

# Interventions with Impact – Monitoring Sheet

School Name: \_\_\_\_\_

Completed by/position: \_\_\_\_\_

Date: \_\_\_\_\_

Monitoring Process	Comments/evidence	Action	Outcomes
<b>Pupil Selection</b>			
Pupils working below expectations/ not on track to make expected progress are regularly identified at pupil progress meetings with class teachers and SLT.			
Vulnerable groups are identified – LAC, FSM etc. and their progress monitored regularly.			
Teachers identify particular gaps in learning, areas of difficulty and possible reasons for lack of progress.			
Class teacher and SENCo work to plan actions to address lack of progress.			
<b>Matching interventions to identified need</b>			
Quality first teaching is monitored and adapted to ensure need/teaching match.			
Intervention chosen on knowledge of what works well for different groups of pupils/individuals.			

Planning of interventions makes best use of timetabling and ensures flexibility to meet needs of individual pupil(s). Intervention is time-limited with clear intended outcomes.			
Consideration is given to appropriate match of children and adults delivering intervention.			
Pupils have a clear understanding of expectations and learning goals within each intervention session.			
Planning for interventions makes best use of expertise.			
Regular assessment of intervention is accurate and consistent and reviewed regularly.			
Consideration is given to suitability and comfort of environment where intervention is held, including ensuring minimal interruptions/changes to sessions			

<b>Monitoring quality of interventions</b>			
Ongoing tracking processes are in place to monitor the progress of all pupils receiving intervention, during and beyond their period of support.			
SLT regularly evaluate the impact of interventions in order to refine and disseminate good practice to all staff.			
Pupils' views are included in evaluation and planning of interventions.			
SLT regularly monitor quality of interventions using observations, feedback etc.			
Programme of CPD is in place for those delivering interventions to ensure on-going quality of delivery.			
<b>Maintaining Progress</b>			
Class teachers liaise regularly with other adults delivering interventions – inside and outside of the classroom.			
Class teachers take responsibility for monitoring and evaluating the progress of pupils.			

Class teachers have high expectations in order to plan to build on gains made through interventions.			
Class teachers ensure that there are opportunities for pupils to put into practice back in class what has been covered in interventions.			
Class teachers are aware of 'next steps' to support learning throughout the curriculum.			
<b>Role of parents &amp; carers</b>			
Class teachers provide parents and carers with full details of intervention including reasons for selection, expected outcomes and regular updates about their child's progress.			
Parents and carers, supported by class teachers, are able to provide additional support to pupils at home.			
Parents' views are taken into consideration in intervention reviews.			