

How can I plan successful interventions?

Information taken from: Education Endowment Foundation website; @TeacherToolkit; Hattie, J. Biggs, J. and Purdie N. (1996) 'Effectives of Learning Skills Interventions on Student Learning: A Meta-Analysis' *Review of Educational Research*, 66 (2), pp.99-136.

At a glance:

Don't...	Do...
Plan generic interventions and assume they will work for all – the issues that pupils have will be complex and you should treat it as such	Understand <i>why</i> that child is underachieving and plan your interventions around the issues
Insist that members of staff plan intervention sessions with no clear focus or intention	Set clear goals for interventions be they specific subject content, skills based or a review. Making clear what you want to get out of a particular session means that you can ensure that staff can plan well and the right pupils attend
Do not make all of your interventions content based – you cannot teach the whole course again!	Consider why pupils did not retain the information in lessons and evaluate the way you assess. Including last year's content in regular assessments could save you hours of interventions after school.
Give reams of information with no guidance or tips for remembering	Use mnemonics 'Such as imagery or linking items to be learned or associated with key words is highly effective. Good teachers have long used such methods... HOMES, for the five Great Lakes' (Hattie, Biggs and Purdie, 1996; 129)
Go it alone	Have a clear plan set out as a subject/faculty that is respectful of everyone's workload and shares the extra work. This will also help to ensure that all skills are covered in any extra sessions
Ignore the emotional side of why pupils might be underperforming	Think about how pupils are feeling and responding to the pressures of the exam season. Whether it be Carole Dweck's growth mindset, behaviour interventions or positive encouragement, make sure your pupils know you believe in them and support their emotional needs as much as possible
Give it a go and move on, assuming they understand	Mastery learning has been proven by the EEF to have an impact on progress. Work with pupils until they have 'got it' before moving on. This is an important aspect of interventions, especially with exam techniques.

Ways that you can use this in your classroom today:

- 1) Work within your teams to make sure all pupils have RAG (red, amber, green) sheets for content and skills to inform intervention planning
- 2) Think about next year – are you going to be in what @TeacherToolkit calls the #sillyseason this time next year too? How can it best be avoided. Make the changes to Year 10 and lower now.

Further Reading:

@TeacherToolkit <https://www.teachertoolkit.co.uk/2014/04/29/the-sillyseason-by-teachertoolkit/>

The EEF Toolkit <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit>

Hattie, J. Biggs, J. and Purdie N. (1996) 'Effectives of Learning Skills Interventions on Student Learning: A Meta-Analysis' *Review of Educational Research*, 66 (2), pp.99-136