

2013

SUPPORTED STUDY



'Aim for the Highest'

POLICY DOCUMENT

Policy Statement

To promote students as:

- successful learners with enthusiasm and motivation for learning and a determination to reach high standards of achievement, who can learn independently and as part of a group and link and apply different kinds of learning in new situations;
- confident individuals with ambition to achieve success in different areas of activity;
- responsible citizens with commitment to participate responsibly in their own learning;
- effective contributors with self-reliance who can communicate in different ways and different settings, work in partnership and teams, apply critical thinking in new contexts, create and develop, and solve problems.

Supported study in Dalziel High School has the following features:

Aims

1. To promote the value and necessity of study.
2. To provide academic support.
3. To promote greater student responsibility for learning.
4. To promote student self-confidence.
5. To promote partnership between parents/guardians, students and the school in raising achievement.

For Whom

Supported study is available to any student who has a need for and who would benefit most from extra-hours tuition (students don't have to be failing their course to benefit from this support).

What is Done

1. The school will provide a setting which is encouraging and motivating to the student.
2. The school will provide access to computers if required.
3. The school will provide access to the Learning Resource Centre if required.
4. The school will endeavour to provide access to teachers in subjects of recognised need.
5. Subject departments will offer consolidation of work already covered in class. This will be done in a variety of ways. Students will also be able to raise specific issues with the supported study teacher.
6. Any materials given out to students during supported study will also be given out to other students following the course.

What is expected from Participating Students

1. Good attendance.
2. Good conduct.
3. Hard work.

Evaluation

At the end of each session, subject department will survey students and staff on the effectiveness of and possible improvements in the programme.

In order to facilitate and ensure the successful operating of this policy, the following areas of responsibility and implementing methodologies are proposed.

Role of Supported Study Coordinator

The principal teacher of work experience and vocational education (WEVE) has the role of supported study coordinator. He/She will provide an overview of the supported offered within the school and communicate this information with students, staff and parents/guardians.

Role of Staff Tutors

Staff tutors will be sought on a voluntary basis. Individual departments will determine the most appropriate delivery and timing of their involvement. They will undertake a programme of revision and reinforcement of classwork with their tutor groups. They will be responsible for recording the attendance and the safety of the students in their charge. They will have an active role in the organisation of the programme at all stages, and will be fully involved in the consultation and evaluation process at all stages.

Role of Parents/Guardians

Parents/Guardians will be notified the time and place the supported study will be delivered i.e. lunch time, after school etc. The school expects that parents/guardians will encourage active participation in the programme.

Role of Learning Support and the Hearing Impaired Departments

Specialists from the Learning Support and the Hearing Impaired departments will deliver support for learning support and hearing impaired students as and when it is deemed appropriate and desirable. Working co-operatively with staff tutors, their responsibility will be to ensure that the students maximise access to the programme of supported study.

Role of Students

It is expected that students will take responsibility for their own learning, conduct and attendance. Students will be expected to prioritise subjects after consultation with their class teachers and parents/guardians. Students should be aware that the programme is an additional resource Dalziel High School offers, and as such, places are limited.

Programme Management

- Prior to the programme starting, staff will be requested to identify those students they believe would most benefit from supported study, taking account of the policy statement outlined previously;
- Identified pupils should be encouraged by subject (and pupil support) teachers to attend supported study.

Easter School

The Easter School programme is an extended supported study programme for students in S5/6 who could benefit from quiet place to study or feel that they can benefit from extra support or tuition in subjects of their choice. Easter School takes place in Motherwell College or Cumbernauld College for one week during the Easter break from 9.00am until 3.30pm.

The purpose of the Easter School is to provide tutoring and support in Higher/Intermediate 2 subjects prior to the SQA examinations. The programme provides:

- Tuition from experienced teachers
- Assistance for pupils gaining a quality pass in their examinations
- An awareness for the key concepts and topics in each of the listed subjects
- Advice on study skills and examination techniques relating to key areas of the curriculum

Additionally, it is hoped that students taking part in the programme will benefit from increased confidence, greater motivation and higher aspirations.

The programme guarantees students:

- Access to a structured revision programme
- A place where you can work without interruption
- Access to teachers who can help you with any difficulties which you may have in a particular subject

No cost will be incurred by students attending the Easter School programme. Lunch vouchers will be provided and travel expenses can be reclaimed. However, all students who attend the Easter School are expected to come equipped with past papers and relevant study materials.

Students who wish to enrol for Easter School should collect a registration form from Mrs Agnew, the Easter School coordinator, and return it completed no later than the date specified on the form.

Subject	Level	Day	Lunchtime	After School
Art	H	Monday		√
Biology	H	Monday		√
	H	Tuesday	√	
	N4/5	Thursday	√	
	Int 2	Friday	√	
Human Biology	H	Thursday	√	
Business Management	H	Wednesday	√	√
Chemistry	All Levels	Thursday		√
Geography	H	Wednesday	√	
	H	Tuesday		√
History	H	Wednesday		√
Maths	Int 2	Monday	√	
	H	Tuesday		√
	H	Wednesday		√
Modern Languages	S1-3	Wednesday	√	
	Int 2/H	Thursday		√
Modern Studies	H	Wednesday		√
Music	All Levels	Monday		√
		Tuesday		√
PE	H	Tuesday		√
Philosophy	H	Tuesday		√
RMPS	Int 1/2	Monday	√	√

Accounts, Administration, Computing, Drama, English, Graphic Communication, Home Economics, Philosophy, Physics and Product Design have an open door policy. Pupils can request additional support after school and at lunchtime when required.

The English Department run supported study on an individual class basis and class teachers arrange this with their classes.

