

Intervention Policy

Aim

To apply the interventions needed to help students falling behind expected levels of progress to meet their targets.

Objectives

1. To maintain the SEN, Gifted & Talented and Pupil Premium Registers.
2. To update the Intervention Register each half term with the names of:
 - a. G&T and SEN students currently on track to make less than four levels of progress from KS2-4 in any of their subjects (SKS) or are 3 or more Scholarpack points behind age expectations (Primary);
 - b. students who have joined the school within the last half term;
 - c. and students making less than 'good' progress in 3 or more subjects(SKS).
3. To apply appropriate interventions to boost the progress of students on the Intervention Register, monitoring assessment results to check that gaps between current & expected levels / grades are narrowing.

Procedures

Governors

- Make sure that sufficient Governors have undertaken SEN and Gifted & Talented training.
- Identify a Governor to 'shadow' the Deputy Head/SENCo, to monitor her area of work and to monitor the effectiveness of the interventions applied across the School to boost youngsters' progress towards their targets.
- Ensure two Governors attend Parents' Meetings, seek the views of people with children on the SEN, G&T and Intervention Registers and feed them back to the Governing Body as a whole.

Headteacher/Deputy Headteacher

- Make sure that all staff are aware of the names of students on the SEN, G&T, Pupil Premium and Intervention Registers, and have had the training required to identify and implement appropriate interventions.
- Make sure that everyone is aware of KS2-4 targets / expectations and individual targets (Primary), youngsters' progress towards them and is fully engaged in action-planning to narrow gaps.
- Know how vulnerable groups of students are progressing towards their targets, know what the issues are and that sufficient time & resources have been allocated to resolve them.
- Monitor & assess the impact of any interventions on students' progress

Teachers

- Make sure you are on top of the information about every one of your students' prior learning:
 - have their KS2 levels and KS4 targets to hand and know from their most recent assessment checkpoint level / grade what rate of progress they are achieving(SKS) or through Scholarpack (primary)
 - be aware of those with SEN/PPM and the strategies recommended to work effectively with them;
 - and know who is on the G&T Register.
- Plan each half term's lessons to help each student to progress from where they are to where they need to be. Identify students whose progress is slipping in your subject, or whose names are on the Intervention Register, and implement the strategies agreed with your Curriculum leader (SKS), Deputy Head or SENCo (primary) to increase their achievement levels.
- Be precise in the information and instructions you give to our support staff if they are working in one of your lessons. They are a valuable resource. Help them to work in a targeted way so that they can boost youngsters' understanding and progress.
- Let your students in on the secret! Make sure they all know their targets and what they have to improve to reach them. Stick expectations/level / grade criteria into their books. Explain how work is to be marked before they tackle it. Get them to level / grade exemplars as well as each other's answers. Use your questioning to further students' understanding of what is required as well.
- Design differentiated homework, classwork and assessments to give students the chance to boost current levels / grades. Make sure that they know what they have to do or demonstrate to achieve that next step.
- Be determined that students' work should always represent their best efforts, being well-presented and at the appropriate level and quality. Keep them back to improve things as necessary. Never accept second best.
- Make a big deal of the half termly assessment checkpoints. Make sure students know they are coming up and what you will

be using to establish their current grade / level. Celebrate individual students' successes in class. Explain who needs to push harder.

- Show students the marks you have entered for assessment checkpoints. (SKS)

Class teachers/Tutors

- Take a real interest in your tutees' assessment checkpoint levels / grades and attitude scores.
- Praise those who are doing well and identify those falling behind expected levels of progress or slipping in terms of attitude. Discuss concerns with students and put in place strategies to narrow any gaps.
- Take the twice yearly tutor reports and parents' meetings seriously. Use them both as a chance to fully engage parents in their youngster's progress.

Support Staff

- Know about your students' prior learning; have their targets to hand.
- Know your students' current rate of progress. Know who have SEN or other additional needs as well as any strategies particularly recommended for them.
- Work with Sally Timmons/Kate Bainbridge and other staff to plan weekly/monthly schedules that focus on the students needing boosting in particular subjects or across the board. (SKS)
- Establish support groups outside of classroom lessons to support students on the intervention register

Other Colleagues

- **Deputy Headteachers to:**
 - analyse assessment checkpoint data, alerting people to issues & reviewing progress made in narrowing gaps;
 - direct the work of the Pupil Premium Assistant and SEN Teacher in planning, implementing and reviewing interventions for students whose progress is a particular cause of concern each half term;
 - contribute to the Governor Reports compiled by the Headteacher after half termly monitoring weeks;
 - and report on the School's performance to Governors, Cumbria CC & Ofsted as required.
- **Assistant Headteachers to:**
 - ensure that levels of student progress steadily improve to 'good' by:
 - checking the quality of student work in colleagues' classes, ensuring that exercise books are well-presented, provide evidence of differentiation and are marked according to the guidelines for teachers in this Policy;
 - making sure that colleagues know what good marking looks like and helping them to achieve it;
 - taking a view on the accuracy of the grades produced in marking as well as those provided at assessment checkpoints, suggesting additional visits to other schools if you think this might help to improve accuracy;
 - encouraging colleagues to use their assessment checkpoint data to action-plan for students whose progress is falling below our expectations;
 - and by helping colleagues to produce high level tutor/subject reports & to prepare for family interviews.

Students

- Know your targets for each subject and take an interest in your progress towards them. Be determined to make at least 'good' progress.
- Take on board your teachers' written and verbal feedback, acting upon advice given to speed your progress. Complete all additional tasks promptly.
- Get involved in the assessment process. Think about how work is to be marked. Review your own work when asked and contribute sensibly and positively when asked to assess other students' efforts.
- Take an interest in the assessment checkpoint grades and levels. Read tutor and subject reports carefully and come along to the parents' meetings so that you feel you are at the heart of the partnership between your family and the school. Be ready to negotiate targets and to agree the strategies required to achieve them.

Parents

- Ask for clarification if you do not fully understand the targets set for your child, how they have been set and what they mean.
- Check your youngsters' exercise books to make sure that they are being marked properly. If you have the slightest concern, feel able to contact the teacher or the Headteacher.
- Read your son / daughter's November, March and June reports carefully. Come along to the linked parents' meeting, be ready to ask questions, raise issues and to contribute to deciding appropriate targets as well as the strategies to meet them.
- Check your son/daughters' planner regularly to be aware of what homework they have been given and to ensure it is completed correctly and on time. Planners may also include comments about your son/daughter's day in

This document is ready for Governor review by the end of May 2020.

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| <ul style="list-style-type: none">• Take advantage of any support that is offered to you in lessons and outside of lessons to help you to meet your target grades | school and any issues or positives that may have occurred (SKS) |
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