

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

- ❑ *If you have authorised GroupCall for Teachers: check the [Teacher Data lists](#) for any staff who might not have been allocated accounts as you would expect.*
- ❑ *Otherwise: 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 their work.)

Senior Staff

- ❑ Discuss the [registration of your new staff](#) with your SAM Learning Coordinator.
- ❑ Arrange your [basic training](#) for new staff (30 mins – or using the [CPD Centre](#)).
- ❑ Create your [target intervention groups](#) (Groups Tab - Wave 2) – e.g. those identified from assessments as requiring close monitoring / intervention work to [catch up](#).
- ❑ Delete or update your **old intervention** groups.
- ❑ 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.

Find Gaps quickly with Question Level Analysis

Student Name	Screen 1 (75%)	Screen 2 (71%)	Screen 3 (50%)	Completion Date	Activity Score
Elena Talpa	0	67	0	DEC 22	50
Constantin Pogorelov	100	83	100	DEC 17	88
David Brown	100	100	100	DEC 22	100
Eugene Dementev	100	33	0	DEC 22	38

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 Differentiation Groups](#) (Wave 1) – for underachievers in a class.
- ❑ Create your own [cohort-level intervention groups](#) for monitoring purposes (Wave 1/2).
- ❑ Delete or update your [old intervention groups](#) (Wave 2).
- ❑ Book a [Departmental Training Session](#) with your [School Success Manager](#).

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 differentiation groups](#) for monitoring/intervention purposes (Groups Tab - Wave 1).
- ❑ Delete your [old class-level differentiation groups](#).

SENDCOs

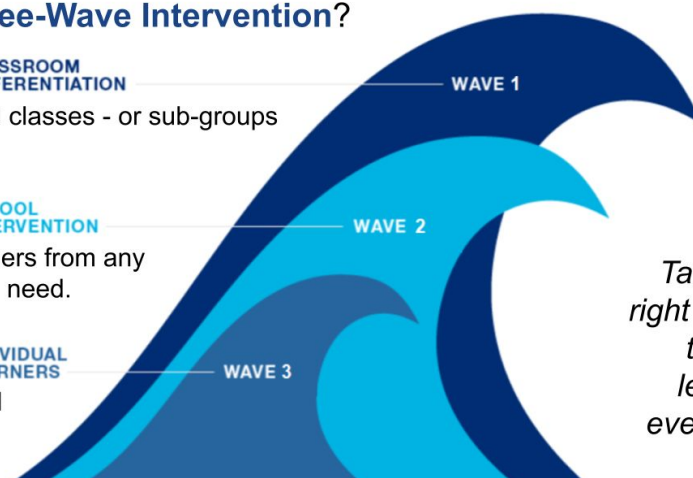
- ❑ Create an [intervention group](#) in each academic year – so that you can monitor their work / set them targeted intervention work (Groups Tab - Wave 2).
- ❑ Delete or update [last year's intervention groups](#).
- ❑ Use Diagnostic Activities to Identify underperforming Y7s and plan [targeted intervention 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 (Groups Tab - Wave 3).

What is **Three-Wave Intervention**?

CLASSROOM DIFFERENTIATION
Your timetabled classes - or sub-groups you create.

SCHOOL INTERVENTION
Groups of learners from any classes, as you need.

INDIVIDUAL LEARNERS
1:1 support and catch-up.



Target the right work at the right learners, every time.