



Catch up Intervention Procedures

## Catch Up Intervention procedures

### Introduction

At Frome Vale Academy, we want to make sure that all our children do as well as they can and achieve their full potential. The main way we achieve this is through providing quality first teaching day to day in the classroom, which caters for the varying needs of the children in the class.

Sometimes a catch-up intervention may be necessary to further support a child's development within a particular area of the curriculum or to develop their social skills or self confidence and self-esteem. As an academy, we utilise a range of specific interventions for the core subjects of English and Mathematics and also for communication and pastoral care. These interventions may be one to one or in small groups.

### The aims of Catch Up intervention

- To ensure children are supported to make their expected levels of progress.
- To ensure children feel ready and confident for learning
- To ensure that the most appropriate interventions are chosen to meet child's needs.
- To ensure that all members of teaching and support staff take responsibility for the progress of all children.
- To ensure that all interventions are effective through a structured process of monitoring and evaluating their impact.

### How do we identify children for catch up intervention?

Children are identified for intervention using a range of methods that include data tracking (attainment and progress), teacher assessment, classroom observation and informal observations of the children in classroom and in the playground.

It is important to note that although a child may be identified for a catch-up intervention, this does not mean they have been necessarily identified as having special educational needs (see SEN policy).

### Monitoring

Monitoring of catch up interventions takes place during 'In the learning' cycles of observations and as part of our pupil progress meetings that take place at the beginning of each term.

### Chosen Catch up interventions:

#### BRP – Better Reading Partners

- develops decoding and comprehension skills
- promotes engagement with and enjoyment of reading
- enables pupils to make rapid progress in reading
- provides detailed evidence of progress and impact

A BRP trained teaching partner provides a programme of at least 15-minute one-to-one sessions per week for pupils require additional support with reading. The Partner uses simple assessments to select three texts for each pupil to read in each session. They provide a relaxed environment that gives pupils the time and space to practise and apply the skills taught by their teachers and to talk about their reading with an interested adult.

Most recent training dates: 25th November 2020, 13th February 2021 (DR, EB, KN, CG, MM)

#### Priority Reading

- increases reading fluency
- develops decoding and comprehension skills
- promotes engagement with and enjoyment of reading

A teaching partner or class teacher provides additional reading opportunities on top of the fortnightly or weekly reads with the class teacher. Adults support children's decoding and comprehension skills through the use of the FVA reading question stems, segmenting and blending strategies taught in phonics.

#### Talk Boost

- supports children's language development
- improves children's language and communication

- identifies, monitors and tracks children's progress before and following the intervention
- cover the key elements of language: Attention and Listening, Vocabulary, Building Sentences, Telling Stories and Conversations.

Talk Boost KS1 is a targeted intervention for 4-7-year-old children with language that is delayed, including children in Reception classes. The programme is delivered by teaching partners and provides a structured programme that boosts children's progress in language and communication.

Children who are selected to take part in the intervention will attend three sessions per week in small groups, each lasting 30-40 minutes delivered by the teaching assistant.

### Colourful semantics

- encourages wider vocabulary
- expands sentences
- helps children to answer questions or generate responses to questions
- develops use of nouns, verbs, prepositions and adjectives
- improves story telling skills
- supports written language comprehension

Colourful semantics is an approach aimed at helping children to develop their spoken and written grammar but it is rooted in the meaning of words (semantics). Colourful semantics reassembles sentences by cutting them up into their thematic roles and then colour codes them. This catch-up approach can be carried out individually or in small groups.

Most recent training dates: October 2020 (MM, ST)

### Pixl Therapies & Ready-to-Progress Criteria

- develops fluency
- develops number sense

- identifies gaps and secures knowledge

At FVA, we use the Ready-to-Progress criteria document to track back and identify the earliest point at which a misconception arises. ‘Therapies’ are provided to secure the identified gaps in pupils’ learning. They are designed to be used in part or in full and take the form of additional group sessions or guided learning within whole-class teaching. All therapies follow the Teach, Model, Apply format and are accompanied by specific Show Me tasks (KS1) or therapy tests which will help teachers identify when pupils have secured this aspect of their learning. Teachers adapt the identified therapies and teaching partners and additional adults deliver the catch-up sessions as specified on class timetables.

### Catch-up phonics

At Frome Vale Academy, we have clear expectations of pupils’ phonics progress term-by-term, from Reception to Year 2. Pupils’ letter-sound knowledge and word reading is assessed every term. Practitioners use ongoing formative assessment to immediately identify pupils’ emerging gaps. Catch-up sessions are delivered to close gaps and ensure that pupils are able to access the curriculum. We ensure extra phonics practice matches the school’s SSP programme (Unlocking Letters and Sounds) and that our phonics lessons are of the highest standard to reduce the number of pupils who need extra support. Additional phonics support may come in two forms:

#### **Catch-up to keep up phonics sessions**

These follow the main whole-class sessions and offer additional support to pupils who didn’t demonstrate sufficient understanding. These are designed to reduce the number of pupils who need extra support and avoid an emergence of gaps.

#### **Small group phonics sessions**

These sessions provide bespoke segmenting and blending support to those pupils who need additional exposure to a different phonics phase in order to catch-up.