

Sandringham Primary School

Study Support Policy

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

What is study support?

The DfEE defines study support as:

‘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 effective 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 a 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 in school time.

The Study Support Co-ordinator

- consult with key stakeholders to find out what they want, what they can offer and what’s needed;
- continuously carry audit study support provision in the school and ensure that this is available;
- develop a marketing and communication strategy for study support to ensure that all students are aware of the opportunities available;
- ensure that the pupils who would most benefit from extended learning opportunities are encouraged to attend;
- meet with curriculum teams to elicit ideas for study support;
- carry out an audit of interests and skills from staff within the whole school community;
- explore ways in which study support can enhance the school commitment to improve the quality of teaching and learning;

- ensure that staff working in study support have the necessary skills and expertise to undertake the role, and that further opportunities to explore insights gained into teaching and learning are offered;
- liaise with the wider school community to maximise opportunities for partnerships and joint community learning programmes;
- use the school rewards and incentives policy and procedures to ensure that the pupils achieving within a study support context have that achievement recognised in school;
- co-operate with pupils to explore ways in which pupils can take a full and active part in the planning, delivery and evaluation of study support;
- work closely with the senior management team to ensure that the study support programme reflects, supports and enhances whole school targets for school improvement;
- work closely with the senior management team to maximise opportunities for applications for future funding for out-of-hours learning programmes;
- liaise with the LEA and with local and national funding and support organisations as necessary;
- write the annual report and amend and update documentation as necessary;
- ensure that the achievements of the study support programme are celebrated and well publicised and its profile remains high.

Guidelines for Study Support Provision within Sandringham

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

These children include:

- those that have limited opportunities outside of school;
- those who would benefit from working within a more informal environment with familiar members of staff;
- those who would gain from widening their social circle;
- gifted and talented cohort.

The range of clubs needs to be as wide and as varied as possible providing a broad base of experiences.

Clubs need to be planned and considered from a whole school perspective. There should be opportunities for staff to share between them, expertise and knowledge.

Children should progress between year groups and have the opportunity to continue activities and learn new ones.

When children progress into a new year group, information about their previous achievements should be shared with their new teachers.

All activities provided should be well considered in advance taking into account any health and safety issues and a risk assessment carried out. Each session should have a specific learning outcome.

At every session a register of the children attending need to be taken.

All clubs need to be adequately resourced.

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. Study support can be used by members of staff for continuing professional development and qualification.

When considered appropriate, Sandringham 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.

Out of school provision needs to be considered of equal importance to lessons and treated as such by both staff and children.

Evaluating the Study Support program

All study support activities must be evaluated at least once during each academic year. Alongside the study support coordinator, the member of staff providing the activity is responsible for assessing each activity and deciding on any changes that are deemed necessary.

The program as a whole is to be evaluated by the study support coordinator, with suggestions from all key stakeholders being taken into consideration. Any changes implemented must reflect Sandringham's desire to seek to extend opportunity and provision for the benefit of all pupils.