



Extended Learning Opportunities

A framework for self-evaluation in study support

Revised edition (2011)

Working in partnership with,
and funded by:

Department for
Education

 Canterbury
Christ Church
University

DfE Study Support Partners

Quality in Study Support and Extended Services (QiSS)

QiSS is part of the Faculty of Education at Canterbury Christ Church University. QiSS assists Local Authorities, all schools including Academies and Free Schools, and other organisations to implement a quality assurance process for study support and out of hours learning in schools, Children's Centres, Complementawry Supplementary Schools, PFS Centres, summer universities, galleries, museums, libraries, higher education institutions, community groups and voluntary sector organisations including external providers.



QiSS provides a range of services and training programmes that are accredited to Masters level and has written publications to support professional development at both a strategic and operational level. QiSS has a number of online tools to support practitioners with their organisation's self-evaluation, monitoring of impact and the effective planning of their study support and extended services provision.

Research into the impact of study support is an integral part of QiSS activity. The goal is to embed study support as a tool for School Improvement, Provision Mapping and supporting positive behaviour in the classroom, extending classroom learning and raising children and young peoples' attainment and achievement.

QiSS has a number of communities that have used the tools to build capacity and received a quality of provision recognition status at one of the levels (Emerged, Established and Advanced) outlined in this self-evaluation framework. They have developed an effective extended learning strategy which contributes to their school improvement.

www.canterbury.ac.uk/qiss | www.qissnationaldatabase.org.uk

The Department for Education (DfE)

The DfE is committed to ensuring all young people have access to high quality study support as part of their school's core offer of extended services.



All the evidence to date shows that study support can make a real difference to young people, particularly those disadvantaged or not achieving their full potential, by increasing their enjoyment of and engagement in education as well as giving them the skills they need to succeed in later life.

The DfE will continue to work closely with its partner organisations to ensure best practice is effectively embedded in all schools' policies and practices.

www.dfe.gov.uk

ContinYou

ContinYou is a national education charity with links into schools and community organisations across the country. We believe in the power of education as a means of reducing inequalities and work in partnership with schools, families and communities to support children's attainment and to improve their life chances. Our key funders include the Department for Education who we work with to support the provision of high quality extracurricular activities in and around schools and to facilitate links between schools and community education providers.



ContinYou see the Extending Learning Opportunities (ELO) Framework as an essential tool for settings to reflect on practice and plan effectively for the future.

www.continyou.org.uk | www.learning-exchange.org.uk

The University of the First Age (UFA)

The UFA is a national educational charity founded in Birmingham in 1996 by Professor Tim Brighouse. The UFA works in creative ways, across the country, with Local Authorities, schools, organisations, communities and individuals to enrich and extend learning for young people aged 5 -25. UFA's aim is to create an 'open' university for young people, raising aspirations through exciting and memorable learning experiences. Activities for young people include Summer Challenges, out of school Challenge Clubs, Super Learning Days, Peer Tutoring and young people's leadership. Young people are supported to become role models and leaders who develop and lead learning opportunities for others in their communities. UFA learning is underpinned by a set of core values.



www.ufa.org.uk

The Children's University (CU)

The CU focuses on increasing access to high quality out-of-school-hours learning opportunities and raising aspirations for 7-14 year olds, mainly in disadvantaged areas. Local Children's Universities vary in size, with some involving small clusters of schools and others representing a much wider local partnership of schools, academies and other organisations. The CU has developed its quality assurance framework which includes the validation of learning provision ('Planning for Learning'), children's 'Passports to Learning' to record their achievements and national certificates to celebrate these. CU will support the appropriate model that works best locally to bring benefits to children and creates for them an excitement about learning that aims to (re) engage with the values of educational achievement.



www.childrensuniversity.co.uk

Introduction

Over a decade ago The Code of Practice for Study Support was born. It has enjoyed a good life well into its teen years but with maturity comes a new grown up character - extending learning opportunities.

The essential features of the Code of Practice remain but cast more explicitly as an enrichment of learning within a framework for self evaluation – the protocols through which young people, teachers, tutors, mentors and parents are able to engage is a dialogue about what truly matters.

In this third better grown up publication continuity is preserved by the term 'study support'. It is, unfortunately, a term too small to contain a larger more profound big idea.

It is not about study, a lone pursuit of question spotting for forthcoming tests and exams. It is not about tactics aimed at raising standards of attainment by increasing time and intensifying pressure.

It is about support, support for learning, for adventures of self discovery, journeys into new ways of knowing, realisation of hidden talents.

It is about the achievement that follows naturally when children and young people have the self confidence and resilience to cope with setbacks – 'If at first you don't succeed, try again fail better'.

Investing in this indirect route to higher standards is both a matter of theology and science. It requires an act of faith but one allied to strong and consistent research findings.

We know that children and young people learn best when they:

- Are actively engaged in something that interests and challenges them
- Collaborate with their peers, helping them and learning from them
- Taste success and fulfilment in achievement
- Are able to transfer their skills from one context to another
- Gain a sense of self belief, self efficacy and self determination
- Are equipped with tools to engage in self reflection and self evaluation.

These may all be features of inspirational classrooms but not always and not for everyone. For most, if not all, children extending opportunities, whether through supportive parents, or planned activities are the vital ingredient in success, both short and long term.

It is in the long term that the value of out-of-hours learning will be tested and, with the rigorous and imaginative use of this document, realise that policy maker's dream - success for all.

John MacBeath



Contents

Overview	3
Self-evaluation and organisational improvement	4
Study support makes a difference	5
Categories of good practice	6
Key themes at each level of development	7
Content and structure and the layout	8
First steps	9

Themes

01 - Clear purposes	10
02 - Finding out what's needed	12
03 - A distinct ethos for learning	14
04 - Empowering children and young people	16
05 - Learning together	18
06 - Effective resourcing	20
07 - Communicating effectively	22
08 - Developing programmes	24
09 - Identifying leaders of learning	26
10 - Getting the best from leaders of learning	28
11 - Developing partnerships	30
12 - Measuring the difference	32
13 - Getting results	34
14 - Managing improvement	36
15 - Achieving a return on investment	38
Acknowledgements	41

Terminology

Extended Learning/Study Support - Study support is the term that has been extensively used to define planned learning activities outside normal lesson time including learning outside the classroom, which children and young people participate in voluntarily.

The terms Extending or Extended Learning are, however, increasingly used to describe these activities as highlighted in 'Study Support – A national framework for extending learning opportunities' (DCSF, 2006). Throughout this document 'Extended Learning' is therefore used synonymously with 'Study Support'.

Leaders – The "leader" is used to describe the person(s) who is/are running the learning activity. This is deliberately an inclusive term covering school staff, other professionals such as musicians or sports coaches, parents or other volunteers and quite often young people themselves.

Children and Young People is used to signify that they might be participating in study support activities that may not be organised through their school. Pupils or students have been used when their membership of a school is part of the sense.

Overview

The scope and purposes of Extending Learning Opportunities: A framework for self-evaluation in study support

The Extending Learning Opportunities (ELO) framework for self-evaluation in study support is a tool to use when quality assuring learning opportunities for children and young people outside of normal lesson time. This framework is a revised edition of the ELO (2009) DCSF publication.

It provides a framework for all schools, and school consortiums including Complementary Supplementary Schools, Children's Centres, Playing for Success (PFS) centres, Higher Education Institutions* (HEIs) and organisations such as libraries, museums, galleries, theatres, including youth and community/volunteer projects that offer a structured learning programmes to young people, to extend and enhance their provision and so to improve their outcomes.

It is based on self-evaluation and sets out criteria against which schools, HEIs and other organisations, can review their extended provision, the planning and practices which support it and the overall ethos which supports learning. The criteria, which take the form of Key Indicators, are at three levels: Emerged, Established and Advanced.

These levels describe the journey from Emerged to Advanced practice in Extended Learning/Study Support. The levels are assessed against criteria for each one of 15 quality themes and criterion is provided at each level for each of the themes.

These themes specify the functions that need to be undertaken by a school, or any other type of organisation, if the learning activities that children and young people undertake voluntarily are to be more than enjoyable recreation with learning achieved by serendipity.

The ELO framework approaches self-evaluation as a long term developmental process which is fundamental to all organisational improvement. For schools, using the ELO framework for self-evaluation will generate the information and judgements which can be brought into Ofsted's self evaluation pro-forma. For other organisations it will support accountability to external funders and other sponsors.

For both types of organisation it provides a structure to shape reflection and to develop meaningful dialogue between users (children, young people and parents/carers), staff (teachers, coaches, instructors, volunteers) and managers (head teachers, governors, directors, trustees) around three key issues:

- Why are we doing this – and should we be doing something else?
- How can we improve what we are doing?
- How do we know if we are being effective (and efficient) in doing these things?

The ELO framework for self-evaluation is intended to be complementary to other tools: the Quality Development Framework for Extended Services, Partnership Groups and Trusts, Provision Maps, Individual Education Plans and Common Assessment Frameworks. The quality themes can be linked to the quality indicators for the LOtC Quality Badge.

The QiSS Recognition Scheme provides a formal public validation of the self-evaluation process at the three levels undertaken using the ELO framework for self-evaluation.

** This refers to HEIs who deliver extended learning opportunities via their widening participation, gifted and talented and summer school programmes, local compact schemes and engagement with the 14–19 curriculum extended learning opportunities.*

Self-evaluation and organisational improvement

Self-evaluation is now expected of all schools and many other organisations as well. MacBeath and McGlyn (2002) identify three different purposes for organisational evaluation; being accountable; developing new knowledge; and improving performance. This framework is designed particularly to help improve performance.

This framework is structured to create dialogue between different groups - staff, leadership teams, children and young people, parents and partner organisations - and to prompt thoughtful questioning about provision and the evidence for its impact. There are no checklists requiring a yes or no response – rather the process is one of asking a series of questions and collecting evidence. The process of self-evaluation is one that will run over several months as the questions about the meaning of the criteria and the nature of the evidence to support judgements are considered and amended.

Because the process generates evidence of activity and its impact of consultation and organisational change, school leaders will find this document useful in completing the schools self evaluation

and planning documents. It supports, asks questions of provision and also asks probing and detailed questions in some areas. The themes, criteria and questions are built around the ethos of voluntary learning rather than on the structures of formal education. This planning tool supports the Ofsted self-evaluation process in that it enables leadership teams to develop strategies to address attendance, behaviour, teaching and learning and safeguarding children health and emotional wellbeing. The framework facilitates Governors' involvement and understanding of the school's values, standards, provision for vulnerable children, behaviour, efficient and effective deployment of resources.

The framework consists of fifteen themes – the key functions necessary for creating and running effective Extended Learning/ Study Support programmes. These themes are divided into three sections as shown in the table below. Each theme is covered in a double page spread containing definitions, questions, criteria and exemplars.

Section 1

Vision, values and principles of learning

- 1 Clear purposes
- 2 Finding out what's needed
- 3 A distinct ethos for learning
- 4 Empowering children and young people
- 5 Learning together

Section 2

Programme development and operation

- 6 Effective resourcing
- 7 Communicating effectively
- 8 Developing programmes
- 9 Identifying leaders of learning
- 10 Getting the best from leaders of learning
- 11 Developing partnerships

Section 3

Making a difference and managing change

- 12 Measuring the difference
- 13 Getting results
- 14 Managing improvement
- 15 Achieving a return on investment

Study support makes a difference

The range, quality and impact of Extended Learning/Study Support programmes have improved greatly over the past decade. The longitudinal research study by MacBeath, Kirwan, Myers et al (The Impact of Study Support, DfES, 2001) showed that secondary school students who participated in Extended Learning/Study Support activities achieved significantly better GCSE results, and demonstrated improved attitudes and higher school attendance than similar students who did not participate. Elliott and others (Lessons from Study Support for Compulsory Learning, DfES, 2004) showed that the voluntary ethos of Extended Learning/Study Support activities enabled teachers to experiment with content and learning approaches and to confidently introduce innovations into the classroom.

These findings and the quality assurance guidance (through previous editions of this self-evaluation framework) have been acted on by schools and local authorities, PFS Centres, voluntary, community and other organisations. The table below offers a model of growth and change in schools and their partner organisations over time.

The three paradigms show increasing levels of sophistication in understanding the significance of the learning that children and young people engage in voluntarily. In the Project Paradigm Extended Learning/Study Support is a potentially useful adjunct for some pupils in support of the curriculum. In the Programme Paradigm it is a central part of the life and work of the school. When Extended Learning/Study Support is seen as a Strategy then voluntary and independent learning for all is part of the vision and the culture with a notion of entitlement to extensive learning opportunities. Purposes and vision, methods and contexts and the range of learners have all expanded and changed.

The movement from one paradigm to the next is brought about by:

- Working on the fifteen themes - key tasks (described in this framework)
- Using the self-evaluation questions and the criteria in each theme to improve the range and quality of the programme.

Paradigm of study support ►	A Project "First Steps"	A Programme "Emerged/Established"	A Strategy "Established/Advanced"
<i>What is offered?</i>	<ul style="list-style-type: none"> • Optional "extra-curricular" activities • Short term projects 	<ul style="list-style-type: none"> • A wide and varied menu of learning activities 	<ul style="list-style-type: none"> • An entitlement to learning and development opportunities
<i>Who is learning?</i>	<ul style="list-style-type: none"> • Willing pupils • Targeted under-achievers 	<ul style="list-style-type: none"> • Most students – a lot of the time 	<ul style="list-style-type: none"> • All of the students most of the time • Parents , staff, community
<i>What is the purpose?</i>	<ul style="list-style-type: none"> • Enjoyment and enrichment • To stretch the more able • To help under-achievers 	<ul style="list-style-type: none"> • To raise attainment across the school • To broaden the options for achievement 	<ul style="list-style-type: none"> • Continually to improve learning and teaching across the school • To enhance value given to education
<i>How linked to the curriculum?</i>	Bolted on ►	Built-in ►	Thoroughly embedded

Categories of good practice

The framework identifies three levels of good practice:

Emerged

Practice in this category will illustrate aspects of well-run Extended Learning/Study Support opportunities in which a visitor would expect to find clarity of purpose, coherent planning and a range of provision. The needs of children and young people and the community context will have been investigated and used to inform provision. Future developments will have been mapped out.

Linked to the Project Paradigm of Study Support: A series of discrete activities, for discrete groupings of young people, probably time limited and with short term funding.

Established

Good practice in this category will demonstrate a sustained commitment to improvement and increasing leadership of learning by children and young people. Management and leadership will be robust and demonstrate an ability to be self critical, to address weaknesses and build on strengths. There will be strong collaboration with other organisations in planning and running programmes and Extended Learning/Study Support will be built into development planning.

Linked to the Programme Paradigm: There will be a wide range of activities, which address multiple needs and appeal to most children and young people. Activities will be sustainable and will support development priorities.

Advanced

Provision in this category will represent the leading edge of Extended Learning/Study Support involving children and young people and the wider community in planning delivery and evaluation. Monitoring will be routine and focussed evaluations will take place regularly. Common goals and shared resources will have created sustained partnerships with other organisations. There will be conviction, confidence and expertise to train and to lead others as national centres of excellence.

Linked to the Strategy Paradigm: Activities will be constantly evolving and viewed as part of a continuum of learning for families and the wider community. Innovations in teaching and learning in Extended Learning/Study Support impact on teaching and learning within the curriculum. Children and young people routinely attend other sites for learning activities.

These three levels represent a process of development over time - increasing the coherence of the planning, the involvement of children and young people and the effectiveness of evaluation.

Key themes at each level of development

The table below sets out the key themes that a school or organisation should focus on at each level. At each new level, the additional themes for consideration are highlighted. Themes already covered should also be revisited and reviewed at each new level of development. The criteria for each theme (i.e. the Key Indicators in this framework) are more demanding at each of the three levels. For organisations compiling evidence for QiSS Recognition the table indicates which themes would need to be evaluated at each level.

Paradigm Level of Good Practice	Key Themes at each stage of development		
	Section 1: Vision, values and principles of learning	Section 2: Programme development and operations	Section 3: Making a difference and managing change
EMERGED PROJECT (Bolted on to Curriculum)	1 Clear purposes 2 Finding out what's needed 3 A distinct ethos for learning 4 Empowering young people	6 Effective resourcing 7 Communicating effectively 8 Developing programmes 9 Identifying leaders of learning	12 Measuring the difference
ESTABLISHED PROGRAMME (Built into the Curriculum)	1 Clear purposes 2 Finding out what's needed 3 A distinct ethos for learning 4 Empowering young people 5 Learning together	6 Effective resourcing 7 Communicating effectively 8 Developing programmes 9 Identifying leaders of learning 10 Getting the best from leaders of learning 11 Developing partnerships	12 Measuring the difference 13 Getting results
ADVANCED STRATEGY (Thoroughly Embedded in the Curriculum)	1 Clear purposes 2 Finding out what's needed 3 A distinct ethos for learning 4 Empowering young people 5 Learning together	6 Effective resourcing 7 Communicating effectively 8 Developing programmes 9 Identifying leaders of learning 10 Getting the best from leaders of Learning 11 Developing partnerships	12 Measuring the difference 13 Getting results 14 Managing improvement 15 Achieving a return on investment

For details of the QiSS and QES recognition quality awards visit the QiSS website: www.canterbury.ac.uk/qiss

Content, structure and layout – Theme

Each of the fifteen themes is set out over a two page spread and includes:

Text Commentary

This consists of a short introduction to the theme and an explanation of its importance.

<p>Questions to ask</p> <p>This consists of questions which need to be asked. The questions are open-ended but they direct attention to certain principles or values. The questions are arranged in ascending order of challenge.</p> <p>At Emerged Level it is expected that answers can be provided for the first few questions. At Advanced Level all questions should be answered with confidence.</p>	<p>Evidence to show</p> <p>This suggests examples of the kind of evidence that might be used to demonstrate responses to the questions.</p> <p>Evidence may be quantitative or qualitative; it may be documentary (e.g. minutes, letters, and policies), visual, products or testimonies from individuals or groups.</p> <p>This is not intended to be exhaustive nor is it a prescribed tick list.</p>	<p>Testing the evidence</p> <p>This gives examples of how the evidence might be examined and validated by asking questions of one or more groups of stakeholders. These are likely to include leaders of learning, children and young people, parents, governors, partners and visitors from other agencies.</p> <p>There are questions that can be asked of each group and others which would only be appropriate for particular groups.</p>	<p>Emerged ► Established ► Advanced</p> <p>Descriptors</p> <p>These are intended to describe what Extended Learning/Study Support practice at each of the three levels might look like.</p> <p>Key Indicators</p> <p>These provide the criteria to measure practice against.</p> <p>Forming the judgement</p> <p>These are questions that get to the heart of the criteria.</p> <p>Exemplars</p> <p>These provide brief illustrations of some of the key principles in action at each level.</p>
---	--	--	---

First steps

Using the framework is like peeling the layers of an onion. This page suggests an initial process to help you remove the first layer.

There are three tasks involved:

- Getting the feel of the self-evaluation process and how the framework is laid out;
- Making a rough estimate of how well you are doing and recognising in broad terms what you are not doing i.e. plotting roughly where you lie on the project-programme-strategy continuum on page 4;
- Identifying the sorts of evidence that you have available or could readily uncover.

The first task is to do some thinking, some information gathering from other people and documents and some writing. The aim is to produce a description of Extended Learning/Study Support activities with further questions about each of them and general questions about the overall programme. The table below lists the initial areas to be explored and discussed and how some of the themes of the ELO Framework might be used to develop the thinking further.

INITIAL AREAS TO CONSIDER	RELATING TO:	RESPONSES	THEMES IN ELO
What activities do we provide and why?	Activities and purposes	Record responses	1. Clear purposes 8. Developing programmes
How did we find out what was needed and decide what to offer?	Needs and planning	Record responses	2. Finding out what's needed 8. Developing programmes
Who is coming to which activities and who is not coming? What do we know about the reasons for participation and non-participation?	Participation	Record responses	3. A distinct ethos for learning 4. Empowering children and young people 7. Communicating effectively
Who is leading activities and what resources are available?	Staffing and resources	Record responses	6. Effective resourcing 9. Identifying leaders
How do we tell if we are making a difference by extending learning opportunities?	Monitoring and evaluation	Record responses	4. Empowering children and young people 12. Measuring the difference
What are our hopes and plans for developing ELOs?	Planning, development and purposes again	Record responses	10. Getting the best from leaders of learning 11. Developing partnerships 14. Managing improvement 1. Clear purposes
The best way to start is to answer the questions above off the top of your head. This will leave you with a number of "don't knows". Asking others and looking at documents will provide some of the answers.		Make a note of your initial self- evaluative responses.	Link into the relevant themes of the framework. Use the first few 'Questions to Ask' from each theme to guide the next stage of thinking and planning. The process is cyclical and developmental.

Register and log on to the QiSS ELO Action Planning tool at <http://elo.qissnationaldatabase.org.uk>. This interactive website has been specifically developed to support an organisation through the First Steps process. The questions within this audit should ideally be answered with reference to this document.

Theme 1 – Clear purposes

Extended Learning/Study Support is learning activity outside normal lessons which young people take part in voluntarily. Its purpose is to help children and young people to become more effective learners, to improve motivation and build self esteem. Above all, it aims to raise achievement. Provision will take shape and change over a period of time as it grows, matures and extends its boundaries, in response to identified needs. A clear sense of purpose and direction enables partners to collaborate more effectively to deliver against a wide range of different priorities. Growth will depend in some measure on whether purposes are explicit, shared and reviewed, encouraging a dialogue amongst and between children and young people, parents/carers, schools, providers and wider community partners. The true test of commitment to purposes will be gauged through the language people use to talk about them, the way they are written down, discussed and reviewed and the approach taken to guiding, monitoring and evaluating practice.

Questions to ask	Evidence to show	Testing the evidence
<p>How are the purposes of Extended Learning/ Study Support discussed and who is involved in setting goals?</p> <p>What activities are provided and why have they been introduced? How do specific activities contribute to overall purposes?</p> <p>What are the potential benefits of participation for children and young people, parents/carers, schools, partners and the wider community?</p> <p>How are purposes communicated through development planning?</p> <p>How is a common understanding of purposes developed e.g. within a school or organisation, with partners, within a local authority?</p> <p>How are purposes discussed, analysed and reviewed on an ongoing basis?</p> <p>How is the strategic contribution that Extended Learning/Study Support can make, understood and articulated e.g. to raising achievement, tackling social exclusion, personalising learning and organisational effectiveness?</p>	<ul style="list-style-type: none"> • Vision or mission statements • Posters, signage, leaflets around the school, centre or community • Audits, surveys, questionnaires, consultations with young people, needs identification, short term/longer term goal setting • Minutes of meetings, letters, feedback from partners and other key strategy meetings • Web based and other forms of communication e.g. reports • Quality awards such as the LOtC Quality Badge • Newsletters, media reports, publicity • Policy documents, service level agreements, partnership agreements, extended services plans • Development, business, operational/action, staff development, school improvement plans. 	<ul style="list-style-type: none"> • Explain what you see as the main purposes of Extended Learning/Study Support for your children and young people. • Give some examples of specific activities and their intended impact. • What would children and young people say they had gained or benefitted from if I asked them? • What do your development plans say about Extended Learning/Study Support? • What would a range of audiences say about purposes (e.g. children and young people, parents, governors, partners, community)? • How do evaluations and reviews inform purposes as part of development and future planning? • How can you demonstrate a shared understanding of what it means to be a learning organisation?

Emerged

Provision will still be evolving but there is, nonetheless, a clear sense of purpose. Activities may have been introduced without long term planning and in response to an identified need, for example, to improve literacy for a particular group or support Y6/Y7 transition or improving/acquiring a particular skill.

Attempts will have been made to clarify some longer term goals including examining current provision to ensure that it matches or can be made to match purposes in the future.

Key Indicator

Responding to needs and clarifying purposes

Forming the judgement

Does our evidence show that our different activities are designed to meet diverse needs and achieve various learning outcomes?

A programme of activities was set up in response to four issues raised by Ofsted - to increase the out of school hours offer, to involve parents more in their children's and their own learning and the need to improve ICT skills – Infant school.

The main purpose of Extended Learning/Study Support is to promote the ECA Agenda, in particular Enjoy and Achieve. Clubs are offered for different purposes, for example revision classes, subject based clubs and enrichment activities such as Latin, Martial Arts and Residential experiences – Secondary School.

Established

Development planning articulates the purposes of extending learning opportunities - describing why they are needed, and who they are for. Plans communicate how purposes are translated into practice in a language that is accessible to a range of audiences including children and young people, parents/carers, providers and community. Extended Learning/Study Support is embedded within plans in terms of raising achievement, personalising learning and the progression that children and young people make in their learning. Policy and practice are discussed and communicated to a wider audience. Development planning includes longer term goals and is kept under review.

Key Indicator

Communicating policy through development planning

Forming the judgement

Do our development plans really show what we are trying to achieve by extending learning opportunities?

Extended Learning/Study Support is embedded in the School Development Plan and permeates the whole curriculum from literacy and numeracy to philosophy, PE, arts and music. Parents and the wider community are kept informed through newsletters and reports often written by the children – Primary School. Extended Learning/Study Support is a key element of the Extended School offer and is an integral part of development planning. Provision aims to remove barriers to learning and offer alternative routes to success – Academy and Children's University.

Advanced

Advanced practice keeps the purposes of extending learning opportunities under continual discussion and review to ensure that the intended impact links explicitly with improvement planning.

Professional development time is set aside for re-examining purposes and priorities, widening and extending the scope of the learning activities and considering how new directions might best be communicated to a wider audience including children and young people, parents/carers, providers and community.

Key Indicator

Keeping purposes and practice under critical review

Forming the judgement

Can we show that we use evidence from evaluations and other sources of data to reflect on what we are trying to do and why?

The school's overall aim is to promote lifelong learning and Extended Learning/Study Support is a key strategy to address this. The school constantly evaluates and improves the programme in consultation with the school community (pupils, parents and staff), partners and other schools – Primary School.

Provision has developed far beyond the basic remit of providing targeted activities for children lacking in confidence and now supports key LA strategies, enables effective referrals to other services and provides tailored CPD programmes – Pyramid.

Theme 2 – Finding out what’s needed

Careful analysis of what already exists and what people need forms part of an ongoing process for finding out what is needed which includes survey, audit and review, and consultation with children and young people about their needs and expectations. Knowledge of what is available in the locality will help to inform priority setting as well as knowledge of all aspects of policy and practice.

Effective use of a range of school, local authority, partner and other impact evidence and data informs the identification of needs and gaps in local provision. The development of local partnerships and close cross-agency liaison leads to more effective planning and results in more appropriate and targeted provision based on identified needs.

Questions to ask	Evidence to show	Testing the evidence
<p>How do you decide what to offer and who is consulted? What types of evidence are used to identify needs?</p> <p>How have children and young people been consulted about their own needs, interests, aspirations and expectations?</p> <p>What opportunities for Extended Learning/Study Support already exist in the area? Where are the gaps?</p> <p>How well do current Extended Learning/Study Support opportunities meet the learning needs of children and young people?</p> <p>How do consultation, impact evidence and data inform the review and planning process?</p> <p>What data is systematically collected and analysed and what changes have been made as a result?</p> <p>How are children and young people involved in data gathering, analysis, planning and delivery?</p> <p>What mechanisms exist for collaborating with others to develop provision and joint working?</p>	<ul style="list-style-type: none"> • Surveys/questionnaires to show consultation with young people and other stakeholders in establishing needs, interests and requirements – surveys of how young people spend their time • Audits, minutes, Ofsted reports providing a current picture of provision and levels of take-up • Notes/summaries of meetings held with community groups, employers, steering groups, parent forums, about local needs to evidence ongoing consultation • Local or national data analysis of LA reports, neighbourhood reviews, research projects to inform planning • Analysis of a range of methods for finding out including internal/external review, tracking, data gathering, impact studies, research • Strategic and operational development plans • Evidence for quality awards such as LOTC Quality Badge • Service level agreements, partnership planning, children and young people as researchers. 	<p>Tell me why the current activities were put on. What was this in response to?</p> <p>Have you ever been asked what you would like to see provided for children and young people locally?</p> <p>Tell me about what there is to do around here after school, at weekends and during holidays. What do other children and young people do?</p> <p>What kind of things might attract you to taking part and getting involved? What more could be done to make learning more relevant or enjoyable?</p> <p>Describe something that demonstrates how evidence has been used to inform priorities. What data was this based on?</p> <p>Who is responsible for gathering and analysing data?</p> <p>Show how partnership working has helped to inform planning and delivery.</p>

Emerged

The importance of looking at the needs of a locality - school, community and potential users is recognised. Data analysis is seen as essential to provide as accurate a picture as possible of the needs of children and young people. Systematic procedures as part of a process for finding out contribute to sustained planning and provision.

Key Indicator A process for finding out

Forming the judgement

Does our evidence show that we have gone beyond guesswork and hunches in identifying and addressing needs?

Registers from Extended Learning/Study Support activities were used to analyse patterns of pupils' attendance. Non-attendees were identified and consulted to plan for a more appropriate programme to suit their needs. A jointly planned programme of sporting activities with local sports groups was developed - Primary school.

The centre offers guidance to partner schools on which groups of children and young people would most benefit from attending the programme. Programmes are then tailored to fit the identified needs of each cohort – PFS Centre.

Established

The Extended Learning/Study Support programmes respond to priorities as they emerge and change. Managers and leaders are keen to develop their expertise in using needs analysis and other data and stakeholder groups are involved in the process. Children and young people have a voice and opportunities exist for them to be consulted about their needs and expectations.

Key Indicator Continuous consultation and review

Forming the judgement

Can we show that we have a cycle of consulting with different groups, thinking about their responses and using the information for our planning?

The Extended Learning/Study Support Co-ordinator collates all information on attendance and from consultation and evaluation. A yearly audit is also carried out and a sample week is reviewed. As a result the programme is constantly evolving – Secondary School.

Young People's Steering Groups identify the needs of the young people and make suggestions for development. They are encouraged to develop their own projects and apply for funding to support these. Staff take time to research local and national strategies in order to determine where provision fits within wider strategies, to further address the needs of children and young people. – Music Academy.

Advanced

Advanced practice brings with it a culture of continuous improvement which places a premium on listening to stakeholders including children and young people, managers, leaders and support staff. Needs analysis is integral to development planning which takes account of the needs and views of the wider community, building intelligence networks which are able to respond to local particular needs.

Key Indicator Diverse data sets and other evidence inform priorities and development planning

Forming the judgement

Do we make regular use of quantitative and qualitative data, from internal and external sources?

Tracking, data gathering, analysis and annual review took place and the views of all stakeholders were actively sought. Through case studies, impact studies and action research findings the school was able to inform LA strategy - High School.

The Extended Learning/Study Support Co-ordinator conducts a range of detailed pupil online questionnaires to seek opinion on how provision can be enhanced to meet the needs of the users. Information on provision accessed by pupils beyond the school is also included to avoid duplication. The co-ordinator then liaises with pupils and staff to develop a strategy for change – High School.

Theme 3 - A distinct ethos for learning

It is an ethos of supporting learning that brings people in and encourages them to stay and to want to learn. It is the feeling of the place, measured by a sense of well-being and by the ease and informality of relationships and a sense of warmth and welcome. Ethos is rarely accidental - it is carefully stage-managed to reflect a set of values and beliefs about learning. It meets the differentiated needs of user groups and it responds to the changing needs of users over time. Ethos has two main elements – the physical and the human. The physical elements are the proportions and shapes of rooms, colour, lighting, carpets, curtains, furniture, seating and working surfaces. These apparently trivial things are of great psychological importance to people and care should be taken in choosing them, consulting users as well as designers.

Of greater importance is the human side of ethos. It is about how people are treated, and how they talk to and interact with one another. The scope for personal freedom, the feeling of support and mutual respect are all important. Feedback from users is vital in creating and sustaining the human side of ethos.

Questions to ask	Evidence to show	Testing the evidence
<p>How would a first-time learner feel when he or she comes through the door?</p> <p>How are physical spaces and resources used to create a welcoming environment? How are positive relationships which encourage participation developed?</p> <p>How well are different social and learning needs catered for? How accessible is provision?</p> <p>What attracts children and young people and why do leaders of learning want to become involved?</p> <p>How is feedback and evaluation used to meet the changing needs of learners?</p> <p>What has been learned about ethos from visiting other schools, centres or organisations?</p> <p>What is the relationship between the ethos and the way in which children and young people approach their learning?</p> <p>What has been learned about ethos that can be expressed in principles and policies and which provides criteria for evaluation?</p>	<ul style="list-style-type: none"> • Plans, drawings, models, videos, photographs, web pages • Registration data providing participation patterns • Mission/vision statements • Minutes, equal opportunities, policy documents, discussion papers on aspects of design • Suggestion box comments, comments book, testimonies • Surveys of users and non-users using criteria or 'ethos indicators' • Evidence of changes and developments made in response to consultation with learners • Evidence of the development of a programme of learning opportunities that cater for a wide range of needs and interests • External endorsement including Ofsted comments, records of visit, visitor comments. 	<p>Why are learning opportunities offered here? What are the options?</p> <p>What would make me want to attend?</p> <p>Why would I encourage children and young people to come along?</p> <p>Which groups of learners do you think find this kind of ethos most appealing?</p> <p>Does design or layout exclude any groups or individuals?</p> <p>Explain how children and young people contribute to the developing ethos of the centre. Show me some changes you have made in provision and ethos since you first began.</p> <p>What indicators could be used by a visitor to judge the ethos of the centre?</p> <p>Explain how your ethos exemplifies your values and beliefs about learning.</p> <p>How do you ensure that everyone involved understands and supports the ethos?</p>

Emerged

Some thought has been given to the relationship between ethos and the way in which young people approach their learning. There is a warmth, a welcome and a sense of informality of relationships that creates a learner-friendly environment and attracts adults, children and young people. Consideration is given to ways in which learning opportunities can be differentiated to take account of different needs including access and provision for people with physical disabilities.

Key Indicator

A user friendly environment catering to a variety

Forming the judgement

Can we show that we understand the diverse needs of our children and young people through what we provide and how and when it is provided?

Learning mentors identified the need for children to have somewhere calm and relaxing to go during lunchtime. Consultation with pupils resulted in the Chill Out Zone offering a range of activities and a place to sit and chat. Toasty Tuesdays offered toast, Thirsty Thursdays a hot drink and Fruity Fridays, fruit - Special school.

Young people are attracted to provision because activities are tailored to meet different needs, the atmosphere is purposeful yet open and friendly and pupils from different backgrounds and years (and of different abilities) mix in a relaxed manner. There is a perceptible sense of 'family' of eg. musicians, dancers, sports people – High School.

Established

People are able to speak about the ethos knowledgeably because it is not accidental but something that has been thoughtfully created and maintained. The learning needs of different groups are catered for in the design and use of space and in how and when learning opportunities are offered at different times of the day, week, or year for different purposes. Thought has been given to how people are treated, relationships developed and there is scope for personal freedom.

Key Indicator

An organisation that is responsive, flexible and open to new ideas

Forming the judgement

Does our understanding of learning gained through extending learning opportunities influence the whole organisation?

A programme was set up to promote a positive atmosphere where children and young people were learning through doing what they had chosen to do – in their own time and in a manner and at a pace which they controlled. Activities were branded 'Active' and feedback from participants and stakeholders consistently sought – High School.

Staff are inducted into the ethos of the organisation. The building is accessible for those with physical disabilities and portable equipment enables activities to be taken out to other community venues, involving more young people. Young people help to design and run activities and contribute artwork for the entrance and activity rooms – Music Academy.

Advanced

There is a well-developed understanding of ethos in physical and human terms. Provision takes account of the perceptions of different age groups and their needs at different times. Advanced practice is not afraid to experiment with new ideas. Learners are encouraged to evaluate their own contexts and to be imaginative in putting forward new ideas for learning. Provision is modified accordingly to create an organisational context congenial to learning and where individuals can contribute to organisational development.

Key Indicator

An organisation focussed on innovation in learning

Forming the judgement

Does our evidence show that we are committed to everyone learning – all of the time?

Children are constantly involved in developing activities, some of which are pupil led, and draw up the rules for behaviour. The co-ordinator has visited other schools and settings to learn about ethos and other schools are likewise invited to come and observe sessions at the school. There is a palpable sense of purposefulness and engagement demonstrated by the children – Primary School.

An immediate 'wow' factor is created through interactive displays which engage, enthuse and stimulate and children are directly involved in developing their learning environment. Learners take on the role of leading the learning of others, especially with new technology – Pfs Centre.

Theme 4 – Empowering children and young people

The involvement of children and young people at an early stage gives them a stake in the programme of Extended Learning/Study Support from the beginning and provides an excellent opportunity for them to contribute to the assessment of needs and the planning of provision. Children and young people are more likely to participate when their needs are being addressed and they have a sense of ownership. Continuous review and development helps to meet changing needs, expectations and aspirations over time. As provision develops, children and young people become increasingly empowered to contribute to aspects of planning, delivery, evaluation and review. The quality of the learning opportunities is tested by the degree to which children and young people feel that they have a voice and can genuinely affect decisions and influence the nature of the learning environment.

Questions to ask	Evidence to show	Testing the evidence
<p>How well attended are Extended Learning/Study Support activities? Who is not involved and why? What is done to address this?</p> <p>What part do children and young people play in promoting activities and communicating the benefits?</p> <p>What mechanisms are in place to ensure that provision addresses personalised needs, aspirations and expectations?</p> <p>What opportunities do children and young people have to influence the content of programmes and the learning environment?</p> <p>How much control do children and young people have over planning, budgeting and developing programmes?</p> <p>How are children and young people empowered to lead learning (e.g. as peer tutors, mentors, coaches etc.) and to deliver activities?</p> <p>How are children and young people involved in the evaluation, analysis and dissemination of impact?</p>	<ul style="list-style-type: none"> • Attendance records/analysis of patterns of attendance • Menus of activities/options which children and young people choose from • Minutes of meetings in which inputs by children and young people are considered • Publicity devised by children and young people e.g. posters, newsletters, websites, testimonies • Examples of children and young people’s input to course content and/or influence on the learning environment e.g. changed objectives, evaluations, suggestion boxes, comments books, plans for layout and timings etc • Programmes led/delivered/evaluated by children and young people • Student council minutes of meetings/youth parliament agenda’s etc • Training programmes for peer mentoring/ tutoring • Research reports, presentations and studies by children and young people. 	<p>What percentage of children and young people are accessing provision? How are particular groups targeted and supported to attend?</p> <p>Show some examples of how children and young people help to promote the programme in the school or community.</p> <p>Show how Extended Learning/Study Support is incorporated into personalised learning structures.</p> <p>Give an example of changes made to an activity or to the learning environment as a result of children and young people’s input.</p> <p>What forums are there for children and young people’s voice and how has this impacted on the development of the programme?</p> <p>Describe activities run by children and young people or instances of them supporting the learning of others.</p> <p>How are children and young people involved in evaluation processes? Are there examples of them acting as action researchers or presenting findings to a wider audience?</p>

Emerged

The importance of children and young people's involvement is recognised. Attendance patterns are identified and used to inform planning and targeting. Children and young people are consulted and involved in evaluation and are beginning to have a role in promoting and publicising Extended Learning/Study Support opportunities. An element of independence and choice is offered to those attending activities. The role that Extended Learning/Study Support plays in personalisation is increasingly recognised.

Key Indicator

Engagement and involvement of needs and uses

Forming the judgement

Can we show that we know which children and young people attend what and that we encourage further involvement through listening to children and young people and incorporating their ideas?

As part of a six week environmental programme, young people consulted architects and planners and these findings were used to write proposals for the development of the grounds – Secondary School.

The learning programme is tailored to address the needs of young people from a number of schools across an LA. Young people review the activities and are encouraged to return as 'graduate' peer mentors – PfS Centre.

Established

Children and young people's involvement has become part of the routine and there is evidence of them taking decisions. They are involved in planning, delivery and review and there are increasing opportunities for them to lead learning. Mechanisms for facilitating children and young people's voice are well embedded and there is a sense of genuine ownership. Extended Learning/Study Support is seen not only as an opportunity to personalise the curriculum but also as a potential source of data, informing a holistic view of children and young people's learning, progress and achievement.

Key Indicator

Embedding children and young people's ownership

Forming the judgement

Does our evidence show that children and young people's decision making and leadership influences planning, delivery and evaluation?

Young sports leaders plan, deliver and evaluate lunchtime activities and are actively involved in selecting staff and providers and in reviewing provision. – Primary School.

A Study Support steering group has been set up as a sub-group of the School Council, meeting half-termly and consulting with SLT. – Secondary School. JAMs (Just Ask Me) peer mentors provide support for younger pupils and young people act as ambassadors (for Extended Learning/Study Support), speaking at a variety of forums about their learning opportunities – Secondary School.

Advanced

Children and young people have visible confidence and clearly derive energy from their roles and responsibilities which include opportunities to lead learning as, for example, peer tutors, mentor or coaches. Both adults and children and young people recognise that taking initiative, teamwork, decision-making, and responsibility for others are core, transferable skills of lifelong learning. These are evidenced in records of achievement or portfolios. Children and young people are actively involved in researching and disseminating impact.

Key Indicator

A culture of lifelong learning through children and young people's ownership

Forming the judgement

Can we show that the ways in which children and young people lead and develop learning makes a difference to attitudes to learning, achievement and progression?

An extensive peer mentoring programme has been developed through Extended Learning/Study Support with young people trained to deliver drugs awareness, sex education programmes and smoking cessation. Some peer mentors now deliver elements of the Citizenship curriculum back in school time – Secondary School.

Children are empowered to run many aspects of school life including helping to organise Extended Learning/Study Support activities. Their views on improving the learning environment are sought as part of a whole school approach for managing improvement – Primary School.

Theme 5 – Learning together

The main purpose of study support is to provide opportunities for children and young people to achieve raise their aspirations and develop learning skills; it also highlights the fact that everyone is a learner. Staff, providers and other adults alongside children and young people are able to refine their understanding of what counts as learning, what promotes effective learning and to experiment with new and different ways of learning. Ongoing reflection and dialogue, evaluation and action research help to develop effective, collaborative, learning organisations. As insights about learning flow back into the mainstream of educational practice they help schools and learning organisations to be more self-evaluating and self-improving.

Questions to ask	Evidence to show	Testing the evidence
<p>What opportunities are there for leaders of learning and children and young people to have a dialogue about learning through Extended Learning/Study Support?</p> <p>How are Extended Learning/Study Support opportunities utilised to develop the skills for independent, lifelong learning?</p> <p>How do children and young people share, teach or demonstrate what they have learned?</p> <p>How are leaders of learning, (including staff, providers, children and young people and volunteers) able to extend their knowledge about learning?</p> <p>How are children and young people empowered to lead learning thereby reinforcing and extending their own learning?</p> <p>How has what has been learned about learning impacted on other contexts e.g. on mainstream curriculum delivery?</p> <p>How are children and young people involved in disseminating evidence about learning to wider local, national and international audiences?</p>	<ul style="list-style-type: none"> • Children and young people’s logs, diaries, self- assessment, reviews • Staff/providers’ logs, diaries, self- assessment, reviews • Schemes of work / lesson plans by tutors/ providers and lead learners • Photographs of joint learning taking place? e.g. family learning, peer tutoring • Joint reviews e.g. leaders of learning with children and young people, • Minutes of meetings where learning is discussed • Training programmes and evaluations • Development of Extended Learning/Study Support policy and provision over time • Notes of visits and exchanges and evaluations of their effectiveness • Input from books, studies or speakers on learning techniques, thinking skills, accelerated learning, learning styles etc. • Presentations, reports and case studies, including those co-written/delivered/ produced by children and young people. 	<p>Describe something you have learned or got better at through taking part in activities? How might you use that learning in the future?</p> <p>How are individual learning targets set and shared? Who is involved in their review?</p> <p>As learners, what help have you had from leaders of learning e.g. staff, providers, peer tutors in making your own learning easier and better?</p> <p>Describe about how you learn best. What opportunities are there for you to do this?</p> <p>Describe some of the things you have tried to learn, or teach, in new and different ways.</p> <p>How has leading the learning of others helped you with your own learning? What have you found out about different ways of learning?</p> <p>Describe some ways in which learning in Extended Learning/Study Support has influenced the school or learning organisation.</p> <p>Give an example of how insights about learning have been shared. How were children and young people involved?</p>

Emerged

Leaders of learning make time to talk to children and young people about their learning and self-assess their own teaching and delivery styles. Children and young people are encouraged to share their learning, understand the ways in which they learn most effectively, develop independent learning skills and take ownership of their own learning. There are opportunities for children and young people to learn alongside each other and adults and mechanisms are evolving to capture this information in order to contribute to knowledge about learning.

Key Indicator

A capacity for adults and young people to learn about learning together

Forming the judgement

Can we demonstrate that those who lead learning in Extended Learning/Study/Support explore and discuss learning with our children and young people?

Staff and students learn together during residential visits and interviews with young people are used to obtain feedback on the learning experience and to give them the opportunity to choose materials – Primary School.

Each young person sets their own learning targets which are discussed with Teaching Assistants on the way to the centre and are reviewed weekly with centre staff – PFS Centre.

Established

Extended Learning/Study Support is recognised as an important opportunity to experiment with new and different ways of learning and expand the understanding of the conditions for effective learning. Structures are in place to enable leaders of learning and children and young people to share a dialogue about learning and find out more about the how and why of learning together. Children and young people are increasingly leading learning and gaining valuable insights through this process. The lessons learned are used to shape and inform the developing programme and course content.

Key Indicator

A programme shaped by insights into the how and why of learning

Forming the judgement

Have we got evidence that we have developed practice as a result of what we have learned about learning?

A Big Picture is completed with the children to share planned learning objectives. This is regularly reviewed, with input from the children, shaping the development of the programme – Infant School.

Volunteer mentors actively model the idea that they do not know all the answers and demonstrate different ways of finding solutions. – PFS Centre. Young people teach IT skills to peers and adult mentors and are able to demonstrate their learning at the end of sessions – PFS Centre.

Advanced

A climate has been created in which staff and providers see themselves as learners and children and young people feel free to share learning and to teach each other, their teachers, tutors and mentors. Everyone involved is keen to improve learning effectiveness and time is set aside to examine relevant literature, discuss ideas, attend training sessions, visit other learning environments and experiment with new techniques. The insights gained are fully utilised to disseminate knowledge, influence mainstream education and support organisational improvement.

Key Indicator

A collaborative learning and research organisation

Forming the judgement

Does our evidence show a shared commitment to research about learning and demonstrate that what has been learned or discovered is influencing mainstream practice?

Young people find leading learning adds to their understanding. A number of young people have subsequently been trained to look at learning in the school and have developed a learning code of practice – Secondary School.

A summer activity brought UFA trained centre staff and children and young people together to develop a shared understanding of the skills needed for learning and peer tutors took this knowledge back into school to support other children and young people – PFS Centre.

Theme 6 - Effective resourcing

Extended Learning/Study Support broadens the range of physical and human resources available to benefit children and young people. This may include access to suitable learning environments, equipment, materials and new technologies and, crucially, the skills and expertise of a range of leaders of learning eg: internal staff, external providers, volunteers and peers. The power of involving children and young people as educators and mentors should not be underestimated.

Effective collaboration between schools, learning centres, community libraries, colleges and commercial enterprise helps to reduce expensive duplication and maximises the use of resources for learning. Consideration also needs to be given to ways in which access to resources can be made more cost effective and to longer term planning for development and sustainability.

Questions to ask	Evidence to show	Testing the evidence
<p>What resources (human and physical) are readily available?</p> <p>Are there implications for site security and how might obstacles be creatively overcome?</p> <p>What resources exist within the community?</p> <p>How might these be more effectively used and shared?</p> <p>Are there identified needs that cannot currently be met due to resource restraints? How might these be addressed?</p> <p>How far have the potential resource benefits of partnerships been explored, both physical and human?</p> <p>What further resources might be identified within schools, centres, partner organisations, workplaces and community services?</p> <p>How is the consultation process used to identify resource priorities to meet changing needs?</p> <p>How might support staff, mentors, children and young people, parents/carers and others be involved in generating new resources?</p> <p>How sustainable are current levels of resourcing and what is done to ensure they continue?</p>	<ul style="list-style-type: none"> • Audits of physical resources • Costings of resource provision, security, care-taking • Plans and photographs showing the physical resources available • Audits or surveys of staffing resources within the organisation and in other agencies, and community and business organisations • Surveys of current users and patterns of demand and resource usage • Funding bids and successful awards including the LOtC Quality Badge • Sponsorship • Service level agreements and contracts • Development plans • Staffing structures and policy documents. 	<p>Show an example of the resources you have and describe how you came to that level of provision.</p> <p>What are your arrangements for security and how do they limit what you can and can't provide?</p> <p>Give an example of resources within the organisation or community, which you would like to use but can't get access to.</p> <p>How do you think your current use of resources could be made more effective? What changes will you make?</p> <p>What plans do you have to gain additional resources from funding or sponsoring bodies – eg. charities, businesses?</p> <p>What additional resources have been sought to meet identified needs?</p> <p>Give an example of how children and young people, parents/carers or others have contributed to the learning programme.</p> <p>What are your plans for sustainability?</p>

Emerged

Resources are seen as including both the human and the physical. Efforts are made to ensure that human skills and expertise and resource provision match children and young people's needs as closely as possible. The distribution of resources and use of physical space are monitored and managed with an eye to improving provision in the future. Children and young people and other stakeholders help to review resources.

Key Indicator Monitoring and managing resources

Forming the judgement

Can we show that we know what resources we are using and what things cost?

Two members of staff have the remit of managing and seeking funding for extending learning opportunities including Neighbourhood Renewal Funding and funding through partnership links – Primary School.

A centre has a purpose built learning environment in the cricket club's new media centre and the successful partnership means that the centre is able to make use of all the media facilities in shaping the curriculum offer – PfS centre.

Established

Efforts are made to ensure that both human and physical resources are used to optimum effect. Time and energy are invested in exploring, managing and developing the resources that are available within the organisation and the community. New ways of opening up resources to wider and more flexible access by children and young people and other users are identified. This is underpinned by a careful monitoring of cost-benefits and consideration of value for money.

Key Indicator A creative approach to maximising and sharing resources

Forming the judgement

Does our evidence demonstrate that the sharing and use of resources increases learning opportunities for children and young people

Teachers and teaching assistants provide up to 40 learning opportunities per week. Where there is a gap against an identified need, appropriate external providers are recruited – Secondary School.

A centre based in a university has a large bank of people with particular specialism that may be drawn upon as well a range of campus facilities – Children's University.

A partnership between the private, public and voluntary sector bought together five diverse organisations to run Enterprise Events – Children's

Advanced

Advanced practice capitalises effectively, in respect of human resources, by drawing on the expertise and enthusiasm of children and young people, support staff, tutors and volunteers. There is a continuous effort to utilise resources across the organisation, other schools or centres and the wider community which contributes to a constant updating and invigoration of provision. New technologies are explored and utilised and resources are used innovatively to maximise learning opportunities.

Key Indicator Innovative use of diverse and sustainable resources

Forming the judgement

People, places, partners and technology- can we show that how we use them is exciting and long lasting?

Trail-blazing online support is offered through the school's Virtual Learning Environment which also extends into the local community centre facilitating dialogues between young people, adults and staff about learning – Secondary School.

Specialised equipment enables the production of newsletters and DVDs which are used by children and young people with severe learning difficulties as digital evidence of their learning – Special School.

Theme 7 – Communicating effectively

It is not only important for people to know that Extended Learning/Study Support opportunities exist and when they are available but also to know who they are for and why they have been developed. The message which goes to children and young people, parents/carers and the wider community needs to be one that is attractive and inviting and tunes into people's needs and interests. Organisations can benefit from exploring existing marketing techniques. As practice develops the innovative use of Information Technology expands and extends to reach the wider audience which needs to be kept informed of the purposes and impact of Extended Learning/Study Support. This will include policy-makers, partners, local businesses and the media. Sustained growth and access to resources will depend on good communication with multiple audiences.

Questions to ask	Evidence to show	Testing the evidence
<p>What are the primary purposes of telling people about Extended Learning/Study Support opportunities?</p> <p>What is the learning offer that needs to be communicated? Who does it need to be communicated to?</p> <p>What role do children and young people play in publicising and promoting Extended Services/ Study Support?</p> <p>What are the most effective media for communication with different audiences? How many languages or formats should the material be presented in?</p> <p>How might interactive technology be used to make communication more effective?</p> <p>What reporting and dissemination structures are in place? How is evidence of impact communicated?</p> <p>How are children and young people involved in disseminating the impact of Extended Learning/ Study Support e.g through workshops and conferences at local and national level?</p>	<ul style="list-style-type: none"> • Posters, art work, displays • Publicity in the community, street shops, youth clubs, local businesses, newspapers, local radio, websites • Fliers, newsletters to parents/carers • Publicity generated by children and young people e.g. student/pupil newsletters, posters, web pages • Performances, presentations, displays, artwork produced as a result of engaging in Extended Learning/Study Support opportunities • Coverage on local/national radio or television • Inclusion in local or national good practice guides or publications • Policy and strategy documents such as those produced for the LOTC Quality Badge • Evidence of impact dissemination e.g. annual reports, research papers, case studies, governors' reports. 	<p>How do children and young people find out about Extended Learning/Study Support opportunities? What about parents/carers, partners, community members?</p> <p>What different kinds of information about Extended Learning/Study Support are available?</p> <p>Can you show examples of publicity generated by children and young people?</p> <p>Which different ways have been used to publicise Extended Learning/Study Support? What works best? How do you communicate with harder to reach groups?</p> <p>Show how you use interactive technology to obtain and provide information about the provision.</p> <p>Could you give an example of the impact an Extended Learning/Study Support activity has had? How was this publicised?</p> <p>Can you give some examples of children and young people developing presentation skills through disseminating and reporting on impact?</p>

Emerged

There is a clear recognition of the importance of publicising and promoting Extended Learning/ Study Support in order to encourage children and young people to become involved. The importance of parents/carers as an audience is acknowledged and steps are taken to find attractive and accessible ways of keeping them informed. Different ways of communicating are being explored and efforts are taken to make Extended Learning/Study Support activities attractive and to publicise success to a wider audience.

Key Indicator

Publicising and promoting Extended Learning/ Study Support

Forming the judgement

Do we inform the right people in the right ways and communicate why Extended Learning/Study Support is important?

Activities are publicised with different audiences by word of mouth, posters in the school and community, newsletters, bulletins, local press articles and the school website. – Secondary School.

A centre communicates regularly with partner schools outlining purposes and reporting pupils' progress. Weekly faxes are sent recording attendance and achievements. – PfS Centre.

Established

Staff and children and young people seek opportunities to publicise Extended Learning/ Study Support in different ways, using local media wherever possible, as part of an agreed and regularly reviewed information strategy. All stakeholders and a wider audience are kept informed of purposes and impact. Children and young people contribute to publicising activities and disseminating information. Interactive technologies are explored as tools for effective communications about Extended Services/Study Support.

Key Indicator

An information strategy

Forming the judgement

Does our evidence show that systematic planning is in place to keep the right people informed of purposes and impact

Communication strategy varies depending on the type of activity e.g. curriculum based activities through the Senior Leadership Team, enrichment activities through the VLE, posters, podcasts and fliers, Summer School through parents, partners and community organisations – Secondary School.

The service is promoted through schools, various media and the LA website and through the town market places as part of an LA wide strategy to inform the community – Library Service.

Advanced

Information dissemination is a learning experience for children and young people and staff/providers. Children and young people gain confidence through taking the lead in promoting Extended Learning/ Study Support and through giving talks, being interviewed and through interviewing others. Leaders of learning share good practice through case studies and evidence of impact is systematically reported and disseminated. Communication links raise the profile of the organisation locally, nationally and in some cases internationally.

Key Indicator

Information dissemination as a learning experience

Forming the judgement

Can we show that learning about impact is shared and disseminated and provides children and young people with opportunities to develop communication skills?

Trail-blazing online support is offered through the school's Virtual Learning Environment which also extends into the local community centre facilitating dialogues between young people, adults and staff about learning – Secondary School.

Specialised equipment enables the production of newsletters and DVDs which are used by children and young people with severe learning difficulties as digital evidence of their learning – Special School.

Theme 8 – Developing programmes

Extended Learning/Study Support aims to raise achievement through a broad range of programmes that are constantly evolving, that are different and fun and that inspire, raise aspirations, broaden experience and motivate children and young people to learn. Being voluntary, Extended Learning/Study Support must be driven by what children and young people bring to it and be tailored to their individual learning needs. Programmes are whatever children and young people need at a given time to help them retrieve ground, to taste success, to build confidence, or to increase their chances of success in examinations. Success depends to a large extent on how well programmes of activities are responsive to changing needs and priorities, how far they are owned and directed by children and young people and how they are regularly reviewed and evaluated to measure the impacts they are having against the intended purpose.

Questions to ask	Evidence to show	Testing the evidence
<p>Do programmes and activities meet identified needs, priorities to extend, enrich and enable children and young people to learn effectively? What is the balance between self-directed learning and coaching, between independent and collaborative learning? How far do children and young people inform and take control of planning, leading monitoring and evaluating activities? How is the offer communicated to different stakeholder groups and the wider community and who still needs to find out? How responsive are programmes to the changing needs, interests and aspirations of children and young people and what is done about those who do not engage? What mechanisms exist for the review, development and renewal of programmes over time? How are leaders enabled to experiment, take risks and develop new ways of learning in response to developing theories about what makes learning effective? What is done to ensure that key behaviours, skills and attitudes that promote effective learning are monitored and reinforced? For any given young person, what evidence is there of the impact of particular activities and of progression in learning over time? How is this shared and disseminated?</p>	<ul style="list-style-type: none"> • Broad and balanced programmes of activities which respond to changing needs and priorities and which demonstrate children and young people's involvement • Children and young people's diaries, planners, profiles of goals achieved, progress and individual learning and other targets such as those for attendance and social and emotional development • Programmes effectively communicated using a variety of electronic and paper evidence of children young people's contribution to planning, development, delivery, monitoring and evaluation • ROAs, evidence of accredited and other progression routes • Analysis of uptake of activities against a range of data sets. Evidence of how this informs ongoing planning and development. • Evidence for LOtC Quality Badge • Analysis and interpretation of monitoring and evaluation data as part of a planned self-evaluation process linked to organisational improvement priorities • Minutes of team review/development meetings. 	<p>Describe how programmes are organised in a typical week? Who would I need to speak to too find out how programmes are planned and developed to meet needs? What informs the planning, development and review cycle? What makes children and young people want to take part? Which activities are most popular? Describe any activities that have been started up, developed or changed as a result of children and young people's input? What would you like to see more of and less of and why? Could you give examples of how programmes have changed in response to changing needs and priorities? Can you give some examples of how Extended Learning/Study Support activities have impacted on children and young people's</p> <ul style="list-style-type: none"> • learning • progression • achievement

Emerged

Programmes of activities will be subject to ongoing review and development to meet changing needs and priorities. They will be discussed and reviewed in light of uptake, usage and feedback about strengths and gaps in provision.

Time will be taken to observe and discuss young people's approaches to their learning and how effective they are as learners. Consideration is given to finding a balance between freedom and structure, leaders and learners and between independent and collaborative learning.

Key Indicator

Developing programmes of activities which meet needs

Forming the judgement

Does our evidence adequately show the links between finding out what is needed and the activities that we are actually running?

Students attending the centre take part in a sign up session which provides them with the chance to see what activities will be on offer, beyond core sessions, throughout the year and allows them to plan their attendance - PfS Centre.

Targeting provision to meet the needs of each community has included a Portuguese Day, additional summer reading challenge and a 'Step into Learning' course. Specialist staff are involved in developing activities to meet very specific needs such as developing IT skills of very young pupils and one-to-one IT tuition for young people aged 16 to adult - Library Service.

Established

Programmes extend, enrich, enhance and enable learning and meet the range of needs and identified priorities as part of a structured review and development process. Monitoring, assessment of learning and evaluation is linked to individual learning pathways and progression routes as part of the overall learning offer. There is a broad and successful blend of opportunities and activities to develop key skills, behaviours and attitudes that support effective learning. The offer is designed to raise aspirations, extend horizons and the boundaries of what counts as learning as well as to enable young people to taste success. Programmes contribute to the development of academic, social and emotional intelligence.

Key Indicator

Broad and balanced programmes which enable, enrich and extend

Forming the judgement

Can we show that programmes are broad and balanced and that they offer opportunities for individualised progression routes?

Programmes are constantly changing, with new clubs developing and ideas being tried out. A wide range of experiences are provided with opportunities for socialising, developing independence and self esteem, life skills and key skills- Special School.

A 'Smart Quiz' at the beginning of programmes is used to identify individuals' preferred learning styles. Students learn how to learn effectively. Programme content is tailored to meet all needs, with movable learning outcomes and appropriate challenges, students are always set up to achieve and taste success, which in turn raises their levels of self-confidence and encourages a positive attitude to learning - Learning Centre at a Shopping Mall.

Advanced

There is the self confidence to experiment with new ways of learning, to be critical, to share ideas and to see programmes as constantly evolving and improving in the light of new theories and research into what makes learning effective. Creativity and innovative practice permeate all aspects of the learning offer which is seen as an entitlement for all children and young people. There is a shared ethos and culture that fosters learning together, where the boundaries between leading and learning are blurred and often interchangeable. Action research, analysis and interpretation are integral to devising new approaches to learning, leading learning and supporting it.

Key Indicator

An entitlement to innovative and developmental learning experiences

Forming the judgement

Can we show that we have a well researched understanding of learning which shapes the offer and results in new approaches?

New approaches to learning are constantly evolving. Programmes promote student voice, student leadership, and international and diversity awareness. These include: Youth Conference, Women's conferences, Leadership Teams, Arts Camps, Model UN, Student Enrichment Team, Science and ICT Mentors, Peer Meditating, Anti-Bullying, Parallel World Project, Global Classrooms Model United Nations Conferences and an International debate programme. Learning informs the school curriculum through programmes and forums e.g. debate (English, history, RS, and citizenship), Youth Conference (citizenship) and Enterprise programmes (business) - Girls Secondary School.

Theme 9 – Identifying leaders of learning

Extended Learning/Study Support puts the emphasis on learning rather than teaching. The selection on the right adults and children and young people to lead learning is crucial. Leaders need to have the right skills and knowledge to meet identified needs and learners' aspirations. Equally important are their attitudes, beliefs and values. They need to demonstrate a commitment to children and young people's learning, be open and approachable; have a belief in the uniqueness and potential of everyone and a willingness to learn with and from others. A wide range of leaders may be drawn from a variety of different backgrounds including external providers eg staff, parents, children and young people. They bring with them complimentary skills and knowledge to enrich the learning environment. There needs to be clarity about what needs to be achieved and about the qualities of those who are most likely to support identified priorities.

Questions to ask	Evidence to show	Testing the evidence
<p>Who is currently involved in leading learning opportunities?</p> <p>What knowledge, understanding and skills are needed to meet identified priorities?</p> <p>How are purposes, ethos and identified needs communicated in order to attract the most suitable candidates?</p> <p>How has workforce reform been exploited to extend the range of skills and expertise available?</p> <p>What are the selection criteria for recruitment?</p> <p>How do you ensure that CRB and other safeguarding policies and procedures are in place?</p> <p>How is new knowledge that is being gained about effective learning being used to shape the selection and recruitment process?</p>	<ul style="list-style-type: none"> • Lists of leaders of learning with relevant experience and expertise drawn from a range of different contexts and professional backgrounds • Community and other audits of interests, skills, talents of staff, children and young people, governors, wider partners, community members • Questionnaires, surveys, needs analysis • Feedback from children and young people/ stakeholders • Evaluations by different stakeholder groups • Sets of criteria for selection of leaders of learning • Remodelling structures • LOtC Quality Badge • Service level agreements/contracts • Letters inviting potential leaders of learning to apply, specifying experience or expertise requires. 	<p>Describe the process you use for selecting leaders of learning.</p> <p>Describe why adults and children and young people get involved.</p> <p>What makes a good leader? How does leading Extended Learning/Study Support inform curriculum learning?</p> <p>Could you give an example of how you matched a leader to the identified needs of children and young people?</p> <p>Have you considered allowing children and young people to choose leaders? Why? Why not?</p> <p>What procedures are in place if a leader of learning is absent?</p> <p>What action would be taken in the case of an unsatisfactory leader of learning?</p> <p>How successful have mentors, assistants, volunteers, peer tutors and children and young people been in extending the leader's role?</p> <p>Show how selection and recruitment processes have changed over time and why.</p>

Emerged

Clear guidelines and procedures are in place to recruit, select and match leaders of learning with provision. Consideration has been given to the range of agencies and individuals who might contribute, including the children and young people themselves. Incentives and rewards have been considered as a way of encouraging involvement.

All requirements for safeguarding children and young people are in place including CRB checks and safeguarding training.

Key Indicator

Clear criteria for selecting leaders based on needs and priorities

Forming the judgement

How well can we show that we select leaders who understand how children and young people prefer to learn?

Each year staff interests and strengths are audited in order to draw up a programme. Consultation takes place with young people and various groups such as Junior Wardens, School Council and PE Partnerships to offer more varied programme of activities - Primary School.

Visiting leaders of learning are appointed by appropriate departments such as PE and music. All necessary checks are undertaken and they always have a valid CRB certificate and are skilled in their particular area of expertise - 11-18 College.

Established

There is an identified nucleus of leaders drawn from a wide range of contexts that are well qualified and effective in their role. Monitoring and evaluation of activities linked to purposes is undertaken routinely by a range of stakeholders including learners. This informs planning for recruitment and selection of leaders to meet identified needs and the overall priorities. Partnership approaches are exploited to identify leaders and to meet changing needs.

Key Indicator

Wider perspectives on who can lead learning

Forming the judgement

Does our evidence show that we have a range of leaders including young people, staff, external providers and those drawn from the community?

Pupils are involved in the recruitment process. An example of this includes the interview of prospective candidates for the post of Deputy Centre Manager by 5 primary aged pupils. Their views contributed to the recruitment process - PFS Centre.

An excellent network of volunteers and tutors, including staff and governors work in close partnership with Adult Education alongside other stakeholder partners including the Youth Service, Nursing Service, Health Advice and Playing for Success (PFS) Outreach which ensures they are in a very good position to select leaders of learning from excellent networks - Community College.

Advanced

Monitoring and evaluation routinely informs planning and development. Diverse and innovative approaches to leading learning are explored, training and professional development opportunities are matched to key priorities and identified needs. There is shared understanding of what makes learning effective. Ways of accrediting leaders of learning are fully exploited.

Key Indicator

Diverse, innovative & informed approaches to leadership for learning

Forming the judgement

Can we demonstrate that we have built capacity through recruitment and training so we have a self replenishing pool of leaders of learning?

A Youth Advisory Group gives a representative group of young people the opportunity to contribute to the development of summer/holiday programmes across the borough. The LA co-ordinator meets with the Youth Parliament to discuss brochure content and the programme.

A Peer Motivator programme recruits young people to participate as leaders in the programme. Training workshops in communication skills, conflict resolution, equal opportunities, study skills, disability awareness, working with groups and individuals equip peer motivators for their diverse roles - Summer University.

Theme 10 - Getting the best from leaders of learning

Those that lead learning find that involvement in Extended Learning/Study Support activities is a valuable part of their training and continuing professional development with opportunities to extend and expand provision across communication networks. Adults, children and young people will feel the greatest sense of fulfilment and confidence in their role where their contributions are recognised and structures for support, feedback and personal development are in place. Participation is seen as a way to extend and enrich roles, to be creative and innovative and be able to develop different relationships with learners. Training needs and potential progression routes become apparent through working with children and young people in new ways. These are met through a range of structured opportunities and accredited routes. Sharing of practice and learning from each other informs both formal and informal learning across the range of contexts in which it takes place.

Questions to ask	Evidence to show	Testing the evidence
<p>How are those that are involved recognised, valued, rewarded and remunerated?</p> <p>How are the needs of leaders of learning determined and what training is provided to meet those needs linked to the overall purposes?</p> <p>Do professional development structures support the growth and progression of all involved?</p> <p>What are the accreditation routes for the different groups that are involved in leading learning?</p> <p>What are the barriers that prevent participation and what needs to be done to remove them?</p> <p>How far do those that are involved feel that they can influence the planning and development process and how empowered do they feel?</p> <p>How is practice discussed, shared and disseminated?</p> <p>What opportunities exist for developing and extending networks?</p> <p>How is performance managed and evaluated?</p>	<ul style="list-style-type: none"> • Audit of needs against priorities and purposes • Training opportunities • Analysis of the range of leaders of learning involved in Extended Learning/Study Support • Job descriptions/policies/person specs • Induction policies for new leaders of learning • Gap analysis of the level of training given • Reward and remuneration policies • Structured approach to professional development and progression • Minutes of meetings showing involvement in planning, developing and reviewing activities and feedback mechanisms evidence of professional development through networks • Performance management and staff review meetings • Annual reports, reports to governors, CPD • LOtC Quality Badge 	<p>Which groups are involved in leading Extended Learning/Study Support?</p> <p>What benefits do different groups get from their involvement?</p> <p>Who is not involved and could be?</p> <p>Can you give an example of how practice in Extended Learning/Study Support has informed learning in other contexts?</p> <p>What training and professional development is offered and have you undertaken any?</p> <p>What forms of accreditation are offered?</p> <p>How do you gather evidence of progression routes for those involved?</p>

Emerged

There are regular opportunities for those involved in Extended Learning/Study Support to reflect on, discuss, plan and review provision as part of a self-evaluation process. Induction and training tends to be responsive to needs as they arise. There is a growing awareness of the need for planned professional development.

Structures are in place for feedback and thought has been given to a system of incentives and/or remuneration for those involved.

Key Indicator

Support and guidance for those who lead learning

Forming the judgement

Does our evidence show that we recognise that the learning environment for Extended Learning/Study Support is different and requires a different sort of leadership?

All staff members who use their skills and talents to extend the curriculum through Extended Learning/Study Support receive training to ensure the highest level of support is offered - C of E Primary School.

All new recruits spend an initial period of time of induction which includes outlining policies and procedures as well as specific training related to the post - Faith Based Charity.

Established

Those who lead are well trained and confident in the planning, delivery and evaluation of Extended Learning/Study Support. Professional development structures are in place for the ongoing identification of training needs related to priorities and wider continuing professional development as an embedded part of organisational improvement structures. The needs of an increasing range of professionals who come from different backgrounds, each bringing expertise and complementary skills, are negotiated and met through a structured approach to training which includes accredited routes. Young people have an increasing range of roles and responsibilities including those of mentor, leader and coach with clear progression routes.

Key Indicator

A structured approach to leader development

Forming the judgement

Does our evidence demonstrate that structures are in place to support the development and progression of those who lead Extended Learning/Study Support

Mentors drawn from a variety of backgrounds including colleges, sixth forms, retired teachers and rugby development officers are provided with an induction delivered by the 'University of the First Age'.

Accredited training routes such as ASDAN are offered as part of professional development - PFS Centre. Regular professional development opportunities are led both by internal staff and other agencies and staff are supported to work towards MA, HLTA and other accredited routes - Sports College.

Advanced

Ongoing assessment and evaluation of practice is a routine part of organisational learning. Professional development opportunities to improve knowledge of leading edge developments exist and there is a confidence to experiment, take risks and extend the boundaries of what counts as learning.

Professional development networks are extensive and there are structured opportunities to disseminate, share practice and expertise and develop transfer knowledge further.

Key Indicator

Outstanding practice networks that create new knowledge

Forming the judgement

Does our evidence show that those that lead Extended Learning/Study Support are involved in developing the understanding and knowledge of others?

The professional development programme utilises and builds upon the skills of staff, students, parents/carers and the local community. The skills of staff, students and the local community are enhanced by a network of contacts. The benefits of working in partnership include joint training, sharing good practice and developing initiatives. The trainee mentor programme and Peer Mentoring programme show a clear return on investment in terms of ex-pupils returning to work at the school impacting on improved examination results - C of E High School.

Theme 11- Developing partnerships

As Extended Learning/Study Support is developed, thinking is expanded and boundaries are extended. Sources of additional support in cash and kind are considered and the potential of wider collaboration with employers, local authorities, schools and colleges through Children's Trusts as well as with further and higher education establishments is explored. Close working relationships are developed across school phases and across agencies to support children and young people's learning. Effective development needs to take account of the wide range of partners who already invest in education, who support the curriculum or who are already active in community resourcing. Healthy intelligence networks and strong links within an authority will enrich provision through the pooling of expertise. The quality of the provision will, in the final analysis, be directly related to the partnerships that are created and encouraged to develop. Active partnerships are the key to long-term sustainability.

Questions to ask	Evidence to show	Testing the evidence
<p>What partnerships already exist? What are the benefits for the organisation and the partners?</p> <p>Who are the obvious partners to involve?</p> <p>Who are the not-so-obvious partners?</p> <p>What do prospective partners need or want from a relationship?</p> <p>What different types of partnerships do you have and how might they evolve?</p> <p>Who is responsible for the management and integration of joint work?</p> <p>How can the experience, resources and know-how of all partners be fully utilised?</p> <p>What training and support is needed by and with partners?</p> <p>How do partners contribute to planning, developing, monitoring and evaluating the programme?</p>	<ul style="list-style-type: none"> • Audits of existing partners • Notice boards in partnership venues with letters, commendations • Displays, photographs, sponsorships • Development plans and strategy documents • Partnership agreements • Partner feedback and evaluations from stakeholders • Joint training and development programmes • Job descriptions • Joint bids for funding • Partnership newsletters/publicity • Minutes of partnership steering groups/forums. 	<p>Describe how you have gone about identifying partners.</p> <p>What partners do you need that you do not already have?</p> <p>What have been the mutual benefits of partnership working i.e. what value has been added to your work? What have partners gained from their involvement with you?</p> <p>Describe the management structures and lines of communication with partners.</p> <p>What is it that makes partnerships more and less effective?</p> <p>Can you give examples of joint training or professionals working and learning together?</p> <p>What forums and networks exist for partnership working?</p>

Emerged

Based on experience of the benefits of partnership, there is recognition of the need to develop existing partnerships further and identify new partnerships that can benefit Extended Learning/Study Support. There is a growing awareness of the contribution parents/carers and community members can make and the benefits of wider collaboration are understood and shared. Efforts are being made to widen awareness and increase partnership activity. Existing partnerships are valued and supported.

Key Indicator

Identifiable benefits of working together

Forming the judgement

Can we show that because of working with other organisations our children and young people have fuller opportunities for extending their learning?

All of the partners who deliver holiday programmes have a pre-visit and a full induction around ethos and expectations. A programme which both the school and the partner is happy with is agreed upon. – Primary School.

Partnerships with the LA e-learning team, a referral centre for excluded pupils, Aimhigher, The Princes Trust and Football in the Community enable a centre to offer bespoke programmes for young people. – PFS centre.

Established

Local networks exist where information is exchanged on a regular basis, resources are shared and joint planning takes place. Some evidence of joint bidding for funding and further resourcing exists. Joint events take place where learning practice is shared and leaders of learning (e.g. staff, providers, volunteers, peer tutors) are trained. There are structures in place for partners to contribute to the planning and development of the programme and they are also involved in the review and evaluation.

Key Indicator

Sustained collaboration in planning and delivery of Extended Learning/Study Support

Forming the judgement

Does our evidence show that we have worked with others (on planning, resourcing or delivery) in a sustained and developmental way?

A Partnership Development Manager is in post whose remit is to expand practice and explore new initiatives and to work with other schools to address standards through partnership working. – Secondary School.

The centre's project manager sits on the Local Authority forum for Voluntary Organisations which has increased the scope for joint working and links with a network of local churches to target youth support. – Voluntary Organisation.

Advanced

The strength and development of extended partnerships is seen as vital to the long-term success and sustainability of a wider learning community. Long-term plans are in place as a result of joint development planning and stakeholders have become genuine partners. Active partnerships provide healthy intelligence networks and the capacity for information exchange on a national and international basis.

Key Indicator

Collective ownership of goals, resources, philosophy and outcomes

Forming the judgement

Does our partnership work clearly indicate shared vision and a commitment by all partners to development?

There are strong partnerships with the Youth Service, Police, Adult Education, local businesses and community groups. Joint staff training takes place and time is set aside to plan, develop and improve programmes, target and evaluate impact. – Secondary School.

The centre has formed extensive local partnerships with schools, the LA, specialised providers and with ASDAN to accredit training courses for adults and young people. A variety of training is offered for other providers and volunteers. – Pyramid.

Theme 12 – Measuring the difference

Before collecting any data it is vital to know what it is for, what will be done with it and who will analyse it and the how much time it will take to evaluate. It should do nothing to compromise the ethos and spontaneity of work relationships; stakeholders need to be clear about purposes and potential benefits and evaluation needs to be carried out in a climate of trust and purposefulness. If progress is to be measured it is useful to have a baseline which tells you where you were when you started. Applied to young people's learning, this means having information about prior levels of attainment as well as individual characteristics, attitudes, and attendance. Opportunities are found to develop and customise tools and instruments which truly reflect purposes and priorities, against which outcomes can be measured. Qualitative measures are being developed to reflect impact on attitudes, relationships and motivation. In evaluating the impact of study support as part of improvement processes, surveys of the views and expectations of key stakeholders and other partners are triangulated with data sets.

Questions to ask	Evidence to show	Testing the evidence
<p>What will be measured against intended priorities (i.e. attainment, changes in behaviour, attendance, attitudes to learning)?</p> <p>What baseline evidence will be needed to measure from?</p> <p>What already exists that could be used?</p> <p>How can data be obtained and who might be involved?</p> <p>What new tools/systems need to be established?</p> <p>Who will be responsible?</p> <p>How reliable or valid is the evidence that is available?</p> <p>How will evidence be triangulated?</p> <p>How are the results discussed and disseminated?</p> <p>How does monitoring, assessment and evaluation of activities inform individual learning, planning and provision, curriculum learning and reporting as part of improvement processes?</p> <p>What are the implications for training of those involved in data gathering, analysis and interpretation?</p>	<ul style="list-style-type: none"> • Surveys/questionnaires/interviews which explore children and young peoples' attitudes to aspects of their learning • Surveys/questionnaires/interviews which explore children and young peoples', stakeholders and wider community attitudes to improvement • Analysis, interpretation of existing data sets for attendance, attainment, attitudes to study, self, school – such as increase in 5 or more A*-C grades – increase in two levels of progress -reduction in fixed term exclusions • Longitudinal tracking of progress, achievements, progression routes • Photographs, presentations, DVDs showing development over time • Results of action research, inclusion in good practice guides, publications • Adaptation of existing systems to capture participation and achievements including the development of new instruments customised and developed by stakeholders or young people e.g. self evaluation, key skills maps, target setting 	<p>Which tools/methods/data sets are used to measure impacts?</p> <p>How useful is the baseline data being used?</p> <p>What other baseline data could be useful?</p> <p>Explain how data was gathered and what steps were taken to ensure that the conditions were fair and equitable for all.</p> <p>Describe how the data was analysed and interpreted.</p> <p>How has the data informed planning and development?</p> <p>What alternative types of evidence have you gathered or might you gather in the future?</p> <p>In what way is the data used as a diagnostic or developmental tool?</p> <p>How are findings disseminated?</p>

Emerged

Monitoring of who does and who does not participate is routine. There is recognition of the importance of collecting baseline data as part of a process leading to measuring the impact of a range of activities. Effective evaluation stems from a supportive climate for the gathering of data and other evidence. Children and young people and stakeholders are clear about the value and purpose of simple evaluations and use them as part of the learning process.

Key Indicator Collecting and using evidence

Forming the judgement
Can we show that we collect appropriate evidence?

Pupils are assessed against NC and pre-NC levels and the information is used in individual planning and whole school target setting. Data is closely monitored to identify pupils not making expected progress who are targeted for Extended Learning/Study Support intervention programmes – Primary School.

Evaluation reports and statistical information is used to develop programmes. For example, the Games clubs report highlighted that there were more male than female users. Using findings from the club reports and surveys, staff targets were created to encourage the use of wider resources during club sessions to improve children’s learning outcomes and the participation of girls – Library.

Established

Evaluation is highly valued and a strong emphasis is placed on measuring the difference to inform individual learning, planning and development.

The collection of robust data is seen as part of a holistic approach to the evaluation of learning. Organisational structures are in place that draw on this information source as part of the review and development process.

Key Indicator A holistic approach to gathering and using data

Forming the judgement
Can we show how we analyse and interpret data on participation to measure attainment and wider achievement?

The impact of provision is routinely measured against attendance, the behaviour points system, learning progress data and achievement at the end of KS3 and KS4. The number of ‘hits’ on particular pages of the VLE provides valuable data on the popularity of sections of the site which is used to inform planning - Secondary School.

The data manager provides baseline and analytical data on all students to all staff within the school. Data is routinely used to improve programme planning and to promote more effective learning. An example of this is the use of examination and ‘diversity data’ to target groups of students for intervention and further monitoring as part of the Enrichment programme - Secondary School.

Advanced

At this level there is systematic use of data to inform all aspects of learning as part of organisational improvement. What is valued is widely known and effective methods to measure impacts are constantly being evolved. Action research forms part of the ongoing gathering, analysis and interpretation of data and children and young people, stakeholders and the wider community see the exploration of data as a significant learning opportunity.

Key Indicator Using data for more effective learning

Forming the judgement
Have we got the evidence to show that we are innovating in ways to measure the progress our children and young people are making and that we are using it to innovate and generate new knowledge?

All areas of a huge organisation are continually involved with stakeholders and partners in gathering, monitoring and evaluating data, in all its many forms. Analysis and interpretation of data informs the planning of new programmes and activities as part of the improvement process - Extended School Campus. A huge amount of data is collected and analysed to measure the impact on attainment, achievement, progression routes, behaviour, school attendance and self esteem. Just two examples are the tracking of attendance at Extended Learning/Study Support activities against GSCE success and use of Attitudes to Learning grades to track impact on motivation and self esteem – Secondary School.

Theme 13 – Getting results

Extended Learning/Study Support has a critical role to play in children and young peoples’ social and emotional development, in enhancing skills in communication, teamwork and decision-making and in bolstering the self-esteem of children and young people which is so vital to their long-term success. These broader and longer-term measures of achievement are widely shared and valued in addition to attainment in examinations. In order to help sustain children and young people’s motivation and self confidence, new ways of rewarding short term achievements and progress in learning should be constantly sought. The use of target setting and peer/self-evaluation is encouraged. Accreditation for enrichment learning may be achieved through a variety of award bearing courses offered by other bodies which in turn extends the scope and vision of Extended Learning/Study Support. Demonstrable benefits to children and young people include raised achievements in examinations, additional accreditation, recognised certification and improvement in personal transferable skills and in progression routes.

Questions to ask	Evidence to show	Testing the evidence
<p>How have the variety of learning outcomes been defined and the impacts measured against purposes?</p> <p>How is achievement recognised, celebrated, shared and made public?</p> <p>What role can those involved have in disseminating results both informally and formally?</p> <p>To what extent is self and peer assessment used to identify targets and monitor progress and achievements?</p> <p>What impact does learning in Extended Learning/Study Support have on teaching and learning in the classroom?</p> <p>How does Extended Learning/Study Support support personalised learning pathways?</p> <p>What opportunities are there for children and young people to take part in accredited learning activities using a variety of external awarding bodies?</p> <p>What efforts are made to identify new ways of awarding and accrediting children and young people’s achievements?</p>	<ul style="list-style-type: none"> • Reward system which is broader than that for curriculum learning • Public examples of achievement e.g. an achievement wall, certificates awarded, public celebrations • Award bearing bodies involved in children and young peoples’ learning evidence including statistical data of external awards, additional courses, formal accreditation and progression routes • Additional GCSEs • Evidence of dissemination of impacts such as reports, research papers, case studies, presentations, workshops, media publicity • Evidence of consultation about individuals’ progress, targets and achievements and progression routes 	<p>Show evidence of learning gains made as a result of involvement in Extended Learning/Study Support.</p> <p>What systems are in place to ensure that parents/ carers /stakeholders are aware of achievements gained in study?</p> <p>What incentives and awards work best and which are least effective?</p> <p>How is information on the achievements of children and young people in Extended Learning/ Study Support conveyed across the organisation and to the wider community support? What types of nationally recognised accreditation can children and young people gain?</p> <p>How can children and young people recognise and record improvements in their personal transferable skills?</p> <p>What opportunities are there for extended and/ or early entry to public examinations?</p>

Emerged

The importance of seeing recognisable measurable gains in learning is understood. Progress and achievements such as in levels of progress, GCSEs, accredited learning opportunities and attitudes to learning are monitored. Children and young people are encouraged to discuss and assess their own learning and set targets. Incentives, rewards and certification are used to encourage participation. Achievements and learning in Extended Learning/ Study Support are celebrated in newsletters, photographs or public gatherings.

Key Indicator Gathering evidence of learning gains

Forming the judgement

Does our evidence show that we value the progress and gains that individuals and groups of children young people make and that the appropriate people know about them?

Young people set their own challenges which are discussed and recorded. Activities offer students skills and support to achieve in new areas which may not be available to them elsewhere. The impact of the support offered extends beyond formal learning to raising self esteem and independence - Summer University.

Children and Young people gather evidence of their participation in validated learning activities in a 'Passport to Learning' and are awarded Bronze, Silver and Gold certificates presented at high profile events – Children's University.

Established

Achievements in Extended Learning/Study Support are used to inform individual learning and development planning. Systems for monitoring, recording, rewarding and certificating achievement are in place. External certification and accreditation is explored and used appropriately to meet individual needs and aspirations. A mechanism exists for reporting and disseminating impact to the children and young people, parents/carers, key stakeholders and the wider community.

Key Indicator Recording, rewarding and accrediting achievement and demonstrating impact

Forming the judgement

Can we describe the various ways in which we have created new ways of recognising achievement and demonstrating impacts?

A wide range of activities motivates, engages, accredits and certificates the achievements of young people. These include JSLA, the Young Person Art Award, Youth Training Awards, Playing for Success and Fairplay Football. All students have a goal to work towards. At a student reward and celebration evening certificates and rewards further strengthen the impact of Extended Learning/Study Support - Community College.

In addition to internal certification and commendation cards for student involvement a wide range of accredited routes including Duke of Edinburgh and AQA Baccalaureate and additional GCSEs are offered - Grammar School.

Advanced

Advanced practice broadens the range of possibilities for children and young people to experience success. This may be through curriculum enlargement into a variety of new areas such as language learning in the community. A variety of award bearing bodies are used to support personalised learning. Children and young people are empowered to take responsibility for their own learning and are encouraged to plot their individual learning pathways as well as to develop their own personal transferable skills.

Key Indicator Self directed learning is part of the organisational ethos

Forming the judgement

Can we demonstrate that we have created ways of achieving success that meet the needs and aspirations of all our children and young people?

The involvement of Adult Education in the provision of Numeracy and Literary courses for both students and adult learners has led to the greatest increase in the number of young people attending community education programmes across the local authority - Primary, Secondary, Sixth Form Campus.

Award ceremonies are run by the Student Team giving them the opportunity to take a lead in planning and organising the events. They act in various roles such as the official photographer and interviewers. A Student Steering Group is actively involved in planning and in reviewing events - Pyramid Trust.

Theme 14 – Managing improvement

Extended Learning/Study Support works most effectively when it is well managed. Visible and sustained support from managers is essential to longer term success, and thought will need to be given to mechanisms for communication between senior management and those who are directly involved in delivery. Due to the voluntary nature of Extended Learning/Study Support activities and the motivation and enthusiasm of children and young people and leaders of learning, management can afford to be lighter touch and more open and collegiate than might be possible within a compulsory framework. This does not mitigate the need for rigour and accountability. In fact it requires a strong sense of how that can be achieved in a voluntary setting. As management becomes more collaborative, with stakeholders empowered to directly contribute to improvement, distributed leadership models begin to evolve and the links back to School Improvement and to other organisational priorities are strengthened.

Questions to ask	Evidence to show	Testing the evidence
<p>Who manages or co-ordinates the Extended Learning/Study Support programmes? What qualities and qualifications were considered important?</p> <p>How are the roles and responsibilities of the co-ordinator or co-ordination team defined and understood?</p> <p>What support and engagement is there from the line management? What are the principles of management and how transparent are they?</p> <p>To what extent is management and leadership shared with those who deliver Extended Learning/Study Support and children and young people? Is there a common sense of purpose, values and direction?</p> <p>How is Extended Learning/Study Support embedded into organisational development planning?</p>	<ul style="list-style-type: none"> • Job descriptions/person specifications • Roles and responsibilities • Line management structures • Performance management • Aims, values, policies, mission statements • Minutes of meetings e.g. with governors, (SMT) management groups, steering groups stakeholders • Evaluations, feedback, and self-assessment by co-ordinators / managers • Letters of commendation / complaints • Complaints procedure / responses • Whole school/organisational development plans • Evidence of clearly managed innovation, and development and change over time • LOTC Quality Badge 	<p>How was the management/co-ordination model decided on?</p> <p>What is the level of autonomy and accountability for the co-ordinator?</p> <p>What are the management structures and how do the lines of communication work?</p> <p>What opportunities are there for leaders of learning, e.g. staff, providers and peer tutors to get involved in decision making and planning?</p> <p>How are purposes and values communicated?</p> <p>Can you give an example of how a complaint was dealt with?</p> <p>Can you show me identified actions for improvement in development or business plans?</p> <p>How do you approach barriers to development or challenges?</p> <p>How has provision changed over time in response to evaluation and review?</p> <p>Give an example of a new or innovative approach and how it was managed.</p>

Emerged

The Extended Learning/Study Support programme may still be developing but approaches to co-ordinating provision will have been considered. This might include the appointment of a co-ordinator with a clear remit, accountability and support. Alternatively it may be a collective responsibility co-ordinated through a management team or line management structures. There will be a clear and agreed underlying purpose, strategy and direction.

Key Indicator

Extended Learning/Study Support which is co-ordinated, managed and led

Forming the judgement

Have we got evidence that planning and organisation is well done and that there is explicit support at senior levels?

The out-of- hours learning co-ordinator meets with senior leadership to discuss ideas. Different staff across the cluster share responsibilities – School Cluster.

The centre manager is a member of the Local Authority School Improvement Team and the work of the centre is included in the Children and Young People's Plan as part of the School Improvement strategy – PFS Centre.

Established

Management will have developed beyond structure and role to become more concerned with creating and maintaining a culture of shared responsibility and collective accountability. Extended Learning/Study Support co-ordinators and/or managers encourage staff, providers, children and young people to take responsibility and to influence what happens. This is reflected in organisational development planning and systems for feedback and review. Partnerships play a key role in developing opportunities.

Key Indicator

Extended Learning/Study Support integral to development planning

Forming the judgement

Can we show that development planning systematically uses Extended Learning/Study Support to contribute to development?

A Study Support policy covers all aspects of accountability, resourcing and monitoring, conveys the unique ethos of the programme and links Extended Learning/Study Support in with the School Development Plan – Infant School.

Strategic vision is provided through the management group and a Young People's steering group which has surveyed existing provision in local schools to help with future planning – Children's University.

Advanced

Advanced practice has the capacity to handle innovation and change. It seeks new ways to become more effective through a strong sense of common purpose and shared leadership. It responds positively to challenge and is self-confident enough about purpose and quality to take risks. There is a strong system of evaluation available to support its claims. As a result of this strategy the distinction between Extended Learning/Study Support and curriculum learning is reduced.

Key Indicator

A capacity for managing change through self-evaluation

Forming the judgement

Can we show that structures enable effective change management backed up by evaluation and data?

Senior leadership has changed the school curriculum, introducing Extended Learning/Study Support style activities, in and outside of school hours, in place of some GSCE subjects and providing alternative accreditation routes. – Secondary School.

A centre working closely with the Local Authority to analyse impact data has shown how attendance at the centre encourages further engagement with Extended Learning/Study Support opportunities – PFS Centre.

Theme 15 – Achieving a return on investment

Financial monitoring takes into account real and hidden costs and evaluation enables an assessment of cost effectiveness to take place. Extended Learning/Study Support opportunities can be cost effective when they are able to make the most of existing resources. The investment of time and energy, together with the enthusiasm and commitment of partners, represents a real cost and as such there must be a realistic monitoring of expenditure and transparency in accounting. An open approach to cost benefit analysis which involves all is more likely to increase a sense of ownership, accountability, and involvement in fund-raising or advocacy. Spending will be easier to justify if people see a clear return on investment and a case can be more convincingly presented to external funders where a systematic record of costs and benefits is kept, disseminated, discussed and creatively managed. Evaluating the impact that Extended Learning/Study Support has on specific LA local area programmes and identifying successes, once disseminated can provide a substantial return on investment.

Questions to ask	Evidence to show	Testing the evidence
<p>What are the real and hidden costs of providing a programme of learning opportunities?</p> <p>How are the purposes and outcomes achieved, measured against the costs?</p> <p>What evidence is there on the benefits? How reliable or valid is that evidence?</p> <p>How is spending on Extended Learning/Study Support justified?</p> <p>How is evidence of impact disseminated and used as part of the review and development process?</p> <p>What are the mechanisms to disseminate success?</p> <p>How is that evidence used with policy-makers, funders or other stakeholders?</p> <p>What is the process for monitoring quality as part of best value?</p> <p>How is sustainability achieved?</p>	<ul style="list-style-type: none"> • Business plans, costing and balance sheets • Minutes/notes/summaries of planning meetings • Development plans and raising achievement linked into wider local authority plans • Questionnaires assessing knowledge and attitudes acquired • Cost benefit analysis • Photographs or video demonstrating different stages of development • Annual reports / other public documents • Results of attitudinal surveys/software • Valued-added scores on attainment tests • Evidence of impact at Key Stages 2,3 and 4 • Evidence of impact on learning/attendance/achievement • Details of funding/sponsorship and/or evidence of partnership with businesses/ community groups. 	<p>Show me your business/development plan and explain how you fund your provision.</p> <p>Explain why extending learning opportunities for children and young people is such a priority in your planning and financing.</p> <p>What instruments have you used to audit and gather data and what steps did you take to ensure reliability and validity?</p> <p>Describe how you go about the process of fund-raising or sponsorship.</p> <p>How are costs shared with other partnerships and how do you re-invest for the future?</p> <p>Give an example where self evaluation tools, kitemarks or awards have effectively reviewed impact.</p> <p>Give an example of where learning programmes have shown a clear return in terms of achievement, additional resources or partnerships.</p> <p>How are decisions made regarding sustainability of particular activities/programmes?</p>

Emerged

Costings have been carried out taking into account both real and hidden costs. Consideration is being given to how these might be set against benefits and how spending on Extended Learning/Study Support might be justified in comparison with other initiatives to raise achievement. A process of evaluation will be underway to evidence the value and effectiveness of activities/programmes.

Key Indicator

Taking into account real and hidden costs

Forming the judgement

Can we produce figures for the real and additional costs of Extended Learning/Study Support opportunities and do we know what is not/cannot be costed?

A development plan identifies different funding streams and the availability of leaders to deliver courses. A budget is set and regularly monitored and reported to funding bodies. Evaluation includes a record of improvements in attainment measured by comparing SATs results for those who participate with a control group - Junior School.

All clubs are resourced by the school and each is given an individual budget if required. Breakfast club profits are ploughed back into the school. This has been used to provide additional resources for Extended Learning/Study Support where there was an identified shortfall – Primary School

Established

Extended Learning/Study Support is an integral part of development planning, budgeting and evaluation processes. It is cost effective. Managing costs and gathering and sharing of resources and expertise are investigated in wider collaboration and engagement with the community. Data is collected and used to demonstrate effectiveness.

Key Indicator

Looking at best value, matching costs and effectiveness

Forming the judgement

Is there a proper budget and income and expenditure account in our evidence that allows us to argue the case for Extended Learning/Study Support opportunities?

A financial plan forms part of an ongoing development plan involving all partners. Aims and identified needs, resource opportunities and staffing for learning clubs are discussed, expenditure calculated and agreed. Evaluation shows that appropriate targeting ensures a marked success in terms of motivation, attitude, achievement and attainment - Primary School.

A Children’s University was set up as a result of a feasibility study and accesses funds from a University, Learning and Skills Council, Lottery, National CU, and NRF. Funding streams determine goals for example in developing STEM and enterprise activities. A wide range of data is being used to assess impact and a consultant engaged to gauge sustainability – Children’s University

Advanced

The value and effectiveness of Extended Learning/Study Support programmes is known and widely accepted by parents/carers, teachers, children and young people and other stakeholders in the community. Criteria have been drawn up to make judgements because information on costs and benefits is disseminated in an attractive and accessible form and ideas are invited on how to improve the cost-value equation. As a result, additional awards, funding and sponsorship are forthcoming.

Key Indicator

A clear and demonstrable return on investment

Forming the judgement

Is expenditure on Extended Learning/Study Support opportunities treated on the same basis as other organisational expenditure? Have we got the long-term evidence for its cost effectiveness?

Investment in Extended Learning/Study Support has enabled the school to develop MFL from Year 2 upwards in partnership with the Goethe-Institute and Bentley. There have been huge benefits for the CPD of staff who have learned alongside and from children and applied their learning in curriculum time - Primary School.

Local business and community partners identified workforce development, new skills towards employability and OCN accreditation as benefits from being involved as mentors – PFS Centre. The development of close relationships with community and faith groups has enriched the learning experience for children and young people, contributed to community cohesion and provided a new fan base for the club showing a return for centre, LA and club – PFS Centre.



Acknowledgements

Extending Learning Opportunities: A framework for self-evaluation in study support (2011)

Revised 2011 edition by Linda Leith and supported by Carol Standen

Produced in partnership with the DfE, Quality in Study Support and Extended Services, Canterbury Christ Church University

Introduction by Professor John MacBeath

Extending Learning Opportunities: A framework for self-evaluation in study support (2009)

Produced in partnership by Diane Wilson, Joanne Moore, Halina Gammie, Tony Kirwan and Linda Leith

With support from Sue Vardy and Nina Seez, Quality in Study Support - Canterbury Christ Church University

With the assistance of **Members of the national users group:**

Sunny Sharma, Langdon School, Newham; Emma Jenkins, Kent County Council; Tricia Allan, Nottinghamshire County Council; Vanessa Chadwick, London Borough of Tower Hamlets; Guy Bartlett, Kent Children's University; Mike Skulski, Harford Manor School, Norfolk; Sue Collins, QiSS; Anne Timothy, QiSS; Harvey Adams, QiSS; Lindsay Jackson, London Borough of Waltham Forest; Sunderland Extended Schools Team, Sunderland City Council; Jonathan Plunkett, Callington School, Cornwall, Steve Smith, Playing for Success

Members of the national consultative group:

Stephen Rogers, University of the First Age (UFA); Dawn Gilderoy and Joe Hayman, ContinYou; TDA, LOtC, DCSF, Mike Snelson, Lancashire County Council; Trish Botten, Libraries, Museums and Archives

Observers: Debra Gilder and Karen Winfield, DfE; Jacqueline White, HMI

This is a free publication.
You can download this publication at: www.canterbury.ac.uk/qiss

Copies of the publication can be obtained from:
QiSS
Canterbury Christ Church University
Hall Place Enterprise Centre
Canterbury
Kent
CT2 9AG

ISBN: 978-1-899253-89-0