



## **Extended Services in and around schools**

### **Study Support Policy Statement**

Study Support is one of the five services within the extended schools core offer. Study support is also a key contributor to the successful delivery of the other four elements of the core offer and other national key policies, agendas and initiatives, such as Personalised Learning and Every Child Matters.

Bracknell Forest Local Authority aims to encourage and facilitate access to a wide range of study support activities and build on existing provision in a manner that will ensure access to those children and young people who choose to participate.

#### **What is study support?**

“Study Support is learning activity outside normal lessons which young people take part in voluntarily. Study Support is, accordingly, 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.” *Study Support: A National Framework for Extending Learning Opportunities (DfES 2006)*

Different terms, such as ‘Out of School Hours Learning and ‘Extra Time’ are terms that have been used to describe what is now referred to as study support. The 3 fundamental components are:

- voluntary participation by pupils,
- activities taking place outside normal lesson time
- learning in the widest sense of the word including non-curricular areas.

#### **• Voluntary Participation**

Pupils have the opportunity to choose activities from a wide and varied menu. These can be targeted at specific groups; for example Gifted and Talented or EAL, have a specific outcome such as improving self esteem or offered on an open access basis.

#### **• Outside of Normal Lesson Time**

Study support takes place at times when children and young people are not in normal lessons, before and after school, during breaks in the school day, on weekends and during school holidays. Residential experiences and exam revision sessions may also constitute study support, as long as the young people themselves have chosen to participate. Study support does not necessarily have to take place on a school site: a variety of other venues including (but not exclusively) Libraries, Museums, community sports centres, youth clubs and places of worship may also be suitable. Sessions can be regular each week or shorter courses. Our local playing for success scheme operates at the John Nike Centre.

#### **• Learning and achievement**

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Study support focuses on learning in the widest sense. The long-term aim is to raise achievement by helping young people to enjoy and value learning, develop life skills and become life long learners. Children and young people are able to develop personal interests and achieve their own goals.

The range of study support activities can include: sport and physical activity; arts and crafts; design technology and ICT; special interest groups or clubs, such as Scouts or Guides; homework clubs and drop-in sessions; revision sessions; gifted and talented provision, curriculum based activities e.g. 'catch up' and 'stretch'; creative and performing arts; peer mentoring and peer tutoring schemes; summer schools; residential experiences; visits to museums and galleries and heritage sites; modern foreign languages; environmental projects; and volunteering.

### **The impact and benefits of study support**

Successive research studies have shown that participation in study support impacts on attainment, achievement, and attitudes to learning, self-esteem, attendance and behaviour. Pupil attendance at Study Support activities within the school should be monitored.

The benefits of study support are wide reaching and not confined to the children and young people taking part. There are benefits also for school staff, parents and carers, the community and the Local Authority itself.

Study Support Contributes to each of the Every Child Matters – Five Principles

- Be healthy
- Stay Safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

Homework clubs provide resources for pupils that they may not have access to at home from basics such as writing implements to computers and internet connectivity. They also receive support from interested adults.

In June 2001 the Study Support National Evaluation and Development Programme published findings of the three-year study of over 9,000 students into the effectiveness of study support. Quantitative evidence showed that students who participate in Study support achieve on average three and a half grades or one more A-C GCSE pass than students of equal ability who do not participate. Self-esteem, motivation, attitudes to school and attendance were also shown to be positively affected by study support.

Strategies for teaching and learning, developed in study support settings, frequently transfer directly to compulsory education settings. Study support settings provide a risk-free context for teachers to experiment with innovative techniques and to refine practice which they may adopt in the mainstream classroom.

The DfES reports that study support improves pupil behaviour and attendance by supporting practitioners through developing a consistent approach; reducing extreme and low-level behaviour problems and reducing bullying.

Study support provides a vehicle for developing partnerships with other agencies, libraries, youth groups and local businesses.

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At local authority level, there are several key strategies that effective study support programmes can enhance, support and develop, for example; Extended Schools Healthy Schools, PE School Sport and Club Links (PESSCL) and Youth Matters.

'ContinYou' have produced a series of Strategy Guides. Each guide illustrates how the relevant strategic lead, within the authority, can use study support to enhance the development and delivery of their area. To view/download the guides visit <http://www.continyou.org.uk/extratimestrategy>

## **OFSTED Recommendations**

In a report published in July 2006, Ofsted recommend that Local Authorities should:

- provide a strategic overview of provision to ensure that services are developed coherently within the community
- use the expertise and experience of effective providers when planning for expansion into all communities
- establish systems for measuring the impact of extended services on the standards and achievement of children and young people, particularly the most vulnerable
- ensure a continuity of provision of support services between children's centres and schools

*('Extended services in schools and children's centres' OFSTED July 2006 HMI 2609)*

## **Support available from Bracknell Forest Borough Council**

Quality in Study Support, QiSS, offer help with embedding quality into study support provision. In particular, they offer a national quality recognition award scheme for those implementing the Study Support Code of Practice (DfES 2004) which is supported by the Bracknell Forest Extended Services Team

Bracknell Forest Borough Council can offer support, advice, guidance and challenge for schools in order to help them develop more effective quality study support programmes. Support may take the form of a whole school strategy for development, advice on funding, legal requirements, health & safety, local providers, audit and evaluation processes.

All Bracknell Forest schools offer some study support and the Local Authority has audited this provision. Area Co-ordinators maintain the audit and update it regularly encouraging schools to build on existing provision and widen opportunities for pupils

Bracknell Forest support for Study Support is available from the Extended Services Co-ordinator, Area Co-ordinators and the Extended Services Consultant.

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