



Meadlands Primary School
Boosters and Interventions Policy
Updated: September 2022 **Review: September 2023**

At Meadlands we dream big. Our mantra is borrowed from our literary hero, Roald Dahl *we are the music makers and we are the dreamers of dreams.* And our motto is *Work Hard & Be Kind.*

What do these words mean to a kid like me at Meadlands? It means we learn more than just facts and subjects, we are taught how to learn so we can be adaptable and be ready for the world we will be part of when we are older. Meadlands encourages us to be self-motivated, to use our own initiative, to be resilient, curious, imaginative, determined and above all else to be kind and respectful. My teachers and staff know me very well, my learning is personalised to my own strengths and weaknesses, I have goals set to challenge me, to break down my barriers and overcome my difficulties. So I can always be better and do better. As a class we make outstanding progress in our lessons. We are proud of ourselves and each other. As a school we all work to improve and grow it. Students, parents, care givers, staff, leaders and governors. Everyone is invited to contribute. This is part of our experience.

Our school is committed to dreaming big. Never resting on our laurels. The curriculum is always developing and improving. Delivering the new skills and knowledge we will need for the future. Our school is a harmonious place to be. Where dreaming is nurtured. Where we know through hard work and kindness, every dream is possible.

Booster; a source of encouragement and help.

Booster lessons at Meadlands are a short-term programme of lessons.

Children are selected following end of term data analysis. This information reveals which children would benefit from *Closing the Gap*; i.e., falling behind in their progress and/or attainment targets. Therefore boosters can and are likely to be for all abilities and are not exclusive to children who are already supported via SEND or PPG.

The Assessment Leader, core Subject Leaders and Class Teachers work collaboratively to decide on which children should attend boosters and what the priority subject is.

Where possible boosters should not clash with morning clubs and it is at the discretion of the Headteacher which should take priority.

The class teacher will invite children to attend with a minimum of 2 weeks' notice before the booster commences. It is the class teacher's responsibility to explain the organisation of the booster and the importance: why the child has been selected and the proposed impact. Parents are expected to return a confirmation slip; if this is not received it is again the responsibility of the class teacher to follow this up. It is the expectation that all booster sessions are attended. If attendance is poor, the class teacher must aim to overcome this, seeking out the reason and resolving this for the parent and child. **Our aim is to have 100% attendance and any no-shows should be followed up quickly and thoroughly.**

Boosters can range from 1-6 children per group, but should not exceed this number.

Children should attend no more than 2 different boosters per week, but may attend three boosters per week if they are already attending a session covering the same subject (i.e. intensive reading comprehension support).

The staff member leading the booster is expected to keep a register of attendance and assessment feedback, this may be composed of a weekly score or statement against the learning objective 'working

towards' 'achieved' 'exceeded'. This information is essential for feeding into the class teacher's summative assessment records at the end of term.

The staff member leading the booster is to mark children's work following the school's Feedback and Marking policy and give opportunity for children to respond to feedback and make corrections using purple pen.

The staff member leading the booster is dependent on a number of factors:

- For those children whose needs are great, the class teacher should be considered in the first instance (at Meadlands there is the expectation to run a school club, however, commitment to boosters takes priority over this)
- Support staff working in the relevant year group have the greatest knowledge of the children's needs
- Support staff with particular expertise in a subject area

Support staff who commit to leading boosters outside of their contracted hours are invited to put in over-time sheets for the work completed. This needs to be agreed in advance with SLT.

All boosters should follow a 10-week plan, 2 for planning and assessment and 8 sessions that children attend:

2 weeks in advance Class Teacher to write to parents of children on the register.

Week 1	Class Teacher meets with member of staff leading the booster, to include: <ul style="list-style-type: none">• Sharing current attainment of children attending and end of term target.• Presentation of <i>Target Tracker Gap Analysis</i> which offers specific objectives and outcomes which children have fallen down on• Suitable resources as prepared by the class teacher• Agreed booster plan, which should include planned out learning objectives for each session and advice on how to facilitate the learning• Agreed and organised room space
2 – 9	Children start booster session
4	If led by a member of support staff: observation of booster session by line manager, subject leader or class teacher. Feedback given at the end of the session
9	Final booster session during which a booster graduation breakfast is held each child is presented with a certificate of success and given the chance to demonstrate and reflect on their own learning.
10	Review meeting, during which assessment records are shared and booster lead informs of next steps for each child

Boosters should last for between 30 and 45 minutes and run from either 8-8.45am, 8.15-8.45 or 3.30-4.15pm

The member of staff leading the booster is expected to be on site from 7.45 to prepare and meet the children. The staff member should be in the school foyer 5 minutes before the start of their booster to collect their group who will enter via breakfast club in the school hall. The staff member should also leave a list of children attending with the Office team.

Boosters are considered appropriate for the following year groups

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|---|---|
| 6 | Autumn, Spring & Summer Term: focus SATs preparation and transitional |
| 5 | Autumn, Spring & Summer Term: Closing the Gap children |
| 4 | Autumn, Spring & Summer Term: Closing the Gap children |
| 3 | Autumn, Spring & Summer Term: Closing the Gap children |
| 2 | Autumn Term: Children who did not achieve the phonics test (8.30am start) Spring & Summer Term: Closing the Gap children. |
| 1 | Autumn, Spring & Summer: Closing the Gap children (8.30am start) |

Intervention; action taken to improve an issue.

Intervention lessons at Meadlands run throughout the day, but at specific times as directed by the Class Teacher and the class timetable.

Based on that day's/week's work, the class teacher will select those children who will benefit most from additional subject support and therefore children can change from day to day and subject to subject. This is a response to formative assessment as opposed to summative assessment that leads to booster sessions. The ideal is for interventions to be fluid response overseen by Teacher and Support Staff, identifying and responding to misconceptions in the moment, allowing for immediate verbal feedback, time to secure learning and therefore develop the child's understanding of a single learning objective.

Work can be in small groups or 1:1

- Time has been allocated in the school timetable for intervention sessions: In Year 1 and 2 where there is a focus on early reading, writing and number work support staff lead interventions during every assembly Monday-Friday.
- Class teachers are expected to attend whole school assemblies on a Monday and Friday and on the following days the expectation is for teachers to lead interventions **Thursdays** (15 minutes). Time to organise morning lessons, photocopying, classroom resources etc. is expected to happen at the start of the working day before the children arrive in school.
- Class teachers may request that their support staff colleagues also lead on interventions at this time.
- Interventions may also happen during afternoon sessions, dependent on the class teacher's deployment of support staff colleagues.

Interventions will range in nature, listed below are some examples:

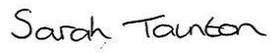
- Phonic games
- 1:1 reading
- Pupil conferencing extended writing
- Marking work with a pupil from any subject
- Supporting a child through an extension activity
- Completing work from the lesson with support
- A chance to practice core skills such as identifying spelling error and going through spelling patterns and mnemonics
- 1:1 work with EHCP children against their targets
- Completing Nessy

Updated September 2022



Date 01/09/2022

Signed
Chair of Governors
Annabelle Hughes



Date 01/09/2022

Signed
Head Teacher
Sarah Taunton