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Osmani Primary School

Reach For The Stars

Intervention Policy

Our Motto

Reach For The Stars

Our Vision Statement

Our vision is to develop an inclusive school, which promotes and achieves excellence, and continues to nurture the values, confidence and skills of pupils, staff and the community, in order to meet the emerging opportunities of the 21st century.

Our vision and values support **Articles 2, 12, 15, 19, 24, 27, 28, 29, 31** of the UN Convention on the Rights of a Child.

Our Rights

- ★ **Article 19:** We have the right to be safe.
- ★ **Article 28:**We have the right to quality education.
- ★ **Article 12:**We have the right to give our opinion and listen to others.
- ★ **Article 15/31:**We have the right to join in and be part of a team.
- ★ **Article 29:**We have the right to develop our personalities, talents and abilities.

Our Values

★ **Striving Teamwork All Included Responsibility Success** ★

★ **Striving:** Our aim is that we are a school that:
- **uses our Growth Mind-set (learning from mistakes and always willing to have a go)**
- **never gives up and always find ways of improving**
- **enjoys challenges and aims high**

★ **Teamwork:** Our aim is that we are a school that:
- **encourages and supports each other to be the best we can be**
- **learns from each other**
- **listens to and respects each other's ideas**

★ **All Included:** Our aim is that we are a school that:
- **has high expectations of everyone**
- **encourages everyone to take an active part in learning and life of our school**
- **nurtures and celebrates what makes each and every one of us unique**

★ **Responsibility:** Our aim is that we are a school that:
- **takes ownership of the choices we make**
- **takes ownership/charge of our own learning**
- **looks after each other and our school**

★ **Success:** Our aim is that we are a school that:
- **provides an education that encompasses academic, creative, social, emotional, physical and cultural development**
- **celebrates our efforts and achievements**

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Equal Opportunities and the Single Equality Scheme

We believe that all those who work in Osmani - children and adults - have the right to be treated fairly and with respect by everyone connected with the school.

We aim for Osmani to be a safe, supportive place, where all children and adults feel valued as individuals, whatever their ability, age, disability, gender identity, marriage or civil partnership, pregnancy & maternity, race, religion or belief, sex and sexual orientation.

The school aims to foster the social and personal skills of cooperation, sharing and mutual respect.

This policy supports the school in addressing all **of the UN Convention on the Rights of the Child.**

Philosophy

Where Quality First Teaching enables most children to progress at age related expectations, some children find it more difficult to access the curriculum. In many cases activities can be identified and delivered within the classroom. However, there are a small number of children who will need supplementary intervention. These few will need a more tailored series of lessons to help them revisit new learning, rehearse new skills, remove bad habits and replace them with strategies to help them become more independent learners.

In these instances protocols must be put in place to monitor progress and transference of skills from the intervention to the classroom and to ensure that children continue to take an active role in all aspects of the curriculum. In order for this to happen all adults and children must put in place the following protocols:

Intervention teachers/teaching assistants must give class teachers timetables and rotas of children's lessons. These will also include the room in which the intervention takes place

Unfortunately, due to restricted timetabling, some children may miss a series of lessons covering the same unit/topic.

Monitoring progress and transference of skills

1. Formal meetings between the class teacher and the intervention teacher must take place at regular intervals to discuss progress and transference of skills. In particular at the beginning and end of the series of lessons. It is important that during the intervention there is always two-way communication. If concerns arise during this time the intervention manager or SENCo should be made aware of these as soon as possible, do not wait until the end of the programme.

2. **Meetings must take place between class teachers and intervention teachers ahead of the moderation days during the whole school assessment point weeks in order to discuss progress and agree levels.**

3. The deliverer of the intervention must monitor transference of skills into the classroom by using two or three sessions across the programme to support/encourage children to use their skills within the classroom lesson context.

4. The class teacher must observe all children taking part in an intervention at least once, especially within the last two weeks of the intervention, in order to observe the progress made by the children and to ensure that they are working

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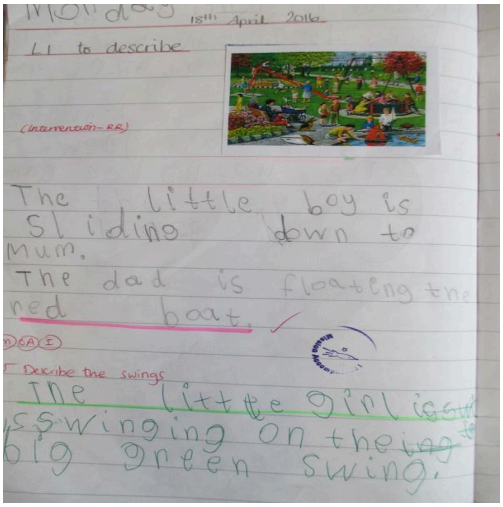
at the same skill level within the classroom. Teachers may also find this useful at assessment points. **Observations should take place during PPA times as they will inform planning for these children within the classroom.** If interventions do not take place during PPA time, it would be possible to rearrange PPA with another year group in order to facilitate the observations.

5. If a child goes out for a Literacy or Mathematics set (PODS), then the class teacher must work with them in class during Big Writing and Big Maths when they are back in class on a Friday.

Monitoring curriculum coverage

As mentioned above, some children may miss a topic/unit of study due to restrictions to timetabling for the intervention teacher. Where this may be an issue, classroom numeracy and literacy can be rotated weekly to ensure that intervention children do not always miss the same lessons each week.

At the point the child leaves the classroom to attend their intervention, a note must be made in the work book the child is using at that time. The note will identify the name of the intervention and be written in red pen, at the point the child left the room.



Setting up responsibilities and protocols within the classroom

1. Talk partners can explain the activity to their partner, on their return to class, enabling them to engage in the whole class learning intention.

2. Teaching Assistants can work with the child/ren on their return to class, enabling them to engage in the whole class learning intention.

3. Children returning to class can respond to yesterday's feedback, enabling the class teacher/ teaching assistant time to leave their focus group at a point where they will be able to work independently, before explaining the activity to the returned child.

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4. An activity basket containing either maths or literacy activities can be created. A child returning to a maths lesson may choose a maths challenge to engage in (see Appendix 2 for examples). This could be linked to the unit being studied in class at the time or to develop a skill previously taught (T-drive – numeracy – whole school math resources – challenges).
   Alternatively, a child returning to a literacy lesson may choose from a comprehension task, some sentence level work, an Alan Peat word game or a poster text type activity (T-drive – literacy –Alan Peat resources).

   Any resources required for activities should be prepared in advance and placed with the activities ready for the children to use.

It will be up to the class teacher whether all or one of the above suggestions is put in place within the classroom. The protocol chosen may depend on the activity taking place in the classroom. Children should know what is expected of them **before** they go to their intervention, where possible, in order to be able to settle down to an activity as soon as they return to class. All children and teaching assistants will need to be made aware of their responsibilities. In some cases they may also need to be trained in what to do.

Monitoring and ensuring on-going progress after intervention

Interventions are not 'cures' for learning difficulties but they do provide children with opportunities and skills to find ways to make their learning easier. A completed series of lessons does not mean that the child's difficulties no longer exist. These children will still need close monitoring and, in some cases, further support.

Children in Wave 3 interventions

Three weeks prior to the end of the intervention a transition meeting between the SENCo, Intervention manager, intervention teacher and class teachers should be organised to take place within a week of the exit assessments being carried out.

This meeting will include:

1. Discussion of the child's/ren's progress, including evidence gathered from the lessons and assessments.

2. Planning for strategies to use in the classroom, including a discussion of the recommendations from the intervention teacher, identification of areas to consolidate and next steps including specific prompts and resources.

3. An evaluation of the effectiveness of the intervention[1] (Appendix 3).
4.

Children in Wave 2 interventions

Three weeks prior to the end of the intervention a transition meeting between the intervention teacher and class teacher should be organised to take place within a week of the exit assessments being carried out.

[1]

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This meeting will include:

1. Discussion of the child's/ren's progress, including evidence gathered from the lessons and assessments. Where progress was not deemed to be appropriate the intervention manager must be informed.

2. Discussion of areas needing further attention and consolidation.

3. An evaluation of the effectiveness of the intervention (Appendix 3).

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Appendix 1- Example of Timetable/Rota for a daily, 30 minute intervention

Week 1

	Mon	Tues	Wed	Thur	Fri
1.00-1.30	A	B	C	D	A
1.30-2.00	B	C	D	A	B
2.30-3.00	C	D	A	B	C

Week 2

	Mon	Tues	Wed	Thur	Fri
1.00-1.30	B	C	D	A	B
1.30-2.00	C	D	A	B	C
2.30-3.00	D	A	B	C	D

Week 3

	Mon	Tues	Wed	Thur	Fri
1.00-1.30	C	D	A	B	C
1.30-2.00	D	A	B	C	D
2.30-3.00	A	B	C	D	A

Week 4

	Mon	Tues	Wed	Thur	Fri
1.00-1.30	D	A	B	C	D
1.30-2.00	A	B	C	D	A
2.30-3.00	B	C	D	A	B

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Appendix 2- Examples of maths challenges

Rows of coins

1. Take five coins: 1p, 2p, 5p, 10p, 20p.
   Put them in a row using these clues.
   The total of the first three coins is 27p.
   The total of the last three coins is 31p.
   The last coin is double the value of the first coin.

2. Take six coins: two 1p, two 2p and two 5p.
   Put them in a row using these clues.
   Between the two 1p coins there is one coin.
   Between the two 2p coins there are two coins.
   Between the two 5p coins there are three coins.

   What if you take two 10p coins as well, and between them are four coins?

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Teaching objectives

Solve word problems involving money.
Explain methods and reasoning.

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Dan the detective

1. Dan the detective looked for a number.
   He found a two-digit number less than 50.
   The sum of its digits was 12.
   Their difference was 4.
   What number did Dan find?

2. Dan found a two-digit odd number.
   One of its digits was half the other.
   The number was greater than 50.
   What number did Dan find?

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Teaching objectives

Solve a given problem by organising and interpreting data in a simple table.
Write whole numbers in figures; know what each digit represents.

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Appendix 3-
Guidance for EDUKEY Provision Map evaluation of Interventions

Notes: Brief Outline of the work undertaken:
Speaking and listening skills developed, reading and writing:- problem solving strategies, self-monitoring strategies, comprehension, retention, vocab extension…
Development of conversational skills in order to organise thoughts and ideas into coherent, syntactically accurate sentences.

Impact on learning:
Brief note on whether the child is applying their skills into the classroom. They seem to have an opinion about what they are learning and are keen to ask questions, engaging more fully.

Impact on attainment & progress:
Use the drop down menu to evaluate whether the child has made expected progress, e.g. 1 point at AP1, 2.5 points at AP2, 4 points at AP3 or has made significantly higher or lower progress.

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