**Interventions with Impact – Monitoring Sheet School Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Completed by/position: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
| **Monitoring Process** | **Comments/evidence** | **Action** | **Outcomes** |
| **Pupil Selection** | | | |
| Pupils working below expectations/ not on track to make expected progress are regularly identified at pupil progress meetings with class teachers and SLT. |  |  |  |
| Vulnerable groups are identified – LAC, FSM etc. and their progress monitored regularly. |  |  |  |
| Teachers identify particular gaps in learning, areas of difficulty and possible reasons for lack of progress. |  |  |  |
| Class teacher and SENCo work to plan actions to address lack of progress. |  |  |  |
| **Matching interventions to identified need** | | | |
| Quality first teaching is monitored and adapted to ensure need/teaching match. |  |  |  |
| Intervention chosen on knowledge of what works well for different groups of pupils/individuals. |  |  |  |
| Planning of interventions makes best use of timetabling and ensures flexibility to meet needs of individual pupil(s).  Intervention is time-limited with clear intended outcomes. |  |  |  |
| Consideration is given to appropriate match of children and adults delivering intervention. |  |  |  |
| Pupils have a clear understanding of expectations and learning goals within each intervention session. |  |  |  |
| Planning for interventions makes best use of expertise. |  |  |  |
| Regular assessment of intervention is accurate and consistent and reviewed regularly. |  |  |  |
| Consideration is given to suitability and comfort of environment where intervention is held, including ensuring minimal interruptions/changes to sessions |  |  |  |
| **Monitoring quality of interventions** | | | |
| Ongoing tracking processes are in place to monitor the progress of all pupils receiving intervention, during and beyond their period of support. |  |  |  |
| SLT regularly evaluate the impact of interventions in order to refine and disseminate good practice to all staff. |  |  |  |
| Pupils’ views are included in evaluation and planning of interventions. |  |  |  |
| SLT regularly monitor quality of interventions using observations, feed back etc. |  |  |  |
| Programme of CPD is in place for those delivering interventions to ensure on-going quality of delivery. |  |  |  |
| **Maintaining Progress** | | | |
| Class teachers liaise regularly with other adults delivering interventions – inside and outside of the classroom. |  |  |  |
| Class teachers take responsibility for monitoring and evaluating the progress of pupils. |  |  |  |
| Class teachers have high expectations in order to plan to build on gains made through interventions. |  |  |  |
| Class teachers ensure that there are opportunities for pupils to put into practice back in class what has been covered in interventions. |  |  |  |
| Class teachers are aware of ‘next steps’ to support learning throughout the curriculum. |  |  |  |
| **Role of parents & carers** | | | |
| Class teachers provide parents and carers with full details of intervention including reasons for selection, expected outcomes and regular updates about their child’s progress. |  |  |  |
| Parents and carers, supported by class teachers, are able to provide additional support to pupils at home. |  |  |  |
| Parents’ views are taken into consideration in intervention reviews. |  |  |  |