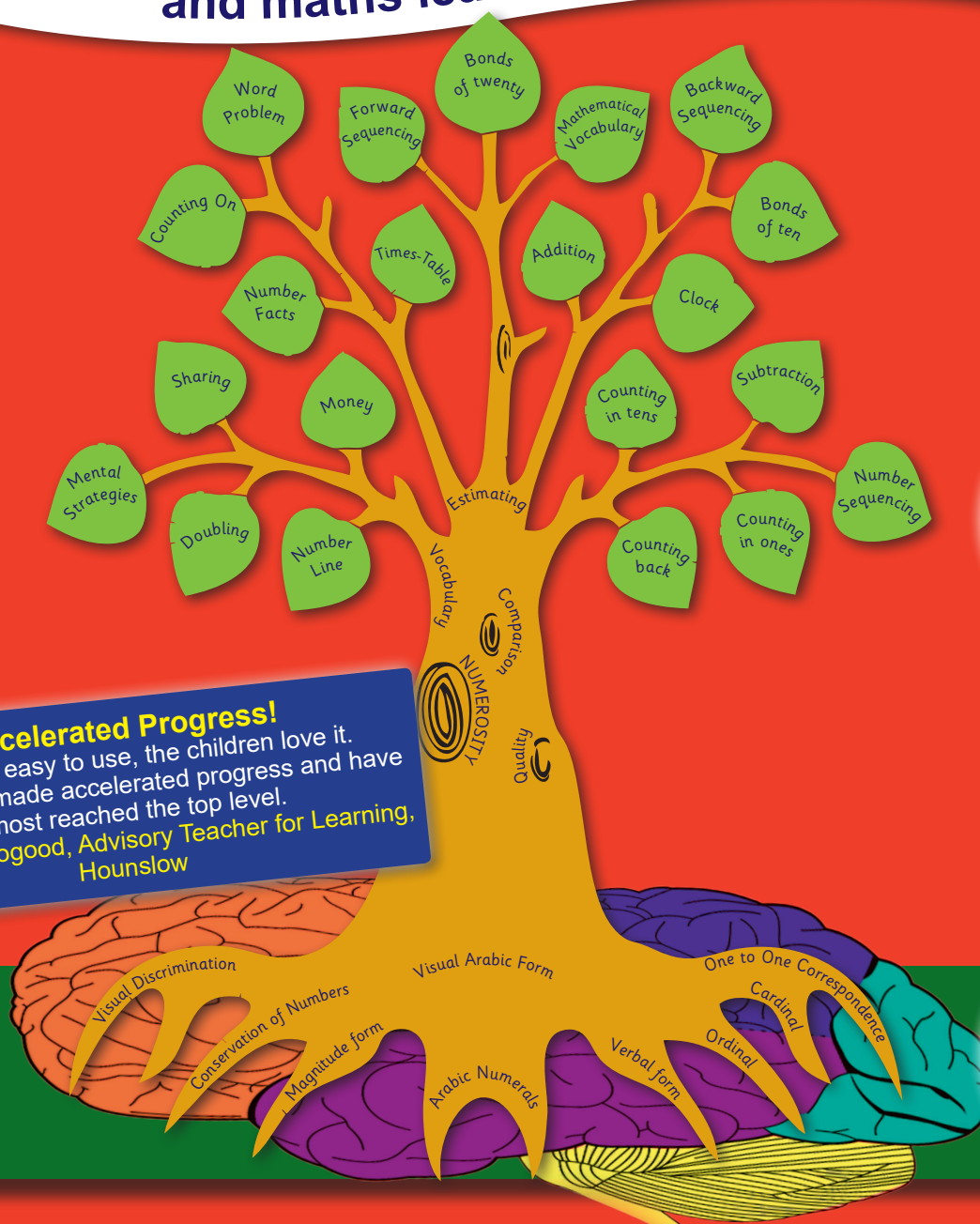


Dyscalculia

Standardised Assessment  Validated Intervention 

Helping overcome dyscalculia
and maths learning difficulties



Accelerated Progress!

It is really easy to use, the children love it.
The children made accelerated progress and have
almost reached the top level.
Margery Thorogood, Advisory Teacher for Learning,
Hounslow



Dynamo Assessment

Dyscalculia standardised assessment

A simple and easy to administer online assessment baselined for ages 6, 7, 8 and 9.

1. Identifies pupils at-risk of dyscalculia and maths developmental delays.
2. Delivers an Individual Support Plan and Scheme of Work.
3. Provides standardised scores and percentile rank.

The Assessment has been developed from research in neuroscience, dyscalculia, early childhood development and education. The NumberSenseMMR™ correlated by the **University of Oxford**.

Assessment (SDP801)



NumberSense MMR™ Framework

Number Relationship:

Multiplication, Problem solving
Mental strategies, Number Bonds
Retrieval of Number Facts

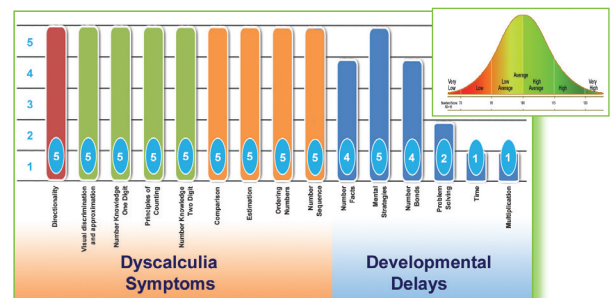
Number Magnitude:

Comparing
Estimating and spatial relationships
Ordering and Sequencing

Number Meaning:

Operational symbols
Subitising and Counting
Non-symbolic and symbolic forms
Verbal and Auditory processing
Visual processing

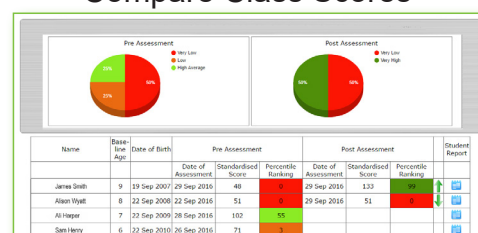
Individual Number Sense Profile



Individual Support Plan and Scheme of Work

PERFORMANCE PROFILE			
Name : Chris	Age : 7	Gender : Male	
Assessment Date : 06 Mar	Time Taken : 12m	Student response : Not selected	
STANDARD	PERFORMANCE	SCORE	DYNAMO MATHS PROGRAMME INTERVENTION AND REMEDIATION
(Teacher led discussion with the learner)			
Direction and Spatial Orientation This part of the assessment involves planning and planning using your sense of directionally skills. A simulated area where objects are falling at different heights in different parts of the screen. This task requires visual attention, central visual processing, short-term skills with keyboard coordination of the left and right keyboard keys.	You sometimes found it hard to catch the objects and move easily between the left and right key. Do you find it hard to discriminate left from right for the objects falling too quickly to catch?	2	
Visual discrimination Our visual discrimination and discrimination skills are related to the following visual skills: Visual awareness, attention, visual memory, copying, discrimination, spatial relations, memory and visual motor co-ordination. This assessment looks at how well you can discriminate regular and irregular patterns, use your visual memory and approximation skills.	The results show that your visual discrimination, visual memory and approximation skills were strong.	5	Skills secured
Comparison Comparing involves the skills of visual discrimination, using operations symbols, vocabulary and using and applying this important skill to ordering and estimating.	The results show that you can apply mathematical symbols and have a good grasp of comparing and ordering numbers.	5	Skills secured
Estimation Estimation involves the skills of visual discrimination, using operations symbols, vocabulary and using and applying this important skill to ordering and estimating.	You found estimating positions of numbers on an empty number line to be a bit tricky.	4	Developability: 1.17 Number Line Reading Developability: 2.18 Number Line Reading

Compare Class Scores



Graduated Approach

1 Assessment



Identify:

- Dyscalculia symptoms
- Maths development delay

2 Plan

- Intervention Plan
- Scheme of Work

3 Intervention

- Lesson Plans
- Online Activities
- Worksheets



Dynamo Assessment

Dynamo Intervention

4 Review

SEND Code of Practice

Dynamo Intervention

Multi-sensory remediation

An integrated intervention program that provides three important pathways to support children with maths difficulties.

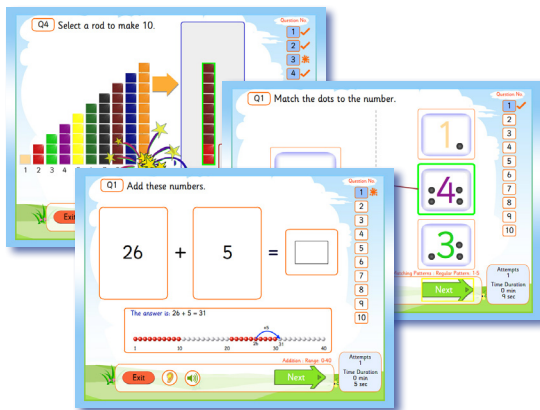
1. Lesson Plans with printable resources.
2. On-line interactive modules.
3. Dynamic Worksheets.

(DMS104)

Lesson Plans

Ready-made Lesson Plans with Printable Resources

300+ Lesson Plans written by dyscalculia experts. They provide a social focus and strengthen the skills of thinking, reasoning, communication, language, self-evaluation and reflection.

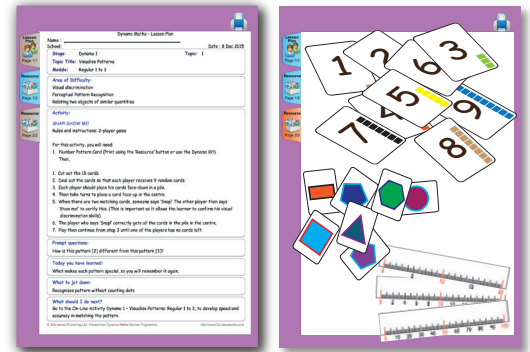


(DMS101)

Interactive On-line Modules

Practice and Reinforcement with Visual Models and Images

300+ Number models and images supported by audio and visual stimuli. Performance, progress and mastery are easily monitored.

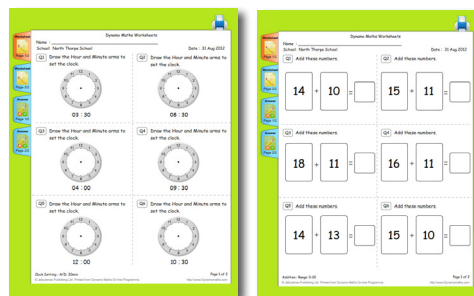


(DMS105)

Dynamic Worksheets

Provide evidence of errors

Unlimited dynamic printable worksheets that enable the pupil to think through and reflect on their learning.



Activities	Score / Time	(%) / T	Date	Level
01.1 Visual Patterns				
Visual Patterns - Regular: 1-3		100%	29-10-15	NP6
Visual Patterns - Regular: 1-5		100%	29-10-15	NP6
Visual Patterns - Regular: 1-9		99%	29-10-15	NP7
01.2 Match Dots to Numbers				
Matching Patterns - Regular: 1-3		48%	29-10-15	NP6 B
Matching Patterns - Regular: 1-5		100%	29-10-15	NP6 B
Matching Patterns - Regular: 1-9		50%	29-10-15	NP7

Reports:

Progress, Score and Intervention reports

- Meets National Curriculum requirements
- Motivational Awards and Certificates

Dyscalculia:

The word dyscalculia comes from Greek and Latin and means 'counting badly'.

Did you know...

- that 5-6% of children and adults have Developmental Dyscalculia and it severely impacts their learning of maths?
- learners with dyscalculia show different symptoms to learners with maths difficulties?
- you can assess for developmental dyscalculia and offer a targeted intervention?

Some signs of dyscalculia:

- Inability to tell which of two numbers is larger.
- Frequent difficulties with arithmetic; confusing signs: +, -, x, ÷
- Difficulty with times tables and mental arithmetic.
- Reliance on 'counting-on' strategies: using fingers rather than mental arithmetic strategies.
- Difficulty with everyday tasks such as checking change and reading clocks.
- Difficulty with estimating.



School Order Form - Dynamo Maths for Dyscalculia

School: _____	Post Code: _____
Address: _____	P.O./Ref No: _____
Name: _____	Date: _____
Job Description: _____	Tel: _____
① Name of Head of Intervention: _____	② Name of Support Teacher: _____
Job Description: _____	Job Description: _____
E-Mail: _____	E-Mail: _____

"All children in the intervention group improved significantly and over half the group doubled their scores."
Dawn Bradshaw, SENCo, Huntingtower CP Academy

1. Dynamo Intervention: Lesson Plans, Online Modules, Worksheets + Homework

DMS101	300+ Interactive Online Modules for 3 Students. 2 Teacher Licenses and 3 Dynamo Assessments	£173.70	
DMS104	300+ Ready-made Lesson Plans and Printable Resources (cannot be purchased without DMS101) Version 2.5	£97.99	
DMS105	300+ Dynamic Printable Worksheets and Answers (cannot be purchased without DMS101) Version 2.5	£34.99	
DMS102	Additional Student User License No of Students: _____ (Student licenses are valid until the end of DMS101 subscription.)	£7.91	
DMS103	Additional Teacher User License No of Teachers: _____ (Teacher licenses are valid until the end of DMS101 subscription.)	£8.37	
DMS106	Online Personalisation and Homework	Free	Free
DMS107	Support Tools and Templates	Free	Free
DMS108	Interactive Online Training - Getting you started (45 Minutes/School)	Free	Free
		Subtotal:	
DMS200	2 Years Subscription 10% Discount ((Subtotal) x 2) -10%:		
DMS300	3 Years Subscription 15% Discount ((Subtotal) x 3) -15%:		

2. Dynamo Assessment: Online Dyscalculia Assessment + Intervention Plan + Scheme of Work

SDP801	Student Standardised Assessment (Valid for one year and data will be held for one year)	No of Students: _____	£13.59	
			Subtotal:	

3. Dyscalculia and Dynamo Training:

DMS400 Half-day on-site training (Maximum 10 delegates)	£475 + Travel (over 100 miles)	
DMS401 Full-day on-site training (Maximum 10 delegates)	£850 + Travel (over 100 miles)	

4. Books:

BN601 Title: A Practical SEND Guide to Support Numeracy in Primary Schools - Pearl Barnes	Qty: _____	£6.99	
		VAT:	
		Total:	

"The program has exceeded our expectations. The children have come on in leaps and bounds."
Jeanette Rimmer, HLTA, Boldmere School

Also available from:

British Dyslexia Association (BDA)

JellyJames™

JellyJames Publishing Ltd.
Building 19, Cumberland Road,
Stanmore, Middlesex, HA7 1EL

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