

AGE APPROPRIATE READING & SPELLING SKILLS

There is an on-going drive to ensure all pupils leave CACHS with these skills. Multi-sensory interventions begin in Year 7 for pupils falling below age expected norms following standardised age assessments. Assessment is systematic and support is maintained and adapted to suit the individual as required.

INTENSIVE WEEKLY INTERVENTION

English and Maths employ additional subject specialist teachers to work with students individually or in small groups to maximise progress and minimise gaps in achievement.

DEPLOYMENT OF TEACHING ASSISTANTS

The school employs 2 Higher Level Teaching Assistants, 6 Level 3 Teaching Assistants and 6 Level 2 Teaching Assistants who work both in classrooms and with small groups or individuals to enable booster work and specific programmes. Auditing the effectiveness of their deployment, preparedness and practice is carried out rigorously to ensure they have a significant impact on pupil progress.

OTHER INTERVENTIONS

- Lunchtime writing classes
- Visits to and from further and higher education centres
- Debate Club
- Competitions
- Record of Achievement
- Accelerated Learning
- Weekly after school revision sessions
- Conferences (e.g. exam techniques)
- Easter revision sessions
- Speaking and Listening Day
- Intensive literacy development programme
- Modified curriculum at KS4
- Key workers (TA3) for pupils with SEND
- Whole School Handwriting Intervention

Our Head of Learning Support is **Mr Peter Higham**, our Provision Coordinator is Mrs Julia Boughton and our Intervention Coordinator is **Miss Jane Hammill**.

Do you have any questions or observations?

**Please phone us on
01253 872659**

Cardinal Allen Catholic High School
A Specialist Maths and Computing College

Intervention Policy

September 2013

We want all pupils to achieve regardless of their background, social status or disadvantage (temporary or permanent). The teachers at Cardinal Allen are committed to giving everyone the best chance to make progress and succeed.



Fall seven times, stand up eight ~Japanese Proverb



Maths &
Computing

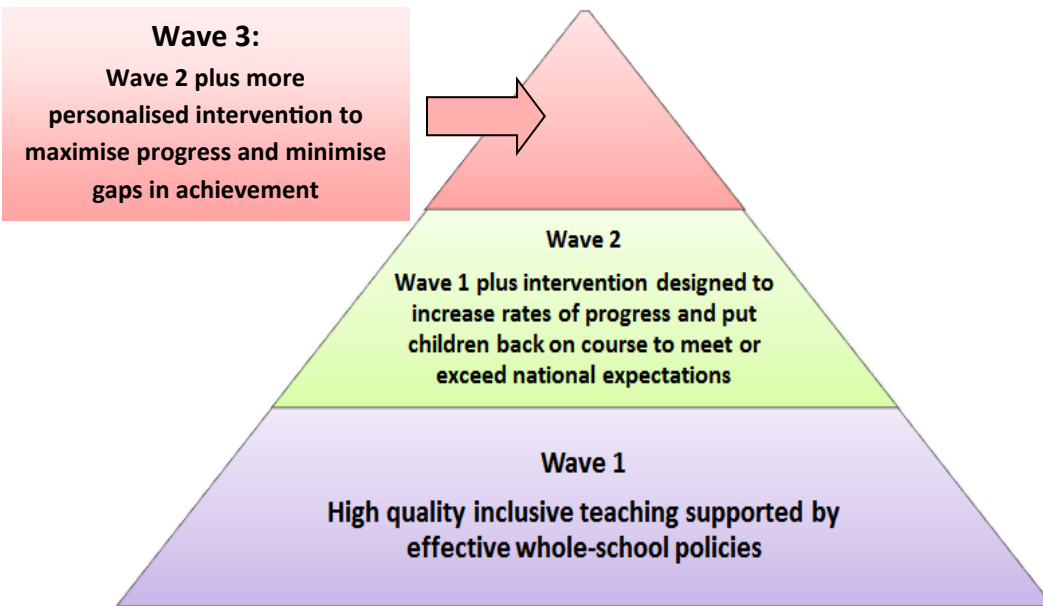
INTERVENTION MODEL

Cardinal Allen “Wave” Intervention Model: At Cardinal Allen Catholic High School we set challenging and aspirational targets for all pupils. Rigorous, formative assessment is used to map progress over shorter timescales, enabling early intervention. We use the wave intervention model below, in choosing and using appropriate interventions.

- The whole-school strategy for the three waves of intervention ensures that quality, inclusive teaching for all and layered intervention is matched to pupils’ needs as early as possible
- Intervention is time-limited and has robust evidence and school-based impact data
- Systematic planning and mapping ensures curriculum entitlement, effective use of resources, and deployment of trained staff
- Early intervention is promoted, and children’s entitlement to a broad and balanced curriculum is maintained

Intervention programmes have a number of common features:

- They operate in the context of, and are additional to, high quality teaching during timetabled lessons
- They require whole school support as they may take place during lunch-time, after school and during non-core subject lessons
- They are based on assessment of progress against key objectives
- They are designed for children who need support to accelerate up to age-related expectations and beyond
- They follow a structured programme



PUPILS IN FOCUS

Rigorous formative assessment to map academic & non-academic progress every half-term, enabling intervention, is the focus of the work of Progress Leaders, in addition to the wide range of interventions operated by Curriculum Teams & Class Teachers. The progress of groups of pupils (e.g. able, gifted and talented, high achievers, low achievers, pupil premium, & pupils with special educational needs & disabilities) takes place systematically at regularly scheduled Pupils in Focus meetings. Monitoring of academic progress data, attitudes to learning & behaviour for learning are used to identify pupils & groups that are in need of intervention to increase rates of progress. This provides clear information for focussed discussion at Curriculum Team meetings. Intervention strategies used are flexible, dynamic & targeted to meet the needs of both individual students & groups of students. Whole school interventions involve strategic planning at school leadership level and action-research projects to enhance the academic and non-academic progress of specific groups of pupils.

STUDENT MENTOR PROGRAMME

Teacher mentors act as stable support within school and work with pupils to increase confidence, motivation, resilience and self-esteem, raise aspirations, improve organisation and study skills, outline and implement learning action plans and raise awareness of future education opportunities.

ENGLISH ENHANCEMENT & WORKSHOPS

Activities which focus on improving literacy skills and National Curriculum levels, including all three aspects of the English Curriculum: Speaking and Listening, Reading and Writing and are driven by subject specialist teachers. The Workshops are designed to be separate from the Cardinal Allen English curriculum, therefore they are viewed as something “special and unique” to the students. They are a day of fun and creative activities, which focus on re-engaging students with the subject and increasing motivation to achieve beyond expectations.

ENGLISH INTERVENTION SESSIONS

In KS3 there are additional, one-hour-per-week sessions delivered by our Intervention Coordinator in close liaison with the English Department on a rolling timetable enabling booster work with small groups and individuals. KS4 intervention also takes place within the classroom, with small groups or individuals.

HOW WE KEEP PARENTS INFORMED

Naturally, if your child has been selected for a specific intervention we will inform you of this. This could be via a simple phone-call, a letter or an interview in school. In some cases, eg mentoring, it is almost certain that we will want to keep open an ongoing dialogue with parents to check progress.