

Intervention at Woodhouse Academy

Frequently Asked Questions

Why is my child having intervention?

English and maths intervention sessions are run throughout the year to help children to achieve (or exceed) their target level. This may be because:

- Your child has not made as much progress as we would like last term.
- Your child has made good progress but could achieve an even higher level with more support.
- Your child has Special Educational Needs (SEN) and requires some 1-1 or small group work which targets their area of difficulty (reading/spelling/maths etc).
- Your child feels that they would benefit from some extra support and has asked their teacher if they can attend booster sessions.

How do school decide who has the intervention?

The school is constantly tracking the progress of each pupil against their target and national expectations:

- Teachers consider how well each pupil is doing on a daily basis in English and maths lessons.
- Each term pupils complete formal assessments in English and maths to give them a current level which is compared to their target level.
- Each half term Miss Parks (Head of English), Mr Williams (Head of Maths), Mrs Farr (Deputy Principal) and Mrs Aldington (Senco and Leader of Intervention) meet to discuss the pupils who would benefit from intervention work in English and maths.
- Pupil's views on their own achievements and difficulties are also taken into account when reaching a decision.

How will intervention take place?

Intervention work takes place in small groups of 2-7 pupils and is taught by a specialist teacher or teaching assistant who is part of a highly skilled and trained Intervention Team:

- Groups work in a number of purpose built areas in the school.
- Groups are taken out of 1 or 2 lessons a week, usually over a period of half a term (approx. 6 weeks).
- Work for the group is planned in close consultation with the class teacher and the subject leaders.
- Occasionally, larger groups of intervention work are undertaken by qualified teachers. These groups may be between 6-15 children, which is still much smaller than the average class size.

What about the subject they are missing?

We recognise that English and maths are drivers of success in other subjects and therefore time missed in some other lessons is well worth it, for the ultimate gains across all subjects:

- We avoid taking pupils out of English, maths or science lessons as these are core subjects.
- We let subject teachers know which pupils will be missing from their lessons and they will ensure that pupils are given the opportunity to catch up on any learning.
- If your child does not want to miss a certain subject, we will talk to them about this and explain why we think they need the intervention. We never force children to attend intervention but all the children who take part understand the benefits of attending.
- If your child has more than one half term of intervention, we will do our best to ensure they do not miss the same lessons each time.

My child is not sure where they have to go or what to do?

Please reassure your child that they do not need to worry about intervention session:

- On the first session, your child will be collected from their usual lesson and taken to the room where the intervention work is taking place. The teaching assistant or teacher taking the group will explain where and when the subsequent sessions take place. Each child is given an opportunity to give their views and ask questions.
- Your child's English or maths teacher will know all about the intervention so they could speak to them about it any way.

What happens after intervention has finished?

- The member of staff running the intervention liaises with English and maths teachers and heads of department to let them know exactly how each child did. The class teachers use this information to help them to consolidate your child's learning.
- Intervention team members may visit your child's lessons in order to assess how they are applying their intervention work in a classroom setting.