

Every Child Matters

Enjoy & Achieve

Activities are designed to be energising and develop learning how to learn in an enjoyable and challenging way. This has been proven to have a positive impact on achievement, attitude and attendance.

Be Healthy

Activities have a focus on developing an understanding of how a healthy body and mind help us to be better learners.

Stay Safe

Activities are designed to support young people set positive goals and make safe choices. UFA learning teams use emotional intelligence and respect for the rights of others to foster positive learning relationships. Young people are trained to act as safe role models.

Make a Positive Contribution

Develop positive learning dispositions and understanding of responsibility to the community fosters an approach of contributing and citizenship. Peer Tutors provide positive role models for others and support others in their learning.

Achieve Economic Well-being

Activity develops skills such as teamwork, communication, problem solving, which contribute to developing young people's capacity to succeed in the workplace or in their own enterprise. These activities can be accredited to evidence their success.

SEF Evidence

Characteristics of School

- Evidence how the UFA supports the school's culture of learning through how this impacts effectively on pupils' self esteem, confidence and attendance. (1b)
- Evidence the breadth of Study Support activities and parents/community links (1d)
- Evidence the planned development of Study Support through varied activities, numbers targeted and time allocated (1e)

Views of learners, parents, carers

- Evidence that parents, carers, pupils and school staff are regularly consulted, in a variety of ways, on the Study Support activity programme (2a)
- Evidence that the learning opportunities are fun and enjoyable and how the school is more of a desirable place to attend as a result of the extra curriculum programme (2b)
- Evidence of feeding back information from consultations with stakeholders & Governing Body (2c)
- Evidence of activities taking place at specific times to accommodate need and providing specific activities to respond to need and reporting back to stakeholders with actions planned as a result of their feedback (2d)

Achievement/Standards

- Evidence of exam/test results for specific cohorts which have undergone Study Support, peer tutor training and accreditation and student attitudes from questionnaires (3a)
- Observation of students' competences, learning dispositions and attitudes, e.g. resilience, reflection, following Study Support activities (3c)

Personal development and well-being

- Evidence the availability of water and healthy foods available in study support activities and/or study support activities which look at how eating healthy helps us to be better learners, and how study support activities can support healthy attitudes (4a)
- Evidence how your Study support activities provide an opportunity to develop safe teaching and learning relationships different from those in mainstream time, how the use of trained peer tutors can help to provide a supportive and safe learning environment and how study support environment builds confidence in students enabling them to be more able to tackle situations such as bullying. (4b)
- Evidence that your Study support activities are voluntary and the attendance rates for them show that they enjoy the sessions, the quantitative evaluations of what learners have enjoyed and how learners have contributed to ideas for the types of study support activities that they would enjoy. (4c)
- Evidence how peer tutor & mentors are giving their time to help others learn, the citizenship and leadership skills that are developed in you study support activities and activities that have a direct benefit to the community such as looking after local parks. (4d)

- Evidence how students build leadership and enterprise skills such as team work and communication, they have been re engaged or become more engaged with learning through study support activities (evaluation forms) (4e)
- Evidence how Study Support activities meet the key priorities in the school development plan (4f)

Quality of provision

- Evidence how study support activities enhance your curriculum by providing additional focused activities such as motivational maths clubs etc and how teachers and other support staff involved use the opportunities as a test bed for developing teaching and learning strategies which improve the quality of their mainstream lessons. (5a)
- Evidence how students are consulted on the range and type of study support activities they would like (eg surveys or school council), attendance rates at the activities and activity evaluations (5b)
- Evidence how study support opportunities are advertised to young people and they are guided and supported in their choices. Eg how subject teachers suggest appropriate clubs, how peer tutor structure provides additional support to guide students through their activities and how the school ensures that student study support activity is analysed and transferred to mainstream (5c)
- Evidence how the evaluations from activities are used to develop priorities and how quality frameworks like QISS are used (5d)

Leadership & Management

- Evidence that the school has clear policies on Study Support which impact on integration and the well-being of pupils through extended services, how school policies are cascaded through the school staff teams to produce effective support (6a)

Overall effectiveness & efficiency

- Evidence improvement in attendance, self - esteem and confidence (7a)
- Evidence that x number of pupils have benefited by provision of Study Support and the growth of Study Support take-up (7b)
- Evidence how school is creating capacity in adults, young people and the wider community to offer further activities (7c)
- Evidence the number of varied providers for Study Support activities and varied times of day, when holiday schemes/clubs take place (7d)
- Consider widening the range of activities, and how we can develop and promote learning outcomes of Study Support, promote benefits of Study Support to parents and carers, and benchmarking against others to make local comparisons to prove effectiveness (7e)

STUDY SUPPORT

‘Study Support activities have been proven not only to enrich the curriculum, but also to impact on motivation, behaviour and attendance in school.’ DfES

‘Asking children and young people what works, what doesn’t and what could work better, and involving them on an ongoing basis, in the design, delivery and evaluation of services.’ Every Child Matters, DfES

Every Child Matters Outcomes – See young people who

- 1) Are committed to learning and make it a central part of their lives. **Enjoy and Achieve**
- 2) Know and understand what they are trying to achieve and how to go about doing it. **Enjoy and Achieve**
- 3) Understand that UFA activities are an important part of their health, personal and social development. **Be Healthy**
- 4) Have the confidence to get involved in UFA activities. **Enjoy and Achieve**
- 5) Are developing the skills and abilities to be lifelong learners. **Achieve economic well being**
- 6) Voluntarily participate in a range of activities that could be creative, challenging, and enterprising to individuals and be part of a team or group. **Make a positive contribution**
- 7) Are responsible and respectful, making appropriate choices about their own and other’s learning
- 8) Show a desire to improve and achieve in relation to their own abilities. **Enjoy and Achieve**
- 9) Show a resilience and determination to keep going. **Make a positive contribution**
- 10) Enjoy learning. **Enjoy and Achieve**



Definition

Study support (out of school hours learning) covers a wide range of learning activities outside normal lesson time in which young people participate voluntarily. This includes activities such as homework and study clubs, sport and outdoor activities, the creative arts, community volunteering, mentoring, opportunities to pursue particular interests (e.g. ICT and languages) and learning about learning (i.e. study and thinking skills). The term Study Support has been agreed by DfES to be the overall description for the above range of activities.

Study Support Examples -Enrich, Enable and Extend

Study support

These activities take place before & after school, during breaks and lunch times, weekends and school holidays.

- Subject focussed

These activities support specific subject areas and will be directly link to the curriculum such as Maths, English, Science

Examples include Maths Clubs, Spelling Clubs, Science Booster Clubs.

- Non subject

Study skills activities developing tools and strategies to support learning to learn.

Examples include revision skills, outdoor activities, dance clubs, drop in homework clubs

Super Learning Days

These days can be non subject or subject based and are an off timetable event for a year group or the whole school. Examples can include Learning to Learn SLD, Maths SLD, & Philosophy for children.

Peer Tutors

Young people as trained contributors to the learning team. For example I can lead it! Activities. Peer Tutors can support any of the above activities.