

Case Studies 1-1 Interventions 2018-2019

Paired reading/numeracy

What went well

- Attendees all got on with it as soon as they arrived.
- Year 7 were very calm and well behaved throughout the year. Especially on days when 6th form attendance was low.
- 6th form were mature, patient and considerate when listening to the year 7's reading.

Even better if

- A fair portion of year 7 were unreliable in their attendance, with some frequently forgetting/not being reminded to come (despite frequent reminders to tutors).
- Some students would arrive part-way through the session, therefore not making the most of the 15 minutes available. As a result of this, students would not often get into the same pairs week on week.
- Toward the end of the year there was a significant drop in 6th form volunteers, resulting with the year 7s often having to read to themselves or in small groups
- It is difficult to police 6th form attendance when they are volunteering. There have been cases (near exam times) that no 6th form students have attended, making it difficult to be sure that the students are getting something out of the session.
- In the case of students not coming, by the time I have sent for them and they have arrived, tutor time is over and they have not gotten anything out of it. This means unless the students themselves remember to come, there is no way to ensure they do on the morning of the session.

1-to-1 interventions – Toe-By-Toe and Power of 2

What when well

- It was very quick and easy to collect students from lessons rather than have them try to remember the time of the session.
- I was able to do three 15 minute sessions per week with each student.
- Working 1-to-1 with the students allowed them to progress at different rates.

Even better if

- Students could do the programme more often. Some students would benefit from doing this every day.
- At times when either I or the student are away from school, the student would forget what they have done previously and struggle to get back into the rhythm of the work book.
- Next year, these programmes could be completed with the students' in-class LSAs, either quietly at the back of the room, or in a nearby vacant room or faculty office. This would ensure that the student is able to do 10-15 minutes every day and also ensure that they are not wasting lesson time travelling down to D3

1-to-1 literacy interventions

What went well

- Comprehension box resource was a really excellent way of engaging the students with a wide range of literature

Group numeracy

What went well

- Was able to use a variety of resources to cover a range of topics and to tailor the intervention to the students' needs.
- Students were able to recognise their strengths/weaknesses and used this to both help and ask for help from others.
- Students were Sandwell tested (results available on the shared area) to get an idea of their strengths and weaknesses. This helped in knowing what areas to concentrate on.

Even better if

- Gave the students numerical age appropriate standardised tests (e.g. a Y6 sats paper or similar) at the end of each term to get a more accurate feel of how they are improving