

Intervention plan template exemplar

Background information

<p>Area of focus: Literacy – writing with particular emphasis on transactional writing.</p>	<p>Tiered level of support:</p> <ul style="list-style-type: none">• Tier 1: High-quality classroom teaching for all, with numeracy and/or literacy integrated across subject areas.• Tier 2: Small group instruction (3-5 students) focusing on specific gaps (e.g., additive strategies).
<p>Students we intend to support:</p> <ul style="list-style-type: none">• There is a group of students in Year 9, namely in 9W and 9B who are sitting between 3A and 4P. (List of names attached) We want to lift them to 4A before September in preparation for the CAA. (Tier 2)• We also want to support all students to use writing more effectively in the school. We have noticed that students do not transfer their writing skills between subjects and would like to support all students to do this. (Tier 1)	<p>Demographic considerations: According to our data boys are doing better than girls in senior subjects however girls are doing better in the CAA. We do not know why this is and want to gain more understanding.</p>
<p>Any other relevant considerations: We have a very supportive staff who have known for a while there is an issue and want to help but don't know how. We have just employed an experienced literacy-lead who is willing and has the capability to lead this.</p>	

Goals and strategies

(Specific, Measurable, Achievable, Relevant, and Time-bound)

Goals	Strategies	Timeline	Staff and other people	What we still need
1. Lift writing ability of students between 3A and 4P in 9W and 9B in readiness for the Sept writing CAA.	Create small groups of 5-6 students to do facilitated writing programme with a teacher for 10 weeks. 3 times a week.	Before the Sept CAA. We will use an option line, and students will have one line for one term used for this purpose. (Parents need to be informed and agree). We can do three groups one term and two groups the next to cover all students.	Literacy-lead can provide all planning and teaching. They have asked for input from the recently advertised writing supports.	Contact the MoE to discuss writing supports. Ask about FTE support.
2. Provide more continuity of writing strategies between subjects for all students.	Several schools we researched used a school-wide strategy for writing. We want to show staff the idea and come up with our own acronym and resources that support our school culture. Once we have something we will need to make posters etc for every classroom and revisit it at staff PLD on a regular basis to embed.	Begin the discussion at the next staff PLD session. (SLT will lead). Posters in every class by the start of Term 2. PLD sessions to support staff with writing strategies in class.	SLT to lead the first sessions to gain agreement on an acronym. Once we have the acronym and staff agreement, literacy-lead to create resources and run PLD.	Nil