

MARISH

ACADEMY TRUST



Study Support Policy

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STUDY SUPPORT POLICY

Introduction

“Study Support is a learning activity outside normal lessons which pupils take part in voluntarily. Study support is, accordingly, an inclusive term, embracing many activities – with many names and many 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)

Benefits of Study Support

- improves confidence, self-esteem and independence
- develops lifelong learning
- extends learning beyond normal school hours
- enriches the normal school curriculum
- rewards participation in out of school hours learning
- helps to develop a wide variety of interests, skills and knowledge
- adds value to the activities that you were already doing anyway
- It is fun!

Our Aim is:

- To raise achievement across the curriculum
- To involve as many students as possible
- To provide stimulating and purposeful activities which students will enjoy and which will raise their self esteem
- To help students become more effective learners
- To improve students’ motivation
- To provide activities which enrich and extend students’ knowledge and experience whilst giving them a sense of enjoyment
- To make best use of resources in an extended school day
- To structure the provision so that students know what is on offer when, and how to make the most of the opportunity
- To celebrate achievement through accreditation, certification and rewards
- To draw on external support which can help maximize resources and develop sustainable programmes to give students choice of informal learning and leisure activities outside the school day.

Guidelines for Study Support Provision within Marish Academy Trust Schools

- 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.
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- Consult with key stakeholders to find out what activity is wanted, what is needed and what can be offered. The range of clubs/activities needs to be as wide and as varied as possible providing a broad base of experiences.
 - Clubs must be planned in accordance with the Children's University framework and considered from a whole school and Trust wide perspective. Any health and safety issues or risk assessments must be taken into account. Each session should have a specific learning outcome.
 - Delivery of activities does not have to be solely the responsibility of teachers and non-teaching staff. When considered appropriate, Marish Academy Trust encourages the use of external expertise, including parents. These providers, paid or unpaid, are subject to the same child protection procedures as all staff.
 - It is the responsibility of the school to ensure that all those who lead activities have appropriate Disclosure and Barring service (formerly CRB) clearance.
 - Club leaders must ensure that all clubs are adequately resourced.
 - Club leaders should keep attendance registers at activities as part of Health and Safety and to help in monitoring and evaluation as per Children's University framework. Arrangements should be put in place in the event of the cancellation of an activity.
 - 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.
 - 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 Academy Trust's guidelines for taking children on school trips must be observed and followed.
 - Staff should be willing to undertake continued professional development and qualifications to gain new skills to enhance the study support provision
 - Study support provision needs to be considered of equal importance to lessons and treated as such by both staff and children.

Evaluating the Study Support Programme

- All study support activities must be evaluated at least once during each academic year. Alongside the study support coordinator in each school, the member of staff providing the activity is responsible for assessing each activity and deciding on any changes that are deemed necessary.
- All clubs must produce an attendance register and this register must be forwarded to the study support coordinator. The Academy Trust closely monitors attendance at clubs, alongside school attendance, behaviour incidents and achievement. Indeed, as part of the national Children's University, we are committed to the collection and analysis of this data, which shows the impact of our study support.

Budget

There is a set budget for Study Support in both schools and the coordinator is responsible for the administration of this budget.

Approval and Revision History

Version	Approved	Comments
1.0	April 2013	Governing Board
2.0	June 2016	Strategic Board
3.0	February 2019	Strategic Board
4.0	February 2023	Strategic Board
5.0	February 2025	Strategic Board