



Pikes Lane Primary School Intervention Policy

LEADING SCHOOL | LEARNING SCHOOL | INCLUSIVE SCHOOL | HEALTHY SCHOOL | EXTENDED SCHOOL | REFLECTIVE SCHOOL

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Introduction

Interventions are designed to narrow any gaps in a child's learning. Interventions ensure that children do not fall behind their peers. Effective interventions ensure children: make progress, work at age related expectations and beyond and retain knowledge from lessons.

Statement of Intent

Our aim is to ensure that children make progress and as many children as possible work at or beyond age related expectations. This is achieved through quality first teaching. When guidance within the lesson isn't enough to support certain children, gaps in learning will be addressed through intervention time in the afternoon. During intervention time, pupils will work on key concepts they have not understood from the morning lesson, or any consistent errors they have made. Children will also work on their basic skills through their learning passports. Children will also reflect on their morning learning by responding to any checks or challenges.

Implementation



Quality First Teaching

In order for afternoon interventions to be effective, teachers must ensure that throughout lessons; live marking is used, verbal feedback is given to students, teachers and teaching assistants 'check in' with as many pupils as possible within a lesson. Effective use of assessment for learning is used. Next step 'back of the door' targets are used in lessons.

Protocol for Interventions

Teachers will look through books during class time and use assessment for learning to decide which children need support during intervention time in the afternoon. Teachers must generate back of the door targets for individuals or groups especially when being covered by another member of staff. Cover staff will check the back of the door target area to see which group of learners they need to work with. Teachers should also leave a pile of children's books open, ready for children and staff to access. Clear communication must be used when leaving work for other members of staff to complete.

When children are accessing next steps independently, clear instructions should be given for the group/individual. This can be facilitated through direction in books, vote notes or messages on showbie, and verbal instruction. When members of staff are covering your class, teachers must ensure clear instructions are given for the pupils working independently.

Independent Activities

Children working independently will be given tasks appropriate to their next steps. Children will independently:

- Work on basic skill passports
- Complete LBQ mathematics
- Complete TT Rockstar challenges
- Check and challenges in their books
- Apply/practise skills from mathematics lessons
- Research magpie words to 'up-level' their writing
- Check their spellings, capital letters and punctuations
- Practise improving their handwriting
- Fine motor practise
- Phonic activities

Impact from Interventions

By addressing next steps on the same day as learning, children have the opportunity to practise skills, readdress learning and interrupt the forgetting process (this is especially vital for pupils who have working memory difficulties). By holding afternoon interventions based on individual next steps we hope that; response to feedback in books is evident, misconceptions are addressed quickly, gaps between vulnerable groups and their peers narrow, children have access to a broad and rich curriculum, children have support from their teachers and key knowledge is retained.

Tracking the Impact

There is no expectation that books would be marked by 1pm on the same day as learning to facilitate interventions.

There is no expectation that interventions evidence is recorded in a particular folder/book. The impact of effective interventions will be seen in books across a lesson, term and throughout the year.

Interventions are tracked in the following ways:

- Wellcomm assessments are continuously completed for pupils on language programmes
- Speech and language plans are reviewed by the speech and language therapist and SENCO, this information is then passed to class teachers and the speech and language teaching assistant
- Progress will be clear in books
- Children will respond to verbal/written feedback in their books
- Progress can be seen in learning passports
- Progress is made at set data points across the year
- Children who need individual intervention planning have a red, amber, green assessment tab
- Leadership learning walks/monitoring captured on Blue Sky