

Black Forest Primary School Intervention Overview 2023

At Black Forest Primary School we hold high expectations for all of our students and aim to meet every child's learning needs. The question of differentiation and support for students is a regular part of our team discussions. Our aim is to provide high quality, engaging learning for all of our students. This document outlines the key interventions being integrated into the learning in 2023 to support and extend student learning. Our intervention programs have been implemented in line with the following criteria:

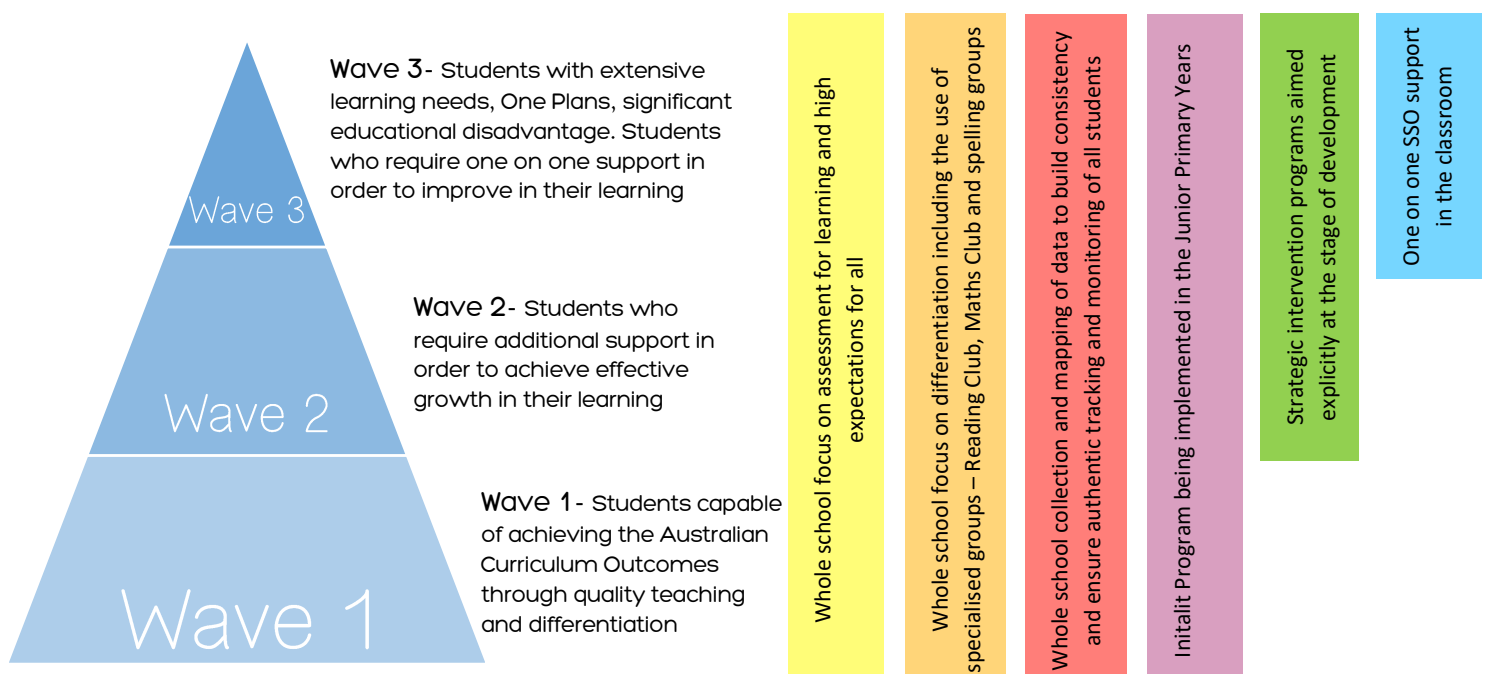
ACER suggest that there are three key characteristics of high quality intervention:

- Explicit- Explicit goals and outcomes are outlined and made clear to all stakeholders
- Systematic- the intervention follows a specific sequence with data used to identify the needs of the students
- Purposeful- the intervention is closely linked to the core skills required to read, comprehend and write.

DfE Numeracy and Literacy Results Plus initiative has recommended that intervention achieves the following four characteristics:

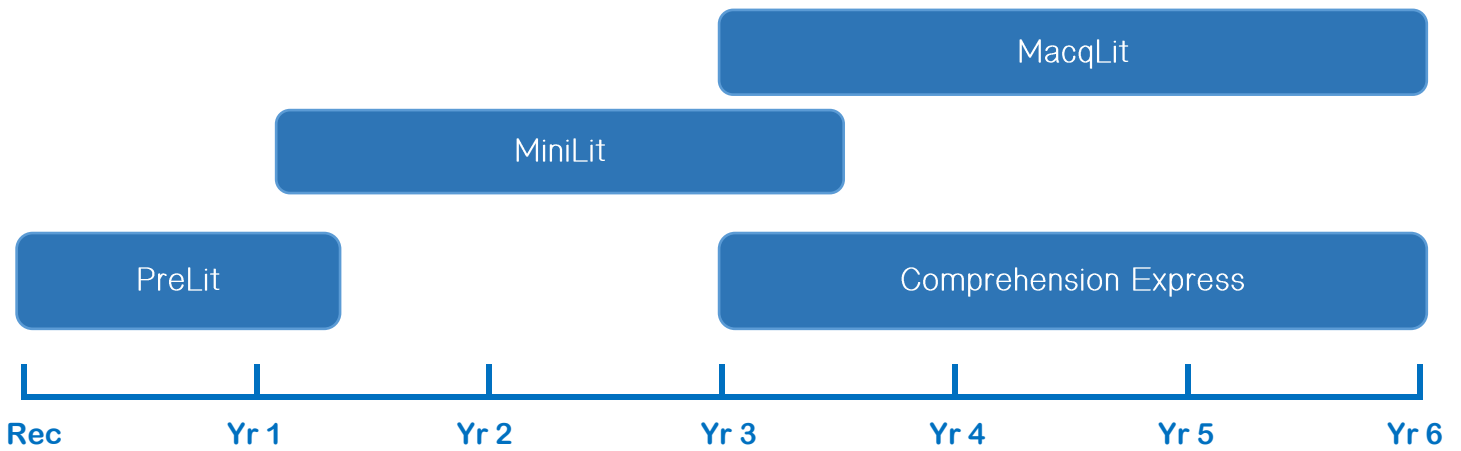
- Timely- early intervention to enable success and build resilience for each learner
- Targeted- evidence based, responsive to needs, differentiated according to needs
- Purposeful- outcome focused- specific goals set for individuals and groups of learners to improve engagement and achievement in Numeracy and Literacy
- Time-limited- specific time frame set to meet these goals

All forms of intervention at BFPS will meet these key characteristics of high quality intervention. Goals, data and feedback will be shared with teachers regularly to ensure transparency and to support the needs of all students. There will be flexibility to ensure that the intervention provided meets the student's individual needs. Our aim is to ensure that every student at BFPS is being supported, encouraged and challenged at the explicit stage of development that is required for them.

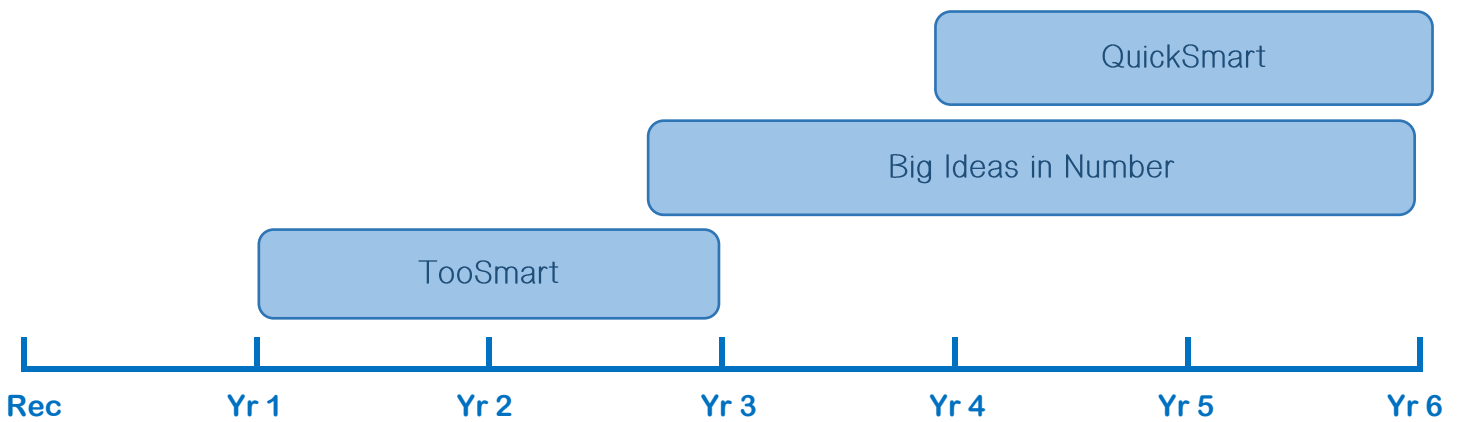


Our aim is to ensure that every student at BFPS is being supported, encouraged and challenged at the explicit stage of development that is required for them. This is a 3 Wave approach that addresses student learning for all. Intervention is the process of adapting learning to meet the needs of the individual, whether that means working one on one, in small groups or working within the classroom. Our aim will be to meet the needs of children within the classroom, supporting their learning with evidence based approaches that improve student learning. When a child requires additional support, they may be considered for one of our intervention programs.

Strategic Literacy Intervention



Strategic Numeracy Intervention



Strategic Intervention at BFPS

Literacy Intervention

PreLit	MiniLit	MacqLit	Comprehension Express
<p data-bbox="203 392 398 427" style="text-align: center;">Reception</p> <p data-bbox="53 459 546 762">PreLit is a systematic, skills-based program that lays a sound foundation for children to learn to read. The program uses tools necessary to teach pre-literacy skills and concepts in a fun and engaging way, focusing on phonological awareness and oral language development through structured storybook reading.</p> <p data-bbox="53 799 533 1038">Students will be identified using the assessments as part of the InitialLit Programs in the classrooms and through recommendations by teachers. Students will work with a trained SSO in small groups, three times a week.</p>	<p data-bbox="748 379 913 414" style="text-align: center;">Year 1-2</p> <p data-bbox="577 451 1077 1062">MiniLit is an explicit and effective early literacy intervention program for teaching reading skills to children who require additional support in the development of Phonics. MiniLit is a small group program that provides additional practice and exploration of the sounds and blends that are required to make words. Students begin working on the basics of letter/ sound knowledge and decoding skills for CVC words before moving on to extending word attack knowledge and exploring commonly used diagraphs and longer words. Each session includes 3 main sections- Sounds and words activities, text activities and story book reading.</p> <p data-bbox="577 1098 1066 1310">MiniLit will run 4 times a week for students requiring additional support in Years 1 and 2. Students will be identified through the Yr 1 Phonics assessment and through teacher nomination.</p>	<p data-bbox="1272 379 1438 414" style="text-align: center;">Year 3-6</p> <p data-bbox="1104 451 1603 1002">MacqLit is an explicit and systematic reading intervention program for small groups of older low-progress readers. It involves a comprehensive sequence of lessons that includes all the key components necessary for effective reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension. They will develop skills including letter-sound correspondences presented in an easy to hard sequence, strategies for decoding multi-syllable words, prefixes and suffixes, and generalising component skills through connected text reading.</p> <p data-bbox="1104 1038 1581 1246">Students will be identified through class based reading and spelling assessments and be nominated by their teacher. Students will take part in this program for 3 sessions a week with a trained SSO.</p>	<p data-bbox="1816 392 1982 427" style="text-align: center;">Year 3-6</p> <p data-bbox="1630 464 2168 922">Comprehension Express is a Middle – Upper Primary reading program that is designed to support students who are already successful readers but require additional support to build on their depth of comprehension. Students work in small groups to share the reading of a text. These texts are longer texts and require comprehension and retrieval of stored information in order to move forward in the series. As the students progress, the texts increase in complexity, building on depth of story and vocabulary.</p> <p data-bbox="1630 959 2168 1166">Comprehension Express will run 2-3 times a week. Students are identified through running record data and teacher nominations. Students need to be reading at least Level 24 with some fluency and be at least 3 levels below benchmark.</p> <p data-bbox="1630 1203 2168 1321">This intervention program is reviewed at the end of each term to track and monitor student achievement.</p>

Numeracy Intervention

TooSmart

Year 1-2

TooSmart is a play based Maths intervention program that was designed for 6-8year olds, by a teacher at Seacliff Primary School. The program has been developed based on brain research which tells us that the brain needs regular, short bursts of practice to consolidate understanding. TooSmart builds on a child's automaticity in the conceptual development of Number. Each session focuses on the deeper understanding and fluency of Number including subitising, mental computation, doubles, skip counting and Place Value. This intervention program will be offered to students in years 1-2 who have been identified as having gaps in their conceptual development. It will allow time for the consolidation of the concepts leading to greater confidence and success in their classroom learning.

TooSmart is run twice a week in groups of two students. Students can be nominated by their teacher in order to receive additional support as well as through the analysis of the Big Ideas in Number diagnostic tools and the Early Years PAT data.

Big Ideas In Number

Year 3-6

The Big Ideas in Number intervention focuses on reinforcing the conceptual development of Number in students in the Middle Primary. As students get older and the depth and complexity of Maths increases, it is vital that students have mastered the foundations of Number in order to build a deep understanding. If gaps and misconceptions have developed, students are unable to successfully and confidently move on to other concepts.

This intervention uses a number of assessments to identify where potential gaps exist that might be holding students back in their learning. We are then able to focus the intensions of learning in the sessions to the specific needs of the students.

The Big Ideas in Number intervention program will run 2-3 times a week and will be evaluated on a termly basis to ensure that we are meeting student needs. Student will be identified using the George Booker Screening tools, PAT data and teacher nominations.

QuickSmart

Year 4-6

The QuickSmart program is a Numeracy intervention program designed to support Fluency and confidence in Numeracy skill development. QuickSmart targets students who could benefit from building efficiency in cognitive processing. It focuses on the role of automaticity in developing students understanding and quick recall of basic number facts. Ultimately, QuickSmart aims to free up the working memory of students so that they can engage meaningfully in class activities like problem solving and computations.

Students will be identified for QuickSmart through discussions with their teacher and current data including PAT and NAPLAN. Students will work in pairs and take part in 3 sessions per week. This program follows a structured lesson sequence based around a focus set of number facts. Teaching and learning strategies include explicit strategy instruction, modelling, questioning, practice and feedback.