

John Ruskin Primary School and Language Classes

Intervention Policy

Co-ordinator: Hamilton Nwokolo

Last review: January 2017

Next review: 2020



“Be Responsible, be fair, stay positive and care”



Rationale

This policy aims to give an overview of the implementation of intervention programmes at John Ruskin School.

The Governors and staff of John Ruskin Primary school and Language Classes aim to provide the best possible education for children, so that they strive for and are able to achieve excellence and high levels of achievement in all areas of the curriculum.

We recognise that intervention programmes have a crucial role to play in continuing to raise standards in literacy and mathematics throughout the school. Monitoring children's progress and targeting support to help those who need to catch up will help to ensure that all children make progress. The effective targeting and monitoring of the use of intervention programmes is vital if all children are to reach their potential.

We aim to involve parents as closely as possible in supporting and extending children's development through good liaison with the school.

Aims



To raise the attainment and achievement (accelerated progress) of all school children and further establish a climate of high expectation.

To recognise, value and build on the prior knowledge and learning that children acquire during lessons.

To give children the chance to play an active role in their own learning.

Provide regular opportunities to practice skills and consolidate learning in a variety of ways.

To respect the children's efforts and give generous praise, whilst challenging them to be self-critical and evaluate their own efforts.

To promote partnership with parents throughout their child's education.



Monitoring and review

There is regular monitoring by senior staff and the intervention co-ordinator of the Intervention programmes through direct classroom monitoring and tracking of children's progress. We also review its effect on pupils' learning and review the resources we require to implement the strategies. We look at the effectiveness of Interventions when we audit aspects of Learning and Teaching within our School Development Plan cycle.

Teaching Context and Methodologies

Teachers use a variety of teaching methods and vary their approach to suit the children's needs and capabilities.

Direct teaching is frequently used to introduce a new concept and this is followed by structured practice in the newly acquired skills and knowledge to consolidate their learning. (Starter sessions with FLS)

Children are encouraged to 'have a go'. Their efforts are praised and they are encouraged to evaluate their own work.

The intervention teacher plans for short daily practice in writing and mental number, with further experiences been given through games and a variety of structured activities.

Children are encouraged to explore and organise their ideas through discussion with adults and their peers.

Practical applications are preferred to work sheets and workbooks although some recording is necessary.



Equal opportunities

The intervention team at John Ruskin Primary School is committed to providing an environment which is conducive to learning and where all children can develop skills and attitudes for life. Each child is valued and respected regardless of ability, race, gender, religion, social background, culture or disability and is offered a child-centred curriculum, opportunities to develop to their full potential, intellectually, emotionally and socially and the chance to develop good behaviour and responsible attitudes for life.

Staff will ensure their approach to all children is non-discriminatory, that all groups have equal access to the full range of educational opportunities provided by the school and that diversity is celebrated.

Parents

Parents are informed of Early Intervention strategies during parent workshops and information evenings. They are given guidance on activities and strategies they can use to help their children at home. Nursery and Early Stages children take story bags and activity packs home on a regular basis.

Programmes across the school

Literacy intervention programmes

Early Literacy Support (ELS) is a programme for children identified as needing additional support at the end of the first term in Year 1. It consists of training, screening procedures and 60 additional literacy sessions. The sessions, taken by a teaching assistant with a group of six children, focus on key literacy objectives from Reception, Year 1 term 1 and Year 1 term 2. They are designed to bring as many of the children as possible back into step with their peers by the time they reach the end of Year 1.

Additional Literacy Support (ALS) is targeted at children in Year 3 (and, if necessary, Year 4) who attained level 2c or level 1 at the end of Key Stage 1 and need to consolidate key literacy skills and understanding early in Key Stage 2. The four eight-week modules focus on key objectives for phonics, reading and writing. The 20-minute sessions are designed to be taken by a teaching assistant with a group of about six children within the independent and group time of the literacy hour, but can also be used at other times.

Further Literacy Support (FLS) is targeted at children in Year 5 who have achieved at least level 2 at the end of Year 4 and who are working at level 3 in Year 5. It consists of a training programme, screening procedures and three modules of additional literacy sessions focused on key objectives from Years 4 and 5. There is an emphasis on writing, on strategies that enable children to track and comment on their own progress, and on independent and homework tasks. The 20-minute sessions are designed to be taken by a teaching assistant with a group of six children.

Year 6 Booster Units, provide examples of units of work that address key writing objectives and which are designed to help as many children as possible to achieve level 4.

Numeracy intervention programmes

Over Coming Barriers levels 2 to 3 is targeted at those Year 3 children who reached level 2C at the end of Key Stage 1 and who, with support, are likely to reach level 3 by the end of Year 4. The 10 units focus on the key objectives from the Year 2 programme which children must meet if they are to tackle with confidence the key objectives of the Year 3 programme. There are two 30-minute sessions per unit, designed to be taken by a teaching assistant with a group of between six and eight children.

Over Coming Barriers levels 3 to 4 is targeted at those children in Year 4 who, with some additional support, are likely to reach level 3 by the end of the year. The 10 units focus on the important teaching objectives from the Year 3 programme which children must meet if they are to tackle with confidence the key objectives of the Year 4 programme. There are two 30-minute sessions per unit designed to be led by a teaching assistant with a group of between six and eight children.

Over Coming Barriers levels 3 to 5 is targeted at those children in Year 5 who, with intervention, are likely to reach level 4 at the end of Year 6. It consists of 10 lead lessons taught by the class teacher and 10 follow-up sessions supported by a teaching assistant. The lead lessons are presented, for the teacher, on video. The video sequences show different approaches to teaching and could be useful to help teachers plan a series of initial lessons on a topic.

Over Coming Barriers levels 3 to 5 is targeted at those children in Year 6 who, with intensive support, can achieve level 4 in the Key Stage 2 national tests. It consists of 22 30-minute lessons delivered by a teacher.

Sample Year 6 booster lessons is a booklet containing a set of specimen mathematics lessons that focus on essential level 4 teaching objectives that will support children in Year 6 who, with extra support, could achieve this level.

1stClass@Number 1 - for children who need further support at the level of the Year 1 curriculum

1stClass@Number 2 - for children who need further support at the level of the Year 2 curriculum

1stClass@Number

- supports the new National Curriculum for Mathematics
- raises mathematical attainment
- increases enjoyment and engagement in mathematics
- develops teaching assistants' subject knowledge and wider effectiveness
- provides detailed evidence of progress and impact

1stClass@Number comes ready-made with detailed session guidance and extensive resources. A specially trained teaching assistant delivers 30 half-hour sessions to a group of up to four children, for 12-15 weeks. The children continue to take part in their normal class mathematics lessons.

The lessons focus on number and calculation, developing children's mathematical understanding, communication and reasoning skills. A Post Office theme runs throughout, engaging children in real life contexts that are both stimulating and fun. Each topic starts with a simple assessment that helps the teaching assistant to tailor sessions to the children's needs.

The teaching assistant starts working with their group of pupils straight after the first training day. Then the training runs alongside the implementation of the teaching programme, in that way the Teaching Assistant is trained topic by topic.