


# Interventions Policy

<b>Date Approved by Governing Body:</b>	
<b>Signature of Chair of Governors:</b>	<b>January 2017</b>
<b>Next Review Date:</b>	<b>January 2018</b>

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In order to ensure that all students are able to make rapid progress towards and beyond their target grades, we will ensure that a programme of Interventions exists to swiftly identify those students in need of additional support; provides them with tailor-made programmes of study; and assesses both their progress and ability to retain the information over an extended period of time. The aim of the Interventions policy is to set clear expectations for all staff involved in this process, to ensure that it best serves the needs of the students.

### **Year 7 Students who are not Secondary Ready**

Those students who achieved a scaled score of lower than 100 in their KS2 SATs are deemed to be not yet ready for secondary education. Their low literacy and numeracy skills will hinder their ability to access all aspects of the curriculum, and so they must be treated as a priority for Interventions. On entering the Academy, the Maths and English departments will carry out a series of baseline assessments during Semester 1, in order to ensure that the data does not contain any significant anomalies. Once this full data-set has been analysed, the following will be put in place for those confirmed to be not yet secondary ready (NYSR):

1. Setting in English and Maths will place those students NYSR in 7L2, where Semester 2 will be devoted purely to addressing those skills in which they have deficits. A breakdown of component scores from the KS2 SATs will be used in order to identify and target the specific needs of these students. In Semesters 3 and 4, coverage of these skills will be integrated into the normal schemes of work, in order to ensure that coverage of the secondary curriculum is not unduly delayed.
2. In addition to this, Interventions staff will tackle these deficits during sessions in which the students are withdrawn from non-core subjects in order to provide them with additional support. Each student will receive six weeks of Interventions sessions, with regular testing occurring throughout to evidence progress and inform planning. Six weeks after the Interventions sessions end, students will undertake an assessment, to evidence their retention of knowledge. Those unable to retain the skills they had gained will be the focus of the next round of Interventions.

### **Year 7 Reading Interventions**

All students are NEALs tested in their final weeks of primary education, by one of our LSAs. The following Interventions are then put in place, beginning on the students' first week in the Academy:

1. Those with a reading and/or comprehension age of 8.06 or lower attend Daybreak Reading Interventions, with an LSA.
2. Those who have a reading/comprehension age between 8.07 and 12.0 are paired up with a peer reading mentor. These leaders of learning are selected from our most able Year 10 students, to act as role models for those from Year 7. Their reading sessions focus on improving both fluency and understanding.

3. All Year 7 students are enrolled in our 'Accelerated Reader' programme. Their reading ages are measured in thrice-annual STAR Reading tests, in order to track their progress and to ensure that they are reading books at the correct level for their ability. They complete an online quiz at the end of each book, with an LSA overseeing both the regularity of their reading, and their progress.

### **Year 8 and 9 Intervention Programme**

Interventions in these year groups are tied tightly into our regular data lifts, with the Maths and English departments identifying those students who are failing to make the rapid progress required to meet their target levels.

Alyson Taylor and Angela Mitchelson co-ordinate the logistical elements of the programme, in which small groups of students are withdrawn from foundation subjects thrice-weekly over a six week period, in order to work with our Interventions staff to address the defined deficits in the core areas. As with year 7 students, a skills retention test will occur six weeks after the end of Interventions, with re-entry into the programme for those failing to retain what they have studied.

### **Year 10 and 11 Intervention Programme**

Every Year 11 student participates in a robust programme of weekly Interventions, led by subject teachers in the sixth period of the day. Attendance is mandatory, with teachers ensuring that a challenging programme of subject-based learning is delivered in order to effect rapid progress towards target grades. The process is overseen by Heads of Department, and co-ordinated by Alyson Taylor.

Interventions programmes are also timetabled for weekends and during school holidays. These take place throughout the year, when deemed necessary by HODs, but are often concentrated in the lead up to examinations to provide intensive support to students in preparing for them.

Year 10 students are also available for Period 6 Interventions: subject staff identify those who need additional support in order to reach their target grades and timetable their attendance with A.Taylor, with exit from the sessions only once the deficits have been addressed.

### **Interventions Within Lessons**

All HODs aim to embed Interventions programmes within schemes of work, to ensure that every student in the Academy consolidates key knowledge throughout their time here. Some departments, such as Science, may collapse teaching groups depending on need at given times; others, such as English, embed fortnightly lessons where students undertake extended writing to evidence their progress with areas of weakness.

## **Year 8 to 11 Reading Interventions**

All students in the Academy undergo thrice-annual testing of their reading and comprehension ages, through the conduit of STAR Reading tests. This data is published to all staff, who then use it in order to ensure that they plan lessons which are accessible to those students in their classes, and that they incorporate activities to address the deficits of students whose reading age is beneath their chronological age.

1. Those students who have a reading age of lower than that which is deemed functional (8.06) are enrolled in our Daybreak reading programme, in which an LSA works with them before the school day begins.
2. All students are issued with a termly reading book by their English teacher, chosen from year group lists which encompass a wide range of topics and reading levels. They are required, as one element of their homework for that term, to read the book and produce a book report in which they demonstrate their understanding of what they have read.

Students whose STAR tests show that they are not making tangible progress towards achieving a reading age of at least their chronological age will be enrolled in a reading enrichment programme, in which they will read with a member of the English department during Interventions time.

## **Whole School Literacy and Numeracy Focuses**

Each half-term, the entire academy will focus on a given topic, from a pre-published calendar which spans the academic year. Alternating between a literacy and numeracy topic (Autumn 1: Apostrophes, Autumn 2: Percentages) the topics have been designated by the Maths and English departments as being areas in which there are wide deficits across the range of year groups.

A Powerpoint, setting the 'house style' for the teaching of the topic, is written by the appropriate head of department, along with a bank of resources. These are introduced to all students by their form tutor, and reinforced by all staff across the entire half-term. All teaching staff then use the set marking sticker for that half-term to evidence whether each student has securely mastered the skill. Names of those students still struggling with it are sent to RMcCloskey, with Interventions put in place to support them.

## **Literacy and Numeracy Tutor Booklets**

Every tutor is issued with literacy and numeracy task booklets, written to cover both basic skills and examined topics. All students complete the set tasks each week, with the tasks designed to enable progress, and reinforce subject teaching, throughout their time at the academy.

## **Rationale for the Deployment of LSAs**

Learning Support Assistants (LSAs) are efficiently allocated to roles in support of learning. Support is allocated to core subjects first and for students with SEND. Where possible, LSAs are allocated to departments where they are knowledgeable and confident with subject content, i.e. an LSA possessing a Maths A-level would be deployed to the Maths department on a regular basis.

### **In-class support**

LSA support is monitored to ensure both that student progress is being made, and that LSAs are having a demonstrable impact upon this. LSAs must liaise with teaching staff on a regular basis, ensuring that they arrive at each lesson clear about their role and knowledgeable about the pupils they support. LSAs have access to the planning documents and teachers indicate which students the LSA is supporting, what the expected outcomes are and if they have any ideas on how they would like the support to look. LSAs have a good knowledge of the students they support and keep copies of support plans with their class profiles, often reminding teachers of strategies to use.

Individual support is given where possible/necessary however LSAs are mindful of the requirement to develop independence and avoid learners becoming reliant upon the support. They encourage students to use their initiative and have the confidence to explore their learning.

### **Across the Curriculum**

LSAs work across the curriculum, allowing them to observe students in different lessons, developing an excellent understanding of what students respond to and what is a de-motivator in a lesson. Therefore LSAs make a huge contribution by sharing this knowledge and suggesting successful strategies used by other teachers. They are equipped to contribute to Code of Practice Reviews due to their cross-curricular support.

### **Student Progress**

LSAs feedback to teachers regarding progress made within the lesson. There are various ways in which this is recorded: e-mails, catch up at end of lessons, notes on planning documents and LSA diaries. Staff are aware of the importance of LSA feedback to ensure the next lesson is planned appropriately to enhance learning and progress.