



**Holy Cross**  
CATHOLIC HIGH SCHOOL

## **Intervention Strategy Policy**

## **Whole School Interventions Strategy Policy**

### **Aims of the Policy**

- To describe the processes and structure existing within the school which enable learners' underperformance to be tackled at every level.
- To outline the role of the New Intervention Department to ensure it is used effectively to help prevent students' underperformance.
- To ensure underperformance is identified quickly with appropriate intervention being applied to ensure that success and achievement are re-established.

### **Objectives**

- To ensure staff are aware of their role and responsibilities towards tackling underperformance both within discrete subject areas and across the curriculum.
- To adopt a consistent approach to the identification of underperformance.
- To establish clear processes by which intervention will take place and how it will be evaluated/recorded.

### **Types of Intervention**

Intervention support has always been prevalent at Holy Cross Catholic High School. Class teachers are responsible for matching their teaching to the individual needs of the children, thereby providing appropriate intervention at a classroom level.

Following this there are now four key types of Intervention:

- Subject Specific – run by the Head of Department
- Learning Support – run by the SEN department
- Intervention Tuition – Small Group/1:1 work run as 10 session blocks over 5 weeks for students who are not progressing as quickly as their peers and failing to come near to their target grades – run by the Head of Intervention
- Pastoral Support – run by the Year Heads

Initially the intervention tuition is going to be focussed on the core subject areas of Numeracy and Literacy. It is intended to expand on these subject areas once funding for staffing in other curriculum areas becomes available.

### **Timetabled Intervention Lessons**

There are some lessons allocated as 'Intervention' on the students' timetables. These are a new concept to the school and currently the teaching for these sessions comes from within the usual school staffing budget.

The 'Intervention' option for current Year 10 is being delivered by a literacy specialist and a numeracy specialist. Students are following the 'Study Plus' units specifically designed to develop literacy and numeracy skills in a 'functional' context. These sessions sit outside of the initial idea of Intervention at the school but are welcomed as it provides a full year of support for a specific group of students whose needs are subsequently being addressed through this means.

There are some lessons allocated to 'Intervention' on staff timetables. These sessions are without a class commitment and it is at the discretion of the Head of Interventions to direct staff during these lessons.

A further review of the policy in relation to this area will be made once this process is established and in use.

## Outline

Students at Holy Cross Catholic High School are assessed regularly against National Curriculum Criteria, GCSE syllabus criteria, or Vocational criteria.

Targets are set for all students in all subjects that are based on national average expectations. In Key Stage 3 the process for setting targets is as follows:

- In Numeracy, Literacy and Science end of Key Stage 3 targets are based on Key Stage 2 results and assume that students will, on average, make 2 levels progress by the end of Year 9. We recognise some students will exceed this expectation.
- In other subject areas departments will carry out assessments in the first term in order to judge the level that students are currently working at combined with the information received from the feeder Primary Schools. Based on this information (and the information provided by Literacy, Numeracy, and Science Key Stage 2 results) departments will set realistic targets for end of Key Stage 3. These targets will be entered by departments into the tracking system (SISRA). It is the responsibility of subject teachers and departments to ensure that the end of year target for each student is realistic, challenging and enables the end of Key Stage target to be reached. These can be modified with the agreement of the SLT. (*Refer to KS3 Monitoring Progress Policy*)
- The Key Stage 4 targets assume that students will make at least another level of progress from the end of Key Stage 3 or may exceed the expected progress.

The targets that are set should be based on data provided by the Leadership team/SISRA, departmental data and through discussions, where appropriate, with students. Student progress towards their targets is assessed in each subject and recorded electronically (SISRA) at least termly.

- The Head of Intervention will review SISRA data half termly to identify which students will receive intervention support. This will be given by the means of 10 individual sessions (either weekly for 10 weeks or twice a week for 5 weeks). There will be a clear focus of learning identified by the Head of Department in consultation with the class teacher (where relevant) which will then feed into the individualised learning sessions. The Head of Intervention will receive feedback from each session based on both tutor and student opinions.
- Intervention is NOT meant to replace the work of the teachers in the classroom but is there to accelerate progress towards expected levels of achievement. Staff should always be meeting the needs of all the students in their classroom in each lesson and consequently appropriate support should also be given within lessons to ensure no further slippage occurs. Teachers should not rely on the intervention sessions to do their current work, as the support will be about strengthening skills which have already been identified as limiting progress.

### **Criteria for the Allocation of Individualised Lessons for the Current Academic Year**

- 1) Any students who are 3 sub levels or more behind their expected target grade (Based on SISRA data) initially in English and Mathematics
- 2) Key Stage 4 students missing their targets in core subjects by 2 or more sub grades. (Based on SISRA data) initially in English and Mathematics
- 3) Key Stage 3 students missing their targets in core subjects by 2 or more sub grades. (Based on SISRA data) initially in English and Mathematics
- 4) Key Stage 4 students missing their targets in non-core subjects by 2 or more sub grades subject to specialist support being available. (Based on SISRA data)
- 5) Key Stage 3 students missing their targets in non-core subjects by 2 or more sub grades subject to specialist support being available. (Based on SISRA data)
- 6) As above but with 1 sub level.

*It should be noted that data is also analysed from SIMS and any anomalies will also be addressed if deemed appropriate.*

### **Monitoring of Individual / Group Tuition**

All students will have a booklet on which the Key Learning Objectives are identified by the Head of Mathematics or English. These objectives are delivered over 10 sessions with the lessons recorded in the booklet together with relevant reviews of progress (RAG). When appropriate, aspects of work are revisited to ensure a consolidation of learning.

The Head of Intervention oversees this work and will intervene if things are not progressing appropriately. The process is the same for group tuition though only one booklet will be used for the whole group. Following a trial of this process, a review will take place to see if there is a better system which could be employed.

### **Requests for Intervention Support**

Currently the Head of Intervention will identify students who have fallen behind and investigate if the three-wave process has been followed. Pupil Premium children will be given specific consideration.

Wave 1: Class teacher/Form tutor has intervened to provide appropriately differentiated work/support for the pupil including extra time.

Wave 2: The pupil has been referred to the Head of Department/Head of Year who has then provided additional intervention support ***(This may include referring the pupil to one of the Intervention Programmes being run by the SEN Coordinator)***

Wave 3: The Head of Intervention identifies students who are behind according to the criteria previously mentioned and provides as soon as possible a 10 session Individual Intervention programme for the pupil. ***(It is intended that over time this will become a referral process from the relevant Heads of Department with appropriate documentation)***

Staff should refer specific Numeracy/Literacy concerns to the pupil's class teacher who will then follow the three-wave process.

The Individual Intervention Programmes have been introduced for the students who have fallen behind their expected progress; it is not for staff who are having difficulties within lessons. All students are entitled to appropriate tuition within all school lessons. This may well involve the teacher differentiating the material to make it accessible for the student.

The SEN team have Teaching Assistants who may be able to help in an emergency.

The Head of Intervention will always listen to issues from staff and will consider relevant students when making the next selection for individualised/group tuition on the next cohort block of intervention.

The Head of Intervention directs Literacy and Numeracy 1:1 specialist each of whom come into school for three days each week for delivery of the Individual Intervention Programme but no other subject staff.

The Head of Intervention does work with the Special Educational Needs department as required to ensure effective coverage for students from the SEN background and attends RAP (Raising Achievement and Progress Meetings).

## **Resourcing**

### **The Intervention Zone has a central area in room 27.**

This room can accommodate small groups and is well resourced with ICT facilities and the usual classroom requirements.

A comfy seating area has been provided to encourage Literacy reading skills and a weekly newspaper specifically designed for students is available. The department is self-sufficient though some sharing of resources naturally occurs in order to effectively meet individual needs.

Staff delivering the individualised sessions are given planning time in order to address pupil needs effectively and provide relevant resources for the Individualised Intervention Programmes they design for the students.

Any staff wishing to use The Intervention Zone for work with students during registration, lunchtimes or after school can use the booking system in the appropriate file on the shelf in room 27.

## **Assessment**

The students and staff provide feedback at the end of each session. (RAG) This then is used in refining planning for the next session where consolidation may be necessary whilst ensuring progress towards the initial objectives stays on track.

By the end of the ten sessions, the students should be able to work effectively in the areas initially identified by the Heads of Department. Extension work may be set if the pupil makes better than expected progress over the sessions.

If a pupil does not make progress they will be referred back to the Head of Intervention who will then consider what further forms of intervention or strategies may be provided for the pupil.

## **Homework**

No homework will be set unless the Intervention Tutor believes it is essential to ensure the pupil makes progress. If homework is set the Intervention Tutor will ensure it is assessed and feedback is given to the pupil. The Head of Intervention will monitor any homework set.

## **Appendix**

Students individual planning/progress booklet  
Possible Forms of Intervention – support document  
for staff Intervention Zone room booking form