



Intervention Enrichment Provision Policy and Guidelines

Version	Document Title	Status	Author	Approved by	Date	Reviewed On	Next Review Date
0.1	Intervention Enrichment Provision Policy Guidelines	Final	Principal/ Vice Principal	Principal/Vice Principal	Sept 2023	August 2026	August 2027
Regional Director		Principal			Vice Principal		
Head of Foundation Stage		Head of Primary			Head of Secondary		

Rationale for the Policy

Newlands School is committed to delivering inclusive, high-quality education aligned with the UAE National Agenda (NA) and the Dubai E33 Strategy. These frameworks emphasize academic excellence, equitable access, and holistic development of all learners. We value each student equally and ensure they are given opportunities to realize their full potential in an environment that is supportive, challenging, and enriched with purposeful learning experiences.

Strategic Aims

- To ensure every student continues to develop their potential irrespective of race, gender, culture, religion, or ability.
- To provide classroom and extracurricular activities that challenge and support students within their **Zone of Proximal Development (ZPD)**.
- To deliver additional enrichment activities for students identified as gifted or talented, nurturing future-ready competencies as guided by the **E33 strategy**.

Identification Process

Students are identified for intervention or enrichment based on a combination of **quantitative and qualitative data**, including:

- Internal assessments
- Standardized assessments (e.g., GL, CAT4)
- Teacher observations
- Parental feedback

Academic progress is reviewed regularly (termly), and students who show either gaps or strengths are flagged for appropriate support or challenge. This is a **proactive, data-informed** process.

Timetable Innovation and Scheduling

The school schedule includes weekly sessions for:

- **Intervention:** Targeted support in English, Math, Science and Arabic.
- **Enrichment:** Activities such as debate, critical thinking, STEAM, and project-based learning
- **Additional Curriculum Intervention (ACI):** Daily early morning intervention by invitation only
- **Collapsed Intervention Days (CIDs):** Specific days throughout the academic year for targeted curriculum intervention and extensions.
- **Co-Curricular Activities (CCAs):** Expanding student interests and developing 21st-century skills

Foundation Stage Provision

In the Foundation Stage (EYFS), the focus is on **personal development, early learning goals, and settling in**. Provision includes:

- Differentiated and student-led learning
- Enrichment visits to places like the **Green Planet, Jump Boxx, and Butterfly Garden**
- 1:1 support for students needing additional help

These experiences align with the developmental framework for achieving a **Good Level of Development (GLD)** in EYFS.

Primary and Secondary Provision

All students from Primary and Secondary phases take part in weekly Intervention and Enrichment (I.E.), sessions. Activities include:

- **Targeted Intervention:** In literacy, numeracy, and study skills
- **Enrichment:** Debate, public speaking, creative projects, critical thinking
- **Social and Emotional Learning (SEL):** Group discussions, resilience-building tasks

Point Based Tiered Approach to Intervention

Newlands uses a **tiered framework** to structure support and enrichment, aligned with best practices in Response to Intervention (RtI): A **points system** is used to monitor and motivate student progress:

Tier	Description	Point Range (related to reporting parameters)	Student Profile
Tier One	Universal Quality Teaching	4-6	Meeting/exceeding expectations
Tier Two	Targeted Group Support	2-3	Working toward expectations; needs structured short-term support – working 6 months to 1 year behind
Tier Three	Intensive Individualized Support	1 and below	Significant learning gaps – 1 year and more
Progress is tracked every half term, with students moving between tiers based on their evolving needs.			

Review Week

In alignment with the UAE National Agenda and Dubai's E33 Education Strategy, 'Review Week' is embedded within the school's Intervention and Enrichment Policy as a collapsed timetable following each assessment cycle and where required at the end of a Unit of study. It focuses on structured revision and targeted intervention in core subjects—English, Mathematics, Science, and Arabic to ensure continuity of learning, close attainment gaps, and accelerate progress. This provision is strategically integrated into the Quality Assurance (QA) cycle to support data-driven teaching and personalised learning pathways, in line with the expectations of the British curriculum."

Support Structures & Professional Development

To ensure consistent and effective delivery:

- **Intervention Teams:** Inclusion specialists, teachers, and subject leaders collaborate to support students
- **Parent Engagement:** Workshops, feedback loops, and termly communication
- **Professional Development:** CPD for teachers on data use, inclusive practices, and evidence-based intervention strategies

Resource and Schedule Allocation

- Learning materials, technologies, and human resources are allocated to support student interventions
- I.E. periods are protected within the school day, with optional, daily ECA-school tutoring for Tier 2 and Tier 3 students

Tracking Student Progress

A centralized **student progress tracker** monitors interventions and enrichment participation. This ensures:

- Gaps are addressed effectively
- Enrichment supports high achievers
- Students' tier placement is data-informed

Policy Links and Review

This policy should be read in conjunction with:

- **Inclusion Policy**
- **Curriculum Modification Policy**
- **Assessment and Data Policy**

Next Review Date: June 2026