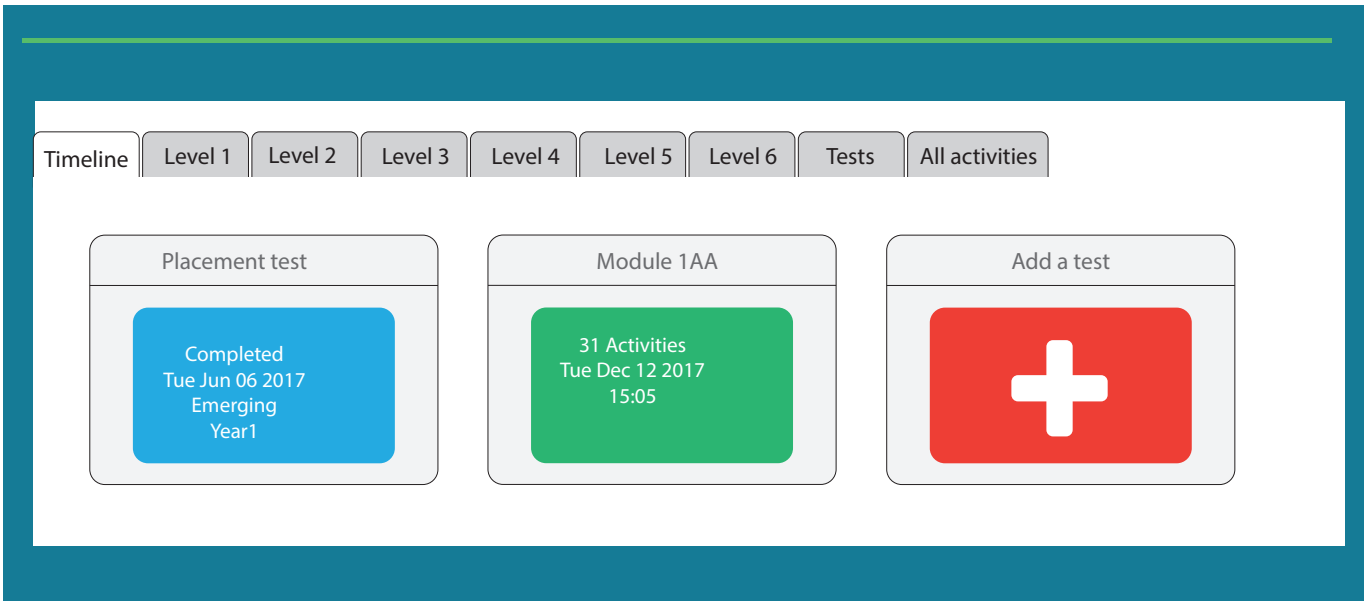


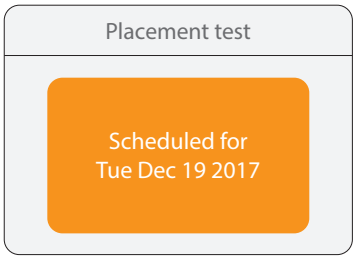
Monitoring progress

Selecting the 'Numeracy progress' tab will change the view which will enable you to monitor the progress your pupils are making.

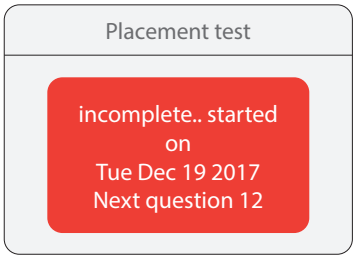


Progress *Selecting an individuals progress will open their timeline as shown below.*





An orange box denotes a scheduled test. If a pupil logs on and they have a test scheduled for today or earlier then they will be required to take the test rather than continue their graded lessons.

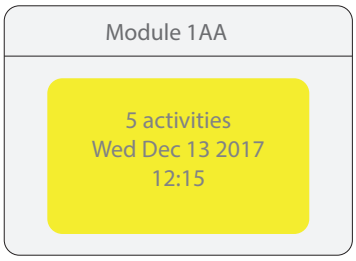


A red box denotes an incomplete test. Pupils may exit a test at any time and pick up where they left off at a later date. This is helpful if they run out of time, or they are unable to continue due to any other events.

A blue box denotes a completed test, the results shown here are one of:

Below Emerging
Emerging
Expected
Exceeding
Above Exceeding

A green box denotes a completed module and shows the number of completed activities in this module along with the date of the last activity undertaken.



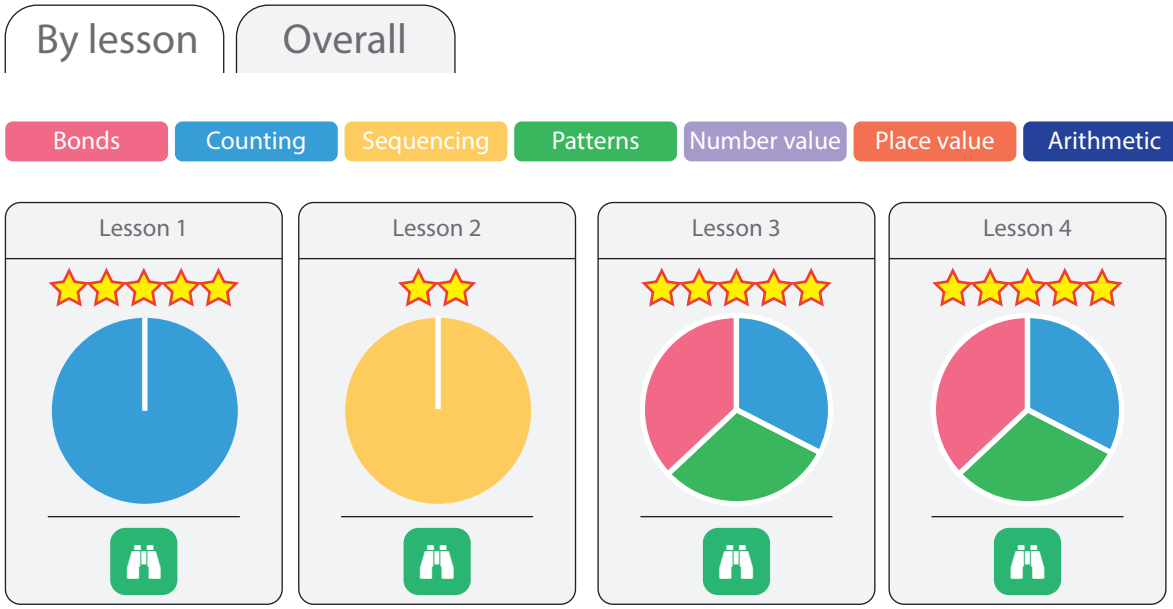
A yellow box denotes the current module your pupil is working through. It shows the number of completed activities and the date of the last activity.

Viewing completed lessons

By clicking on a complete or active module you can see which lessons your student has completed. Completed lessons will have a number of stars above them. Between 1 and 5 stars are awarded for each complete lesson. The stars represent the number of mistakes made on a lesson. The fewer the stars the more mistakes were made.

Stars are also lost for using one of the buttons that help simplify a lesson or show the first move.

By monitoring the pattern of stars, you can quickly see if your student requires closer supervision or whether they need extra help with a particular topic.



Mathematical topics

As you can see, each lesson is made up of one or more of the main mathematical topics. This is done so that you are able to see more easily the areas a pupil may be struggling.

Bonds

Number bonds are simple mathematical sums, which should become so familiar that a pupil can recognise them and complete them almost instantly.

Counting

Within a series of lessons, simple counting strategies are introduced that will see your pupils counting numbers, apples, carrots, money and much more.

Sequencing

The ability to put things into the correct order, usually based on the size, number or value. Lessons will see pupils organising all kinds of things from ducks to trains.

Patterns

Patterns cover an array of topics from 2d and 3d shapes to spatial awareness and time.

Number value

This relates to the value of a given number in terms of quantity or size. Those with Dyscalculia find it very difficult to visualise a number in these terms.

Place value

The ability to understand the value of a number based on its position in terms of 'ones', 'tens' and 'hundreds'.

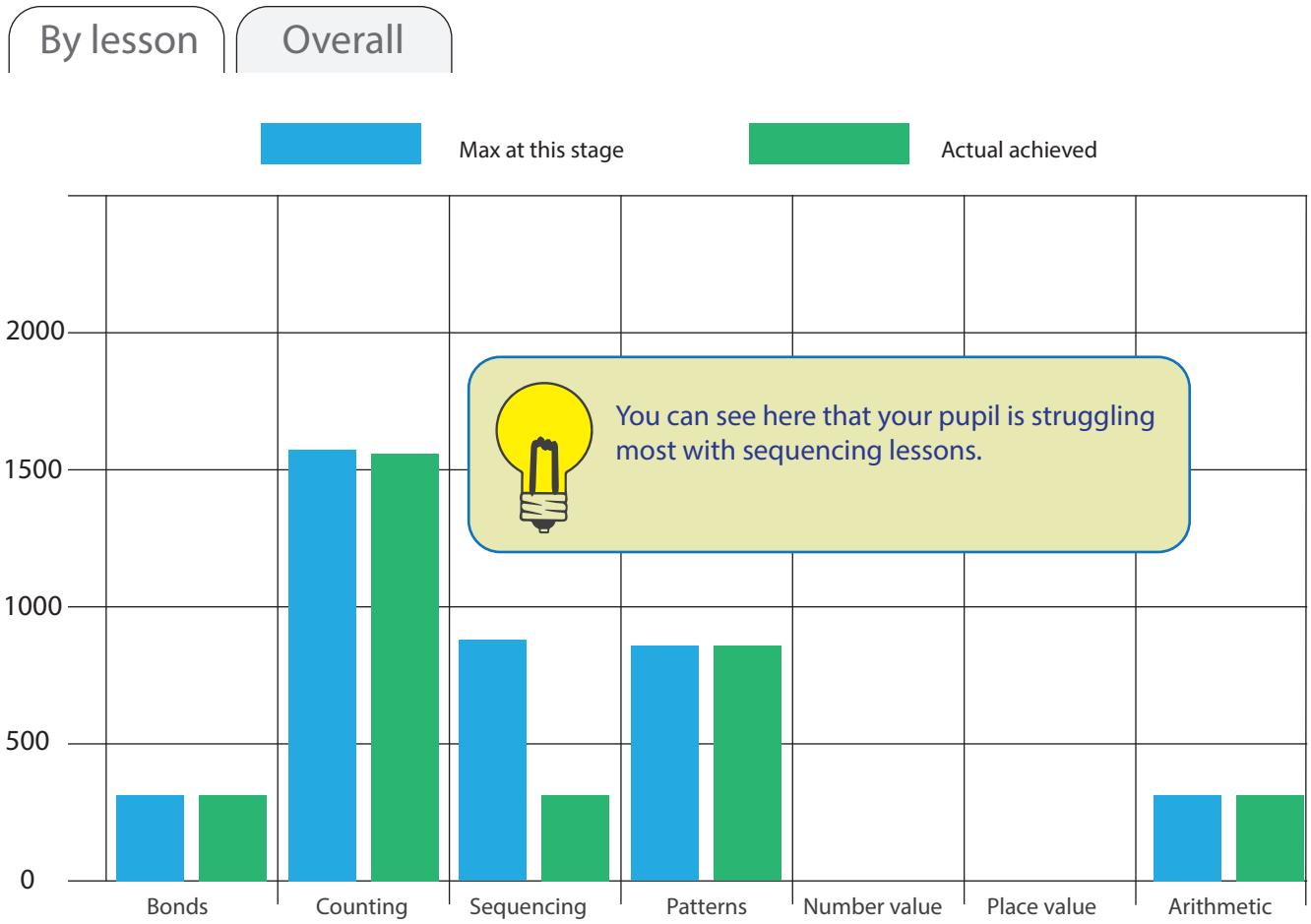
Arithmetic

IDL Numeracy lessons are interspersed with increasingly difficult sums. These provide a marker for overall progress.

Overall progress

While viewing the lessons within each module you also have the option to see overall progress within that module by selecting the 'Overall' tab.

This will give you an immediate picture of how your pupil is doing within that module and the areas they are having the most difficulty with.



Test results

Question No	Level	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1 - 4	1b	Emerging	Below Emerging	Below Emerging	Below Emerging	Below Emerging	Below Emerging
5 - 9	1a	Expected	Emerging	Below Emerging	Below Emerging	Below Emerging	Below Emerging
10 - 19	2c	Expected	Emerging	Emerging	Below Emerging	Below Emerging	Below Emerging
20 - 35	2b	Exceeding	Expected	Emerging	Below Emerging	Below Emerging	Below Emerging
36 - 47	2a	Exceeding	Expected	Expected	Emerging	Below Emerging	Below Emerging
48 - 55	3c	Above Exceeding	Exceeding	Expected	Emerging	Emerging	Below Emerging
56 - 65	3b	Above Exceeding	Exceeding	Exceeding	Expected	Emerging	Emerging
66 - 74	3a	Above Exceeding	Above Exceeding	Exceeding	Expected	Expected	Emerging
75 - 89	4c	Above Exceeding	Above Exceeding	Above Exceeding	Exceeding	Expected	Emerging
90 - 102	4b	Above Exceeding	Above Exceeding	Above Exceeding	Exceeding	Exceeding	Expected
103 - 111	4a	Above Exceeding	Above Exceeding	Above Exceeding	Above Exceeding	Exceeding	Expected
112 - 114	5c	Above Exceeding	Above Exceeding	Above Exceeding	Above Exceeding	Exceeding	Expected
115 - 119	5b	Above Exceeding	Above Exceeding	Above Exceeding	Above Exceeding	Exceeding	Exceeding
120	5a	Above Exceeding	Above Exceeding	Above Exceeding	Above Exceeding	Exceeding	Exceeding