



Catch up/keep up Intervention Procedures

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At Evergreen Primary 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/keep 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/Keep 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/ keep 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/keep up intervention, this does not mean they have been necessarily identified as having special educational needs (see SEN policy).

Monitoring

Monitoring of catch-up/keep up interventions will take place by the SLT. Training, feedback and support will be given where appropriate.

Chosen Catch up/keep 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.

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. Adults support children's decoding and comprehension skills through the use of the reading question stems, segmenting and blending strategies taught in phonics.

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.

NumberSense maths intervention

The Numbersense maths programme can be used as a whole class, small group or 1-2-1 intervention to secure a solid understanding of number.

Pixl Therapies

At Evergreen, Pixl therapies are used for small group or 1-2-1 interventions for reading, writing and maths skills.

Catch-up/keep phonics

At Evergreen Primary Academy, we have clear expectations of pupils' phonics progress term-by-term, from Reception to Year 2.

Pupils' in all year groups letter-sound knowledge and word reading is assessed every term. Practitioners use ongoing formative assessment to immediately identify pupils' emerging gaps. Catch-up/keep 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:

Unlocking Letters and Sounds intervention sessions include:

Blend and find

Mix it up

Oral blending

Precision grid

Spot it

Digraph spot it