



Study Support Policy

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The governors and staff at Maple Grove Primary School recognise the importance of study support and the positive impact it can have on a child. Maple Grove Primary will always seek to extend opportunity and provision for the benefit of **all** pupils.

What is study support?

Study support is defined as a “learning activity outside normal lessons which young people take part in voluntarily. Study is an inclusive term, embracing many activities, with many names and guises. Its purpose is to improve young people’s motivation, build their self-esteem and help them become more efficient learners. Above all, it aims to raise achievement.”

The purpose of study support

To enable children to extend their out of hours learning beyond the range of the normal curriculum.

To ensure that children take pride in their school and view it as part of their community

To enable children to have further experiences with topics and activities that they enjoy or are good at.

To help all children to enjoy a positive experience of school life.

To raise the general level of achievement and build on the work undertaken during school time.

The role of the study support leader:

- To consult with key stakeholders to find out what they want, what they can offer and what’s needed.
- To monitor and evaluate study support provision termly re impact, effective budgeting, resourcing,
- To develop a marketing and communication strategy for study support to ensure that all students are aware of the opportunities available
- To ensure that the pupils who would most benefit from extended learning opportunities are encouraged to attend through meetings with class teachers, learning mentors, AH for inclusion
- To explore ways in which study support can enhance the school commitment to improve the quality of teaching and learning.
- To meet with curriculum teams to elicit ideas for study support to enhance curriculum
- To carry out an audit of interests and skills of all staff members within the whole school community
- To actively liaise with the wider school community eg Secondary schools, Sixth Forms, Sports organisations, art groups, performing arts organisations etc. to maximise opportunities for partnerships and joint learning programmes
- To ensure that staff working in study support have the necessary skills and expertise to undertake the role and that further opportunities for training are identified and made available.
- To ensure there is a system of rewards and incentives and procedures in place so that the pupils achieving within a study support context have that achievement recognised in school.
- To cooperate with pupils to explore ways in which pupils can take a full and active part in the planning, delivery and evaluation of study support.
- To work closely with SMT to ensure that the study support programme reflects, supports and enhances whole school targets for school improvement.
- To work closely with SMT to maximise opportunities for applications for future funding for out- of- hours learning programmes.
- To liaise with the LEA and with local and national funding and support organisations as necessary.
- To present an annual report to SMT and amend/update documentation as necessary
- To ensure that the achievements of the study support programme are celebrated and well publicised and its profile remains high.

Guidelines for Study Support Provision

Study Support provision needs to be targeted in such a way as to provide opportunities to the maximum number of children and to those that would benefit the most .

These children include:

- Those vulnerable children identified by class teachers, AH for inclusion, learning mentors, external professionals, etc..
 - Those that have limited opportunities outside of school.
 - Those who would benefit from working within a more formal environment with familiar members of staff.
 - Those who would gain from widening their social experiences.
 - Those children as identified by class teachers and outside professionals as having a specific skill/level of expertise to be encouraged and developed.
1. The range of clubs needs to be as wide and as varied as possible, (both with respect to content and times), to provide a broad base of experiences.
 2. There should be opportunities for staff to share between them, expertise and knowledge.
 3. Children should progress between year groups and have the opportunity to continue activities to extend knowledge/expertise/ skills/enjoyment and learn new ones.
 4. When children progress into a new year group, information about their previous achievements should be shared with their new teachers.
 5. All activities provided should be well considered in advance taking into account level of need, budget, aims, learning intentions, success criteria and possible future planning. A full health and safety review and risk assessment to be carried out.
 6. All clubs need to be adequately resourced.
 7. Where appropriate, children should be encouraged as part of their activities to participate in events in the local community such as tournaments. In such cases the school's guidelines for taking children on school trips **must** be observed and followed.
 8. Study support can be used by members of staff for CPD and qualification.
 9. When considered appropriate, BPS should encourage the use of external expertise, including parents. **These providers, paid or unpaid, are subject to the same child protection procedures as all staff.**
 10. Out of school provision needs to be considered of equal importance to lessons and treated as such by both staff, children, parents and outside providers.

The Role of Club facilitators

- To Adhere to the Study Support and other relevant policies and procedures and act as a positive role model to children and adults at all times.
- To complete termly monitoring and evaluation .
- It is the responsibility of the club facilitators to remain with the children until all children have been collected (unless previously arranged otherwise). Where children are not collected and a parent/carer cannot be contacted, the child/ren are to be **taken** to Tea Time Club, Tea Time Club staff advised and given emergency contact details. In the event of the child/ren not being collected by 6pm, the school's procedures for children not being collected at the end of the day will be followed.
- To take children to Tea Time Club at the end of the session and hand over to a member of the Tea Time Club staff.
- To inform Study Support Coordinator, children and parents, Office staff of any changes to weekly arrangements by using proformas included in Study Support Policy.
- To ensure the weekly register of club facilitators is kept current.

Evaluating the Study Support Policy

The Study Support leader is responsible for carrying out the cycle of monitoring and evaluation considering suggestions from all stakeholders and the school's SIP. Any changes implemented will reflect the commitment of BPS to extend opportunity and provision for the benefit of all pupils.