

Policy for Catch-up and Intervention

1. Introduction

Our learners have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. Financial support has been put in place by the government in the form of the catch-up premium to benefit all learners (£80 per child) and the National Tutoring Programme to benefit learners from disadvantaged backgrounds through academic mentors and subsidised tutoring.

2. Catchup and Intervention Lead

The Deputy Headteacher for Curriculum (Sally Ayre) is responsible for the implementation, review and oversight of Longdendale High School's Catch-up and Intervention Policy.

3. Areas of Focus

At Longdendale High School our strategy for each subject can be subdivided into 6 main areas of focus for targeted interventions –

- a) Teaching assistant level interventions (timetabled curriculums or tutor time interventions)
- b) Curriculum model interventions (additional English and maths timetabled provision at KS4 for some learners)
- c) Intervention in lesson time (additional teacher availability, HLTA, academic mentor)
- d) Targeted intervention sessions delivered before / after school by teaching staff
- e) Tutoring programmes (National Tutoring Programme and Longdendale Tutoring Programme)
- f) Platforms and resources to support catch-up for all learners, tailored to meet individual need, and across curriculum areas.

Not all areas of focus are applicable to every department. Each department has outlined the rationale and approach for each strategy applicable to them in their departmental catch-up strategy, along with details of which learners are targeted, how learners are identified, how the impact of the strategy is measured, and how and when learner participation is reviewed.

In addition to the targeted interventions, online packages have been invested in to support the learning and progress of all learners (Bedrock for English, Educake for science). In other subject areas online packages are already in place to support all learners (MathsWatch for maths and Active Learn for MFL). Additional staffing is also being used to develop the curriculum to benefit all learners (for example in English schemes of learning are being developed to improve all learners skills).

All departments have an intervention policy in place which indicates how learners requiring additional support are identified, and the interventions that would be implemented prior to accessing the strategies outlined in this whole school catch-up and intervention policy.

Further details on each area of focus

- a) Teaching assistant level interventions are available to support the development of literacy skills of learners through Target English in Years 7 and 8, and through reading, spelling and handwriting interventions. These interventions are outlined in more detail in the English department catchup strategy. Target numeracy supports the development of numeracy skills in Years 7 and 8. This intervention is outlined in more detail in the maths department catch-up strategy.
- b) In Years 9-11 a small number of learners have additional English and maths lessons as part of their curriculum provision. Clear curriculum plans and schemes of learning are in place to develop the knowledge and skills of the learners.
- c) Teachers under their timetabled teaching allocation and literacy and numeracy HLTAs have intervention sessions assigned on their timetable. Academic mentors appointed in conjunction with the National Tutoring Programme also have timetabled intervention sessions to work with DA learners. These interventions are outlined in more detail in individual department catch-up strategies.
- d) Core Heads of Department do not have tutor groups and this time has been allocated to run intervention sessions during tutor time, and teaching staff across school voluntarily run twilight intervention sessions. Departments identify the learners they are targeting from their internal data (applying a Question Level Analysis approach wherever possible) and this information is then submitted to the designated senior leader who will produce a timetable for each learner to show which sessions should be attended in tutor time and which sessions should be attended after school. Attendance to sessions is monitored by Heads of Department and parents contacted when learners fail to attend a session as directed.
- e) Tutoring Programmes (National Tutoring Programme and Longdendale Tutoring Programme) take place on a one to one basis or in a small group of 2/3 learners with the same intervention requirements from the same year group bubble. Departments identify the learners they are targeting from their internal data (applying a Question Level Analysis approach wherever possible) and then this information is submitted to the designated senior leader who will coordinate the tutoring and communicate with learners and parents. Learners will take place in 10 tutoring sessions. The National Tutoring Programme is available for DA learners (school funds 25% of the tutoring cost) and these sessions will be virtual in the current context. Learners will sit in an ICT suite at school to complete the tutoring sessions either after school or in the school holidays.

Attendance to sessions is monitored and parents informed if learners fail to attend a tutoring session.

Strategies available to specific departments

Department	TA interventions	Curriculum model interventions	Timetabled intervention sessions during the school day	Before and after school interventions	Tutoring programmes
English					
Maths					
Science					
Humanities					
MFL					
Other departments					Only for specific departments

4. Measuring Impact of Interventions

The impact of interventions will be reviewed as part of our impact review framework. Our impact review meetings happen on a half termly basis for all subjects.

5. Budget Overview

Strategy	Cost per unit	Total
Online learning packages to support all learners	Educake for English £800 Educake for science £800 Spellzone £300 Bedrock £ 1,500	£3,400
Additional staffing appointments	Numeracy HLTA £13,786 Additional science teacher staffing for interventions £14,884	£28,670

<p>School contributions to the National Tutoring Programme</p>	<p>25% of the tutoring cost.</p> <p>My tutor £56.25 per learner for a block of 15 tutoring sessions, 1:3 ratio.</p> <p>55 tutoring sessions needed for Year 11.</p> <p>36 Year 10 DA needing maths tutoring.</p>	<p>£3093.71</p> <p>£2025</p> <p>Total = £5118.71</p>
<p>Headsets for learners to access virtual tutoring through the NTP</p>	<p>51x £15.20</p>	<p>£775.20</p>
<p>Longdendale High School Tutoring Programme</p>	<p>Cost for tutoring per hour is £22</p> <p>Each learner to have 10 hours tutoring.</p> <p>10x tutoring sessions at a cost of £22, plus 2.5 hours paid preparation time for tutors £275 for 10 sessions for up to 3 learners</p> <p>30 Year 11 learners identified</p> <p>30 Year 10 learners identified</p>	<p>£275 x 10 = £2750 (Y11)</p> <p>£275 x 10 = £2750 (Y10)</p> <p>Total = £5,500</p>
<p>Academic Mentors in Maths, Science, Humanities and MFL</p>	<p>Through Teach First and the government programme these are fully funded but school pay the 'on-costs' associated with their employment. Mentors will work with small group and individual learners to provide personalised, targeted intervention to</p>	<p>£5,280</p>

	support accelerated progress and curriculum recovery in key subject areas	
Revision materials and study resources		£2,000
SISRA data tracking system to support the accurate tracking and monitoring of all learners at individual, subject and whole school level to support intervention planning and identification FFT Aspire to support with target setting in line with prior attainment and national expectations		£1,495 + £500 £450 – training for staff on the new systems £1,442 £500 training
Literacy and numeracy interventions previously funded by the Literacy and Numeracy catchup premium.		£12,000
	Total =	£67,130.91

6. Roles of responsibility

Role of staff

- Class teachers – to carefully assess learners and enter accurate information for data campaigns, to provide specific information to Heads of Department regarding learners barriers to learning and progress when requested.
- Heads of Department – to quality assure subject assessments and data entered for data campaigns, to determine learners to be targeted for intervention from this information, and to ensure interventions are carefully matched to the needs of learners.
- Senior learners – to coordinate interventions, to monitor the spending of the budget

Role of parents

- To communicate with school regarding difficulties with learning that learners may be experiencing.
- To ensure that learners attend interventions / tutoring as requested.
- To organise a suitable area at home for learners to work if tutoring has to be delivered virtually.
- To ensure that learners have the resources they need at home for learning and contact school (Learning Leader) if there are any concerns / issues regarding this.
- To ensure that learners do complete their intervention / tutoring as directed.

Role of learners

- To communicate with school regarding any difficulties with learning.
- To organise a suitable area at home to work if tutoring has to be delivered virtually.
- To ensure that the resources for learning are available at home and to communicate with school if there are any concerns / issues regarding this.
- To attend intervention / tutoring as directed.

7. Links to Other Documents

This policy should be read in conjunction with:

- Departmental Intervention Policies
- Departmental Catch-up Strategies
- Longdendale High School Tutoring Programme document