

## **Examples of Interventions that we may use**

### Functional Skills

Functional Skills are qualifications in English, mathematics and ICT that equip learners with the practical skills needed to live, learn and work successfully and to the ability to apply these skills effectively to a range of purposes in the workplace and in other real life situations.

Edexcel Functional Skills are available from Entry 1 to Level 2 and are suitable for learners of all ages.

### Accelerated Maths

Accelerated Maths is a computer based programme which provides additional practice on Mathematic skills not yet mastered. Every assignment in Accelerated Maths helps students' to practice the right skills at the appropriate time and pace, leading students' towards mastery of the concepts they have been learning. The programme is used alongside Star Maths assessments to determine areas requiring development and to track students' progress. The sessions are run in the library during morning registration.

### Perform with Times Tables

Perform with Times Tables teaches all multiplication and division facts up to 10 x 10. The book is designed to appeal to all age ranges and has been used for adult basic skills. The clear language and repetition also benefits students with dyslexia and those with English as an additional language. Students with dyscalculia benefit from the highly structured approach with clear explanations.

### Power of 2

Power of 2 is a maths intervention designed to help with the technique and speed of mental calculations. It covers the essential maths skills needed to progress well with more advance maths work. It begins with topics such as number bonds, doubles and halving and gets increasingly more challenging as it progresses, building on the skills learnt earlier in the programme.

Power of 2 relies on regular repetition for students to retain the information, so it is run for 10 to 15 minutes, 2 to 3 times a week until the end of the programme.

### Toe by Toe

Toe by Toe is a highly structured approach phonics based program. It is systematic and requires the student to be taught page by page (as student learns to decode words rather than relying on memorising or guessing). Toe by Toe highlights the student's weaknesses and provides a step by step guide to improve and overcomes their weaknesses. To achieve successful results Toe by Toe is done at least 3 times a week with the student, remembering to always work at the students pace.

### Stride Ahead

Stride Ahead is a structured program for students who can read but have difficulty in understanding and comprehending texts. With the use of unique syllable division students are able to become familiar with patterns of phonics so that in turn they are able to recognise them instantaneously and without concentrated mental effort. Thus they can move onto the process of understanding the text. Timing is the key to this process and careful timing and understanding of the text forms the essence of the Stride Ahead method.

## Lexia Strategies

Lexia Strategies focuses on fundamental literacy skills, starting at beginner English level. Lexia strategies incorporates a more mature, age appropriate layout and includes a range of content that covers basic phonological awareness through to advanced decoding skills, vocabulary development, and comprehension activities. Lexia Strategies tests the student initially without the student being aware and thereafter differentiates the work. Students all start on different levels depending on the results of the test and students can work their way up to more difficult levels, at all times the teacher is aware of the progress of the student and any difficulties they may be facing in a particular area.

## Renaissance Reading

Accelerated Reader is an influential tool for monitoring and supervising independent reading practice, encouraging our students to read for pleasure. A student reads a book, takes an online quiz, and gets immediate feedback. Students respond to regular feedback and are motivated to make progress with their reading skills. In addition, Accelerated Reader gives teachers the information they need to monitor students' reading practice and make informed decisions to guide their future learning. A fully detailed set of reports reveals how often a student is reading, the level of complexity they are tackling, and how well they have understood what they have read. Vocabulary growth and literacy skills are also measured, giving teachers insight into how well students have responded to reading schemes and class instruction.

## Achieve 3000

Achieve 3000 provides the only patented, cloud-based solutions that deliver daily differentiated instruction for nonfiction reading and writing that's precisely tailored to each student's Lexile reading level.

## Handwriting

Handwriting Support Interventions are held once a week per year group during registration time; students are referred to the Handwriting Support Group usually by their English teacher.

## Mentoring

The Daffon Centre is Nower Hill's Student Support Centre and runs interventions and clubs during registrations, lessons, lunchtimes and after school. The Daffon Centre has a full timetable of workshops, where sessions on 22 topics can be delivered, with Solutions to Anger, Self Esteem and Academic Focus being just a few of them. Restorative Sessions are also carried out for students that have been excluded in the week, this is to help them reflect on the incident and think about how they can move on. There are also extra-curricular clubs, teams, events and other sessions students can get involved in. For example, Safe Space Paintbrush, Friendships, Relationships, Identity, Sexuality and the 4 o'clock Club. There are also external agencies such as Young Carers and Blue that come in to deliver sessions to help support students in school. Most of the interventions are open to all student and usually work by liaising with their Year Co-ordinator.

## Drawing and Talking

Drawing and Talking is an intervention useful for many students that may be dealing with stress, trauma, emotions, behaviour, etc. The focus of the sessions is around them doing a drawing and then we discuss the elements of the drawing. These sessions can be delivered 1:1 or in a group. They run for a course of a half term (groups) or 12 weeks (1:1), where the students are met once a week for 25 minutes (1:1) or a full lesson (groups). We have seen an improvement in their confidence, school life and their attitude to dealing with situations after engaging in these sessions.