



BENEDICT BISCOP CE PRIMARY SCHOOL

SKILLS ACCREDITATION

March 2009

<p>For case studies linked to QISS recognition please indicate at which level</p> <p>ADVANCED</p> <p>And related to which theme(s) of the Code of Practice</p> <p>Measuring the difference: 3.12</p>	
<p>Summary</p> <p>For the past 4 years Benedict Biscop CE Primary School has continued to develop and extend its Study Support and Extended Services provision. At Benedict Biscop, Study Support aims to raise achievement in areas of communication, social skills, independence and self-esteem. Consequently we have raised achievement and attainment of pupils in all curriculum areas, in particularly English and Maths (which is a focus of the SIP).</p> <p>Study support aims also to extend our broad and balanced curriculum to provide extended learning activities and ensure that our school community promotes lifelong learning. Study support ensures that young people in school have a wealth of opportunities to transfer skills to the wider community and develop as life long learners. We offer a wide range of activities that meet our learners needs, where whole school policy is crucial to the successes that we have had.</p> <p>This case study is about the implementation of a new skills based accreditation system.</p>	
<p>Target Group / Key Stage KS1 and KS2 children</p>	<p>FSM /SEN/ EAL</p>
<p>Local Authority Sunderland</p>	<p>School /Centre Benedict Biscop CE Primary School</p>

What was it like before?

Progress and attainment in specific study support activities has been measured annually. Attainment was measured in core subjects and PE, using end of year assessment tasks.

Pupil and parent questionnaires focused on what the children enjoyed and a brief overview of what the children had learned.

At the beginning of a new school term a newsletter is sent out, informing children of the range of activities available that term. Children then complete a permission slip for activities that they wish to attend.

Children would plan with the activity leader, what they would like to focus upon during the duration of the club.

Last year 91% of children, in Key Stages 1 and 2, attended a study support activity.

Children received an attendance accreditation, during a celebration assembly at the end of the year.

What was planned and what happened?

A new skilled based accreditation scheme was introduced last term. At the start of term, we advertised 3 to 4 key skills that the pupils would work towards at the clubs, on our termly newsletter (see appendix 1). The club leader still discussed what areas the children would like to work upon during the course of the club, but the key skills were also addressed. At the end of the club, the leader assessed the pupil, and the pupil self-assessed their progress and attainment, against they key skills identified on the newsletter. Children then received an accreditation highlighting their improvements and achievements, during a celebration assembly at the end of the term.

The scheme was introduced because we wanted to measure progress and attainment for every study support activity that we provided. We also wanted children to become more involved in the assessment of the skills they had gained and the progress they had made. We also wanted the children to be able to articulate better what they had 'learned' at the activity, and what 'skills' they had gained. We also hoped that by providing more information about the clubs, we would provoke more interest in the activities and raise our overall attendance record.

What has been the impact and how was it verified?

At the end of the term, children and staff assessed against the key skills identified for the activities (see appendix 2). Children then received certificates (produced by children at ICT club) highlighting their improvements and achievements (see appendix 3 and 4).

When the data was analysed we found out that 100% of the children participating in a study support activity had improved at, at least 1 new skill. In addition to this, 100% of the children had achieved at least 1 new skill (see appendix 5).

Pupil interviews were held following the celebration assembly (see appendix 6). Children were exceptionally positive about the certificate, and were very proud of

their achievements. Children were able to articulate clearly what they had learned, and they were able to identify areas that they needed to develop further. Children also said that they thought the scheme was a good idea, because they were able to find out what the activity entailed and it made them want to participate more.

What have you learnt and what are the next steps?

The scheme has been very successful and we will continue it over the next two terms. Attainment and progress will continue to be monitored. At the end of the year we will measure our overall attendance and compare this with last year's percentage (91%).

It was important to collect registers in with assessment sheets (due to the large percentage of children participating in activities) to ensure that all children who had participated in an activity received an accreditation.

Staff have decided to complete assessment sheets using ongoing assessments or at least 2 weeks prior to the end of term. This will allow sufficient time, for children who may become absent, to complete their assessment, and data to be collated.

New certificates will be created for clubs that were currently not available by the ICT club, however templates from last term will be re-used with different skills attached.

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