

# Document C: Prompts to consider when evaluating the impact of literacy intervention programmes

- How does the school identify the pupils who need support to improve their literacy skills?
- How does the school select the intervention programmes it uses?
- Do intervention programmes support the full range of literacy skills, including listening, speaking, reading and writing?
- What training do teaching assistants who deliver intervention programmes receive?
- What is the format and frequency of the sessions?
- How effective are intervention strategies in helping pupils to make progress from their starting points?
- How is the progress of pupils on the intervention programmes communicated to managers and other staff?
- How does the school ensure that classroom teachers are aware of the teaching and learning strategies and the resources used in the intervention programmes?
- What strategies does the school use to make sure they use similar strategies and resources in their lessons?
- How does the school evaluate the effectiveness of its interventions to support pupils' literacy?
- Does the school have appropriate exit criteria to determine when pupils leave intervention programmes and how do they continue to support them and monitor their progress over time?