

September Checklists for SAM Learning

Are appropriate **teachers** registered?
(Check the Admin Profile tab)

Are the **learners** updated fully?
(If not, contact support@samlearning.com)

Do you have the right **intervention groups** set up?
(Check the Groups tab)

Have you agreed your **strategies** for setting tasks and monitoring progress?

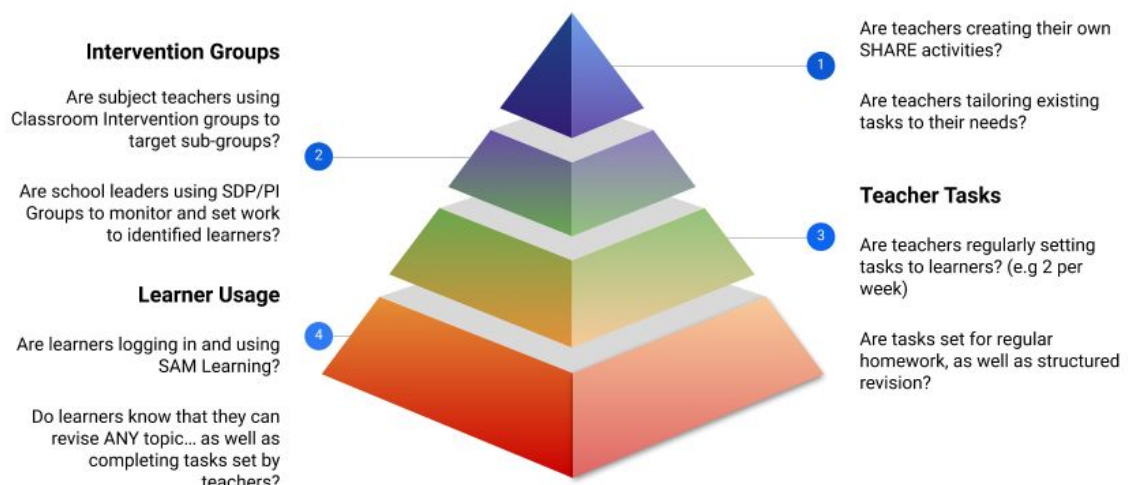
Administrators

- Check to see if GroupCall has identified all appropriate staff. If not, call [support](#) or:
 - Invite your **new staff**, using your bespoke link (on your profile tab, under teacher invitations). Clear out your **old staff** – declare them inactive.
- Check that your **learner data** has updated correctly - if not, contact Support to discuss GroupCall or manual uploading.
- Is there a **quick link** to SAM Learning on your website? (This makes it easy for Teachers and Learners to get to us.)

Senior Staff

- Discuss the **registration of your new staff** with your SAM Administrator.
- Arrange your **basic training** for new staff (30 mins – or using the [online CPD](#)).
- Identify your **SDP/PI target intervention groups** (Wave 2) – e.g. those identified from recent assessments as requiring close monitoring / intervention work.
- Delete your **old SDP/PI** groups (check you have admin rights).
- Clarify expectations of **Subject Leaders** in terms of frequency of tasks / reporting to SLT.
- Decide how to **launch to learners** – e.g. assembly / first Computing lesson / tutor time / agree subjects setting task in first fortnight. (Do you have display screens around the school you could run our Assembly Video on?)
- How will you **let parents know**? (Email / website / SMS / newsletter / parents evenings?)
- Contact your [School Success Manager](#) if you need any CPD or strategic support.

SAM Learning | Hierarchy of Engagement



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Subject Leaders

- Check that you know which [activities](#) we have that match up with your planned teaching order. (The '[List of Topics](#)' link is on the Home page.)
- Identify your subject area's [Champion](#) – to blaze the trail for you and share good practice with other areas (this could become an Appraisal Target).
- Clarify expectations of staff e.g.:
 - Frequency of [task setting](#).
 - Use of [Classroom Intervention Groups](#) (Wave 1) – for underachievers in a class (based on summer-term assessments, e.g. internal exams).
- Create your own [cohort-level intervention groups](#) for monitoring purposes (Wave 1/2).
- Delete your [old intervention groups](#).

Teachers

- On your profile page, check that [your classes are identified](#) in your preferences – so they come up first when you set work (Wave 1).
- Tell your new classes [how to log in](#) – and set them an [introductory task](#) to see that they can (e.g. a prior knowledge review before launching in to this year's work).
- Create your own initial [class-level intervention groups](#) for monitoring/intervention purposes (Wave 1).
- Delete your [old intervention groups](#).

SENCOs

- Create an [intervention group](#) in each academic year – so that you can monitor their work / set them targeted intervention work (Wave 1/2).
- Delete your [old intervention groups](#).
- Identify Y7s who underperformed in their SATs and plan [targeted intervention for Literacy and Numeracy](#). (Have a look at our [List of Topics](#), linked from the Home page.)
- Identify any [individual learners](#) who might miss large amounts of school and benefit from having work set online (Wave 3).

