

## **Interventions to increase rates of progress and raise standards of achievement and attainment**



***'Here at Aire View we teach children how to think, not what to think'***

We recognise that personalised learning is the key to success in education. Children (and indeed adults!) all learn at different rates, in different ways and from different starting points. It is an expectation here that our teaching staff 'differentiate' work so that it is both appropriate and challenging for all.

From a very early age classroom work is planned to ensure that all individual children can achieve their personal best, and teacher's planning and children's work is scrutinised by senior staff to ensure that this is effective. There will always be those children who are a little behind and so need a 'boost' to close the gap, as there will be those children that are perhaps more gifted and who will need challenging and extending in their learning.

To facilitate this, the school has a senior member of staff designated as the 'Special Educational Needs Co-ordinator'. It is the responsibility of this person, working with all the staff team, to ensure that all individual and groups of children make good progress.

The school's Assessment Co-ordinators are also involved – tracking children's progress to ensure that no-one is falling behind and that where necessary, gaps are closing. The aim here is to ensure that both attainment and achievement for all children is at least good.

There are a wide range of interventions to raise standards in which we as a school offer children, including the following as outlined on the pages to follow.

## **EARLY YEARS FOUNDATION STAGE**

### **INTERVENTION - ALL ABOARD**



All Aboard is a project which aims to make sure that all children have a great start in school.

As part of their normal work School keep records on each child's progress. Staff identifies from this information children who they think would most benefit from these extra sessions.

#### **What Will 'All Aboard' Involve?**

The children chosen for the project will continue to attend their normal classes but as part of this they will attend three 'All Aboard' sessions each week (during normal school hours). In these one hour sessions they will work in a small group to improve their:

- Language skills including learning new words and following instructions;
- Early reading, writing and number skills;
- General knowledge including early learning concepts such as colour and shape;
- Self- Esteem, cooperation and motivation;
- Social Skills for example playing on their own and concentrating;
- Self- help skills

*All Aboard* combines play, working in a small group and spending time with named adults, who have been trained to deliver the sessions, to help children make good progress.

## WHOLE SCHOOL INTERVENTION – MOTOR COORDINATION SKILLS

**Weak motor co-ordination skills impact on children’s abilities in learning to read and write!**

### A Good Start at School – Developing Motor Skills



Increasingly children coming into school are showing immaturities in their motor skills which, is making it harder for them to make good progress. Over the past 20 years our lives have changed dramatically. Most parents now work longer hours and there is a lot of pressure on time in households which has affected family life.



Children are less likely to play out due to increased traffic and concerns over safety. Rather than developing their motor skills they are more likely to be watching television or playing computer games. There has been a big decrease in physical activity which means that children are unable to practice and perfect their developing motor skills which is a vital stage in their development.



Due to concerns about cot deaths parents are advised to place babies on their backs to sleep. As a result they are less likely to develop strong shoulder muscles so they often do not crawl but become bottom shufflers and walk early. Laminate flooring has also made crawling more difficult. The placing of arms and legs sequentially during crawling is a vital stage in motor skill development. Many children in school with difficulties have by-passed this stage.

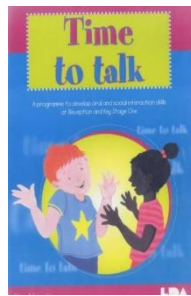


The combined result of these changes has resulted in fewer opportunities for children to develop and practise their motor skills so they begin school with immature gross and fine motor skills. They are not ready for the activities provided in many classrooms.



Staff have received training in delivering a motor-co-ordination skills programme to small groups of children to help address this common issue.

## EARLY YEARS INTERVENTION – TIME TO TALK



School can be a frustrating and confusing experience for children who have not developed their communication skills. Not only will access to the curriculum be more difficult, developing co-operative skills and friendships can also be a challenge for some.

Time to Talk is an intervention that has been developed to teach and develop oral language and social interaction skills to children aged 4-6.

Children selected to take part in this intervention will work in a small group with a trained adult, two to three times a week. The 'rules' of interaction are taught with the help of a character known as Ginger Bear, who features in all the activities. The skills taught include: eye contact, taking turns, sharing, greetings, awareness of feelings, giving, following instructions, listening, paying attention and play skills.



## **INTERVENTION - LITERACY**

### **Early Literacy Support (ELS)**

ELS is an intervention aimed at increasing the progress of children who are working below age range expectations in Year 1. The sessions are led by trained Teaching Assistants who carry out work with specific objectives in a systematic way. There is a Lead Teacher who manages this intervention, takes note of entry levels and at the end of the programme measures the impact it has made.

The children work in small groups on literacy focused tasks for a determined length of time. These sessions are delivered in addition to the class literacy lesson.

- For children in Y1 who are working below age range expectations
- Consists of 60 additional ½ hour literacy sessions taken by a teaching assistant (daily sessions for 12 weeks plus optional 4-week top-up) delivered in addition to the class literacy lesson
- Recommended for groups of six children
- Focus on objectives from Reception and Y1 and consists of a number of short interactive activities

## **INTERVENTION – NURTURE GROUP**

### **The Rainbow Room**



### **The Rainbow Room**

Our rainbow room is a safe, quiet, nurturing, happy place where small groups of children (usually 6) visit on a daily basis, for a short length of time approximately 1hr 30mins to share lots of exciting activities.

It is a very calm place where children have the opportunity to work alongside friends, choose to work alone or with our Parental Involvement Officer and other support staff.

From time to time some children need to work outside the everyday classroom situation in a smaller, quieter environment with fewer children and adults around them.

They may need their own space to work through problems & emotions and benefit from being in a smaller, less intimidating space.

For some children this may never be the case, for others it could be a frequent feeling which could be set off for a variety of reason such as friendship breakdowns, not wanting to come to school, bereavement, family situations and many others.

The rainbow room is arranged as a classroom with many areas such as home corner, quiet area, investigation area, sand, water, writing etc.

The children who visit may also complete tasks set by their teachers.

The first part of every session will be spent encouraging the children to sit together as a group and share breakfast/snack. This encourages good manners, sharing, taking turns and is a fantastic social time to mirror a good positive, calm morning routine.

Some children may find it hard to do this at first but they will be encouraged and praised at every opportunity.

We will consistently encourage the children to be kind to each other and respect everybody for being who they are.

Children will be helped to express their feelings and encouraged to channel them effectively.

**INTERVENTION – TALKING NARRATIVE**



**The aim of this intervention is to improve language and listening skills in young children. It also builds children’s self-esteem and confidence.**

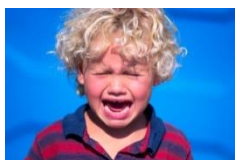
**The Narrative framework of ‘Who’ ‘Where’ ‘When’ and ‘What happened next’ is introduced through a variety of attractive and highly visual resources which addresses weaker listening and language skills of children entering Nursery and Reception.**

**The children work with a member of staff in a small group for approximately twenty minutes each session – once or twice each week for anything between six to ten weeks depending on the needs of the children.**

**The materials used compliment topic based curriculum activities and include lesson plans tailor made for small group sessions run by support staff.**

## **INTERVENTION – SEAL (Social and Emotional Aspects of Learning)**

### **Improving behaviour... Improving learning**



**SEAL is a curriculum resource to help primary schools develop children's social, emotional and behavioural skills. It includes assemblies and follow-up ideas for work in class.**

**It is used by teachers who have identified the social and emotional aspects of learning as a need for work with the children. From time to time we are aware children have difficulties in understanding and managing their feelings, working co-operatively in groups, motivating themselves and/or demonstrating resilience in the face of setbacks. The materials we use will help develop children as effective learners.**

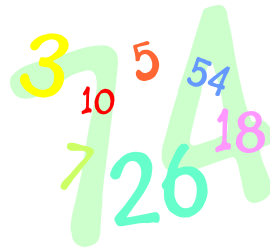
**This curriculum resource aims to develop the underpinning qualities and skills that help promote positive behaviour and effective learning. It focuses on five social and emotional aspects of learning: self-awareness, managing feelings, motivation, empathy and social skills.**

**The materials help children develop skills such as understanding another's point of view, working in a group, sticking at things when they get difficult, resolving conflict and managing worries. They build on effective work we have already in place as we pay systematic attention to the social and emotional aspects of learning through our whole-school ethos, initiatives such as circle time or buddy schemes, and the taught PSHE and Citizenship curriculum.**

**The materials are organised into seven themes: New Beginnings, Getting on and falling out, Say no to bullying, Going for goals!, Good to be me, Relationships and Changes.**



## KEY STAGE 1 INTERVENTION – TALKING MATHS



**Talking Maths is a new intervention for Aire View Infant School that:**

- **targets speaking and listening skills - skills that are crucial to developing children's thinking strategies when solving mathematical problems**
- **supports children - including those for whom English is an additional language - to learn how to use mathematical vocabulary and terminology**
- **supports children who may show some mathematical competence but who would benefit from developing their use and understanding of mathematical language in the context of mathematics**
- **supports teachers and TAs on how to model good mathematical language and questioning**
- **develops children's abilities to reason, generalise, predict and recognise patterns and relationships**
- **can actively support the current in-class Maths focus or can be used as a 'stand-alone'**
- **at Aire View focuses on the needs of children in Key Stage 1**