

INTERVENTIONS AT HCPS

HOW ARE WE GOING TO APPROACH INTERVENTIONS THIS YEAR?

- Short interventions – no longer than 20 minutes
- Allows children to access the foundation curriculum, alongside those additional Literacy and Maths sessions in an afternoon
- Primarily focusing on the concept of pre-teach and consolidation learning delivered by teaching staff

WHAT INTERVENTIONS HAVE WE USED IN THE PAST AT HCPS?

- Use the post-it notes to write down all interventions that have been delivered in the past.
- RAG rate these interventions in terms of their impact on pupil progress.

WHAT APPROACH ARE WE TAKING THIS YEAR?

- Teacher-led intervention
- Access to teacher at additional time within the afternoon
- Pre-teach & consolidation of skills

WHAT IS PRE-TEACH?

- Pre-teaching a new concept, skill, vocabulary prior to the lesson
- Exposing children to this new skill so they feel more confident within the actual lesson
- Allows them to access skills they may find difficult, but also to challenge our more able children as well

WHY PRE-TEACH?

**CONFIDENCE IS
CONTAGIOUS.
SO IS LACK OF
CONFIDENCE.**

- *“Pre-teach removes the lack of confidence barrier by many...”*
- As teachers we know where we want our children to be by the end of a lesson, week, unit of work
- By pre-teaching a new concept, e.g. column multiplication, you give the child the chance to understand before the Wave 1 intervention the following day.

WHY SHOULD WE CONSOLIDATE LEARNING?

- Interventions should be linked to previous learning so that the child can see the purpose of this themselves.
- Consolidating learning needs to be focused on addressing misconceptions after the lesson, to ensure this does not impact progress the following day
- Overall, both approaches will allow children the extra teacher focus time in targeted groups

BENEFITS OF PRE-TEACH/CONSOLIDATION

- **Year 1** – focus upon consolidating phonics within an extra session
- **Year 2** – evidencing GD writing skills early on by pre-teaching skills such as conjunctions, to ensure children can apply this within their writing
- **Year 3** – Y1 phonics pupils targeted in small groups
- **Year 4** – focus upon times tables, dedicating 1 session a week to a small focus group of borderline children.
- **Year 5** – Y6 readiness for LIRA – focus on RR/AI questions
- **Year 6** – pushing more able for GD skills within first term, to gather further evidence for moderation.

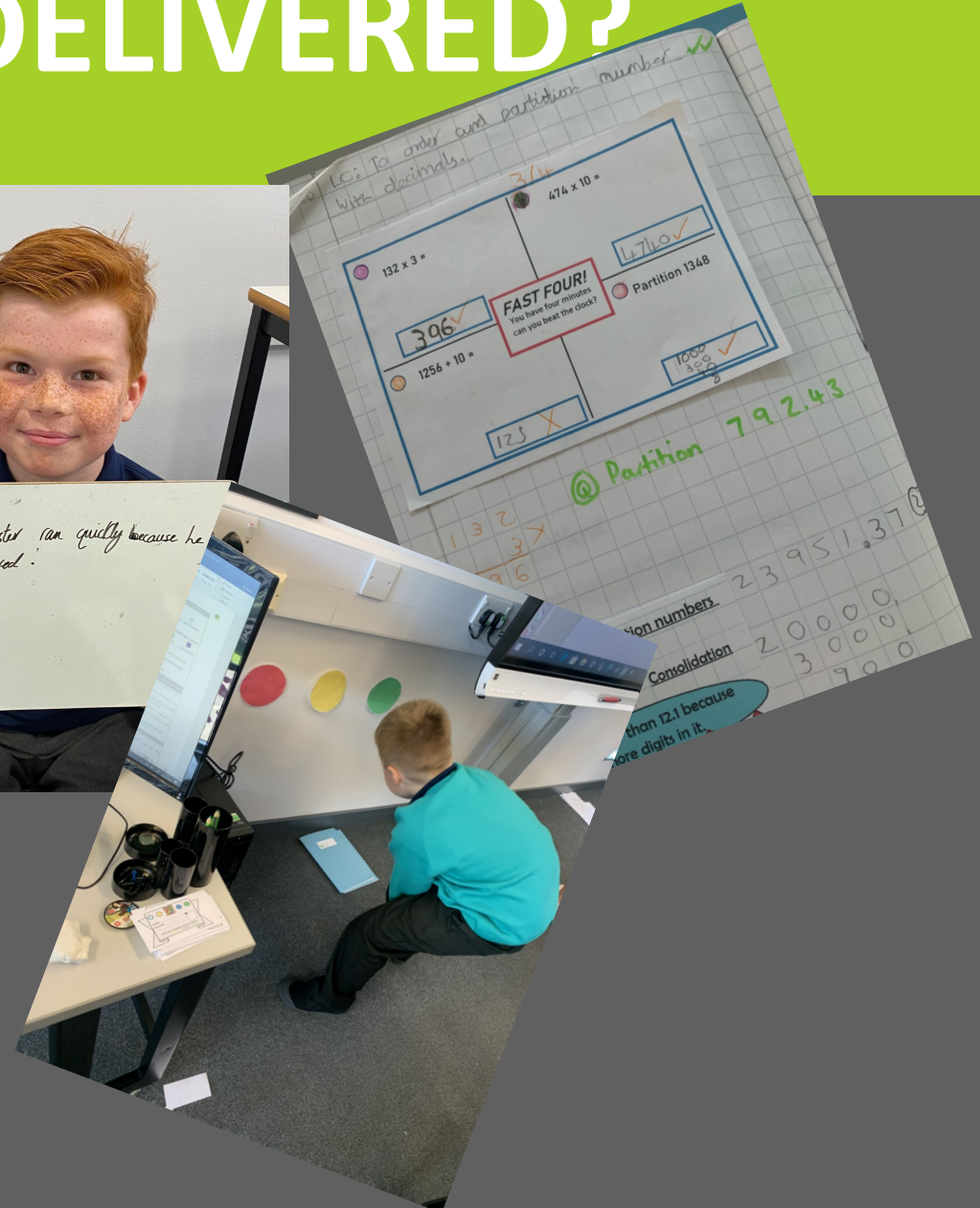
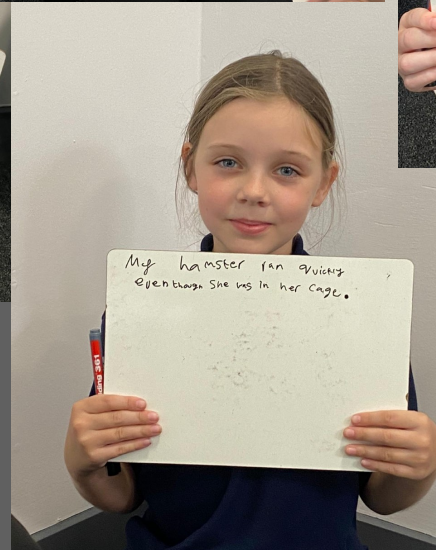
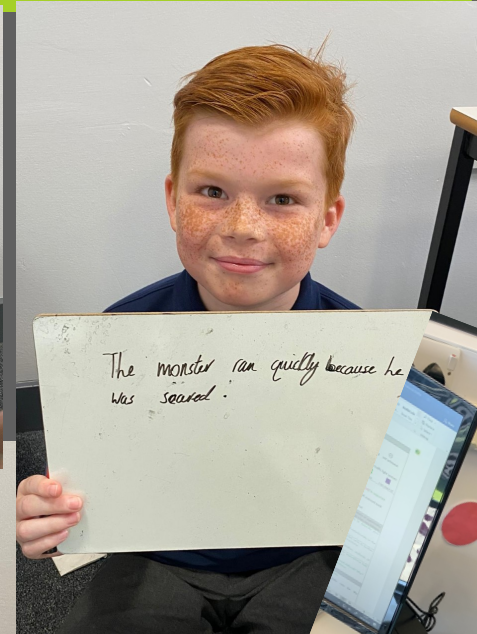
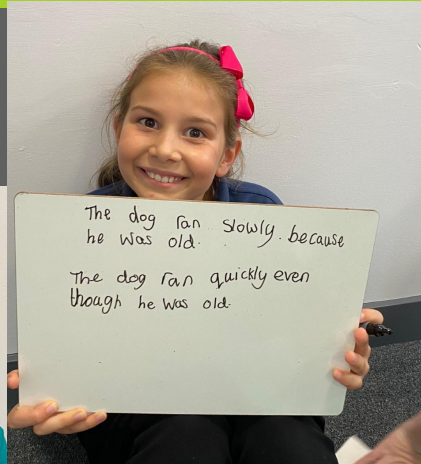
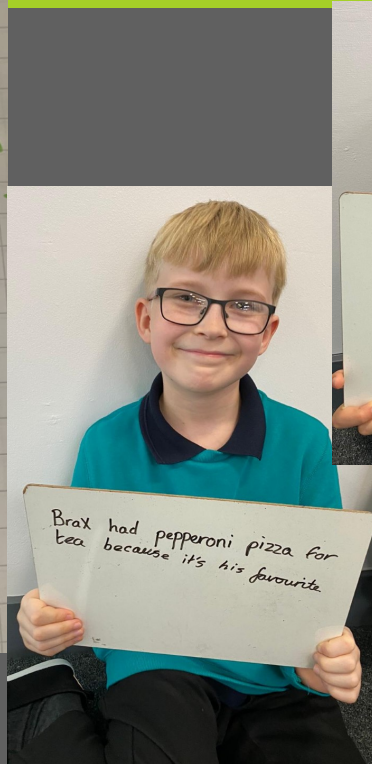
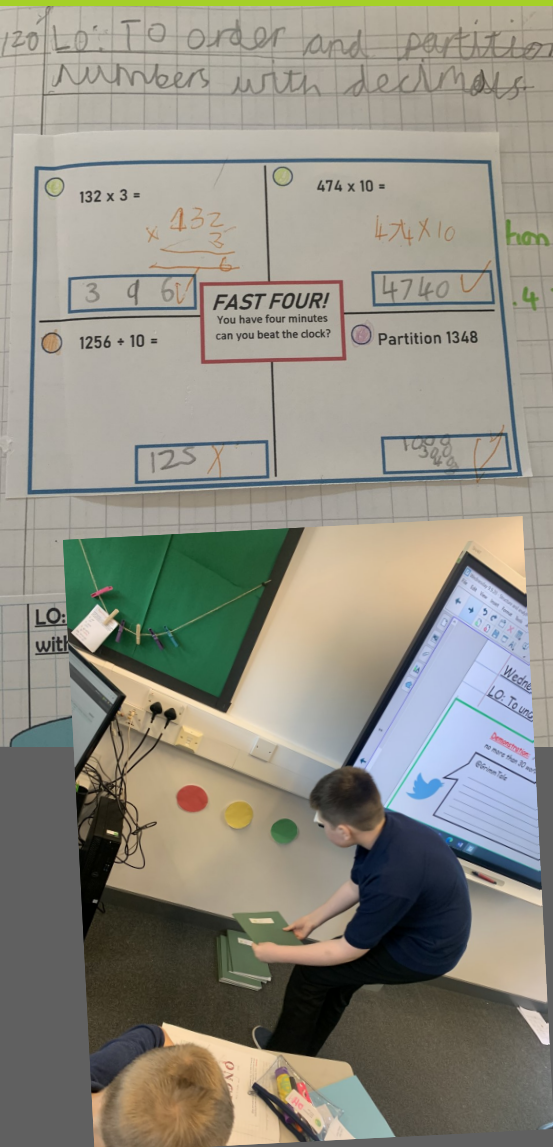
PURPOSE OF THIS INTERVENTION...

- Focus upon reconnecting children with the curriculum and catching up on the lost learning time within school
- Aim of this intervention is to either:
 - consolidate any learning where there has been misconceptions
 - pre-teach an element to build confidence/challenge our more able
- Looking through your own books, post-it note skills where pre-teach would have been effective and where consolidation would have been beneficial.

HOW WILL THIS BE DELIVERED?

- 20 minute sessions delivered by teacher within classroom wherever possible 3x weekly minimum.
- Support staff to be within class to support with purposeful learning of skills e.g. handwriting/letter formation, spellings, times tables
- Working with the children directly into books or on whiteboards (photographs to be taken if on whiteboards)
- Use of marking code PT and CON –chn working into books to use purple pens where possible for consolidation.

HOW WILL THIS BE DELIVERED?



STAFF MEMBERS ACROSS YEAR GROUPS

Year group	Tas
Year 1	Gina/ Kathryn (1 st session)
Year 2	Mel/ Lyndsey/ Glenna
Year 3	Gina/ Kathryn (2 nd session)
Year 4	Anne/ Rachel
Year 5	Leona/ Kirsty
Year 6	Lyn S

STRATEGIES FOR EFFECTIVE DELIVERY...

- Live marking by both teacher and support staff
- Discussions at the end of each lesson to ensure all staff are aware of pupils' progress within a lesson
- Red, Amber, Green trays/baskets for books at the end of the lesson (KS2)
- Consistency

HOW WILL CHILDREN BE TARGETED?

- CAP children
- Not just LA out every day
- Look through your CAP children and vulnerable pupils – identify who these are and how you think this intervention will target those individuals.

HOW WILL THIS BE MONITORED?

- Discussions between us and you ...
- Books should evidence the delivery of interventions through use of marking codes, purple pen and images
- Pupils' progress will be monitored and they will more than likely be making typical/rapid progress.

TIME TO PLAN & PREPARE

- With your year groups you now have time to look at your CAP's, discuss with support staff what activities they will be leading while you deliver this session (this will look different across year groups)
- Feedback on your planned days for this intervention and ideas around activities that you will access