

Tree House Intervention Policy

Rationale

The intervention program at Altona Green Primary School is designed to provide support for the teaching and learning of literacy for students at educational risk. At Altona Green Primary school the implementation is known as the “Tree House” program and is part of our Tier 1 intervention. The program targets students in Year 1 and Year 2.

The support program is a component of the overall English program operating at Altona Green. Classroom teachers will need to work in conjunction with the intervention teacher to ensure literacy programs reflect student needs.

Aim

- To increase student literacy skills so that students can operate more effectively and independently within the classroom
- To foster a positive attitude towards learning and develop student confidence in their abilities

Broad Guidelines: Those children not reaching benchmarking milestones (Year 1 level 15 texts, Year 2 level 20 texts) will be targeted for a period of intensive assistance.

Implementation: Reading data will be used to determine placements and groupings of students

- Size of groups to be kept to a minimum / maximum of 5 and will relate to instructional levels in reading. Comprehension is a key focus as well as increasing student use of reading strategies and text difficulty. Writing and letter sound identification along with speaking and listening skills , may be a component of the program
- Regular running records, sight vocabulary and benchmarking will occur to determine and monitor progress. This data will be shared with class teachers and AP who will oversee the implementation
- Students at risk are identified using benchmarking data, teacher referrals may complement this. Criteria for involvement in the program are based on children’s age in relation to instructional level eg. Oldest child with the lowest text level. Grade 1 children are given priority in accessing the program
- Each group is timetabled for 3 x 40 minute weekly sessions. Some children may receive 1-1 support if deemed necessary.
- Students will be prioritised and every effort will be made to place them in the Tree House program. A waiting list will be kept of any new students that may need to come onto the program. This will include any new students that arrive during the year. Children waiting to be taken onto the program will be monitored by the class teacher. Teachers are required to have evidence to support the inclusion of their student on the program including
 - Letter sound recognition (if appropriate)
 - Oxford sight vocab
 - Most recent benchmark of unseen text
- Regular attendance and support is expected for students continued participation in the program. Parents will be notified if attendance is considered insufficient

- Parents are informed of their child's progress both informally and formally through a parent teacher interview. Written reports will occur at mid-year and end of year and will be sent home with class reports
- Parents will receive a letter informing them of their child's involvement in the program and also their exiting from the program.
- Students involved in the program will be reviewed at the end of each term for continued participation. A range of reading data will be used to inform this decision.
- Class teachers will have access to the weekly program via the share drive, Tree House file. The intervention teacher will also be used as a resource person attending some team level meetings to share effective strategies in meeting student needs
- The program is to begin no later than the third week of the school year. Children will be identified for inclusion based on a range of reading data at the end of the previous year. The intervention teacher will liaise with the AP in the formation of these groups
- The program will reflect the use of learning intentions and essential learnings in reading as a whole school approach. Goal setting during reading conferences with students will reflect their progress and skill development. These will be shared with classroom teachers to ensure consistency in goals and targets for students.
- Individual feedback with these students is an integral part of the program
- The intervention teacher will liaise with classroom teachers when a student has come off the program to ensure progress is maintained. Teachers may refer to the intervention teacher's planning documents which are to be saved on the server to gain further ideas for support in classroom based programs

This policy will be reviewed as part of the school's review cycle.

Endorsed by School Council: March 2015