



Intervention

Identification

Pastoral

- Long term, or short, but frequent absences leading to learning sequences affected with significant curricular gaps
- Poor Attitude to Learning in relevant subject
- Late entrants to the school, especially Y10 and Y11 likely to require support

Teaching, Learning & Assessment

- Day-to-day / termly assessment identify students working below expectations (EOY/KS target); **internal / external examinations, especially trial examinations in Y11**
- Raiseonline identifies underperforming groups on an historical basis e.g. girls' performance in maths
- On target for maths but not English or vice versa
- On target for Attainment 8 but not either maths or English
- Marking and assessment not as diagnostic and below expectations
- Progress of individuals / groups remains stagnant at the end of year or between CA assessment periods.
- Set changes to relevant students has not brought about the expected outcomes
- Identified groups lack confidence and negative attitudes to study
- Low or too high teacher expectations
- Outcomes of departmental monitoring and tracking systems identify underperformance or students
- Weak AfL and additional support planning for struggling and underperforming students
- Level of challenge and support in lessons is weak
- Poor levels of attainment at KS2 (TA scores and KS2 SATs)
- Differences with students' success in different aspects of the course e.g. homework, classwork or testing of coursework

Curriculum

- QA activity identifies an area of the curriculum to be much stronger than others
- Lack of systematic coherence in the curriculum structure e.g. Y7 work more difficult to access than Y8 or lack of spiral progression through the subject
- Lack of curricular planning e.g. too much or insufficient time allocated to coursework
- Insufficient stretch for highest attaining students in SOW and lesson planning

SEN

- IEPs not identifying appropriate strategies to address needs
- Testing (reading & writing) - monitoring taking place in LS
- New EAL entrants

Interventions: Class Teacher

Assessment and Feedback

Do you introduce rapid response assessment techniques such as mini whiteboards, thumbs up/down, open tasks which will reveal understanding through discussion?

Do you focus planning and teaching on exact requirements for specific grades? Do you improve awareness of progress across a sequence of lessons towards a grade 5+. Are there opportunities for students to assess themselves?

Do you use ongoing assessment against grade criteria in everyday lessons to build students' confidence to achieve at that grade? Do you engage students in lessons by regularly giving them feedback on specific aspects of the subject?

Do students understand the grade criteria derived from GCSE assessment objectives? Can they use this criteria to judge their own progress? Is this information displayed around the classroom?

Do you feedback to students using the terminology of GCSE grade level criteria; they are clear on their progress, distance to target and what to do to improve? Do you plan and organise individual feedback to students on mock exams to ensure Year 10/11 students know how to reach their grade targets?

Do you provide regular feedback on the progress of target students in an agreed format that is common across the department?

Assessment for Learning

Do you allow wait time after asking questions? Do you let students brainstorm ideas in pairs or groups before taking a response?

Do you direct questions to named students? Do you level the questions to plan to ask e.g. Grade 5 questions v Grade 7 questions?

Do you write elaborate comments on how students can improve their work? Do you provide opportunities for students to follow up with your written comments?

Do you provide students with the criteria used to assess their work? Do you allow peer and self assessment tasks to be carried out?

Do you check through the lesson that students know what the learning intentions are? Do you set specific learning targets for individuals?

Can students explain what they are learning and why during a lesson? Do students reflect and respond to written feedback?

Do you use model/exemplar answers in preparation for peer/self assessment or exams? Can students discuss what level these answers are at and how they could improve them?

Does your starter tasks engage students from the off-set? Is it linked to learning objective? Do students have tasks to complete as they enter the classroom?

Do you set investigations as part of the starter task? Do you select students to set the starter task? Do you address the same objective through texts and tasks at varying levels?

Do plenaries summarise what students have learned in the lesson? Are they meaningful reviews? Does it link to the objective/outcomes? Does it reinforce learning? Do you plan questions to ask during plenaries?

Lesson planning

Do you consider the number of learning episodes when planning? Do you consider how best to deliver the lesson? Are the key questions open and challenging? Do they tie into lesson outcomes? Do they help you to assess learning effectively?

Does the learning from the tasks show progression? Is this evident throughout the unit?

Are there opportunities for students/teacher to monitor and assess progress throughout the lesson? Is there opportunities for students to be involved in reviewing their learning? (see self/peer assessment)

Is there opportunities for next steps in learning to be identified? Is there a wide range of learning styles catered for?

Enhance the quality of questioning

Do you use the 'individual, work as a pair, share as a group, present to the class' method to its best effect?

Do you encourage students to ask questions with the 5Ws, Hot-seating, Phone a friend, Previewing questions in advance?

Do your questions motivate? Can you do this in ways that make it safe to get it wrong? Do you ask students to explain their thinking?

Do you provide opportunities for students to explain the processes they chose, as well as describe the outcome?

Do you extend and raise the discussion to a higher level of thinking? Do you start with a narrow focus and broaden it out? Do you start with a broad focus and narrow down to detail?

Do you use Bloom's Taxonomy as your basis? Recall, Comprehension, Application, Analysis, Synthesis, Evaluation

Top tips

Collect students' views on what helps/hinders learning.

Less teacher talk and greater student participation in lessons.

Lesson planning that encourages thoughtful and extended responses to questions in lessons and peer review during the drafting process.

GCSE coursework / controlled assessment becomes more of a focus. Getting it in on time supports the monitoring of students attainment and progress.

Does your classroom provide the climate where students have the confidence to verbalise ideas? Plan specific strategies for improvement on teaching of curriculum.

Developing a sequence of lessons with a focus on areas of weakness This could be useful for a difficult concept or part of scheme of work.

Identify and strategically use a cluster of objectives to support students progress against target grades (e.g. objectives and expected outcomes increase with demand; describe, Discuss, Predict, Explain why)

Develop varied and engaging approaches to examination preparation/ practice and revision. Model revision strategies so students can use beyond the classroom.

Do you use higher-level questioning and direct questions at particular students rather than waiting for the hands up approach?

Do you plan your groups carefully? Do able students learn most productively together, sharing and extending their more developed thinking?

Interventions: Curriculum Leader

- Agree roles and responsibilities for departmental support
- Teachers 'specialising' by planning one or two critical units and teaching in rotation to a few groups
- Large groups sessions provided for two or three teaching groups. Taught by pairs of teachers and supported by a strategic team (SLT, CL, Form tutors, Mentor, strong teachers from other departments)
- Provide equipment and access to supportive software for target students as necessary
- Draw together into a new tutor group so that additional motivational approaches, academic mentoring and study support can be more easily and regularly provided
- CLs take a coordinated approach to supporting target students in examination preparation, e.g. revision surgeries and workshops addressing priority curriculum aspects
- Support provided in lessons through guided group
- Regroup students within lessons so that teacher or AT can focus on particular tasks
- Structure units so they have varying levels of detail in their objectives, sequencing and organisation of activities, teaching strategies that maximise student engagement, assessment opportunities which include probing questions
- Coursework/controlled assessment time line for all Yr 10/11 teachers and students. Provide additional sessions for students with shortfall in number/quality of coursework
- Create a bank of standardised model answers to support assessments over the coming term.
- Review a term's scheme of work to ensure sufficient coverage and progress for all students with appropriate assessment opportunities
- Coaching for staff to address curriculum objectives effectively in lessons
- Work scrutiny and students reviews identify groups to be targeted or teacher underperformance
- Identify exactly what the students need to work on to improve, use breaking up bits of work down to sub strands to identify the target and steps in the journey from Grade 3 to grade 5. This planning will support teaching, identify students showing success against the target, give ideas on how to build understanding, and provide supporting adults with ways to initiate dialogue. It will support students understanding of a particular objective
- Develop the role of the Associate teacher in delivering focused intervention. Support identified groups of target students
- Tight structured programmes of small group support designed for groups of students to put them back on course to meet, or exceed national expectations. Programmes occur outside whole-class lessons as part of guided work
- Well-focused and targeted additional support for students is linked their main learning. Associate teachers are part of the planning for small group work and are used to support the identified needs of learners
- Consider whether particular teaching approaches are needed to maximise the progress of boys or of girls
- Use guided group work and arrange booster or intervention support to help address the needs of individual students and of groups of students who have the same curricular targets. Catch-up session could be organised for groups where the learning sequence has been broken
- Review the appropriateness of curriculum resources, schemes of work and lesson plans
- The department works on a clear set of priorities to improve students progress in knowledge, understanding and skills, supported by focused use of national materials and local consultants
- Review student grouping
- Re do assessment i.e. re-design and reassess
- Plan units which build on the knowledge students bring to sequence of lessons
- Ensure mock exams are designed to accurately reflect progress towards GCSE assessment criteria and provides a diagnostic opportunity. The gap between the mock and the final exam is long enough for this diagnosis to refocus, planning, teaching and further intervention

Interventions: College Leader

- Invite parents/carers to high profile events such as super learning, surgeries and workshops, especially as the examination period gets closer. Support for home learning and revision
- Parental/student consultations—learning conversations which focus on students progress. Addressing underperformance, targets and action planning. Up-dating parents and students by individual letters, group letters from teachers, curriculum and senior leaders, verbal and written reminders at parents' meetings
- TA support: students discuss subject progress;
- Allocation of staff / associate teachers to teaching groups: Possible doubling up of groups to be taught in lead teaching room
- Networking with Trust schools with a focus on improving GCSE maths results
- Half day revision/catch-up/booster sessions calendared each half term
- Subject workshops offered before, after school and Saturday mornings (2 half term), and in the holidays - additional time payment for staff
- Timetabling master classes for high achievers
- Parents signing up to support targeted students by making positive agreements with their children and their teachers (could be part of mentoring programme)
- Review intervention possibilities for all target students in vulnerable groups
- Review prior attainment data, teacher assessment of current progress and attendance data for each class.
- One-to-one support or very small group support via specialist teacher, highly trained or academic mentor
- All students who gained Grade 4 are not on track for Target at GCSE have an individual learning conversation with a subject specialist to identify and address perceived barriers to progress— **students will significantly benefit from personalised guidance on how to improve**
- Learning partners are introduced for all target students so that self-assessment is linked with peer assessment via student target sheets
- Support for curricular elements but also barriers to learning, study skills and emotional vulnerability
- Review of timetable and adjust as necessary
- Tudor talk
- Use of Reports as part of the Discipline Policy, and other pastoral interventions
- Approved external revision websites shared with students, with tips on how to use this correctly
- Suspended timetable arrangements 2/3 days before modular GCSE maths providing intensive support for revision and exam technique
- Target weak teaching and utilise effective teaching as part of the CPD programme

Differentiation Strategies

What makes a well-differentiated lesson that hasn't taken you longer to prepare than it takes to deliver? Below are some practical suggestions to help you engage and challenge your able, gifted and talented students in a mixed-ability class.

By task

1. Use an able student to quickly recap on the previous lesson's learning for the other students.
2. Many starter activities require students to find a number of examples. An able student can be set a higher target, eg Level 4 students find five synonyms for the word 'pleased', Level 7 students find 10.
3. If you are taking feedback during the lesson, enlist an able student to record ideas on the board while you lead the discussion.
4. Ask able students to model their writing or thinking, by explaining their answer/solution to a task to a neighbour.
5. The best way to prove understanding of a topic is to teach it. Get able students to teach the less able a key learning point.
6. Use G&T students to provide the plenary. Alert them at the start of the lesson to be ready to present their findings to the class at the end of the lesson.
7. Ask able students to come up with questions to ask during the plenary to test other students' understanding of the lesson.
8. Use higher-level questioning and direct questions at particular students rather than waiting for the hands up approach. Be ready to probe beyond the first answer in order to make them really think: 'Why do you think that?' 'How did you come to that conclusion?' (Editor's note: there will be a separate 'Practical tips' article on questioning in the October issue of G&T Update.)

By resource

1. Provide dictionaries and ask G&T students to look up and explain definitions of key words or technical vocabulary used throughout the lesson.
2. Produce laminated student-speak grade or level descriptors at the start of the year for generic assignments and reuse them for target setting and review.
3. Provide unedited or full-length versions of abridged texts you are using with the rest of the class for your most able.
4. Ask the school librarian to produce a reading list of texts and electronic resources to encourage wider reading or research around a class topic.
5. Set an independent task, such as a further investigation in maths or science, or a different class reader from a selected list and invite students to decide how they would like to demonstrate their learning to you or the rest of the class after an agreed length of time.
6. Use past SATs paper questions from KS2 for able Key Stage 1 students, KS3 questions for Key Stage 2 students, GCSE questions with Year 9 and so on.

By outcome

1. Use the now familiar 'Must do', 'Could do', 'Should do' ascribed to classroom tasks or homework to direct the type and length of activities students might complete.
2. Provide opportunities for students to respond in ways other than writing: display work, role play, short video films etc.
3. Remember that 'less is more' in some cases. Prescribe the number of words to be used to make G&T students think hard about what they write, and make every word count.
4. If you have a PC or laptop connected to an interactive whiteboard or data projector and a digital camera, take a snapshot of a student's work and during the lesson, project it onto your board to use for modelling purposes. If your board is interactive you can highlight or annotate key features of successful examples and provide opportunities for self- and peer-assessment.

By support

1. While other students are working on a simple starter use the time to explain to able students how they can excel in the lesson, which lower-level tasks they can bypass and which tasks they should tackle to stretch them.
2. Ascribe the roles of chairperson or lead learner to able students who will then take on the mantle of responsibility and help maintain momentum and focus during tasks.
3. Plan your groups carefully. Sometimes able students will learn most productively together, sharing and extending their more developed thinking; sometimes it is helpful for them to advise a less-able student and have to work harder to successfully articulate their ideas.
4. Rather than repeating or summarising instructions yourself in front of the whole class, get an able student to do so.
5. Use confident older students (Year 6, Year 13 students) as teaching assistants to extend able students' experience, understanding and skills.

Differentiation—Starter Tasks

Starters

- Set investigations across a sequence of lessons.
- Select students to set the starter activity.
- Address the same objective through texts and tasks at varying levels.
- Use pair or small group work with ability pairings or groupings at times.
- Expect students to articulate rules or patterns to clarify understanding.
- Have tasks or examples that require higher-order thinking skills.
- Use differentiated or open-ended questioning.
- Make a statement and ask for it to be justified.
- Exploit the power of the follow-up question: ‘What makes you think that?’
- Have a range of tasks based on the same text or focus.
- Ask abler students to articulate the skills involved in completing particular tasks.

Whole class

- Use differentiated questions.
- Differentiate expectations.
- Prepare questions targeted on particular students that reflect their needs and personalities.
- Prime able students for contributions that extend the experience of all.
- Pitch texts just above the independent reading level of the class.
- Avoid over-exposure of able students.
- Direct questions to individuals to involve able students in interactive discussion.
- Expect able students to articulate what has been learned.
- Give an oral commentary with the more able in mind.
- Involve students in modelling if appropriate.
- Ask able students to articulate explanations and principles.
- Make it possible for able students to enter tasks at a higher point.
- Use modelling to build the confidence of able students.
- Model problem-solving at different levels.
- Use the terminology to support meta-cognition.
- Model only that which able students need to know.

Group work

- Recognise that able students are entitled to teacher time.
- Identify able students’ shared needs and group accordingly.
- Use additional adults as mentors.
- Create task-specific groups.
- Vary group membership.
- Ensure that there are times when the ablest students work together.
- Ensure that able students have the opportunity to follow and to lead.
- Give able students roles in group work that reflect their abilities.
- Have group/student targets, not just class targets.

Promote self-evaluation.

Recognise and use the linguistic expertise of multilingual students.

Use out-of-lesson conferencing, for example with mentors.

Encourage students to set questions, not just to provide answers.

Negotiate over objectives, styles of response and criteria for evaluation.

Be open to suggestions that build on the students' cultural backgrounds.

Decide together on the objectives to be addressed by able students.

Discuss possibilities over presentation .

Allocate challenging roles in group work, for example, chairing the group, taking responsibility for moving discussion forward.

Use peer editing or marking.

Require the articulation of principles and development points.

Expect 'different' rather than just 'more'.

Help able students to contribute to the success of others.

Focus on qualitative outcomes.

Explore possibilities for acceleration.

Give all learning a time frame, but match timing to potential.

Compact the task and give a limited focus to promote depth.

Independent work

Marking should be formative, not just celebratory, and should be focused on specific criteria.

Share differentiated success criteria in advance.

Vary styles of response and avoid excessive pressure.

Offer the inspiration that can come from meeting older students who are gifted or talented.

Encourage self-checking based on prompt sheets for self-analysis.

Monitor independent reading round the subject.

Learn about the process of enquiry via the published comments of practitioners.

Extend and exploit the conventions of different text types.

Match texts and tasks to students' abilities through negotiation based on high expectations.

Establish extracurricular groups.

Foster originality, independence and initiative.

Set investigative, research-based tasks.

Make time for individual feedback.

Promote extended reading and writing.

Expect the use of ICT and encourage (monitored) e-mail link-ups with able students in other schools.

Consider having students in training as e-mentors for able students.

Ensure appropriate access to ICT.

Plenaries

- Expect students to offer explanation, not just presentation.
- Exploit the possibilities of presenting in role and reporting back.
- Encourage able students to take notes for feedback.
- Allow able students a different timescale for feedback, for example via OHP or ICT at the end of the week.
- Be aware of the attitudes of other students.
- Focus on the articulation of what has been learnt, using appropriate terminology.
- Tackle demanding objectives.
- Instil the habit of reflection on learning.
- Build understanding of the big ideas.
- Enable able students to work with others of similar ability.

Differentiating the plenary upwards

List 3 things you learnt today

List the 3 most important things you learnt today

Compare with a partner and justify your choices/ranking

Write 3 top tips/golden rules for...

Identify one other text type where these rules apply

Draw a spider diagram showing what you have learnt today

Draw a mind-map showing what you have learnt today

Students put questions on post-it notes at lesson start after aims/objectives have been shared by teacher (good base-line exercise)

Other students answer questions at the plenary

If lesson aim was set as question, students answer question on whiteboards

Set word limit for answer

Require key technical vocabulary in answer

Write definitions for 3 new terms learned today

Compare with partner and select best, justifying your choices

Show finished class work to partner – judge against criteria provided by teacher (colour coding, +/-)

Give each other a level or grade

Set each other one target for improvement

Show extract from anonymous student's work – class identify 2 strengths and 2 weaknesses

Give a level/grade against extended criteria