



INTERVENTIONS POLICY

Date of Last Review: February 2016

Date of Next Review: February 2019

Responsibility: Mr P. Murphy

Advisory Body Signature:

WHAT IS INTERVENTION?

- a. A commitment to each student to allow them to be the best they can be
- b. Identification of under-achieving students
- c. Implementation of strategies that address the needs of students who are underachieving
- d. Evaluation and monitoring processes for these students using achievement data

1. Ethos

Our approach to interventions is reflective where we try to answer the question: what can we do to improve the results of underachieving students? Every student should know where they are and where they should be. This awareness of their target grade will encourage them to aim high and be the best that they can be. The Ravensbourne School will intervene where shortfalls in a student's (or group of student's) learning have been identified. Students will be supported without being labelled. Interventions will be appropriate and will ensure that progress is made to close learning gaps. Students who require additional support are unlikely to have homogenous needs or form a clearly-defined group. Understanding an individual student's needs is central to the process and evaluation of data should be done so that provisions are personalised and approaches are inclusive. Some students will need more support than others to achieve, so interventions will be targeted, justified and specific. The culture of interventions is aspirational, so that students aim to exceed their target grades. Excuses, from anyone, will not be accepted and students will be challenged where progress is not being made. Maximising potential through target setting, tracking, evaluation and celebration enables expectations to be raised. Continuity across the curriculum will help to raise standards throughout the school. By removing barriers to learning, wider outcome improvements should be seen as students develop in confidence and attitudes.

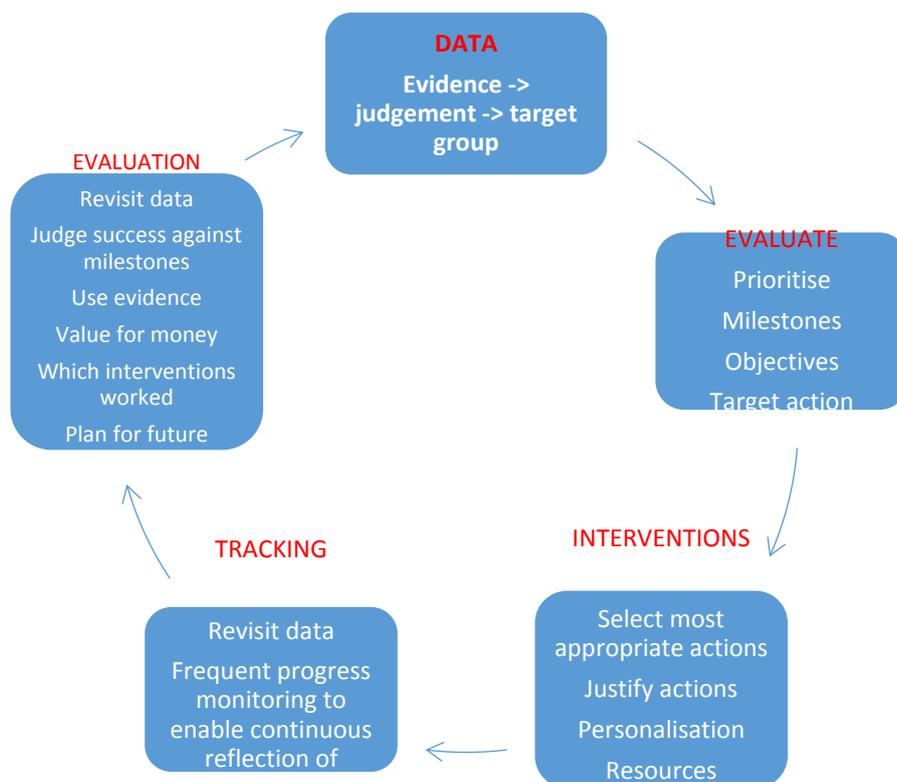
2. How intervention is put into practice at The Ravensbourne School

- At the first stage, interventions should occur within lessons through effective teaching that meets specific student needs – accountability lies with the class teacher
- The progress and achievement calendar ensures that at various points in the year following a progress test or pre public exam students are identified by the class teacher as underachieving and as a result the class teacher makes a request for that student for the subsequent cycle of intervention.
- The head of department and line manager of the department verifies this through teach meets to discuss all student progress in each class.
- A subject teacher diagnoses the gaps in the students' knowledge following the assessment and puts into practice a personalised programme of intervention to ensure the student 'bridges' those gaps over the 6 week cycle. A test is then completed at the end of this cycle to evaluate the impact of the intervention

sessions and to ensure that the gaps in the students' knowledge identified have been bridged.

- Students are targeted through the use of valid data that has integrity
- Additional programmes are put into place when a student needs additional support. These include Saturday School, a range of breakfast, lunchtime and after school clubs, learning plus, competitive mentoring, small group tuition, outside agencies to offer external motivational workshops such as 'exam busters' and 'time management'.
- At times these barriers may be emotional resilience and it is here that the pastoral team and external agencies may be involved, including mentoring, referrals to our school counsellor, behaviour managers, recommendations to the school nurse
- Opportunities to apply learning, such as off-site visits, reduced size groups, work experience, practical activities in the allotment
- Consolidation of learning through independent study that is regularly set and for which students receive feedback
- Regular rewards are given to recognise improvements in progress
- Actions are targeted and meet the personalised needs of different students
- Impacts of the strategies employed are measurable
- Evaluation takes place at the end of each intervention cycle to analyse and reflect on what has been successful, and what needs to be adapted next time (see figure 1)

Figure 1



- There are different levels of intervention and some of the strategies can be seen in figure 2.

Figure 2: Student Central to Intervention Process

<p>Focused interventions</p> <p>Incentives</p> <p>More regular assessments</p> <p>Structured assessments with retakes- Three progress tests a year and one pre public exam.</p> <p>Workshops</p> <p>Study skills</p> <p>TA support</p> <p>Holiday revision</p> <p>Coaching</p> <p>Mentoring</p> <p>Peer partnerships</p> <p>Focused revision groups</p> <p>Learning conversations</p> <p>Period 7 enrichment</p> <p>Post-16 mentoring</p> <p>Student leaders to work with lower KS</p> <p>Chief examiners</p> <p>Revision courses</p> <p>Surgery sessions</p> <p>Co-construction of exam topics</p> <p>Progress board</p> <p>Walking Talking Mocks</p>
<p>Partnerships</p> <p>Fieldtrips</p> <p>Exam board</p> <p>Primary school links</p> <p>Parents</p> <p>Residential trips</p> <p>Outside agencies to provide motivational workshops</p> <p>External tuition companies</p>
<p>Entitlement for all</p> <p>Revision packs</p> <p>E-learning</p> <p>Revision sessions</p> <p>Lesson observations to improve pedagogy</p> <p>Benchmark letters</p> <p>Class tracking</p> <p>Teach meets conducted after every assessment milestone</p>

Progress board meeting discussions
Teacher/student dialogues about target grades
Numeracy and literacy across the curriculum
Appropriate specifications
Fieldwork/practical learning
Links to careers / WRL

Student

Revision notes
AFL
Learning to retain information
Organise their own learning
Revision timetables
Independent learning
Practice questions
Exam papers
Websites
Reading lists
Student led learning
Monitoring their independent study
Self analysis of progress tests and pre public exams where targets are set and topics that need further work to improve on.

3. Data needed

A range of qualitative and quantitative data will be used to identify target (groups of) students. The progress and academic teams work together to ascertain what each individual student needs so that barriers to learning can be removed. Regular formal progress tests occur throughout the year every 6-8 weeks as well as a pre public exam for every year group and a resit week. The results of these tests are analysed alongside group data. At The Ravensbourne School, the following sources of evidence are used;

- Prior attainment (progress and achievement)
- Current attainment
- Current achievement
- Target attainment (4LOP, 3LOP and teacher expectations)
- Evidence attainment
- Progress data for specific student groups
- Effort grades
- Attendance records
- SEN
- EAL
- FSM
- Reading ages
- Baseline data to provide a starting point

2) Student requests

Intervention Request Form



Student Name *

First	Last

Subject *

Staff/Teacher *

 Teacher responsible for intervention session

Teaching Group *

 Teaching Set/Class Name. etc

Classroom *

Current Grade *

Target Grade *

Reason for intervention *

Date to evaluate impact
 / /
 MM / DD / YYYY
 Date to evaluate the impact of this session?
 Please note intervention has to be evaluated every 6 weeks

Submit

- 3) SLT- line management meetings with Head of department to analyse data and student progress, support with identifying underachievers, SLT and progress and achievement managers hold a progress board meeting following every data cycle entry.
- 4) Intervention begins- diagnosis, therapy and testing

Progress Evaluation Sheet: <i>TRS</i> Subject Intervention	
Name:	
Subject:	
Target Grade:	
My areas for improvement are:	Tick once addressed
1.	
2.	
3.	
Who is helping me with the intervention?	
When? (Date and Time)	
Where?	
When will my Intervention be assessed?	
Other Notes:	

- 5) The impact of the intervention is evaluated following the cycle using an assessment including any other formal formative assessments taken during that time (resits, the next progress test).

5. Keys to success

Allow students the opportunity to reflect and improve; re-take assessments, green pen their corrections. Tackling student mistakes will encourage earlier interventions and revision to take place, rather than leave strategies to deal with underachievement in exams until the last minute.

A “team around the child” approach is vital to maximising a student’s potential. This will enable staff to share best practice and work with colleagues to distribute information about a student.

SLT will support the intervention system and provide resources where appropriate. A review of progress is needed to ensure real improvements are being made. SLT will remain actively involved and regularly updated with an overview so that students are being moved forward.

Progress and achievement managers and HODs promote the interventions policy so that staff are consistent in their intervention approach. Teaching staff participation and regular insistence of interventions is critical to raising aspirations and taking on board accountability for student progress.

Staff need to be effective practitioners.

Staff managing interventions will be supported with resources for planning sessions to ensure the sessions are personalised and effective.