

Consistently Throughout The Sharples Curriculum...										
Higher Order Questioning, Linked Learning, Quality First Teaching, Pre-learning , Knowledge Organisers, Knowledge Mats										
English		Maths	What is Intervention at Sharples Primary School?							
Early Reading	Parental Support		<p>At Sharples Primary School, interventions are focused teaching sessions that deviate from regular practice. They can be one-to-one or group-based and address specific needs identified by teachers. Interventions complement Quality First Teaching and can also support children with SEND. To ensure a balanced education, interventions are scheduled on a rota system, preventing repeated missed sessions in one subject. They also respect pupil’s downtime during playtimes and lunch breaks, as brain breaks enhance learning. Sharples Primary School values individualised learning through adaptive teaching and inclusive interventions.</p> <p>Within a year, there are periods of time during which pro active blocked interventions are used to fill gaps, boost knowledge and create confident learners. These inventions are monitored closely by the assessment lead and SENCO,</p>							
Read 4 x weekly 1:1 Reading record monitoring Fluid throughout the day in EYFS	Reading Breakfasts Link with parents Parents guides on school website	Pre-teaching Mastery in Number Small targeted group work Grouping when required Maths.co.uk								
Phonics	Parental Support	Parental Support								
Pre-teaching Small targeted group work RWI Grouping based on assessed needs	Phonic packs for home Phonic meetings Parents guides on school website	TT Rock stars/Numbots LBQ Springboard Stay and Learn sessions								
Reading	Parental Support	Science and Foundation Subjects	Types of Intervention							
Weekly 1:1 or 1:2 reading Pre-teaching Whole class reading Y2 – 6 Love of reading – library visits, Sharples Reading Journey, ERIC time Reading Plus RWI Fresh start	Reading Plus Home reading records Stay and Read sessions Parents guides on school website	Knowledge Organisers Pre-teaching Home Learning Curiosity question Marking at the point of learning. Misconceptions addressed with class	Behavioural If a child is displaying concerning behaviours, or has an education, health, and care plan (EHCP) which highlights behaviour as a key area of need, pupils may work with staff on a behavioural support intervention.	Collaborative Group interventions allow pupils to understand new or existing subject content through team discussion and group work. In this way, pupils can listen to, respond, and consider their peers’ differing thoughts in a collaborative environment.	One to One Usually targeted at pupils whose progress in a core area has dipped, or children with more complex SEND needs, one-to-one interventions provide children with the opportunity to work with a teacher or teaching assistant outside of the classroom. These sessions bring great scope to accelerate progress through focused and personalised target setting. One-to-one interventions often involve two or three short sessions per week that tend to run on a termly rota.	Classroom Based These interventions often take place to support learners within the classroom environment. Working with the teacher or teaching assistant, pupils will be selected to work through a new concept or idea in a more structured and supportive way. Classroom intervention strategies often minimise the number of pupils who are referred for further special education needs assessments.				
Writing/Handwriting	Parental Support	Pre-teaching	Social, Emotional and Wellbeing When pupils are experiencing trauma, or have experienced loss, they may not be willing participants in the learning process. If pupils need support with their mental health or general wellbeing, social and emotional interventions offer pupils a safe space in which to explore their thoughts and feelings	Metacognition and Self regulation These interventions inform pupils how we learn, and help them to think more explicitly about their own learning. Often focusing on self-management and evaluation, or analytical skills, these sessions overview strategies pupils can use for setting goals, monitoring their progress	Peer Coaching This gives a more experienced pupils the chance to work with a peer who may be struggling, or needs further support. Both parties often benefit socially and personally from the experience, and if well organised, they can have a demonstrable impact on progress too.	Home Learning Research supports the importance of vocabulary development from an early age. We encourage parents to regularly converse with their children about what they have learnt at school,				
Pre-teaching Fine motor practise (EYFS/Y1) Small targeted group work Grouping when required Spag.com	LBQ Springboard Stay and Learn sessions	Typically three mornings, there is 30 minutes of time for Pre-teaching. This allows pupils who need a pre teaching boost to ensure they enter the whole class session with confidence. This is not a prescriptive schedule as teachers use their professional judgement. This is monitored termly at PPMS.								
Spelling	Parental Support									
Pre-teaching	Spellings sent home weekly									