

extratime

Out-of-school-hours learning

Training and resource pack

Pecyn hyfforddiant ac adnoddau

Dysgu allan-o-oriau-ysgol

continyou

Adeiladu cymunedau dysgu
Building learning communities

Foreword

Following the production of the *Code of Practice for Out of School Hours Learning*, I am very pleased to lend my support once more to out-of-school-hours learning (oshl) and the further development and production of training materials.

These materials produced by Education Extra (now ContinYou), with funding from the Welsh Assembly Government will complement the Code of Practice to provide an invaluable resource for Local Education Authorities, schools and all those involved in oshl.

The aim of the materials is to address those needs and challenges which have been identified by schools. The training pack is written for both teaching and non-teaching staff and aims to be easy to use at a range of levels. LEAs, schools and other providers of oshl can plan their training programme around the materials. Separated into five modules, they cover a variety of activities; dealing with practical issues: how to set up, deliver and maintain a successful programme; and how to establish partnerships and principles of fundraising.

I am committed to the principle of out-of-school-hours learning and feel it provides a valuable opportunity to reinforce the good work achieved by teachers during the school day and to help raise pupil's standards in key skills.

I hope these materials and the Code of Practice will provide an invaluable resource for all those involved in providing out-of-school-hours learning and also be of value to those who wish to learn more.

A handwritten signature in black ink that reads "Jane Davidson". The signature is written in a cursive style with a large, looped initial 'J'.

Jane Davidson
Minister for Education and Lifelong Learning

Contents

Foreword	1
Introduction	5
Glossary	9
Acknowledgements	10

Modules 1 - 5

1. Out-of-school-hours learning – the big picture	11
2. Safe-keeping – dealing with practical considerations	19
3. Developing an oshl programme	27
4. Sustaining and managing an oshl programme	35
5. Partnerships and funding	43

Resource sheets 1-24

1. What is oshl?	51
2. The oshl framework	53
3. Mapping skills and interests	55
4. A-Z of oshl	57
5. Benefits of oshl	59
6. Recent research	61
7. Mapping grid	63
8. Learning in and outside school hours	65
9. Visual, auditory and kinesthetic	67
10. Brain gym activities	69
11. What is in a health and safety policy	71
12. Generic oshl club register	73
13. Volunteer registration and declaration form	75
14. Practical considerations	77
15. Sample job description – oshl co-ordinator	79
16. Risk assessment – overview	81
17. Code of conduct	83
18. Child protection – overview	85
19. Checklist for outdoor activity education and residential trips	87
20. Daily health and safety checklist	89
21. Setting up an oshl programme	91
22. Audit form/planning sheet/monitoring form	93
23. Commitment mapping	95
24. Developing and maintaining the right ethos	97

Resource Sheets 25-50

25. Sample pupil questionnaire	99
26. Sample family questionnaire	101
27. Out-of-school-hours learning in rural areas	103
28. Developing a programme – the ACE model	105
29. Library-based homework club	107
30. Easter revision programme	109

31.	Successful school-based schemes	111
32.	Strategic overview of oshl – LEA flowchart.	113
33.	Out-of-school-hours learning in the school development plan	115
34.	Management and organisation.	117
35.	Publicising and marketing	119
36.	Monitoring and evaluation – guidance for schools.	121
37.	Evaluation tools	123
38.	Sample evaluation sheet – attitudinal questionnaire for pupils	125
39.	Annual review and improvement proforma.	127
40.	Quality models exercise	129
41.	Potential partnerships.	131
42.	Partnerships – top tips	133
43.	Sample partnership agreement form	135
44.	Partnerships – examples of success.	137
45.	Funding and resources for oshl	139
46.	Funding monopoly exercise: trainer briefing sheet	141
47.	Fundraising from grant-making trusts	147
48.	Sample trust application form	149
49.	Raising funds from local sources.	151
50.	Sample funding bid	153

Training certificate

Introduction

Welcome to the out-of-school-hours learning (oshl) *Training and Resource Pack*, developed by Education Extra for the National Assembly for Wales and supported by ESTYN.

Who is this pack for?

This pack of materials has been designed for all those involved in the training of staff who plan, deliver or co-ordinate out-of-school-hours activities and programmes.

The material aims to reflect the current educational contexts and concerns of LEAs, schools and staff in Wales, and are designed to be practical and easy to use on a variety of levels.

AUDIENCE	POSSIBLE USES
<p>LEA officers eg oshl co-ordinators; professional development and INSET co-ordinators; the school inspection and advisory team.</p>	<p>Running a series of certified training courses across the authority for schools, study support centres and oshl providers.</p> <p>Briefing/training authority level staff about oshl.</p> <p>Enhancing existing INSET courses for teachers on school improvement, social inclusion, lifelong learning and extending learning beyond the curriculum.</p> <p>Enhancing existing courses, eg governor training and courses for other para-professionals and support staff.</p>
<p>School based staff eg governors; headteachers; senior management/deputy heads; school based oshl co-ordinators.</p>	<p>Assisting with running a training or awareness-raising session, within their school or with a local cluster of schools.</p> <p>Using the materials to aid a whole-school planning session on developing the oshl programme.</p> <p>Training teaching and support staff about issues around oshl.</p>

These materials are also designed to be used by:

- Learning Support Assistants (LSAs), oshl club supervisors, volunteers and other adults as a self-learning tool and a bank of useful resources for setting up and developing a successful oshl programme
- staff within oshl centres and other oshl providers, eg youth clubs and community centres, to raise awareness about oshl or to enhance any existing training they provide
- heads of CPD, ITT, PGCE Programme Leaders and course tutors within Higher Education Institutions (HEI) who wish to integrate oshl into their existing teacher training courses or offer continuing professional development courses for a range of staff.

Further advice and guidance for HEI contacts can be obtained within the DfES packs *Study Support in Teacher Training and Professional Development* (DfES 2001), available to download from www.standards.dfes.gov.uk/studysupport.

What does this pack include?

The pack includes a range of tested, practical training/learning activities and easily photocopied resource sheets, which form the basis of the certified modular training course. It also provides resources, designed to be used and adapted at both strategic and school level.

The pack is divided into two main sections:

- five training/learning modules
- a series of fifty resource sheets.

TRAINING/LEARNING MODULES

The modules cover the full range of issues that are key to a successful oshl programme:

MODULE 1: OUT-OF-SCHOOL-HOURS LEARNING – THE BIG PICTURE

This module is designed to help you understand the broad picture in relation to out-of-school-hours learning. It covers a basic definition of oshl, lists a sample range of activities and puts these in a wider framework. It covers the benefits of oshl for a range of stakeholders and recent research into the impact of oshl. Finally, it looks at recent theories of learning – allowing you to reflect on how these might be applied to an oshl programme.

MODULE 2: SAFE KEEPING – DEALING WITH PRACTICAL CONSIDERATIONS

This module is designed to help you understand a range of practical issues in relation to planning and delivering out-of-school-hours learning activities. It covers health and safety issues including: risk assessment; child protection; recruiting volunteers; codes of conduct for pupils attending activities and procedures required for outdoor and off-site oshl activities.

MODULE 3: DEVELOPING AN OSHL PROGRAMME

This module is designed to help you understand how to set up, and begin developing, a successful out-of-school-hours learning programme. It covers ethos, auditing and planning provision and a framework for developing a programme. Finally, it looks at practical tools for identifying pupil and parent's views, and ideas about successful practice taken from schools and LEAs across Wales and the rest of the UK.

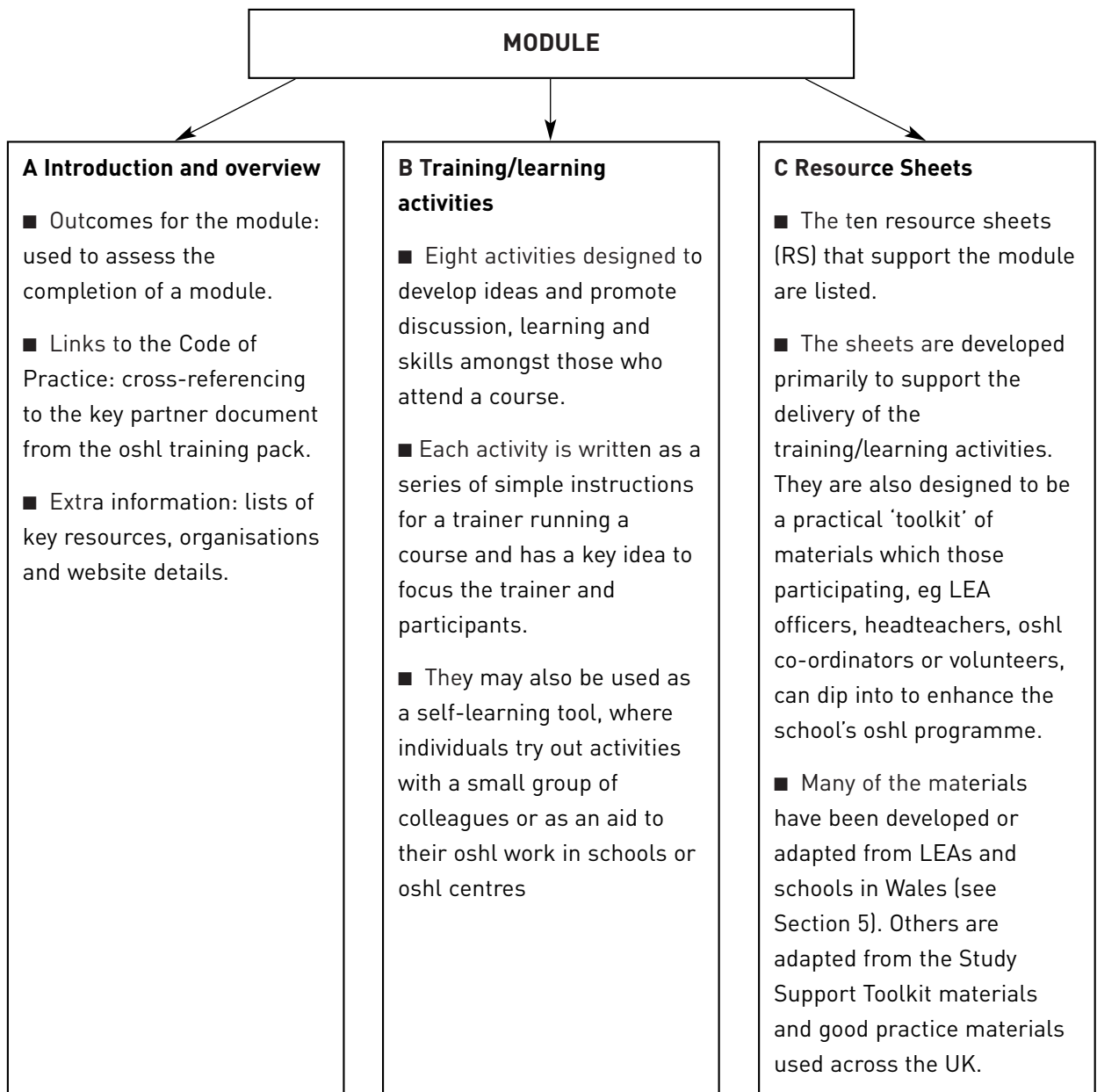
MODULE 4: SUSTAINING AND MANAGING AN OSHL PROGRAMME

This module is designed to help you understand the processes and good practice around managing and sustaining an oshl programme. It covers issues such as taking a strategic approach to oshl at school and LEA level, looking at sustainability, reviewing procedures and the monitoring and evaluation of a programme. It looks at issues around ensuring quality provision and the variety of models available to achieve this.

MODULE 5: PARTNERSHIPS AND FUNDING

This module is designed to help you understand the range of potential partners available for oshl programmes. It covers practical issues: finding and involving partners, partnership agreements and ideas about good practice. It looks at the full range of funding sources in Wales and the principles of fundraising – in particular approaching national trusts and the issues surrounding access to local and national funding.

Each module has a standard format and is divided into three main sections.



How to use the material

LEA/STRATEGIC LEVEL

The main use of the material will be by LEA officers and other strategic training providers, who can elect to run a series of training courses, based on the modules within this pack. To deliver this training, LEA officers and others will have access to ContinYou Cymru training seminars which focus on making sense of the material, course design and meeting local needs and priorities.

The certification process is designed to recognise participants' knowledge and skills in relation to oshl, and enhance professional development opportunities within out-of-hours provision. At the completion of a module, each participant can receive a certificate endorsed by ContinYou Cymru. (Further accreditation routes through HEIs and other awarding national bodies are also being explored.)

The content of these training seminars is adaptable to local needs and levels of experience. However, it is expected that one module is equal to a half-day training course. Quality assurance mechanisms and processes will be built into the training that LEA officers receive and into the courses themselves. LEAs can also buy in external expertise to deliver the training.

The material is adaptable enough to complement other forms of training that already take place within the authority (see page 5).

SCHOOL/OUT-OF-SCHOOL-HOURS LEARNING CENTRES/NON-SCHOOL PROVIDERS LEVEL

School-based staff can access the material by attending a training course run by the LEA. However, the material can also be used as a basis for planning the school's own INSET training, as a resource to develop the school's existing oshl programme or as a means of training teaching and non-teaching staff who support, deliver or run oshl activities.

For oshl centres and non-school providers, the material and resource sheets can be used as a way of raising awareness about oshl and the contribution it can make. It can be used separately or as an enhancement to existing training that the centre provides. LEAs could also consider adapting the material for these oshl providers and running separate training courses alongside the certified training for schools.

A note on terminology

There are many terms used for out-of-school-hours learning. They include:

- study support
- out-of-hours and out-of-lesson-time learning
- after-school activities
- extracurricular activities/learning.

Out-of-school-hours learning (abbreviated to oshl) is the preferred terminology throughout this pack. The term covers a broad range of activities, which are outlined in more detail in Resource Sheet 1.

A glossary of key terms can be found overleaf.

Glossary

ACCAC	Qualifications, Curriculum and Assessment Authority for Wales
ACE	Audit, Co-ordinate, Evaluate (model)
BAYS	British Association of Young Scientists
BEST	Building Effective Schools Together
BITC	Business in The Community
CEDC	Community Education Development Centre (now ContinYou)
CPD	Continuing Professional Development
CSV	Community Service Volunteers
DfEE	Department for Education and Employment
DfES	Department for Education and Skills
DSC	Directory of Social Change
EBP	Education Business Partnership
EFQM	European Foundation for Quality Management
ESTYN	Her Majesty's Chief Inspector of Education and Training in Wales
GCSE	General Certificate of Secondary Education
GEST	Grants for Education Support and Training
HE/HEI	Higher Education/Higher Education Institution
HSW	Health, Safety and Welfare
ICT	Information Communication Technology
ITE/ITT	Initial Teacher Education/Initial Teacher Training
KS2, 3	Key Stage 2, 3
LA/LEA	Local Authority/Local Education Authority
LCD projector	Liquid Crystal Display (data) projector
LMS	Local Management of Schools
NFER	National Foundation for Educational Research
NOF	New Opportunities Fund (now Big Lottery Fund)
NQT(s)	Newly Qualified Teacher(s)
NYA	National Youth Agency
OHP/OHT	Overhead Projector/Transparency
OSHL/oshl	Out-of-school-hours learning
PGCE	Post Graduate Certificate in Education
PSD	Personal and Social Development (see PSHE)
PSHE	Personal, Social and Health Education
PTA	Parent Teacher Association
QiSS	Quality in Study Support
RR	Research Report
RS	Resource sheet
SEN/SENCO	Special Educational Needs/Co-ordinator
SIP/SDP	School Improvement Plan/School Development Plan

Acknowledgements

The National Assembly would like to take this opportunity to thank all those who contributed their time, experience and resources to the production of the Training Pack. This includes those from Education Extra and:

LEA contributors

Dewi Rowlands, Conwy LEA
Lesley Courtney, Flintshire LEA
Ann James, Merthyr Tydfil LEA
Karen Parry, Wrexham LEA
Deborah Duncan, Norfolk LEA

School contributors

Amman Valley Comprehensive, Carmarthenshire
Ysgol y Grango School, Merthyr Tydfil
Treorchy Comprehensive, Rhondda Cynon Taff
Glyn Derw High School, Cardiff

Steering group

Alan Lansdown, National Assembly
Deryck Jones, National Assembly
Ray Owen, ESTYN
Kathy Haggarty, ACCAC
Judith Beck, Cardiff LEA
Helen Mair Jones, Twyn School, Gwynedd

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This is a reprint of the *Out-of-school-hours learning Training and Resource Pack*, first printed in 2002 by Education Extra, now ContinYou.

ContinYou provides a range of exciting programmes that encourage people of all ages and backgrounds to take up opportunities for learning. ContinYou works to provide learning programmes to counter many of the serious consequences of social exclusion. Our work focuses on:

- schools, education and lifelong-learning
- out-of-school-hours learning
- working with families
- economic and community regeneration
- tackling health inequalities.

ContinYou Cymru is a Wales-based team, who are building on the legacy of Education Extra Cymru and dedicated to ensuring that Welsh agendas in education, health and regeneration are supported by the knowledge and experience of our local staff. We are an integral part of a much bigger UK-wide organisation with a long and impressive track record of making a difference to schools and communities, and of leaving a sustainable legacy. ContinYou Cymru can call on the resources of that larger infrastructure, including support for bilingual programmes and publications, in order to make maximum impact in a Welsh context.

In our work with schools we aim to support education professionals in developing good practice that will bring 'extra value' to their work. We help to find ways of improving the achievements and aspirations of pupils, through providing and supporting a wide range of out-of-school-hours-learning opportunities and by developing community focused schools which will benefit the whole community. Our work is supported by funding from a range of sources including local and national government, trusts, charities, lotteries and corporate sponsorship.

We work with partners including schools, communities and businesses, arts and sports organisations, libraries, local education authorities and national government departments – in order to give children and young people real chances to expand their learning outside the formal school curriculum.

MODULE 1

Out-of-school-hours learning – the big picture



Module 1

Out-of-school-hours learning: the big picture

This module is designed to help you understand the big picture in relation to out-of-school-hours learning. It covers a basic definition of oshl, the possible range of activities and puts these in a wider framework. It covers the benefits of oshl for a range of stakeholders and recent research into the impact of oshl. Finally, it looks at recent theories of learning – allowing you to reflect on how these might be applied to an oshl programme.

A Introduction and overview

Outcomes for this module

Links to the Code of Practice

Extra information, including websites

B Training activities

What did you do out of hours?

Oshl is...

Oshl – the big picture

Mapping skills and talent

Links to achievement, inclusion and lifelong learning

Benefits – wacky races

Making it work in schools

New ideas – the brain and learning

C Resource sheets (pages 51-70)

1 Oshl – the basics

2 Oshl framework

3 Mapping skills and interests

4 A-Z of oshl

5 Benefits of oshl

6 Recent research

7 Mapping grid and sample grid

8 Learning in and outside school hours

9 New ideas – the brain and learning/VAK

10 Brain gym

A Introduction and overview

Section A includes:

- a list of outcomes which should be achieved by the end of the module
- references to the Code of Practice
- sources of extra information, including resources and websites.

1. Outcomes of this module

By the end of this module you should:

- understand what is meant by oshl – particularly the range of activities
- be able to identify a simple framework for oshl
- understand the results of recent research into oshl
- recognise the link between oshl and: raising achievement; tackling social inclusion; lifelong learning
- be able to articulate a wide range of benefits of oshl for schools, pupils, parents and the community
- understand new theories of learning and their relevance to oshl.

2. Links to the Code of Practice

AREA	PAGE REFERENCE
Definition of oshl.	3
Background (list of activities and what oshl can offer).	3, 4-6
The three Es framework.	6
Potential benefits/outcomes.	5-7

3. Extra information

OSHL

- *The Code of Practice for out-of-school-hours learning* (Education Extra/National Assembly 2003) www.learning.wales.gov.uk
- *Study Support Toolkit: Making it work in schools, Trainer's Pack, LEA Briefing Guide, Introductory guide for Primary and Secondary Headteachers* (DfES 2000) DfES publications 0845 602 2260 or www.standards.dfes.gov.uk
- *Unlocking Potential: A Framework for extending out-of-school-hours learning opportunities in Wales* (BEST 1998) www.wales.gov.uk
- *The Learning Country* (The National Assembly for Wales 2001) www.wales.gov.uk

RESEARCH

- RR273: *The Impact of Study Support* (DfES 2001) www.dfes.gov.uk/research
- RR178: *Out-of-Hours Learning Activities: An Evaluation of 50 Pilot Study Support Schemes* (NFER 1999) www.nfer.ac.uk
- RR127: *Out-of-Lesson-Time Learning Activities: Surveys of Headteachers and Pupils* (NFER 1999) www.nfer.ac.uk

- RR110: *The Benefits of Study Support: A Review of Opinion and Research* (NFER 1999)
www.dfes.gov.uk/research

NEW THEORIES OF LEARNING

- *Frames of Mind: The Theory of Multiple Intelligences*, Gardner H, second edition (Fontana Press, London, 1993) ISBN 0 465 02510 2
- *Emotional intelligence: why it can matter more than IQ*, Goleman D, (Bloomsbury, London, 1996) ISBN 0 747 52830 6
- *Accelerated Learning in the Classroom*, Smith A, (Network Educational Press, Stafford, 1998) ISBN 1 855 39034 5 www.alite.co.uk

B. Training/learning activities

1. What did you do out-of-hours?

KEY IDEA: TO RECOGNISE THE FUN AND IMPACT OF OSHL, BY REFLECTING ON PAST EXPERIENCE.

ACTIVITY

- Participants turn to the person next to them and discuss for one minute:
 - the oshl activities they took part in when they were at school
 - the words that best describe their feelings while they were taking part, eg 'challenging', 'fun'.
- Share the list of activities and words with the whole group.
- Highlight words that are positive, stressing how this would shape the oshl programme they are planning.

Resources
Flipchart/pens

Time:
15 mins

2. Oshl is a ...

KEY IDEA: TO THINK CREATIVELY ABOUT WHAT OSHL REPRESENTS FOR SCHOOLS, TEACHERS AND PUPILS.

ACTIVITY

- Participants are asked to think creatively about oshl: the range of activities, what it means for pupils, teachers and the school.
- Participants then draw a picture of what oshl means to them on the flipchart, eg as a:
 - series of words and pictures
 - an animal
 - a particular shape.
- Individuals share their pictures with the rest of the group.

Resources
Flipchart/pens
(various colours)

Time:
30 mins

3. Oshl – the big picture

KEY IDEA: TO GET TO GRIPS WITH THE NATIONAL OSHL FRAMEWORK AND RECENT RESEARCH INTO THE IMPACT OF OSHL.

ACTIVITY

- Do a short presentation to the group covering:
 - the definition of oshl, the range of activities and an activity framework (RS1 and 2)
 - the development of oshl through the national framework*
 - a brief outline of the benefits revealed by recent research into oshl (RS5 and 6).
- In small groups, participants do a mind-map of the key points from the presentation using the headings 'activities', 'framework', 'benefits' and 'research'.
- Share maps with the rest of the group.

Resources
RS1, 2, 5, 6
LCD projector/
OHP
Flipchart/pens

Time:
40 mins

* see *Unlocking Potential: A Framework for extending out-of-school-hours learning opportunities in Wales* for more details.

4. Mapping skills and talents

KEY IDEA: THAT EVERYONE HAS SKILLS AND TALENTS THAT CAN BE UTILISED IN AN OSHL SETTING.

ACTIVITY

- Explain the oshl framework in detail using RS2.
- Distribute mapping sheet RS3.
- Ask participants to map their own skills and talents onto the three areas of oshl activity.
- Ask two or three participants to provide feedback on their skills/talents to the rest of the group.

Resources

RS2, 3
Paper, Pens

Time:
25 mins

Note: this is a particularly useful exercise for volunteers as an audit of their skills.

5. Oshl – links to achievement, inclusion and lifelong learning

KEY IDEA: TO IDENTIFY HOW OSHL CONTRIBUTES TO THE ABOVE THREE AGENDAS.

ACTIVITY

- Read research report RR273 and define the following terms on an OHT: achievement, inclusion and lifelong learning.
- Split participants into three groups: the **achievement** group, the **inclusion** group and the **lifelong learning** group.
- Give participants two or three different oshl activities.
- Ask them to brainstorm ideas about how they would maximise:
 - **achievement**, eg making strong links to specific curriculum subjects, planning 'booster activities' around key exams
 - **inclusion**, eg targeting specific groups of pupils, involving them in the planning of activities
 - **lifelong learning**, eg involving parents, carers and grandparents, linking oshl to FE/HE and adult education.
- Review ideas as a whole group. Reflect on the research results and how these can translate into practice in the school/organisation.

Resources

Key terms OHT
LCD projector/
OHP
Flipchart/pens

Time:
40 mins

6. Benefits - wacky races

KEY IDEA: THAT THERE ARE A HUGE NUMBER OF BENEFITS IN OSHL FOR VARIOUS STAKEHOLDERS.

ACTIVITY

- Participants race to think of 20 benefits of oshl (award a prize for the winner!).
- In pairs, ask participants to reorganise their list into benefits for:
 - a) pupils b) staff c) parents and the community.
- Review benefits from list on RS5.

Resources

RS5
LCD projector/OHP
Flipchart, Pens

Time:
25 mins

7. Oshl – making it work in schools

KEY IDEA: TO RECOGNISE THE WAY OSHL LINKS TO VARIOUS SCHOOL PRIORITIES – ACROSS AND BEYOND THE CURRICULUM.

ACTIVITY

- Distribute RS7a.
- Participants list two of their main priorities for the school/organisation, eg literacy, life skills or SEN, in the first column.
- In columns 2, 3 and 4 brainstorm oshl activities which could meet that priority.
- Share priorities and activities with the group.
- Summarise with RS7b.

Resources
RS7a and b
LCD projector/
OHP
Flipchart/pens

Time:
30 mins

8. New ideas – the brain and learning

KEY IDEA: TO UNDERSTAND THE BASICS ABOUT NEW THEORIES OF LEARNING AND HOW THEY CAN BE HARNESSSED IN AN OSHL SETTING.

ACTIVITY

- Read Module 4 of the *Study Support Toolkit: Making it work in schools* on 'Enhancing learning'.
- Participants should think about the last thing they learnt, eg the highway code, information for an exam etc.
- Get them to reflect on how they learnt the information, eg listening to a tape, writing it out and/or practising.
- Introduce participants to types of learning in and outside school hours (RS8) and ideas about the brain and learning - **Visual, Auditory** and **Kinesthetic** (RS9a,b).
- Participants discuss and reflect on how these ideas have/can be used in an oshl setting.

Resources
RS8 and 9a, b
LCD projector/
OHP
Flipchart/pens

Time:
30 mins

Note: break up this activity with a 'brain gym' exercise - shown on RS10.

TRAINER'S TIP

To break up an introductory session on oshl, play a game of **oshl charades**. Each person thinks of an oshl activity and acts it out to the rest of the group. Another useful exercise is **proximity to oshl** where participants position themselves in the room according to where they stand on a particular issue or statement. For example, read out the statement 'oshl is a major priority' or 'oshl is about raising achievement' – those who strongly agree stand in the middle of the room, those who strongly disagree stand at the edge. Try out more controversial or funny statements to energise the group.

MODULE 2

Safe-keeping – dealing with practical considerations



Module 2

Safe-keeping – practical considerations

This module is designed to help you understand a range of practical issues in relation to planning and delivering out-of-school-hours learning activities. It covers activities to raise awareness about health and safety issues including risk assessment, child protection, recruiting volunteers and developing codes of conduct for pupils attending activities. Finally it looks at sample procedures for outdoor and off-site oshl activities.

Note: this module is designed to complement existing authority-wide, and national, health and safety guidelines. Procedures around child protection, outdoor trips and risk assessment should be developed locally with schools and non-school providers of oshl. To aid this process, we strongly recommend reading the DfES publication *Safe keeping: a good practice guide for health and safety in study support*, which outlines best practice measures and provides useful resources, some of which are reproduced in this pack.

A Introduction and overview

Outcomes for the module

Links to the Code of Practice

Extra information, including websites

B Training activities

Safe-keeping – airing the issues

Involving volunteers

Managing staff

Assessing the risks

On your best behaviour

Child protection scenarios

Off-site activities – getting it right

Health and safety scramble

C Resource sheets (pages 71-90)

11 Model health and safety policy

12 Oshl club register

13 Model volunteer forms

14 Practical considerations

15 Recruitment guidelines for staff

16 Risk assessment – overview and form

17 Registration form

18 Child protection guidelines and case studies

19 Outdoor/residential activities and checklist

20 Daily health and safety checklist

A Introduction and overview

Section A includes:

- a list of outcomes which should be achieved by the end of the module
- references to the Code of Practice
- sources of extra information, including resources and websites.

1. Outcomes of this module

By the end of this module you should:

- understand the range of practical issues around oshl – including staffing, taking a register and collection of pupils
- be aware of the health and safety implications of oshl activities – including developing a policy, child protection and risk assessment
- have reflected on the issues around recruiting and involving volunteers
- be aware of the requirements and regulations around off-site and outdoor activities
- be able to formulate a simple checklist to administer in your oshl setting.

2. Links to the Code of Practice

AREA	PAGE REFERENCE
Staffing out-of-school-hours learning.	18-19
Health and safety.	37

3. Extra information

OSHL

- *The Code of Practice for out-of-school-hours learning* (Education Extra/National Assembly 2003) www.learning.wales.gov.uk
- *Study Support Toolkit: Making it work in schools, Trainer's Pack, LEA Briefing Guide, Introductory guide for Primary and Secondary Headteachers* (DfES 2000) DfES publications 0845 602 2260 or www.standards.dfes.gov.uk
- *Unlocking Potential: A Framework for extending out-of-school-hours learning opportunities in Wales* (BEST 1998) www.learning.wales.gov.uk
- *The Learning Country* (The National Assembly for Wales 2001) www.wales.gov.uk

HEALTH AND SAFETY

- *Safe keeping: a good practice guide for health and safety in study support* (DfES 2000) DfES publications 0845 602 2260 or www.standards.dfes.gov.uk
- *Circular 34/02: Child Protection: Preventing Unsuitable People from Working with Children and Young Persons in the Education Service* (National Assembly 2002) www.wales.gov.uk
- Criminal Records Bureau www.crb.gov.uk
- *Circular 2/99: Health and safety of pupils on educational visits: a good practice guide* (National Assembly 1999) www.wales.gov.uk plus supplemental guidance at www.teachernet.gov.uk/visits
- *Five steps to risk assessment* (Health and Safety Executive 1999) www.hse.gov.uk

VOLUNTEERS

- CRB guidance: *Volunteers in schools, Advice note 2* (12 December 2002) www.learning.wales.gov.uk
- *Extra Special* advice sheet: *Using volunteers in out-of-school-hours* (88) (Education Extra 2001) and *Schools and volunteers - a good practice guide to using volunteers after school* (Education Extra 1998) www.continyou.org.uk
- Community Service Volunteers (Wales) www.csv.org.uk
- Wales Council for Voluntary Action www.wcva.org.uk and www.volunteering-wales.net
- Urdd Gobaith Cymru www.urdd.org

B Training/learning activities

1. Safe-keeping – airing the issues

KEY IDEA: TO IDENTIFY THE RANGE OF HEALTH AND SAFETY, AND PRACTICAL, ISSUES AROUND OSHL.

ACTIVITY

- Ask participants to think about an oshl activity they currently run or want to set up.
- In small groups, brainstorm the key practical health and safety issues related to the activity (see RS14).
- Flipchart sheets are put up on the wall and participants walk around the room looking at the issues.
- As a whole group, participants are asked to consider local strategies/solutions to the issues raised (with trainer input where necessary).
- Strategies are shared. A list of outstanding issues is written on a separate sheet to be considered by the co-ordinator/LEA.

Resources
RS14
Flipchart/pens
Blu-tack

Time:
45 mins

2. Involving volunteers

KEY IDEA: TO INDUCT VOLUNTEERS ABOUT THE PRACTICAL ISSUES AROUND OSHL.

ACTIVITY

- Prepare a short briefing on:
 - the definition of oshl and the range of activities which volunteers may assist with at school (RS1)
 - the role of the volunteer as: mentor, LSA, community worker etc, including expectations of behaviour
 - how learning takes place outside school hours (RS8)
 - health and safety issues around the school
 - child protection issues related to working with young people.
- Talk through the briefing material and the issues raised, on a one-to-one basis with the volunteer(s) or as a training exercise with a larger group.
- Ask the volunteers to sign a volunteer agreement (RS13).

Resources
RS1, 8, 13

Time:
60+ mins

3. Managing staff – role play

KEY IDEA: IDENTIFYING THE RANGE OF STAFF INVOLVED IN OSHL – ASSESSING THEIR CONTRIBUTION AND CONSIDERING ISSUES ARISING FROM THEIR INVOLVEMENT.

ACTIVITY

- Ask participants to list the range of staff involved in their oshl programmes. Share the list with the whole group.
- Small groups role play a 'staff meeting', where each takes on a different role, eg headteacher, oshl manager, caretaker etc.
- Group discussion (20 minutes) is centred around the idea that 'five new oshl activities will be running by next term' – one person chairs the meeting to ensure equal contributions.
- After the discussion, a list of issues are fed back about:
 - the contribution made by particular staff members
 - the challenges of managing someone in this role.

Resources
Flipchart/pens

Time:
45-50 mins

4. Assessing the risks

KEY IDEA: TO GIVE SOME BASIC INFORMATION ABOUT RISK ASSESSMENT AND PERFORM A BRIEF AUDIT OF PROVISION.

ACTIVITY

- Prepare an input about risk assessment using RS16 (with support of external providers*) including:
 - a definition and overview
 - five steps to risk assessment.
- Give each group an oshl activity.
- Ask participants to identify the possible risks associated with the activity.
- Distribute and explain how the model assessment form (RS16) can be used to do a simple audit of their oshl provision.

Resources
RS16

Time:
30 mins

* this activity should be included as part of an existing risk assessment training session. See also *Safe keeping*, pp 40-41, 45 (DfES 2000) and *Steps to risk assessment* (HSE 1999).

5. On your best behaviour

KEY IDEA: EMPHASISING THE NEED FOR POSITIVE BEHAVIOUR AND RELATIONSHIPS AT OSHL ACTIVITIES. GENERATING A CODE OF CONDUCT.

ACTIVITY

- Explain the value of codes of conduct for oshl activities.
- Participants in small groups think of an oshl activity and draw up a code of conduct/behaviour.
- Ask participants to repeat the task, this time playing the role of pupils.
- Compare and discuss the lists.
- Generate a final code with both lists in mind.

Resources
Flipchart/pens

Time:
30 mins

6. Child protection scenarios

KEY IDEA: RAISING AWARENESS OF THE ISSUES AROUND CHILD PROTECTION IN OUT-OF-HOURS CENTRES.*

ACTIVITY

- Read RS18a and the DfES safe keeping guide.
- As part of a child protection training session, prepare an input on child protection issues in out-of-hours centres, including:
 - police checks
 - disclosure
 - appropriate behaviour with young people.
- Distribute RS18b.
- In pairs, ask participants to select two scenarios and discuss perceptions and issues which are raised.
- Collect feedback from the whole group.

Resources
RS18a, b

Time:
30-45 mins

* this activity should be included as part of an existing child protection training session. See also *Safe keeping*, pp 14-18 (DfES 2000) and Annex B to *Volunteers in Schools - Advice Note 2*. (CRB 2002)

7. Off-site activities – getting it right

KEY IDEA: UNDERSTANDING THE KEY RESPONSIBILITIES AND REQUIREMENTS FOR OFF-SITE OSHL ACTIVITIES.

ACTIVITY

- Prepare an input on off-site activities (with support of external providers*).
- Distribute R19 and explain how the checklist can be used/adapted for specific oshl activities.
- Note responses for the co-ordinator/LEA.

Resources
RS19

Time:
30-45 mins

* this activity should be included as part of an existing outdoor education/off-site training session. See also *Safe keeping*, pp 100-119 (DfES 2000) and *Health and safety of pupils on educational visits* (National Assembly 1999).

8. Health and safety scramble

KEY IDEA: SUMMARISING THE KEY HEALTH AND SAFETY ISSUES INTO A SIMPLE DAILY CHECKLIST.

ACTIVITY

- In groups, participants are asked to consider what would be included in a daily health and safety checklist for oshl staff.
- One person is then nominated and given RS20.
- Using only actions (no words), they are asked to communicate the eight items on the list to their group members.
- The activity is completed when one group has guessed all the items on the list.
- Groups consider any additional tasks to be added to a daily list.
- Feedback to the whole group.

Resources
RS20
Flipchart/pens

Time:
30 mins

TRAINER'S TIP

As previously stated, many training activities around health and safety, and managing and involving volunteers are best delivered locally, eg building on existing child protection training delivered by the LEA or by the local volunteer bureau. Practical issues are also best discussed through sharing local good practice between schools, teachers and/or through local networks of school based oshl co-ordinators. One strategy used by many authorities is to prepare an oshl handbook which covers key issues such as recruiting volunteers, police checks, insurance etc, and provides standard proformas to ensure a consistent (and safe) approach to oshl.

MODULE 3

Developing an out-of-school-hours learning programme



Module 3

Developing an oshl programme

This module is designed to help you understand how to set up and begin developing a successful out-of-school-hours learning programme. It covers ethos, auditing and planning provision, and a framework for developing a programme. Finally, it looks at practical tools for identifying pupil and parents' views, and ideas about successful practice taken from schools and LEAs across Wales and the rest of the UK.

A Introduction and overview

Outcomes for the module

Links to the Code of Practice

Extra information, including websites

B Training activities

Oshl unlimited

First steps

Commitment mapping

Context and ethos

Tell me what you want, what you really, really want?

Action planning

Making it fun out-of-hours

ACE model

C Resource sheets (pages 91-110)

21 Setting up

22 Auditing/planning/monitoring

23 Commitment mapping

24 Developing and maintaining ethos

25 Pupil survey

26 Parents questionnaire

27 Oshl in rural settings – ten tips

28 Developing a programme – the ACE model

29 Sample resources – school programme

30 Sample resources – Easter/Summer programmes

A Introduction and overview

Section A includes:

- a list of outcomes which should be achieved by the end of the module
- references to the Code of Practice
- sources of extra information, including resources and websites.

1. Outcomes of this module

By the end of this module you should:

- be able to understand the steps needed to get an oshl programme started – including in rural settings
- be able to audit your oshl programme and identify priorities for action
- have reflected on the importance of getting the ethos right for a successful programme
- understand the rationale for involving pupils and parents in the planning of oshl activities
- have designed a range of questionnaires and surveys for a range of stakeholders in your oshl setting
- understand the contribution that family learning can make to a successful programme.

2. Links to the Code of Practice

AREA	PAGE REFERENCE
Having a purpose	9-10
Getting the ethos right	11-12
Developing a programme	13-15
Involving pupils	22-23
Involving parents and carers	24-25
Learning together (family learning)	26-27
Audit of out-of-school-hours learning programmes	38

3. Extra information

OSHL

- *Code of Practice for out-of-school-hours learning* (Education Extra/National Assembly 2002) www.learning.wales.gov.uk
- *Study Support Toolkit: Making it work in schools, Trainer's Pack, LEA Briefing Guide, Introductory guide for Primary and Secondary Headteachers* (DfES 2000) DfES publications 0845 602 2260 or www.standards.dfes.gov.uk
- *Unlocking Potential: A Framework for extending out-of-school-hours learning opportunities in Wales (BEST 1998)* www.wales.gov.uk
- *The Learning Country* (The National Assembly for Wales 2001) www.wales.gov.uk

DEVELOPING A PROGRAMME

- *Extra Special* advice sheets: *Auditing provision* (43), *Basic issues* (45), *Out-of-school-hours learning in rural settings* (68), *'How to' guides* (Education Extra 1999) www.continyou.org.uk
- *Learning is fun! a guide to homework in kid's clubs, Busy Bee Play and Learn: play and learning activities for parents and children* (Kids Clubs Network 1998) www.4children.org.uk
- *Building learning communities*: (CEDC 2000) www.continyou.org.uk
- *Study Support Handbook vols. 1,2,3* (NYA 2000) www.qiss.org.uk

FAMILY LEARNING

- *Extra Special* advice sheet: *Family learning* (78) (Education Extra 2001) www.continyou.org.uk
- Campaign for Learning www.campaign-for-learning.org.uk
- Share www.shareuk.org.uk

B Training/learning activities

1. Oshl unlimited...

KEY IDEA: TO THINK CREATIVELY AND WITHOUT BOUNDARIES ABOUT WHAT A DYNAMIC OSHL PROGRAMME MAY LOOK LIKE FOR THE SCHOOL.

ACTIVITY

- Individually or in pairs, ask participants to sketch out what they would include in their oshl programme if they had unlimited:
 - time
 - funding
 - energy!
- Share ideas with the whole group.
- Ask participants to make a mental note of these ideas for future planning.

Resources
Flipchart/pens

Time:
25 mins

2. First steps – getting it started

KEY IDEA: TO IDENTIFY KEY PRACTICAL STEPS NEEDED TO GET AN OSHL PROGRAMME OFF THE GROUND.

ACTIVITY

- Prepare input based on RS21 and key points from RS27.
- Ask one or two local practitioner(s) to talk about how they set up an oshl programme.
- Short questions & answers session.
- Ask participants to think of, and then share, one good practical idea for starting off an activity or programme.
- Share ideas with the whole group.

Resources
RS21, 27

Time:
30-40 mins

3. Commitment mapping

KEY IDEA: TO IDENTIFY POTENTIAL BARRIERS AND OBSTACLES TO DEVELOPING A PROGRAMME AND STRATEGIES TO OVERCOME THEM.

ACTIVITY

- Explain that developing a programme can be challenging.
- Distribute RS23 and ask participants to think about one new activity that they wish to set up in their school/organisation.
- Make a list in the relevant columns of the initials of people in the school who:
 - have no commitment to the activity or oshl as a whole
 - will let it happen
 - will make it happen
 - will help it happen.
- Whilst respecting confidentiality of the responses, ask participants to give feedback on the activity and any strategies they have to overcome potential barriers.

Resources
RS23

Time:
30-40 mins

4. Context and ethos

KEY IDEA: TO GET PARTICIPANTS TO DEFINE A VISION FOR OSHL – WHICH WILL BEGIN TO DEVELOP THE RIGHT ETHOS AT SCHOOL LEVEL.

ACTIVITY

- Ask individual participants to share their vision for oshl.
- Explain the important of context and ethos to the success of oshl.*
- Distribute RS24 and ask participants to rank the factors from 1-12 (1 - most important, 12 - least important).
- Discuss the most valued factors across the whole group.

Resources
RS24

Time:
30-40 mins

* see findings on context and ethos from RR273 *The Impact of Study Support* (DfES 2001)

5. Tell me what you want, what you really, really want?

KEY IDEA: EXPLORING AND DEVELOPING DIFFERENT TOOLS TO IDENTIFY PUPIL AND PARENTS' OSHL NEEDS.

ACTIVITY

- Explain the value of identifying pupils and parents' oshl needs.
- Distribute RS25 and 26.
- In small groups, ask participants to devise a new survey and questionnaire for either pupils or parents.
- Swap surveys with another group and complete them – taking the role of a pupil or parent.
- Share feedback and good ideas for questions with the whole group.

Resources
RS25, 26
Flipchart/pens

Time:
45 mins

6. Action planning

KEY IDEA: SHARING IDEAS AND PLANNING THE NEXT STAGES OF DEVELOPMENT OF THE OSHL PROGRAMME.

ACTIVITY

- Distribute RS22.
- Individually, ask participants to list one activity they are currently running and one new activity they wish to set up in their school/organisation in column 1.
- Fill in columns 2-11 for each activity.
- Reflect on the usefulness of the planning tool for their programme as a whole, and for external funders (including NOF).

Resources
RS22

Time:
30-40 mins

7. Making it fun – out-of-hours

KEY IDEA: SHARING EXPERIENCES OF DIFFERENT ACTIVITIES TO ADD FUN AND ENJOYMENT TO OUT-OF-HOURS WORK.

ACTIVITY

- Ask participants to think about and share:
 - the best lesson they delivered or experienced as a pupil
 - their most positive learning experience
 - the last thing that made them laugh.
- Reflect as a group, and share a range of strategies for making oshl a fun experience for pupils and young people.

Resources
none

Time:
30-40 mins

8. ACE model

KEY IDEA: GETTING TO GRIPS WITH THE ACE MODEL AND WHAT THIS MIGHT MEAN FOR A SCHOOL'S PROGRAMME.

ACTIVITY

- Prepare an OHT based on RS28.
- Explain that the model is used as a simple checklist or review of where they are in developing their programme.
- Ask participants to identify one action point that they will undertake under each section of the model, eg:
 - audit the physical resources of the school/organisation
 - establish a link to the school's development plan
 - monitor attendance patterns.
- Reflect as a whole group on the common action points and agendas.

Resources
RS22

Time:
30-40 mins

TRAINER'S TIP

Participants are often at different stages in developing a programme. A useful way of meeting these varying needs is the **oshl continuum**. Ask participants to stand up and arrange themselves into a horseshoe shape or a line. State that one end of the horseshoe or line are those who are getting things started, at the other end is those who are very advanced in developing their programme. Ask participants to position themselves along the horseshoe or line according to what best describes their situation. Groups can then be formed with participants at similar levels of experience. Try a fun version of this activity by asking participants to position themselves on the oshl train. Are they driving it? Riding comfortably in first class? Standing on the platform? Did they know the train was there at all?

MODULE 4

Sustaining and managing an out-of-school-hours learning programme



Module 4

Sustaining and managing an oshl programme

This module is designed to help you understand the processes and good practice around sustaining and managing an oshl programme. It covers issues such as taking a strategic approach to oshl at school and LEA level, sustainability, reviewing procedures and the monitoring and evaluation of a programme. Finally, it looks at issues around ensuring quality provision and the variety of models now available to achieve this.

A Introduction and overview

Outcomes for the module

Links to the Code of Practice

Extra information, including websites

B Training activities

Successful schemes

Development planning

Managing it all – with a smile!

Publicising and marketing your programme

Getting the most out-of-hours

Tools for schools

Annual review

Ensuring quality provision

C Resource sheets (pages 111-130)

31 Successful schemes

32 Strategic overview of oshl – LEA flowchart

33 Oshl in the school development plan

34 Management and organisation

35 Sustainability checklist

36 Monitoring and evaluation – basics

37 Evaluation tools

38 Sample evaluation sheets

39 Annual review and improvement proforma

40 Quality models exercise

A Introduction and overview

Section A includes:

- a list of outcomes which should be achieved by the end of the module
- references to the Code of Practice
- sources of extra information, including resources and websites.

1. Outcomes of this module

By the end of this module you should:

- understand what makes a successful and sustainable oshl programme
- have considered the implications of thinking strategically about oshl – including writing oshl into the school's/organisation's development plan
- have reflected on the management and organisation of oshl across the school/organisation and identified priorities for action
- understand the rationale for monitoring and evaluating oshl provision
- have reflected on the application of practical monitoring and evaluation tools included in this pack
- understand the rationale and content of different quality models as they apply to oshl.

2. Links to the Code of Practice

AREA	PAGE REFERENCE
Managing the programme	16-17
Promoting the programme	20-21
Training and development	30-32
Monitoring, evaluation and review	33
Sustainability	35

3. Extra information

OSHL

- *Code of Practice for out-of-school-hours learning* (Education Extra/National Assembly 2002) www.learning.wales.gov.uk
- *Study Support Toolkit: Making it work in schools, Trainer's Pack, LEA Briefing Guide, Introductory guide for Primary and Secondary Headteachers* (DfES 2000) DfES publications 0845 602 2260 or www.standards.dfes.gov.uk
- *Unlocking Potential: A Framework for extending out-of-school-hours learning opportunities in Wales* (BEST 1998) www.wales.gov.uk
- *The Learning Country* (The National Assembly for Wales 2001) www.wales.gov.uk

MANAGING A PROGRAMME

- *Extra Special advice sheets: Links with the curriculum* (80), *Managing study support resources* (81), *Easing the move to secondary school* (87) (Education Extra 2000) www.continyou.org.uk

MONITORING AND EVALUATION

- Study Support Attendance Monitoring Systems (S-SAMS) Software (QiSS 2000) www.qiss.org.uk
- *Extra Special* advice sheet: *Evaluating the impact* (69) (Education Extra 2000) www.continyou.org.uk

QUALITY

- *Extra Special* advice sheet: *Ensuring quality* (79) (Education Extra 2001) www.continyou.org.uk
- Lloyds TSB 'Quality in Education' model www.qualityineducation.co.uk
- *Quality in Study Support: Recognition Scheme* www.qiss.org.uk

B Training/learning activities

1. Successful schemes - practitioner(s) input

KEY IDEA: TO IDENTIFY PRACTICAL IDEAS AND LOCAL GOOD PRACTICE ABOUT WHAT MAKES A SUCCESSFUL SCHEME.

ACTIVITY

- Distribute RS31 and 33.
- In pairs, participants identify the top three factors for running a successful and sustainable oshl programme.
- Ask three to four local practitioner(s) to briefly share ideas about what makes their programme successful.
- Ask participants to write down one action point they will take away from the session.

Resources
RS31 and 33

Time:
30 mins

2. Development planning

KEY IDEA: TO IDENTIFY HOW EXISTING SCHOOL/ORGANISATION DEVELOPMENT PLANNING CAN INCLUDE OSHL (THIS ACTIVITY REQUIRES PARTICIPANTS TO BRING A COPY OF THEIR SCHOOL'S/ORGANISATION'S DEVELOPMENT PLAN).

ACTIVITY

- Prepare an OHT based on RS33. Explain the variety of ways oshl can be written into a school's development plan.
- In small groups (preferably same school groupings), participants identify areas where oshl could map onto existing provision or get participants to write out a separate aim and brainstorm a plan for the next term/year.
- Groups share their revised plans with the whole group.

Resources
RS33
School/
organisation
development
plans

Time:
45 mins

3. Managing it all – with a smile!

KEY IDEA: TO REFLECT ON MANAGEMENT AND ORGANISATIONAL ISSUES AND IDENTIFY PRIORITIES FOR ACTION.

ACTIVITY

- In large groups (10-12) participants take on the roles of key staff within an oshl programme, eg headteacher, deputy, classroom teacher, classroom-assistant, librarian, youth worker.
- Participants are asked to represent visually the management links within the programme, eg as a mind-map or as a human tableau with hands representing links between staff.
- Groups share their visual presentation with the whole group.
- Distribute RS34 and reflect on the organisational plan, how it may be adapted for a (rural) primary school and the need for a co-ordinator to pull these organisational issues together.

Resources
RS34
Flipchart/pens

Time:
45 mins

4. Publicising and marketing your programme

KEY IDEA: UNDERSTANDING THE RATIONALE FOR PUBLICISING AND MARKETING AN OSHL PROGRAMME.

ACTIVITY

- Ask participants (individually or in pairs) to list:
 - the benefits of publicising and marketing their oshl programme
 - the costs and problems associated with publicising and marketing
 - publicity and marketing methods, eg articles in local press.
- Share ideas with the whole group.
- In small groups, participants are asked to take the role of a team of marketing executives. They must make a ten minute marketing presentation or 'pitch' to sell their oshl programme to either: a local newspaper (to get publicity); to a company (to get some funding) or to school pupils (to get them to attend!).
- Presentations and feedback are shared with the whole group.

Resources
Flipchart/pens

Time:
60+ mins

5. Getting the most out-of-hours

KEY IDEA: EXPLORING THE NEED AND RATIONALE FOR MONITORING AND EVALUATING OSHL PROVISION.

ACTIVITY

- Prepare RS36 as an OHT.
- Talk through the rationale for monitoring and evaluating provision (stress that it should build on existing practice).
- In pairs, ask participants to write down two activities they wish they ran already or want to run (one curriculum based, one for 'enrichment').
- Participants list one or two methods of:
 - monitoring these activities, eg attendance registers
 - evaluating the activities, eg pre and post questionnaires.
- Share methods and ideas with the whole group.

Resources
RS36
Notepaper/pens

Time:
40 mins

6. Tools for schools

KEY IDEA: REFLECTING ON A RANGE OF TOOLS TO EVALUATE OSHL PROVISION.

ACTIVITY

- Divide participants into small groups. Distribute RS37 and sheets of flipchart paper.
- Ask participants to:
 - write down the name of one oshl activity, eg a computer club
 - write down the names of the seven evaluation methods – documents, records, essays, journals etc
 - produce a simple tool for each of the evaluation methods or write out an example of what pupil's work might look like for that oshl activity, eg for documents and records design a simple attendance register for pupils and parents; for essays and journals write down what a parent might say at their first session in their journal
 - stick the tools or examples on the sheet in the form of a display.
- Share displays with the whole group.
- Distribute RS48 as a good example of a pupil questionnaire.

Resources
RS37, 38
Flipchart/pens

Time:
60+ mins

7. Annual review

KEY IDEA: IDENTIFYING STEPS AND PROCEDURES FOR AN ANNUAL REVIEW.

ACTIVITY

- In pairs, ask participants to write down what they feel should be reviewed in their oshl programme, each:
 - month
 - term
 - year.
- Share and discuss responses as a whole group.
- Distribute RS39.
- Individually, participants briefly audit their school/organisation provision against the questions.
- Encourage participants to use their responses as a planning tool for next year's review.

Resources
RS39
notepaper/pens

Time:
40 mins

8. Ensuring quality provision

KEY IDEA: REFLECTING ON A RANGE OF QUALITY MODELS, TO REVIEW AND IMPROVE OSHL PROVISION*.

ACTIVITY

- As a whole group, participants brainstorm the features of a quality oshl programme, eg 'a positive, fun experience', 'meeting the needs of pupils and parents'.
- Divide participants into three groups. Each group looks at one model in detail (using RS40), completes the activity and prepares a presentation to the rest of the group about:
 - the main features of the model
 - how it can be used in practice – based on the activity
 - what they feel the pros and cons are of using the model with their school/organisation.
- Presentations and feedback are shared with the whole group.

Resources
RS40
Code of Practice
Details of the
QiSS and Lloyds
TSB models
Notepaper/pens

Time:
40 mins

* see *Extra Special 79* (Education Extra 2001) for further details on each of the oshl quality models

TRAINER'S TIP

A practitioner's input is an essential ingredient of a successful session on 'managing and sustaining an oshl programme'. They have credibility amongst their peers, and local knowledge. The opportunity to present to their peers is a useful professional development exercise. At LEA level, consider recruiting a series of practitioners to present to schools across the authority. Run a 'training the trainers' course to introduce practitioners to each other; to develop their skills as trainers and to share up-to-date national good practice. At local/school level, consider setting up an oshl co-ordinator network to share local good practice. If this is already in operation, invite successful practitioners from other areas/authorities (or countries!) to add fresh ideas on managing and sustaining a programme. You may also wish to set up a virtual e-mail discussion group or bulletin board to share useful ideas and resources with colleagues.

MODULE 5

Partnerships and funding



Module 5

Partnerships and funding

This module is designed to help you understand the range of potential partners available for oshl programmes. It covers practical issues such as finding and involving partners, partnership agreements and ideas for good practice. It looks at the full range of funding sources in Wales and the principles of fundraising – in particular approaching national trusts and the issues around accessing local and national funding.

Note: this section is complemented by *A practical guide to trust fundraising for schools and school groups in Wales* (see Extra Information p46) which covers these issues in much more detail.

A Introduction and overview

Outcomes for the module

Links to the Code of Practice

Extra information, including websites

B Training activities

Who are the partners?

Involving parents and carers

Partnership planning grid

Partnership role play

Funding basics

Funding monopoly

Bid-writing exercise (national trusts)

Local sources and strategies

C Resource sheets (pages 131-154)

41 Potential partnerships

42 Partnerships top tips

43 Sample partnership agreement form

44 Examples of success

45 Funding for oshl

46 Funding monopoly exercise

47 Fundraising from grant-making trusts

48 Sample (trust) application form

49 Raising funds from local sources

50 Sample funding bid

A Introduction and overview

Section A includes:

- a list of outcomes which should be achieved by the end of the module
- references to the Code of Practice
- sources of extra information, including resources and websites.

1. Outcomes of this module

By the end of this module you should:

- understand the range of potential partners for oshl
- recognise the benefits of involving parents and carers (as key partners) and have a range of top tips for developing new partnerships
- reflect on the issues raised by involving external partners and how this may be resolved at school/organisational level
- understand the range of potential funders for oshl – both locally and nationally
- understand the principles of fundraising – and their application to charitable trusts
- identify a range of effective local strategies to access funding.

2. Links to the Code of Practice

AREA	PAGE REFERENCE
Partnerships	28-29
The New Opportunities Fund (now Big Lottery Fund)	36
Funding and resources	39-40
Potential partnerships	42-45

3. Extra information

OSHL

- *Code of Practice for out-of-school-hours learning* (Education Extra/National Assembly 2002) www.learning.wales.gov.uk
- *Study Support Toolkit: Making it work in schools, Trainer's Pack, LEA Briefing Guide, Introductory guide for Primary and Secondary Headteachers* (DfES 2000) DfES publications 0845 602 2260 or www.standards.dfes.gov.uk
- *Unlocking Potential: A Framework for extending out-of-school-hours learning opportunities in Wales* (BEST 1998) www.wales.gov.uk
- *The Learning Country* (The National Assembly for Wales 2001) www.wales.gov.uk

PARTNERSHIPS

- *Code of Practice for Youth Work* (DfES/NYA 2001) www.nya.org.uk
- *Extra Special advice sheet: Commercial partnerships for after school* (51), *Involving youth workers in study support* (82) (Education Extra 1998)
- *Alive with learning: study support in museums and galleries* (Education Extra 1999) www.continyou.org.uk
- Sports Council for Wales: Dragon Sport www.dragon-sport.co.uk or www.campau-draig.co.uk

FUNDING

- New Opportunities Fund (now Big Lottery Fund) www.biglotteryfund.org.uk
- *A Practical Guide to Trust Fundraising for Schools and School Groups in Wales* (Fundraising Company 2002)
- *Schools Funding Guide* Mountfield A, Eastwood N, (DSC, London, 2000) ISBN 1 900 36057 8
www.dsc.org.uk

B training/learning activities

1. Who are the partners?

KEY IDEA: TO IDENTIFY THE RANGE OF LOCAL PARTNERS INVOLVED IN OSHL PROVISION.

ACTIVITY

- Prepare flipchart sheets with two headings: current and potential.
- In small groups, ask participants to think about the range of partners they currently involve in out-of-hours programmes and write a list of potential partners – stress the need to think of *local* partners.
- Put the sheets on display and ask groups to walk around and share ideas.
- Ask participants to write down one partner they will contact when they get back to their school/organisation.
- Consolidate activity by distributing and discussing RS41*.

Resources
Flipchart/pens
RS41

Time:
30 mins

* see *Code of Practice for out-of-school-hours learning*, pp 33-34, for basic information on partnerships and case studies.

2. Involving parents and carers

KEY IDEA: TO IDENTIFY THE CONTRIBUTION THAT PARENTS AND CARERS (AS KEY PARTNERS) CAN MAKE TO OSHL.

ACTIVITY

- Divide participants into small groups.
- Ask them to brainstorm a list of words that describe the contribution parents and carers can make to an oshl programme, eg: as learners; as tutors; as fundraisers etc.*
- Using this list plus images and words from magazines and newspapers, ask participants to produce a collage which represents the contribution parents and carers can make to the oshl programme.
- Share the collage with the whole group.

Resources
Magazines,
newspapers,
flipchart paper,
sellotape,
scissors, glue

Time:
30 mins

* see the *Study Support Toolkit: Making it work in schools*, pp 131 (DfES 2000) and the *Code of Practice for out-of-school-hours learning*, pp 24-25 (Assembly 2003) for ideas about what parents/carers can contribute.

3. Partnership planning grid

KEY IDEA: TO IDENTIFY AND PRIORITISE THE KEY PARTNERS FOR YOUR SCHOOL/ORGANISATION.

ACTIVITY

- Prepare small pieces of paper with the names of 20 potential partners on them (based on RS41) – enough for each group.
- Distribute flipchart paper.
- In small groups, ask participants to write 'high priority' at the top of the paper and 'low priority' at the bottom.
- Distribute the pieces of paper and ask participants to stick the partner organisation at the point between the two headings which best describes the partner's relationship to their school/organisation.
- The finished planning grid is a useful starting point for prioritising which partners to contact and develop further relationships with.
- Consolidate with discussion of top tips from RS42.

Resources
RS41, 42
Flipchart/pens

Time:
45+ mins

4. Partnership role play

KEY IDEA: TO CONVEY THE VARIETY OF ROLES, CONTRIBUTIONS AND ISSUES PARTNERS CAN HAVE IN RUNNING A SUCCESSFUL OSHL PROGRAMME.

ACTIVITY

- Divide participants into small groups.
- Ask them to think of a large-scale oshl project/event that they would like to set up, eg: an arts festival; a weekend multimedia workshop.
- Participants brainstorm the list of partners they would involve in the project. Each group member takes the role of one of the partners and the first planning meeting for the project is role played.
- After the discussion, share feedback on the issues that arose from the meeting and the relative roles of each partner.
- Distribute RS42, 43, 44. Discuss their use for practical partnership working.

Resources
RS42, 43, 44

Time:
60+ mins

5. Funding basics

KEY IDEA: TO IDENTIFY THE MAJOR SOURCES OF FUNDING FOR OSHL – LOCALLY AND NATIONALLY.

ACTIVITY

- Prepare an OHT based on RS45.
- Explain the range of funding sources, providing local contact details for each source.*
- In pairs, ask each participant to:
 - think about two activities that they want to run
 - identify a realistic amount of funding to kick-start the activity
 - identify the most appropriate funding source from the list.
- Ideas are shared as a whole group and used as a basis for action planning when participants get back to school.

Resources
RS42, 43, 44

Time:
60+ mins

* see the *Code of Practice for out-of-school-hours learning*, pp 39-40 (Assembly 2003) for more detailed information on the main funding sources.

6. Funding monopoly

KEY IDEA: TO REFLECT ON THE MOST APPROPRIATE APPROACHES NEEDED FOR SPECIFIC FUNDING BODIES.

ACTIVITY

- Prepare materials as indicated on trainer briefing sheet (RS46a).
- Explain the aim of the session and give instructions to participants.
- Distribute funder briefing sheets to four volunteers, and school briefing sheets* to remaining participants (RS46b and c).
- Give groups 20 minutes preparation time.
- Activity runs for approx 40 minutes (until each group has visited all four funders).
- Ask groups to identify how much funding they received. Award a prize to the winner!
- Share feedback from the groups and 'funders' on the fundraising process, the reaction of specific funders, the activity and any lessons/action points they will take from the exercise.

Resources
RS46a, b, c
Money for funders,
chairs, tables,
funder
name-tags

Time:
70+ mins

*you may wish to spend time adapting this exercise so that it includes scenarios for community-based organisations and other oshl providers, rather than schools.

7. Bid-writing exercise (charitable trusts)

KEY IDEA: TO DEVELOP THE SKILLS NEEDED TO WRITE A SUCCESSFUL BID TO A NATIONAL TRUST.

ACTIVITY

- Prepare an introductory input based on RS47.*
- Divide participants into four groups.
- Give each group a school scenario (from RS46b) and a copy of RS48.
- Ask them read their school scenario and collectively to write a bid on RS48, up to the value of £1000. Ask them to focus on the criteria shown in the guidance notes (20 minutes).
- Groups swap their bids with another group, who assess their application forms against the criteria and decide whether to give them any funding.
- After decisions are made, share constructive feedback on the individual application forms and the bid-writing process as a whole.

Resources
RS46b (school scenarios only)
RS47, 48

Time:
45 mins

*see *A Practical Guide to Trust Fundraising for Schools and School Groups* (Education Extra 2002) for further details. You may also wish to involve an external speaker or practitioner who has a written a number of successful bids to charitable trusts to support you.

8. Local sources and strategies

KEY IDEA: TO IDENTIFY LOCAL FUNDING SOURCES AND EFFECTIVE STRATEGIES TO ACCESS THEM.

ACTIVITY

- Distribute RS49 and ask participants to note useful ideas about accessing local funding sources.
- Individually, ask participants to write down one or two activities that they need funding or resources for in their school.
- Share the list of activities on a flipchart: display this in a prominent place.
- Ask the whole group to reflect on the list of activities and feedback practical ideas about possible local sources of funding and resources to meet school/organisation need.
- Ask participants to identify one potential funder to approach when they get back to their school/organisation.

Resources
RS49

Time:
45 mins

TRAINER'S TIP

Many training sessions can become dominated by the issue of identifying and accessing sources of funding. At a strategic level, many LEAs have put together handbooks of local and regional funding bodies (which can be accessed for oshl) with contact details for each source. One authority in England has also employed a team of bid-writing officers from within the LEA to assist with a network of local schools' bid-writing. At the level of the training course, prepare detailed information on the top five sources of funding and allow a significant level of discussion concerning local and perhaps unusual funding sources. At school/organisation level, consider both funding and resourcing. What specific activities do you want to run? Do you only need money for this? Could you use human resources (staff, mentors, older pupils, experts) or physical resources (sports equipment, books, art materials)? Can other partners provide these? eg libraries, museums and galleries, community associations, youth services, utility companies, senior citizens associations, Merched y Wawr and Women's Institutes etc.

Out-of-school-hours learning

What is oshl?

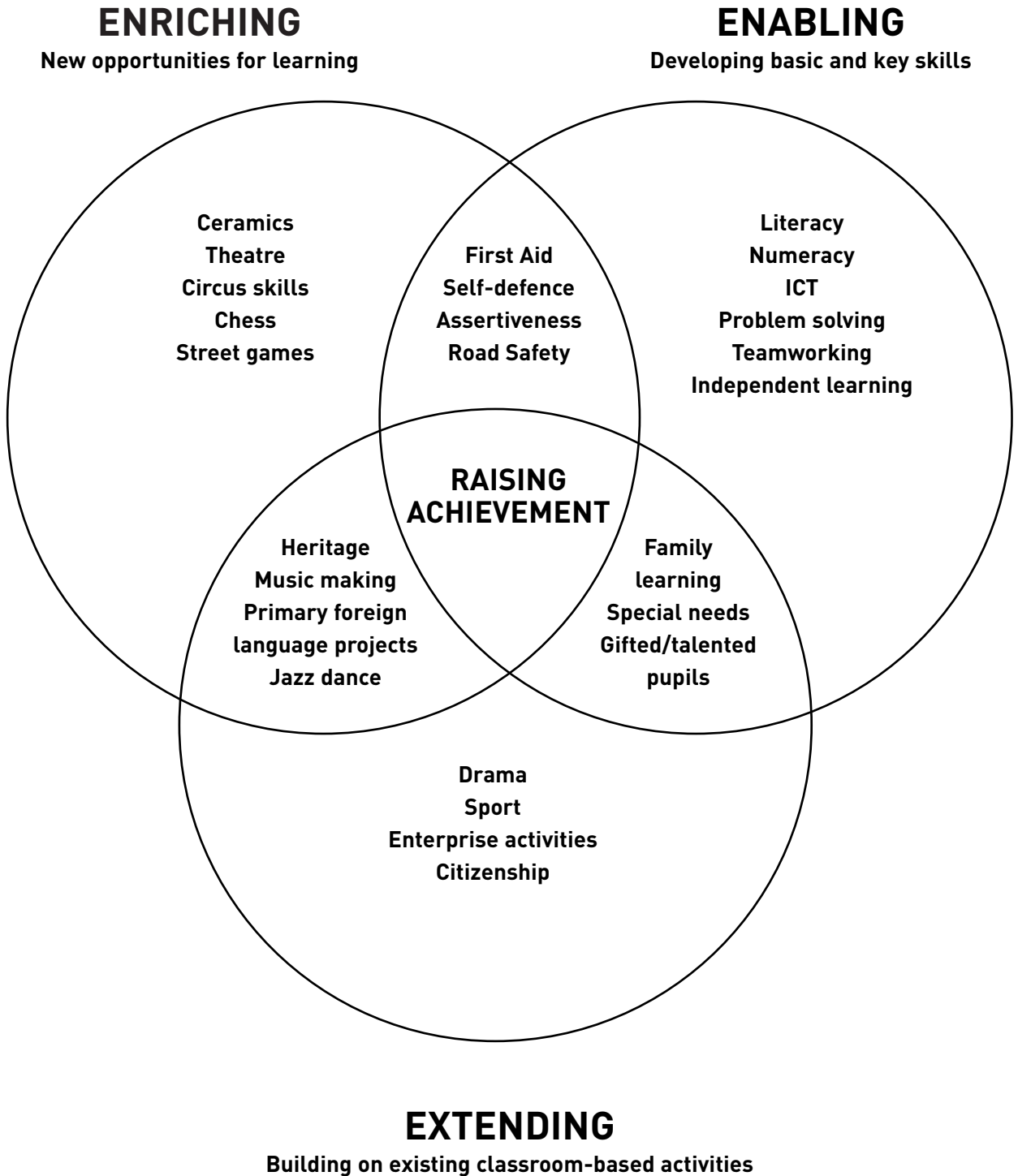
'Out-of-school-hours learning (oshl) is activity outside normal lessons which young people take part in voluntarily. It is, accordingly, an inclusive term, embracing many activities with many names and guises including the term 'extracurricular activities'. Its purpose is to improve young people's motivation, build their self-esteem and help them to become more effective learners. Above all it aims to raise achievement.'

What are the main oshl activities?

- Homework clubs (facilities and support for homework).
- Help with key skills – including literacy, numeracy and ICT.
- Study clubs (linked to or extending curriculum subjects).
- Sports, games and adventurous outdoor activities.
- Creative ventures (music, drama, dance, film and the full range of arts).
- Residential events – study weeks or weekends.
- Space and support for coursework and exam revision.
- Improving language skills (Welsh and English).
- Opportunities for volunteering in the school or community.
- Opportunities to pursue particular interests (science, ICT, law, archaeology, languages).
- Mentoring by adults or other pupils.
- Learning about learning (thinking skills and accelerated learning).
- Community service (environmental clubs).

Source: *Unlocking Potential: A Framework for extending out-of-school-hours learning opportunities in Wales* (BEST 1999).

The oshl framework



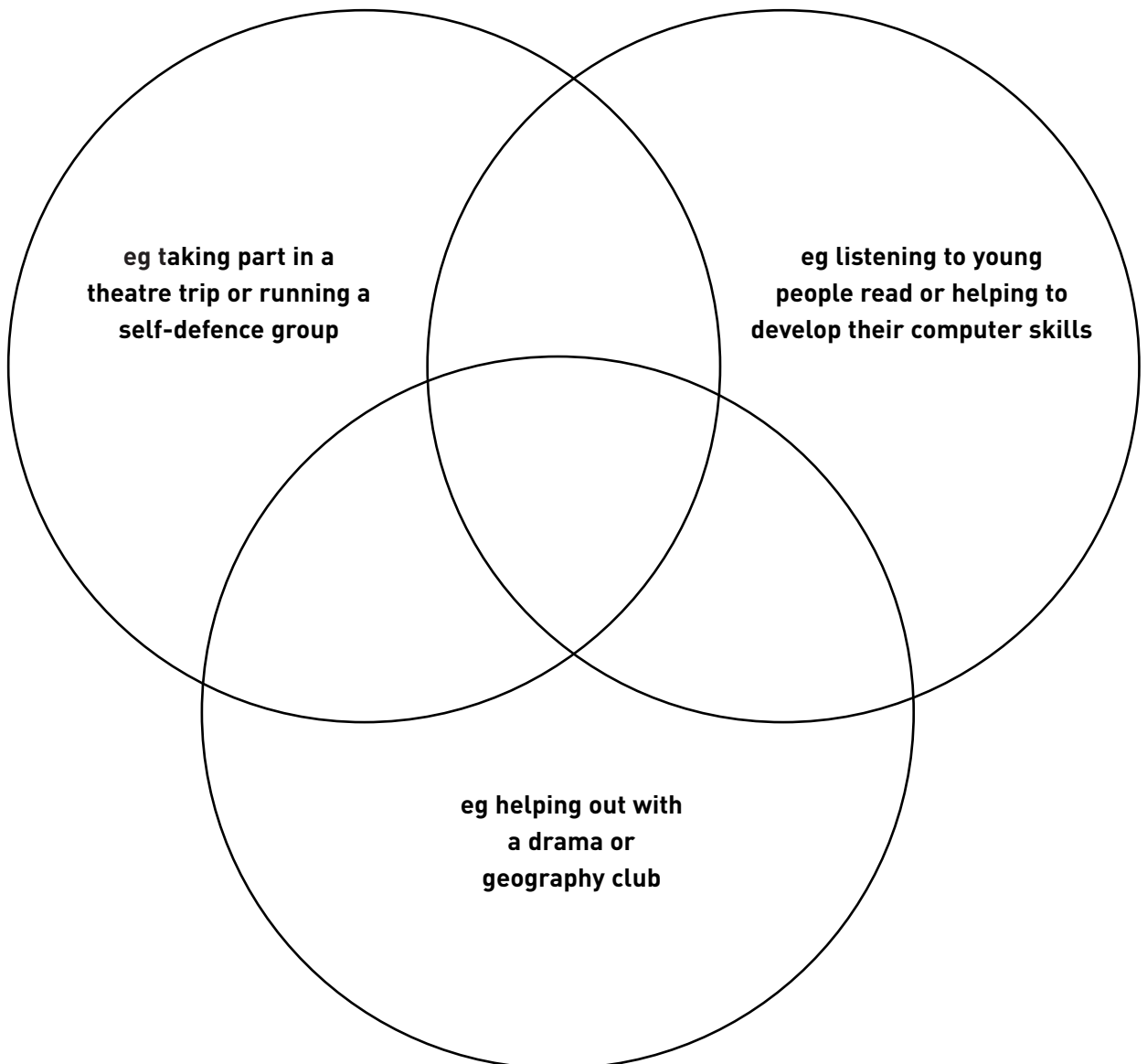
Mapping skills and interests

Task

Look at the range of activities shown in the oshl framework. Think about your own skills, talents, interests, abilities and experience. Write in the circle what you could contribute in each area.

ENRICHING
New learning opportunities

ENABLING
skills



EXTENDING
linked to classroom subjects

A-Z of oshl

Archaeology and aerobics.

Breakfast clubs, basketball and baroque music.

Circus clubs, classic cars, clog dancing and cycling.

DJ clubs and drama productions.

Engineering and email clubs.

Fencing, first aid and fly-fishing clubs.

Go-karting, girl's rugby and gardening.

Horrible history clubs.

Indian music clubs.

Jazz dance.

Karaoke.

Lace-making and library clubs.

Mountaineering and motorbike maintenance.

Newspaper clubs.

Orienteering.

Poetry clubs.

Quiz clubs.

Radio, rocket and reading clubs.

Story sacks and science clubs.

Trampolining and tennis.

UFO/science-fiction clubs.

Violins and visits to the theatre.

Welsh language clubs.

Xylophone/percussion clubs.

Yachting.

Zambia club – international links.

Benefits of oshl

For children and young people

- improves confidence and self-esteem
- improves communication and interpersonal skills
- inspires enjoyment for learning and learning in depth
- opens up a range of extra arts/sports activities
- develops active citizenship
- raises cultural awareness
- increases willingness to go to school: 'it's cool to learn'.

For staff, volunteers and schools

- brings school improvement
- enhances the status of school in the community
- leads to improved transition programmes
- enhances relationships and motivation
- provides an opportunity to work with pupils of all ages
- provides an opportunity to try out ideas and materials
- facilitates a more open interpretation of learning.

For parents and the community

- provides supervised activity in a secure, familiar environment
- leads to happier, better-motivated children
- children make improved progress in learning
- can be a gateway for parents' learning
- breaks down barriers between school and community
- makes wider use of school facilities
- leads to more and stronger partnerships.

Recent research

'Pupils who participated in study support did better than would have been predicted from baseline measures in academic attainment, attitudes to school and attendance at school than students who did not participate.'

'The effects are large, an average of three and a half grades (on their best 5 GCSE results) or more than one more A-C pass at GCSE.'

'Study support appears especially effective for students from ethnic minority communities and, to a lesser extent, for students eligible for free school meals.'

RR273 The Impact of Study Support (SSNEDP 2001)

'Study support is almost universally considered to be a good thing. It aims to help young people to develop their personal and interpersonal skills, self-esteem and motivation to learn. It provides opportunities for young people to develop particular interests and it may contribute to improvements in academic achievement. It also offers benefits to teachers, parents, schools and the local community.'

'Those who take part in a range of activities outside school are better motivated and achieve better results in school.'

RR110 The Benefits of Study Support (NFER 1999)

'Each of the projects recorded significant degrees of success in terms of students participation, learning gains and promoting positive attitudes towards school.'

Succeeding at Study Support: An evaluation of 12 model projects in primary and secondary schools. (Education Extra 1997)

'Children with high participation rates (in study support) tend to attain well ... and show better progress in attainment.'

The School Effect: A Study of Multiracial Comprehensives, Smith DJ and Tomlinson S (Policy Studies Institute 1989).

Note: the terms 'study support' and 'out-of-school-hours learning' are used interchangeably.

Mapping grid

PRIORITY/TARGET AREA	PRIMARY KS1/2	TRANSITION/KS3	SECONDARY KS4
Language and literacy in Welsh and English			
Numeracy			
Science/technology			
Creative arts			
Sports			
Personal and social skills			
SEN			
Homework support			
Parental involvement			
Truancy, poor attendance, disaffection			
Other cultures (ie non-UK origin)			
Community regeneration			
Rurality			

Resource Sheet 7b

Mapping grid

PRIORITY/TARGET AREA	PRIMARY KS1/2	TRANSITION/KS3	SECONDARY KS4
Language and literacy in Welsh and English	Book clubs, drama/poetry clubs Storytelling Book making Internet clubs	Summer literacy Introductory Cymraeg for newcomers and their parents Book - it! Reading Club Writing for publication - school newspaper Reading marathons	Magazine/newsletter groups Media group Public speaking group Urdd Gobaith Cymru
Numeracy	IMPACT Maths Club	Summer numeracy Maths Challenge	Number clubs GCSE Statistics
Science/technology	Discovery Club Knex Challenges Greenfingers, forest environment skills Visits to wildlife centres	BAYS Young Investigators Robot Wars	Young Engineers/CREST Awards EcoAction Group Engineering/theatre skills clubs
Creative arts	Music-making - using recycled instruments Welsh folk dance, disco dance Drama club, visual arts	Puppets, mosaics, jewellery, dance, video-making, wood carving, stained-glass making, bilingual-singing, pop groups	Working with professionals Using museums and galleries Cross-curricular activities eg music/science
Sports	Girls football Basketball	Street sports Expert coaching	Outdoor activities Self defence - Tai chi
Personal and social skills	Residentials First Aid Club, Circus skills Games Club	Mentoring through transition Anti-Bullying Group Charities Group	Duke of Edinburgh Award Community Service Acting as Mentors Assertiveness training
SEN	Shared reading, puppet making and productions, clay making Toy library	Support Club	Support Club
Homework support	Homework Club, Internet, ICT	Study Centre, community library clubs	Internet support Exam techniques
Parental involvement	Family learning: ICT, Maths, Music Parents as tutors	Foods of the world cookery clubs Jazz dance	Aerobics, karaoke clubs
Truancy, poor attendance, disaffection	Breakfast clubs	Student Care Club Kickboxing, linedancing, video clubs, cybercafe	Business/community mentoring Key skills accreditation
Other cultures (ie non-UK origin)	Music making Art activities	Festivals	Artists in residence
Community regeneration	Community/school gardening, farming clubs, Family activities Local environmental activities - murals etc	Local partnerships, widening participation	Community mentoring
Rurality	Laptop ICT clubs, fly fishing, owl ecology clubs Out-of-hours care and learning	Environmental activities	Remote homework centres Rural skills clubs

Learning – in and outside school hours

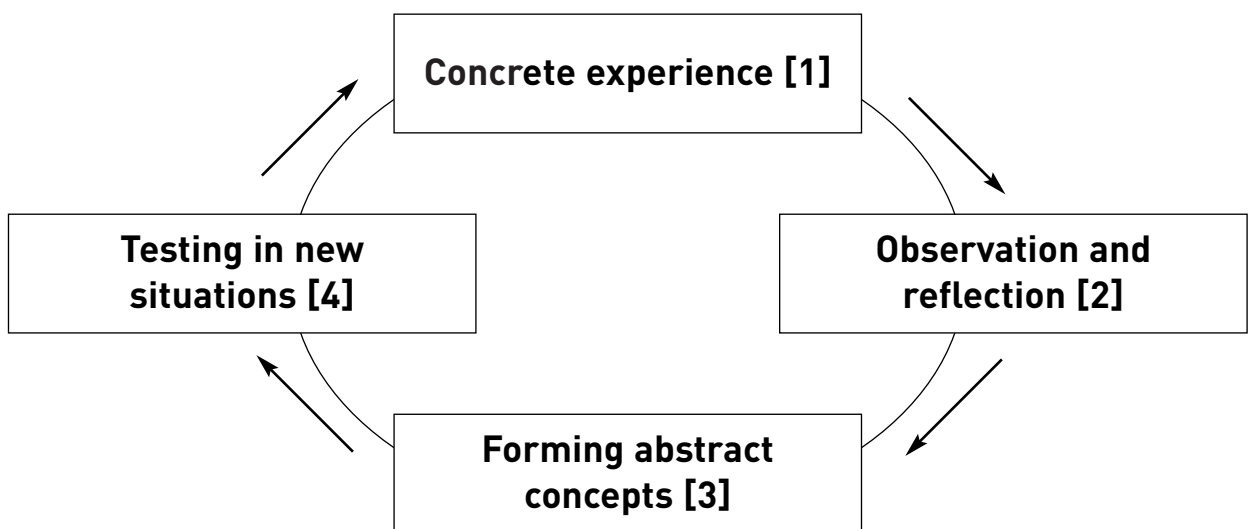
What is learning?

'Learning ... that reflective activity which enables the learner to draw upon previous experience to understand and evaluate the present, so as to shape future action and formulate new knowledge'

Learning makes sense: recreating education for a changing future, Abbott J

(Letchworth: Education 2000, 1994)

Model of learning



Experiential learning: experience as the source of learning and development, Kolb DA
(2nd ed, Englewood Cliffs NJ PrenticeHall, 1984)

Learning out of school

Learning in school may differ from learning outside school.

Characteristics of difference may include:

Learning IN School:	Learning OUT of School:
decontextualised second-hand pupils need motivating pupils learn individually assessed by others formal structure	has 'real' context first-hand comes easily learning is co-operative/shared self-assessed few structures

Learning in school and out, Resnick LB (Educational Researcher 1987), 16(9), pp 13-40

Adapted from *Research Matters: Effective Learning*. No 17, (NSIN Summer 2002), www.ioe.co.uk

Visual, auditory and kinesthetic

The way information is presented to young people is crucial. We all receive information via the five senses but research* indicates that we also show a preference to make sense of that information in a **Visual**, **Auditory** or **Kinesthetic** (physical) way.

- **Visual** people can construct images or scenes in their heads, see themselves in different contexts and often see images associated with words.
- **Auditory** people can hear words spelled out, they may rehearse what they are going to say or what will be said to them in a conversation.
- **Kinesthetic** people have strong emotions or feelings, they may 'feel' themselves writing a word or experiencing a physical sensation when performing an activity.

This has implications for us as staff in an oshl setting. We tend to use our own preferred way of making sense of information in communicating to young people; this can result in only reaching a fraction of learners.

There are various VAK approaches to learning:



Visual – young people with this preference like OHPs, video, slides, coloured pens/chalk, keywords on the walls, visual displays, teachers actions/mimes, memory-mapping.



Auditory – young people with this preference like guest-speakers, debates, discussions, rhymes, taping their work, involving music in learning, dramatic readings, chants.



Kinesthetic – young people with this preference like mime, roleplay involving movement, visits, field-trips, making models, gestures to demonstrate what's been learned, designing 3D.

Adapted from the *Study Support Toolkit: Making it work in schools*, pp184 (DfES 2000).

* *Accelerated Learning in the Classroom*, pp 41-47, and *Accelerated Learning in Practice*, pp 145-151, Smith A.

Brain gym activities

A range of simple, fun and active exercises that staff can use to stimulate learning in an out-of-hours club setting.

Rub a dubs – Pat your head and rub your tummy. Swap hands if you're good at it.

Names in the air – Use your preferred hand to write out your full name in the air. Use large movements and try to write your name forwards and backwards. Now use your other hand to write your name in both directions. Finally write your name with both hands simultaneously. If you are right-handed start with your hands in the centre and if you are left-handed start at the outside and work in.

Double doodle – Take a large sheet of paper or use a board and chalk and draw large continuous and overlapping mirror shapes using both hands at the same time. Begin with large simple shapes like circles, eights, squares or triangles. Be aware of the mirrored movements, then move on to more detailed shapes.

Lazy eights – Extend one arm in front of you and draw a figure of eight that has fallen on its side – start by moving your hand upwards first. With the other hand again draw a figure of eight on its side but start by going downwards first. Then do both hands together.

Alphabet edit – A useful technique for clearing the mind of any baggage brought into the session that could get in the way of learning. It involves reading aloud the letters of the alphabet in sequence as a group and doing an action to go with the selection of letters. For instance, 'l' could mean you raise your left arm, 'r' could mean



you raise your right arm, 'w' could mean you wave your hands. You can make it as fast or as slow as you like, or do the alphabet backwards.

Adapted from the *Study Support Toolkit: Making it work in schools*, pp164 (DfES 2000).

What is in a health and safety policy?

Under health and safety legislation, employers are required to ensure safe systems of working are implemented. They are required to have a health and safety policy and carry out risk assessments in order to identify the measures they need to take in order to comply with health and safety law. If the oshl sessions are managed by the school on school premises, the school's existing health and safety policy will have to be reviewed to make sure it covers the use of the building and the activities on offer in the oshl setting. The co-ordinator of the oshl sessions needs to carry out risk assessments to inform the policy.

Note: always refer initially to the LEA's health and safety policy and guidelines.

A health and safety policy should include:

- **A policy statement** setting out general aims and obligations with regard to employees' health and safety, dated and signed by the employer.
 - **Details of the employer's organisation for carrying out the policy.** Responsibility for health and safety rests with the employer, but many duties arising from that responsibility may be delegated. List how these duties are allocated and list the responsibilities of individuals for carrying out the policy, such as the employer, co-ordinator and other staff. You need to list who is responsible for:
 - reporting investigations and recording incidents
 - fire precautions, fire drills and evacuation procedures
 - first aid
 - safety inspections
 - the training programmes
 - ensuring that legal requirements are met.
 - **Arrangements for health and safety.** Describe the systems and procedures in place for ensuring employee's health and safety. You should include hazards that could arise in your setting and the rules and precautions for avoiding them. You will need to consider:
 - the rooms, spaces and facilities you use
 - equipment and substances
 - other hazards specific to your setting
 - emergencies
 - communication and dissemination of information
 - training
 - supervision
 - monitoring.
- All staff and volunteers must know the health and safety procedures and implement them. A signature sheet at the back of the policy provides assurance that everyone has read and understood the document and has agreed to implement it.

Note: a daily health and safety checklist is shown in Resource Sheet 20 and a list of health and safety issues can be found in the *Code of Practice for out-of-school-hours learning*, pp 37. A model health and safety policy can be found in the resource section of the DfES publication *Safe keeping: a good practice guide for health and safety in study support*. Adapted from *Safe keeping: a good practice guide for health and safety in study support* (DfES 2000).

Volunteer registration and declaration form

Our school/oshl centre operates a child protection policy to safeguard the welfare of all young people by taking reasonable steps to protect them from physical, sexual and emotional harm. Because of this we ask all those who wish to work at our club to fill in this form and supply details of references as requested.

The work which our volunteers undertake involves work and contact with children and young people and is therefore exempt from the provisions of the Rehabilitation of Offenders Act 1974. All convictions, however old, must be declared. All information given will be treated in the strictest confidence and will not be used to discriminate against you unfairly. Please note that our process involves checks with the DfES List 99 and the Criminal Records Bureau. By signing this form you give permission for us to contact your referees and permission to access the records detailed above.

Name _____ Any surname previously known by _____

Telephone number _____ Date of birth _____

Place of birth, nationality _____ National insurance number _____

Address _____

Postcode _____

How many years have you lived at this address? _____

If you have lived there less than five years, please give details of your previous address.

Please give details of experience (if any) of work with children or young people.

Please give the names and addresses of two local independent referees (not family members) we can contact to verify the information you have supplied, one of whom can comment on your experience of work with young people.

Name _____ Position _____

Address _____

Name _____ Position _____

Address _____

Declaration: Have you ever been convicted of a criminal offence or been the subject of a Caution or of a Bound Over Order? Yes No If yes, please give details.

I have read a copy of the child protection policy and agree to comply fully with it.

Signed _____ Date _____

Name (print) _____

Thank you for your time.

Note: always refer initially to the LEA's policy and guidelines on recruiting and registering volunteers.

Adapted from *Safe keeping: a good practice guide for health and safety in study support* (DfES 2000).

Practical considerations

- Staffing**
- Role of co-ordinator – job description, list of skills.
 - Appointing staff – establishing roles and responsibilities.
 - Involving volunteers – parents, adults other than teachers, mentors, pupils, teachers.
 - Role of non-teaching staff.
 - Induction, education and training.
 - Security, health and safety implications eg police checks, risk assessment.
- Finance**
- Payment/non-payment of teachers.
 - Use of directed time.
 - Use of mainstream budget.
 - Bidding for additional funds.
 - Business links and partnerships.
- Premises**
- Health and safety.
 - Security issues.
 - Role of premises managers.
 - Providing a focus – a dedicated study support area.
 - Disabled access.
- Resources**
- Making the most of what is already there (ensuring co-operation of the headteacher).
 - Use of specialised resources eg ICT, science, design and technology.
 - Use of library/resource area.
 - Accessing community resources – including parental/business links, local museums, art galleries etc.
 - Cafeteria/refreshments.
 - Security.
 - Ensuring equality of access to resources.
- Timetable**
- Matching opening times to pupil needs.
 - Survey of attendance patterns.
 - Consideration for mainstream calendar/timetable.
 - Weekend and holiday opening.
- Transport**
- Pupils with special needs.
 - Rural centres.
 - Insurance and liability.

Adapted from the *Code of Practice for out-of-school-hours learning* (National Assembly 2003).

Sample job description – oshl school co-ordinator

- Experienced qualified teacher.
- Additional hours of work before and/or after normal school hours.
- Organise and deliver the school's agreed curriculum/activities for this programme.
- Liaise with the LEA county co-ordinator for out-of-school-hours activities.
- Liaise with the headteacher.
- Liaise with the school's ESW, SENCO and catering officer/cook.
- Control the budget.
- Monitor and assess the content and delivery of the activities.
- Responsible for health, safety and welfare matters as per school's HSW policy.
- Responsible for First Aid provision.
- Keep a register of all pupils participating in the scheme.
- Keep a register of all staff involved in the scheme.
- Establish a reserve list of all the staff to cover for staff absences.
- Control the funding and distribution of learning resources.
- Awareness of the Child Protection Procedures.
- Conversant with the LEA's out-of-school-hours learning Code of Practice.
- Issue and maintain parental/guardian consent/medical forms. Form B.
- Provide information booklet to parents/guardians and pupils on the scheme.
- Responsible for school site security, including fire drills.

Recruitment and Model Person Specification

A. Person specification – out-of-school-hours learning co-ordinator

- A good organiser and administrator.
- An effective co-ordinator with proven management skills.
- A vision of, and commitment to, the future development of out-of-school hours learning.
- The ability to inspire and motivate other professionals as well as volunteers.
- Expertise to develop the scheme as an integral part of the whole-school policy and practice in study support for all pupils.
- Able to maintain discipline and confidentiality.
- Familiar with the school building/site.
- Sympathetic attitude towards socially excluded pupils.
- Experience of working with SEN, disaffected or disenfranchised pupils.

B. Person specification – out-of-school-hours learning assistant

- Experience of working with children and young people.
- Experience of, or demonstrable interest in, working with your school.
- Relevant employment (including voluntary work) in or around the activity area.
- A commitment to working as member of a team.
- An understanding of the aims and objectives of your scheme.

Source: Flintshire County Council

Risk assessment – overview

A risk assessment is a careful examination of what could cause harm to people, so that a judgement can be made as to whether enough precautions have been taken to prevent harm. The key judgement is whether a hazard is significant and whether the precautions taken decrease the risks sufficiently.

Note: always refer initially to the LEA's policy and guidelines on risk assessment.

There are five steps to follow to complete a risk assessment:

- **Look for the hazards** – look for significant hazards that could result in serious harm. Ask other people in the oshl setting for their views and for information about hazards they have noticed.
- **Decide who might be harmed and how** – consider everyone who may be in the setting, including volunteers, visitors and cleaners as well as staff and pupils.
- **Evaluate the risks and decide whether existing precautions are adequate or whether more should be taken** – look at each significant hazard and categorise the risk as high, medium or low with existing measures in place. If something still needs to be done, draw up an action plan and prioritise the hazards with the highest risk. Look at ways of removing the hazard or, if this is not possible, ways of controlling the risks.
- **Make a record of your findings** – if there are fewer than five employees, a written record is not required, although it is good practice to have one. Record the significant findings of the assessment – the hazards and the outcomes of the assessment.
- **Review assessments and revise if necessary** – it is good practice to review the risk assessments in order to check whether procedures are still effective. A new risk assessment will be needed for any major changes which introduce other significant hazards into the oshl setting, for example, if outdoor activities are introduced or major new equipment is purchased.

Risk assessments should show that a proper check has been made to ascertain who might be affected, and that reasonable precautions have been taken to deal with any significant hazards.

Sample risk assessment form (see overleaf).

Sample risk assessment form

Note: two model risk assessment forms can be found in the DfES publication: *Safe keeping: a good practice guide for health and safety in study support*.

Hazard	Is the risk of injury low, medium or high?	Precautions to be taken	Risk minimised?
Fire doors blocked by stacked chairs	High	Clear and ensure daily check	
Electrical wires present a tripping hazard	Medium	Re-organise space so that electrical equipment is located close to the plug socket. Use cable covers where exposed	
Equipment stacked on top of tall cupboard	Medium	Re-organise storage space	
Use of solvents and cleaning materials	Medium	Ensure assessment and adherence to safe handling procedures and safe storage	

Adapted from *Safe keeping: a good practice guide for health and safety in study support* (DfES 2000).

Sample code of conduct form

In order for the club to take the best possible care of your child it is imperative that certain standards of behaviour are adhered to by each child that attends.

Please take the time to read the following with your child, and explain to your child why these rules are necessary. Children who misbehave will be reprimanded (non-physically) and certain activities withheld. However, should unacceptable behaviour continue you will be contacted and asked to collect your child for his/her own safety, and the safety of others. Continued bad behaviour, or very bad behaviour could result in your child being excluded from the club altogether.

CYCA clubs will not accept the following behaviour:

- any physical assault on staff or on other children
- spitting or bullying in any form
- racial or any other discriminatory abuse
- foul and abusive language
- refusing to do as asked in the interests of safety
- refusing to take part in safety drills
- leaving the club without permission
- running, jumping or climbing inside the club without permission
- disrupting or damaging other children's work
- refusing to help tidy up with others
- disrespect towards staff and other children
- disrespect for the club's, or other children's, property.

If you are satisfied that the above rules can only enhance your child's safety, security and enjoyment whilst at the club then please sign below (this is not a contract) to show that you understand and are fully aware of the need for this Code of Conduct.

I have read and fully understand CYCA's Code of Conduct

Name of parent/guardian _____

Name of child _____

Signature of parent/guardian _____ Date _____

Source: Carmarthenshire Youth and Children's Association

Note: This document should be used as a stimulus to develop your own code of conduct with young people. It should emphasise positive behaviour and be developed and 'owned' by those who attend the oshl club or setting.

Child protection – overview

Child protection issues should be considered in all planning and practice in oshl settings, where arrangements and circumstances can differ from normal day-to-day school practice.

Note: always refer initially to the LEA's policy and guidelines.

Developing a policy

The child protection policy should identify the named person in the oshl setting who will take responsibility for dealing with child protection issues. It should detail:

- appropriate responses from staff to cases of suspected or alleged abuse and to serious concerns about a child's welfare
- procedures for reporting suspected or alleged abuse to a named person
- what to do if the school's or oshl setting's named person is not available
- how to make a referral to Social Services if this is appropriate
- how suspicions or allegations about any adult working in the oshl setting should be handled
- how to record information, where it is kept and who has access to it
- child protection procedures when appointing staff and recruiting volunteers
- the boundaries of confidentiality when responding to worrying information from children or adults
- the way parents will be informed of the oshl setting's child protection policy
- training for staff and volunteers
- the process of monitoring, reviewing and disseminating the policy.

Putting the policy into action

All staff need to be aware of the possibility of child abuse and to know and understand child protection policy and procedures. Everyone should communicate clearly and share their concerns about the children in their care. You should ensure that staff are aware of child protection issues which might arise in oshl sessions.

The oshl setting should have a code of practice for putting the policy into practice.

It should include:

- a procedure for protecting young people, disseminated to all paid staff and volunteers
- the requirement for on-going supervision for all staff
- clear roles for all staff and volunteers, with a behaviour policy for staff and volunteers
- reference checks for volunteers and new staff
- the checking of the identity, full employment history and professional qualifications of candidates for employment
- making the completion of a successful probationary period compulsory
- training for paid staff and volunteers
- procedures for checking whether staff and volunteers are suitable to work with children.

continued overleaf

It is important that all adults know:

- what to say and not to say to pupils, parents and colleagues if any of these situations arises
- the appointed person that they should talk to in a situation such as this, and what the boundaries of confidentiality are
- what to record, how to record it and where the information is kept – it is important that a record is kept of all concerns.

Adapted from *Safe keeping: a good practice guide for health and safety in study support* (DfES 2000).

Checklist for outdoor activity education and residential trips

Consult the headteacher or the senior manager responsible for outdoor activities on the nature of the trip and complete a proposal form to seek approval for the trip.	
Book the centre and agree on the aims of the trip. Check whether the centre is licensed and check the list of qualified instructors.	
Keep a journey file containing a copy of all letters, lists and information given to parents.	
On obtaining approval ensure that all details are written in the school diary.	
The leader should identify staff willing to accompany the trip, and ensure appropriate ratios and a gender balance.	
The leader should make a preliminary visit to the centre to become familiar with the facilities.	
Work out a budget for the trip and ensure that there are sufficient funds, making allowances for unforeseen developments.	
Send a letter to parents outlining the cost and nature of the trip. Ensure that you have consent forms, signed by parents/guardians. (NB: No pupil can participate in an activity without consent.) Ask for details of pupils' medical and dietary needs.	
Book transport. If the school minibus is to be used, ensure that you have sufficient appropriately qualified drivers.	
Make arrangements for the collection and counting of money. Ensure that pupils receive any appropriate grant support.	
Discuss details with heads of year/pastoral staff of the pupils going on the trip if the study support club is school-based.	
Produce a programme planner which describes a programme for each day, with supervision details and emergency arrangements.	
Carry out and produce a risk assessment for all activities on the trip.	
Approximately one month before the trip organise a meeting with parents to discuss arrangements, expected standard of behaviour and any other considerations.	
Arrange for a senior member of staff to act as a contact person while you are away. Give him/her a full list of pupil contact details.	
Hold a meeting of all staff involved to arrange supervision duties and other matters. Establish a code of conduct.	
Make sure you are familiar with the emergency procedures to be adopted if an accident happens.	
After the trip, evaluate the programme.	
Report any accidents/problems to a senior member of staff.	
Balance the accounts and submit a final account for audit.	

Signed Position

Name Date

Note: see local authority guidelines before running outdoor activities or residential activities for your school/oshl centre.

This is a planning tool, to be used prior to visits or residential trips and is based on a checklist in the DfES publication: *Health and safety of pupils on educational visits* and *Safe keeping: a good practice guide for health and safety in study support* (DfES 2000).

Daily health and safety checklist

Area and equipment	Checked
Toilets clean	
Fire exits clear and unlocked	
Fire extinguisher in place	
Outdoor area clear of rubbish, glass, needles and faeces	
Electrical equipment, plugs, sockets etc, undamaged and clear from activity areas	
Doors and windows secure	
Telephone in working order	
First Aid pack available	

Signed Position

Name Date

This form provides a quick checklist which you can use every day.

Adapted from *Safe keeping: a good practice guide for health and safety in study support* (DfES 2000).

Setting up an oshl programme

- **Audit** what you are doing - build on your strengths
- **Build** it into your strategic planning
- Find out what your **LEA** is doing
- Look for **partners** ... it takes time
- Start **small** – build on what you have and the energy and enthusiasms which already exist
- Decide on a **timetable** and a project
- Set a review date
- Be **inventive**... Take risks!
- **Start** now!

Adapted from the *Study Support Toolkit: Trainer's Pack*, pp 57 (DfES 2000).

Audit form/planning sheet/monitoring sheet

Activity	Objective	Venue/ time	Duration	Target group	Outcome for learners	Success criteria	Staffing costs	Resource costs	Source of funding*

* Delegated budget, directed time, voluntary, etc ...

This form can be used as a planning tool or as a template when applying for funding.
Source: *Study Support Toolkit: LEA briefing pack, part 2*, pp 13 (DfES 2000).

Commitment mapping

	Oshl activity	No commitment	Let it happen	Help it happen	Make it happen
1					
2					
3					
4					
5					

TASK

Write in the first column the oshl activity/ies you wish to run in your school/oshl centre. Under the remaining columns, write the names of the staff in your school/oshl centre or community who would: have no commitment to the activity; let the activity happen; help it happen or make it happen. You now have a grid to help you plan your first steps to make the activity a reality.

Developing and maintaining the right ethos

No two oshl programmes are the same but some key features of ethos emerge as being consistently important. Use this model as a starting point for building up a picture of the ethos surrounding your oshl programme.



Adapted from *Making it work in schools*, pp 32 (DfES 2000).

Sample pupil questionnaire

Name

What year group are you in?

Year 7

Year 8

Year 9

Year 10

Year 11

What do you think of the activities that take place after school?

(please tick below)



awesome

1

2

3

4

5

awful



What activities would you go to after school?

What activities would you go to at lunchtime?

What time is best for you to come to an out-of-school-hours club?

Note: there are a wide range of methods of consulting pupils in oshl settings, including: workshops in schools, youth clubs, play schemes and special events; setting up school parliaments and parent juries; using questionnaires and interviews; using films of after-school clubs; holding arts days and by working in parallel with young people and adults.

Sample family questionnaire

1. Do supervised holiday activities help you with holiday care arrangements?

Yes

No

2. Would you be happy for your child to attend future holiday activity weeks?

Yes

No

3. Did your child attend any of the activities held during October half-term?

Yes

No

4. If yes, how many activities did your child attend?

1 2 3 4 5

5. Were you happy with the organisation of the week?

Yes

No

6. Do you consider a contribution of £1 towards care arrangements/costs an acceptable sum of money to request?

Yes

No

7. Are there any other activities you would like to see included in the programme?

Additional comments

Oshl in rural areas

The problems faced by schools with a large rural intake are mainly related to:

Distance and travel time

In some parts of Wales the school journey takes over an hour in each direction, excluding waiting time for buses and various causes of delay. This is particularly true of the secondary age group, as pupils are given more independence in organising their travel. Those pupils whose parents are not able or willing to drive them to and from school at later times or at weekends and holidays need special support to encourage their participation. For pupils who live in very isolated locations the social value of out-of-school-hours activities is considerable – and a further motivation to attend.

Features of the local economy

With low levels of manufacturing and commerce it is not easy to develop local partnerships in some areas of activity.

However there are schools in rural Wales which provide a number of activities with high participation levels by addressing these issues.

- Ysgol Tywyn has established evening study centres for Corris and Aberllefenni, over 15 miles away from the school, run by a teacher from the school who lives nearby.
- Ysgol y Moelwyn in Blaenau Ffestiniog uses the school minibuss, driven by the caretaker, for early morning runs (to the Breakfast Club) and for return home in the late afternoon. This has proved so popular that a larger bus needs to be hired on some days.
- Ysgol Tywyn runs a telephone helpline for homework each evening and at weekends. This is in the form of an answering machine with messages updated daily, and with a code system for each year group. It can be accessed by parents.
- Ysgol y Berwyn in Bala makes use of, and supports, the local farming economy by running courses for pupils and parents in farm administration, sheep management, sheepdog handling and other aspects of farming, after school and at weekends.
- Ysgol Tregaron and Ysgol y Moelwyn are among those schools which offer out-of-hours activities related to the local leisure industry – eg equestrianism and fly-tying.
- Ysgol Rhosneigr, a primary school on Ynys Môn, has opened its Performing Arts Club to the older pupils in the village who attend high schools several miles away, and has scheduled a later time to make this possible.
- In Llanfaethlu, a remote village on Ynys Môn, the village community is developing its own well-equipped evening study facility, manned by a teacher and approved by the local schools.

A model from northern England which could be adopted is to develop the constructive use of transport time in cases when it is excessive – in this case by arranging for the local train service to be equipped with lap-top computers. See *Extra Special (68): Out-of-school-hours learning in rural settings* for more details (Education Extra 2000).

Developing a programme – the ACE model

Audit:

- the views and skills of all staff
- the views of potential 'customers'
- existing provision and participation in extra-curricular activities – how and where it can be developed
- the human resources among and beyond the school community – in terms of likely partners and volunteers
- the physical resources of the school and what can be put to greater use for oshl clubs
- the interests and enthusiasms of students and what they think they need, would like to do and would commit to.

Co-ordinate

- appoint a senior manager with responsibility for the overall programme
- Appoint a co-ordinator to implement the programme
- Establish a link between the school development plan and the out-of-school-hours programme
- Develop a code of conduct which could operate during the oshl programme
- Make arrangements for caretaking and insurance, building on what already exists and is running well in school
- Build on local partnerships and networks to enrich the programme.

Evaluate

- Monitor and analyse attendance patterns – who accesses the activities and why?
- Use questionnaires or focus groups to assess attitudes to an activity, the appeal and how it might be improved
- Relate attitudes to school in general to participation in clubs, through interviews, classroom observation or feedback from members of staff
- Compare the achievements of pupils involved, either with their own previous standards (baseline assessment) or with similar pupils not taking part in the activities.

Note: this model was developed for schools, but the principles can be adapted to other community based organisations/out-of-school-hours learning providers.

Source: *Extra Learning: New opportunities for the out-of-school-hours*, Andrews K, pp102- 3 (Kogan Page 2001).

Library based Homework Club

What will it cost?

- Attendance is free

What other resources are available?

- Children and adult lending stock
- Your child will however need to bring paper, pencils, calculator etc.
- Colour printing (first two copies free – then 30p per copy)
- Photocopying – 10p per A4 / 15p per A3

Who can join and how?

- Children in Years 7, 8 and 9 (Key Stage 3) living in the Connah's Quay area and attending any Flintshire LEA Secondary School
- Please complete the enclosed registration form and return it to Connah's Quay Library
- Children who are not already members of the library will be asked to join.

How often can my child attend and how long can he/she stay?

- There are 20 places per session
- Your child will be required to sign in and sign out of the Homework Club
- Regular users will be awarded a certificate at the end of the school year. This may be included in the child's school Record of Achievement
- Food and drink cannot be brought into the library or Homework Club
- To get the best from the facilities of the Homework Club we will expect a reasonable standard of behaviour from your child.

Registration Form

Surname _____

First name/s _____

Address _____

Post code _____

Date of birth _____

School _____

Year group _____

Library Membership No _____

I agree to my child becoming a member of the Homework Club. He/she will abide by the rules as detailed in the leaflet.

Parent/Guardian signature _____

Name (please print) _____

Telephone No: _____ Home: _____ Work: _____

Please return this form to Connah's Quay Library

Source: Flintshire County Council

Oshl Easter revision programme

Things you need to consider

- Each activity only has 20-25 places so book early.
- Many of the activities are computer based. This means that you will be doing revision exercises that are different from 'usual' lesson revision.
- If you are attending morning and afternoon sessions you will need to bring drinks and food.
- The canteen area will be available to use as a sitting area over lunchtimes or between sessions.
- You will need to bring notepaper and writing paper with you.
- Staff will be coming into school during their holiday to deliver this important resource for Year 11 students. Make sure that you turn up and ON TIME!!

Revision School Programme Monday 9th April 2001		
TIME	VENUE	ACTIVITY
9-10 am	IT Room	Maths Higher
10-11 am	IT Room	English Literature
11-12 am	IT Room	Geography
12.30-1.30 am	IT Room	PE GCSE
1.30-2.30 am	IT Room	Maths Intermediate

Source: Ysgol Y Grango, Merthyr Tydfil

Successful school-based schemes

Involve:

- Committed leadership from the headteacher.
- A coherent, whole-school policy, with explicit commitment to the importance of out-of-school-hours learning.
- A strategy that extends beyond the school to parents and the wider community.
- Monitoring of pupil involvement, eg by age, gender and race.
- Constant review and improvement of the scheme.
- Appointment of a senior member of staff with responsibility for policy implementation.
- Opportunities for access before, during and after school.
- Involvement of a large proportion of the staff.
- Provision of a wide variety of activities.
- Good communication with parents.
- A structure for the school day which facilitates rather than hampers the provision of enrichment and extension activities.
- Consideration of issues of enrichment and extension when staff appointments are being made.
- Content and/or style as distinct as possible from the nine-to-four routine.

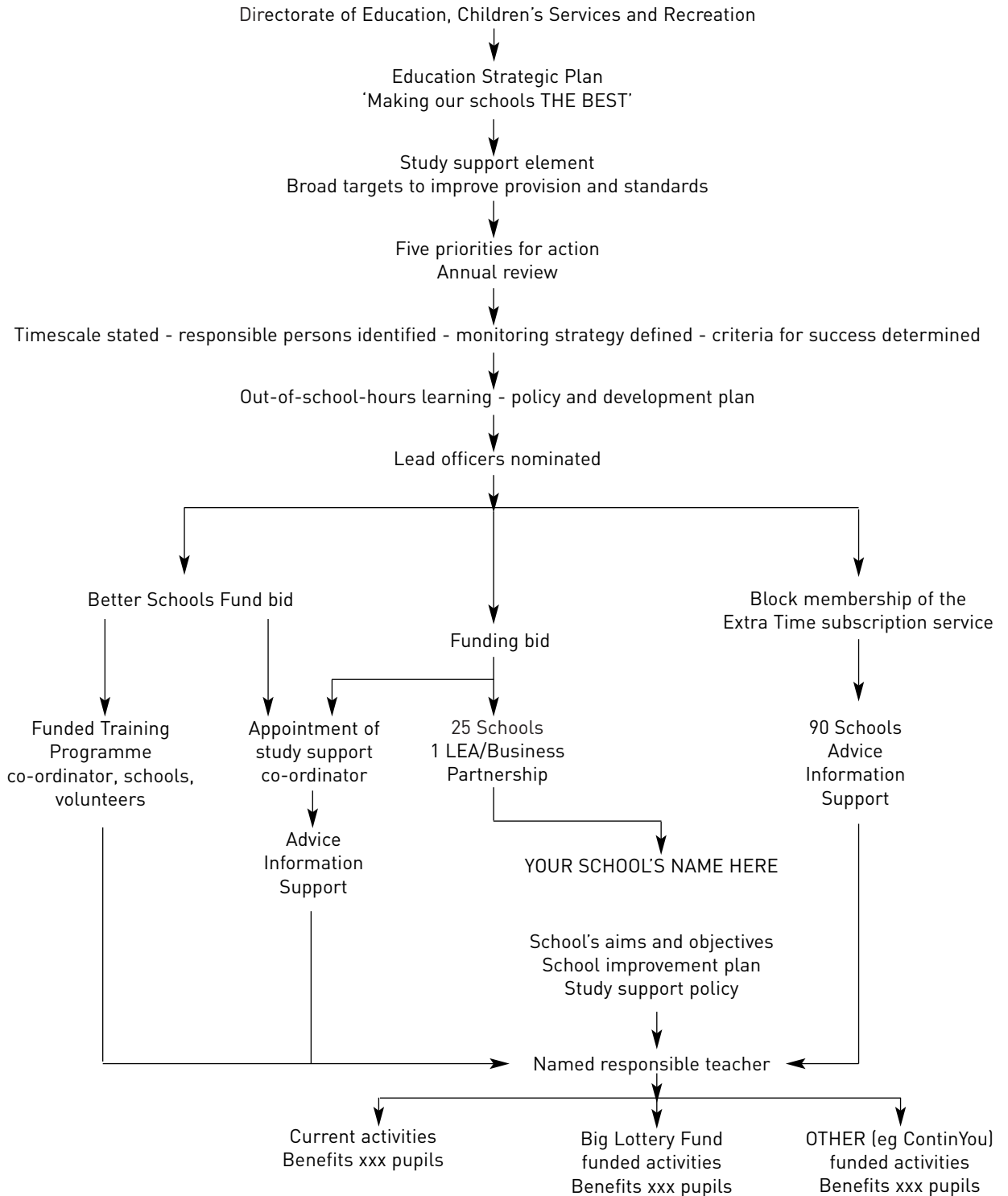
An activity could be to draw up a list of local good practice in oshl centres and community organisations to share amongst colleagues and inform practice.

Source: *Study Support Toolkit: Trainer's Pack*, pp 52 (DfES 2000).

Strategic overview of oshl – LEA flowchart

Flintshire LEA

FLOWCHART TO SHOW STRATEGIC OVERVIEW OF OUT-OF-SCHOOL-HOURS LEARNING

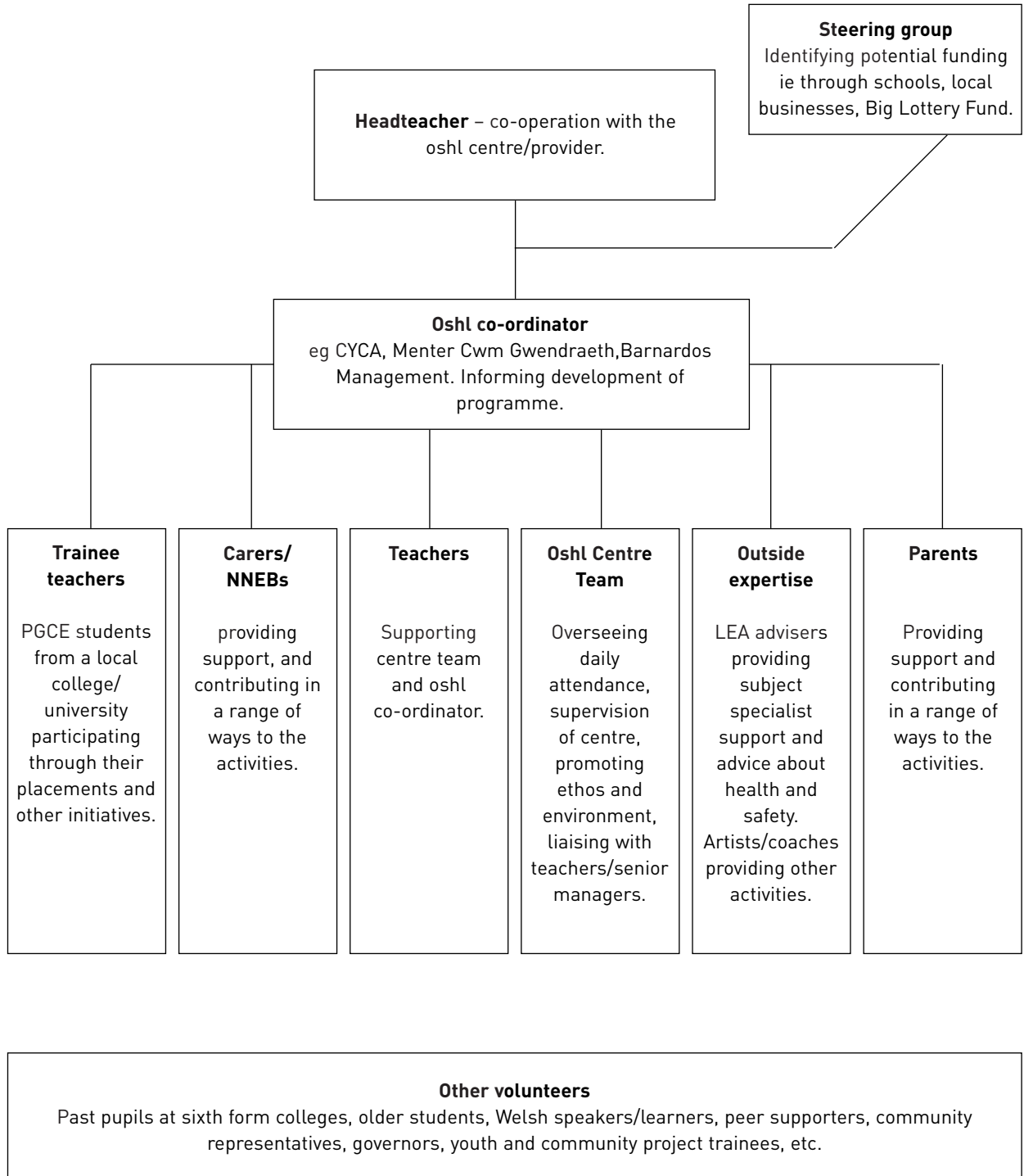


Source: Flintshire County Council

Oshl in the school development plan

4. PROMOTE THE USE OF STUDY SUPPORT ACTIVITIES ACROSS THE CURRICULUM		
Target	Success criteria	
1. Every subject to offer study support activity 2. Every pupil to have participated in at least one study support activity 3. Raise profile of, and participation in, study support	Enhanced programme of activities for pupils Pupil participation in study activities to increase More varied educational experience for pupils Improvement in pupil standards	
Tasks	Personnel	Timescale
Produce a timetable of study support activities Develop ways of raising the profile of study support throughout the school Develop KS2/3 initiatives – beyond literacy and numeracy Set out timetables for KS4 activities Monitor progress for pupils who participate Develop ways of incorporating pupil study support activities into reports Develop more use of pupil evaluation of study support to inform future provision Promote the Arts through combined activities Promote PE as part of study support programme	JW SRG/HoD SMT/HoD KS co-ord/JW KS co-ord SRG SRD/Pastoral JW/SRG JW/HoD	By Oct Jan Jan By Dec April Jan April April April
Resources		Budget
Staff development Learning Centre bids Links with primary school	Staff development Staff opportunities to engage with external providers	Budget Supplementary funding for staff/materials £1,000
Monitoring		Evaluation
Learning Centre board meetings Pastoral/tutor information	Reports to SRG/HoD by JW Reports to governors	

Management and organisation



Publicising and marketing

To school, pupils/young people

- Produce flyers (appropriate for an oshl centre/outside agency).
- Visit the school to talk to the pupils.
- Use a questionnaire or other form of consultation.
- Get them to complete evaluation forms – what did/didn't they enjoy?
- Look at other clubs – what do they do?

To parents

- Create an awareness of the club/oshl activities through parent's evenings and publicity in local newspapers.
- Offer a wide range of 'learning through fun' opportunities/activities for them.
- Identify and communicate the added value the activity/club brings.
- Identify and explain how it can extend the curriculum and raise achievement.

Monitoring and evaluation - guidance for schools

A guide to monitoring and evaluation

<p>How will the activities be monitored and evaluated?</p> <p>Monitoring and evaluation works best when it builds on existing practices in schools. In this way it will provide management information in a style which schools find comfortable to use.</p> <p>Monitoring systems should be implemented as soon as possible. It is important not just to measure what can be counted, such as reading ages or results, but to look at wider skill development such as self-esteem, confidence and a positive attitude to learning.</p> <p>As out-of-hours learning is voluntary, pupils' attendance can indicate the appropriateness of the programme and its quality. The more data that can be incorporated, the more useful the monitoring can be.</p>	<p>Have you considered:</p> <p>The impact of activities on pupils performance such as:</p> <ul style="list-style-type: none">■ Attendance at activities and at school.■ Attitude, eg effect on motivation, behaviour in school, relationship with peers and staff.■ Achievement, eg contribution to increased performance in external assessments, quality of homework and acquisition of new skills? <p>Questionnaires could be used focusing on these points and relating to identified success criteria for each activity.</p> <p>How often will the monitoring take place? This should happen at least once during the year. Measurements should be made against the learning objectives, deciding which method of measurement is most appropriate.</p> <p>How evaluating the results should lead to continuous improvement, making appropriate changes to the activities and/or expected outcomes where this may be indicated.</p> <p>How feedback will be arranged?</p>
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Evaluation tools

Tools	Description	Advantages	Disadvantages
Documents and records.	Written and visual records useful to the evaluation eg: project description, funding application; attendance registers; notes of meetings; photos and videos; samples of pupils' work and pupil records.	Makes use of existing documents and records for evaluation purposes. Can provide a useful reminder of initial intentions and decision-making and gives access to the 'official view' of the project.	Written records present only part of the picture and can fail to reflect the views of all participants. Some aspects may not be documented. Photos/videos can be difficult to organise and may be intrusive. There are data protection issues in accessing pupil records.
Essays and journals.	Written (or taped) impressions of the activity by participants.	Records participants' views as they take part. Encourages self-evaluation and reflection.	Requires some extra work for participants. Can be highly subjective and varied in the degree of insight provided.
Observation.	Direct observation of the initiative in action. Observation may be recorded in the form of notes/checklists and can be supplemented by visual/audio records.	Gains an insight into the initiative in action. Enables the observer to document the reactions of participants and to record changes over time.	Can be difficult to organise and can be intrusive. Participants can act differently in an observer's presence. Difficult to analyse the large amounts of information generated. The quality of the insights gained depends on the skill and perspective of the observer.
Interviews.	Individual/group discussion between evaluator and participants. The evaluator may use a pre-prepared schedule of questions. It can be recorded by written notes and/or audiotapes, face-to-face or by telephone.	Can control the setting in which the information is gathered. Enables the evaluator to check that the questions are understood, and to probe for reasons underlying the interviewee's responses.	Can be time-consuming and difficult to organise. Some interviewees can be nervous. Generates a great deal of material for analysis (transcribing tapes is extremely time-consuming).
Focus groups.	Special form of group interview, first used in market research. Uses a structured set of focus questions. The interviewer acts as a group facilitator.	Shares many of the positive characteristics of interviews. Enables the evaluator to focus in on key questions and to pursue underlying feelings.	Involves considerable administration in order to arrange for a group of people to attend at the same time. Can be expensive to set up and run. Needs careful attention to group composition and dynamics eg to avoid domination of the group by one person.
Questionnaires.	A written schedule of questions. Often combines 'closed' questions, ie those to which there are pre-set answers, and open-ended questions (inviting participants' views).	Enables the evaluator to gather the views of large numbers of people relatively quickly. Answers to pre-coded questions can be entered into a computer for analysis. May be suited to assessing attitudes as well as to gathering factual information.	Many people dislike filling in questionnaires, so response rates can be disappointing. Unsuitable for people with poor levels of literacy. Answers can be difficult to interpret.
Tests.	Assessments of achievement and progress eg National Curriculum (NC) tests, public examination results, standardised tests.	NC results are available for virtually all pupils. Standardised tests provide a valid and reliable means of assessing progress. Enables comparisons between and within groups.	Additional testing requires an investment of time and money. Places an additional burden on pupils and teachers. Suitable tests may not be available.




Source: *Study Support Toolkit: Trainer's Pack*, pp 92-3 (DfES 2000).

Sample evaluation sheet – attitudinal questionnaire for pupils

If possible this sheet should be completed before the start of the out-of-school-hours activity.

The out-of-school-hours activity is

My name is




Colour the face that fits how you feel about each question	
1. Do you feel good about learning new things?	
2. Do you think you are getting better at schoolwork?	
3. Do you like school?	

All the following questions are about going to your club	
4. Do you think it will be a good place to learn?	
5. Do you think it will be a good place to make new friends?	
6. Do you think it will be a good place to work with different adults?	
7. Do you think it will be a good place to learn new things to do?	
8. Do you think it will be really good?	

This sheet should be completed at the end of out-of-school-hours activity or after half term.

The out-of-school-hours activity is

My name is

Colour the face that fits how you feel about each question:	
1. Do you feel good about learning new things?	
2. Do you think you are getting better at schoolwork?	
3. Do you like school?	

All the following questions are about going to:	
4. Do you think it was a good place to learn?	
5. Do you think it was a good place to make new friends?	
6. Do you think it was a good place to work with different adults?	
7. Do you think it was a good place to learn new things to do?	
8. Do you think it was really good?	

Annual review and improvement proforma

Oshl co-ordinator:	Year:
1. What oshl aims/objectives/targets and success criteria are included in the school/oshl centre's development plan? (Attach extracts if necessary).	
2. What plans are there to develop the role of oshl within the school/oshl centre?	
3. What processes are in place to ensure that all members of the school/oshl centre understand the role and purpose of oshl within the school?	
4. How often are 1, 2 and 3 above monitored and evaluated?	
5. What evidence demonstrates outcomes for learners and success criteria?	
6. What contribution to the oshl programme is made by parents, volunteers, mentors or outside agencies? Attach a list of all 'adults other than teachers' who work with the oshl programme.	
7. List any oshl partnerships and briefly outline the activities they deliver.	
8. Is there any additional support, which would help achieve the programmes aims more effectively, either at a school/oshl centre or at a local authority/national level?	
Professional development needs:	
Resource needs:	
9. List school/oshl centre's costs eg incentive allowances, admin, overheads, resources etc.	

Quality models exercise

Model 1 – Code of Practice

The Code offers a framework for good practice across a number of themes and areas including: developing a programme; getting the ethos right; training and professional development.

ACTIVITY

Read one section from the Code of Practice and review your oshl provision using the questions provided. Do a quick assessment of where your school is in relation to the continuum: laying the foundations, getting started or moving forward. Draw up a short action plan as a result of your review.

Model 2 – Quality in Education model

A whole-school self-assessment model that covers all aspects of school activity, including oshl. It is based on the 'Business Excellence Model' and was developed by Lloyds TSB in partnership with schools and LEAs. The section on oshl includes a self-assessment tool called 'Extra Quality'.

ACTIVITY

Using the attached sheet, audit your provision against the nine headings that underpin the model. Draw up a short action plan as a result of your review.

Model 3 – Quality in Study Support model

A quality model designed specifically to assess the quality of oshl provision. Developed by Quality in Study Support (part of the National Youth Agency), it leads to schools or study support centres being awarded 'emerging', 'established' or 'advanced' status. It is based on the DfES Code of Practice for secondary schools.

ACTIVITY

Read one section from DfES Code of Practice and review your oshl provision using the questions. Do a quick assessment of where your school is in relation to the continuum: emerging, established or advanced. Draw up a short action plan as a result of your review.

Note: ContinYou also has a briefing paper on the requirements of ESTYN re out-of-school-hours learning.

Contact: info@continyou.org.uk

continued overleaf

Quality in education

- **LEADERSHIP** – can you get the headteacher or a member of senior management on board?
- **POLICY AND STRATEGY** – can you get oshl to meet existing school priorities, eg literacy, KS3, low attendance?
- **PEOPLE** – who will you involve to run the activity, eg parents, teachers, older pupils, volunteers?
- **PARTNERSHIPS AND RESOURCES** – can you access a small amount of funding to kick the activity off? What about sharing resources with nearby schools or with the local community?
- **PROCESSES** – have you produced an attendance register? How can you adapt current health and safety arrangements for your oshl activities?
- **CUSTOMER RESULTS** – can you ask for pupils' feedback, or involve pupils in the planning of the activity?
- **PEOPLE RESULTS** – how will you celebrate the achievements of those who run the activities?
- **SOCIETY RESULTS** – have you thought about recording the effect of your oshl activities on the wider community?
- **KEY PERFORMANCE INDICATORS** – how will you record increased self esteem, skills levels, achievement etc?

Potential partnerships

<ul style="list-style-type: none"> ■ LEA Services, including: Advisory Service; Community Education (Adult Education & Youth Services); Early Years; Education Welfare; Multi-cultural Support Services etc. ■ LEA Early Years and Childcare Development Partnerships. ■ Other schools, particularly secondary schools & sixth form colleges. ■ School governors. ■ Parents and parent groups. ■ Local colleges and universities, particularly teacher training establishments, Open College network etc. ■ Other local authority services eg leisure services, play services, library services, Arts personnel, social services. ■ Museums, archives and galleries. ■ Bwrdd yr Iaith Gymraeg/Welsh Language Board. ■ Yr Urdd. ■ Childcare clubs and care providers, Clybiau Plant Cymru. ■ Local Health Authorities. ■ Arts Council of Wales. ■ Sports Council of Wales. ■ Community Music Wales. ■ The Police and Fire Service. ■ Lottery Boards. ■ Economic Regeneration Units. ■ European Social Fund officers. ■ Communities First Partnerships. ■ Education and Learning Wales. ■ National Grid for Learning, local ICT strategy. ■ Business in the Community. ■ Education Business Partnerships. ■ Accreditation Boards for tutors and pupils eg GCSE boards, Institute of Linguists, RSA, BTEC(Edexcel), ASDAN, City & Guilds – within activities eg Duke of Edinburgh, BAYS (science), Young Engineers. 	<ul style="list-style-type: none"> ■ Local media. ■ Councils for Voluntary Service. ■ Community groups. ■ Environmental associations. ■ Brass and steel bands etc. ■ Drama and dance groups, local theatres. ■ Local choirs. ■ Sports clubs. ■ Leisure and fitness centres. ■ Churches, chapels, mosques, madrasahs (Islamic instructional classes), gurdwaras (Sikh Temples) etc. ■ Local supplementary and mother tongue schools and classes. ■ Community groups and tenants associations. ■ Charitable associations. ■ Senior Citizens associations. ■ Merched y Wawr and Women's Institutes. ■ Young Farmers Clubs. ■ Local businesses. ■ Local Rotary and Roundtable clubs. ■ Chambers of Commerce. ■ St John's Ambulance and The Red Cross. ■ Commission for Racial Equality and Race Equality Councils. ■ Anti-crime projects. ■ University of the First and Third Ages. ■ Children's University. ■ ContinYOU, 4Children and Quality in Study Support. ■ The Basic Skills Agency. ■ WJEC.
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Source: *Code of Practice for out-of-school-hours learning*, pp 42-45 (National Assembly 2003).

Partnerships – top tips

- People form partnerships with people, not organisations with organisations – keep it personal and local. Communicate regularly.
- Be clear about management, the partnership will not run itself.
- Make sure all sides know what they want from the partnership, eg a refurbished study support centre, bilingual IT helpers for your cybercafe, reading partners for the breakfast club. A 'shopping list' of specific needs is very useful when approaching potential partners.
- Try and establish where your common interests lie; look for a shared ethos.
- Look for the 'multiplier effect': $2 + 2 = 5$, ie advantages for each partner, plus mutual benefit.
- Use existing situations and build on them.
- Keep in touch – active involvement is crucial to maintaining interest and motivation. Where a contribution is largely financial, the funding partner can be involved in ways which highlight the benefits to both sides, eg in celebrating success and helping with spin-off developments.
- Prepare carefully for developing partnerships involving adult volunteers. What support and training will be necessary? How will it be delivered? Will the work be accredited and if so, how? Who will do the monitoring and evaluation tasks?
- Share and celebrate partnerships with partners. Open days, special events, publications and local media all help to reinforce the partnership and keep enthusiasm high. Rewards are important to everyone.
- Always follow up. If parents (or others) particular skills and talents are surveyed as part of an initial mapping exercise, feed back results and discuss next steps – not doing so can create a disincentive and put off hitherto willing helpers.
- Don't get discouraged if a potential partnership fails to take off, or if an existing one collapses. Not all partnerships are viable and some have a limited shelf-life for reasons outside your control.

Source: *Study Support Toolkit: Making it work in schools*, pp142 (DfES 2000).

Sample partnership agreement form

1a. School/lead partner information

1b. Partner information

2. Partnership details, including roles and responsibilities

1. School/partner information
(this could include work with other schools)

- Name, address, phone, fax, e-mail
- Key contact

2. Partnership details
(in line with monitoring and evaluation information)

- Title/brief outline of activity.
- Objective.
- Timing/duration/dates.
- Target group.
- Min/max number of pupils attending.
- Learning outcomes for pupils.
- Success criteria.
- Person responsible for monitoring and evaluation.
- Person responsible for health and safety checks.

3. Have you agreed/carried out the following, in line with the LEA policy?

- A system of payment.
 - Monitoring and evaluation details (linking with No 2 above).
 - Deadline for evaluation.
 - A recent risk assessment of premises to be used.
 - Police checks of those delivering activities.
- Have details of agreements been forwarded to the LEAs oshl co-ordinator?

Total cost of activity

Date by which invoice(s)/salary claims should be paid (at the end of each term?)

Signed: _____ (School/oshl centre) Date: _____

Signed: _____ (Partner) Date: _____

Source: *Study Support Toolkit: Making it work in schools*, pp142 (DfES 2000).

Partnerships – examples of success

Overview (Project Wales)

The National Assembly for Wales provided funding during 2001 to support the establishment of 15 learning partnership projects across Wales. These projects required external organisations to work alongside schools to deliver an out-of-school-hours learning experience. All the projects were selected, supported and monitored by Education Extra (now ContinYou).

The wide range of projects below have offered activities to children, parents and volunteers of all ages; covering the arts, sport, history, music and the environment. A number of the projects targeted areas of social deprivation and pupil disaffection, bringing schools and community groups together, quite often for the first time, to strengthen the partnership between them.

Mini case studies

Welsh National Opera – Family Days

Professional singers and musicians from the Welsh National Opera undertook four separate days of workshops in Ruthin, Caernarfon, Blackwood & Aberystwyth. The aim of each day was to bring together primary age children, their parents and teachers to learn various elements of opera – including singing, movement and music making. This would culminate in a short performance at the end of the day.

Rubicon Dance – Youth Dance Extra

Funding from Education Extra (now ContinYou) allowed Rubicon Dance in Cardiff to expand its community dance work to a wide range of groups across the city. The project also enabled the organisation to stage a celebration of '25 years of Rubicon Dance' at the Sherman Theatre in March, bringing together a large number of dancers who have benefited from the education and community programme run by Rubicon Dance.

Conwy Performing Arts Summer School

The Performing Arts Summer School was held over two weeks during the Summer holidays and was aimed at gifted and talented young people from the Conwy area. The participants worked alongside a team of professionals devising, writing and then performing a piece of work for friends and family.

The 'Virtual Goldfish Bowl' was the result of the two week project, which was performed at Eirias High School, and on tour at Bridgend Recreation Centre. This project was a collaboration between Conwy CBC and the Rotary Club of Rhos-on-Sea.

Forest School Swansea

Two groups of pupils from Bishopston Primary School spent a week undertaking a range of woodland activities, including outdoor cooking, nature identification, nature trails and games in a woodland setting. There were numerous opportunities to increase the pupil's observation and recognition skills, as well as more practical and social skills.

Youth Arts Project – Cynon Valley

Blaengwawr and Mountain Ash Comprehensive schools took part in a two week photography project in the Cynon Valley. Working alongside three professional photographers the pupils learnt a variety of techniques including pinhole photography, black & white development and digital imaging. The project culminated in a photographic exhibition of their work, shown at the Dare Valley Country Park, and the production of a CD Rom.

Splash Out at Stackpole – National Trust

This after-school and holiday activity club ran for three months, based at the National Trust's centre at Stackpole in Pembrokeshire. Two local schools, Manorbier and Stackpole VC Primaries, were able to experience a range of activities including canoeing, rock climbing, bat watching, orienteering and woodland exploration. All activities were undertaken with an understanding for their natural environment.

continued overleaf

Rockschools – Community Music Wales

A series of three-day music rockschools were held at Blackwood, Llanelli and Fishguard. Teenagers aged between 14 to 18 years worked alongside professional musicians/tutors on improving their technique, writing and then performing their own songs for family and friends.

Each participant also received a cassette/CD of the final performance.

Keep Wales Tidy – Eco Schools Project

Sixteen schools within Neath Port Talbot CBC have become 'eco-schools' – that is, they have established an environmental policy on recycling, litter collection and environmental improvements within the school in partnership with Keep Wales Tidy. With the assistance of a co-ordinator and an 'eco-committee' in each school, a wide range of activities has taken place including creating ponds, planting bulbs & trees and creating sensory gardens. They have also organised litter picks and devised activities to minimise waste and to recycle school and community items.

History Club – Butetown, Pontypridd & Cynon Valley Museums

The project aimed to look at the historical, social and transport links between Cardiff and the valley communities, through the eyes of young people from the area. Pupils from six primary schools spent two weeks learning about their own and other areas, visiting coalmines, museums, visitor attractions and sites of historical interest. All the visits were documented by photographs and written material, which will become part of an interactive website.

Safety in the Outdoors – Welsh Leisure Activities

This project aimed to involve GCSE students in the production of a CD Rom looking at health and safety issues involved in outdoor activities. The CD Rom would then be available to any group visiting WLA's Gower centre. The students were involved in filming and editing of the footage that was then combined with graphics and text for the finished product. Activities covered included: canoeing, rock-climbing and exploring the coastline.

House for the Future – National Museum & Galleries of Wales

This environmental project was linked to the new 'House for the Future' which has been installed at the Museum of Welsh Life. Three local schools were invited to investigate sustainable recycling issues incorporated into the design of the house, and their own lives. They also collected items reflecting today's society, to be buried in a time capsule next to the house.

Community Team Challenges – Business in the Community

Five primary schools in Merthyr Tydfil were linked to five local businesses who undertook to provide staff to help carry out environmental improvements at each school. The type of schemes undertaken included an outdoor classroom, a wildlife garden and new play facilities. The pupils worked alongside the employees on the design and planning of each of the schemes.

Circus Skills – Wrexham Homework Clubs

The project offered circus skills workshops: juggling, tight-rope walking, unicycling etc, to a selection of primary and secondary schools as a reward for attending homework clubs on a regular basis. The project has enabled pupils from rural schools to come together and make new friends, whilst learning new skills and gaining in confidence.

From the Street to the Green – Gwynedd County Council

Six primary schools in Gwynedd were linked with their local golf club for a project that aimed to teach children the techniques, etiquette and rules of golf. Each participant received expert coaching from golf professionals, whilst the teachers and parents took part in the Golf Foundation's 'Junior Golf Leaders' Award – to enable them to assist in the coaching sessions. A set of golf clubs and a year's membership to their local golf club was given to the pupils as an incentive to continue.

Pyramid Trust – Powys County Council

A range of after-school activities, aimed at low-achievers across Powys, was arranged by the Pyramid Trust. Through games, discussion and arts/crafts activities, the project aimed to increase the confidence, social interaction and resilience of each participant. The clubs took place in Welshpool, Machynlleth, Llanidloes, Llandrindod Wells, Brecon and Ystradgynlais.

Funding and resourcing for oshl

- Big Lottery Fund www.biglotteryfund.org.uk
- Awards for all www.awardsforall.org.uk/cymraeg
- School budget
- Parent Teacher Association
- Earned income
- Friends of the school/community association
- Local Education Authority
- Business in the Community www.bitc.org.uk
- Education Business Partnerships
- Local companies
- Local and national grant-making trusts *
- Local and national voluntary bodies * www.wcva.org.uk
- Better Schools Fund www.wales.gov.uk
- The Sports Council for Wales
(Dragon Sport, Community Chest,
Minor equipment grant scheme) www.sports-council-wales.co.uk

* for information on local charities contact your local voluntary service council (CVS).

Adapted from the *Code of Practice for out-of-school-hours learning* (National Assembly 2002)

Funding monopoly exercise: trainer briefing sheet

AIM of the exercise: for participants to raise maximum funds for their school's oshl project from each of the funders; to become more aware of the issues relating to approaching specific funders.

Preparation

1. Photocopy 4 x: funder briefing sheets, money (see RS46b) and school briefing sheets (see RS46c).
2. Prepare a name tag for each funder.
3. Position four chairs and a table at different positions in the room (for the funders). Arrange enough chairs at each table for the school staff.

Instructions to participants

1. Ask four participants to volunteer to be funders and represent the following funding organisations:
 - a local company
 - a local charity
 - the LEA
 - an Education Business Partnership.Allocate one volunteer for each funder. Give each volunteer a copy of the funder briefing sheet. Ask them to read it carefully and sit at the appropriate table. Give each funder their name tag.
2. Divide the remaining participants into four groups. Give each group a copy of the school briefing sheet. Ask them to read it carefully, including the briefing on each of the funders.

Ask groups to prepare a five-minute presentation to give to each of the four funders in order to get the maximum amount of funding from them for their oshl project. Explain that the presentation will work better if it is tailored to the specific criteria of the funding body. They have 20 minutes to prepare themselves.

continued overleaf

The activity

1. Ask each group to go to their starting point (referred to on their school briefing sheet). Each group gives their presentation to the funder. The funder has five minutes to ask questions about the project/bid.
2. The trainer then calls out 'make a decision – NOW' and the funder gives the group the amount of funding they feel is appropriate for the project, and gives a brief explanation why they have given that amount.
3. The trainer calls out 'next funder' and groups move on to the next position around the room. This is repeated until all groups have been to all funders. At the end of the activity ask groups to divulge the total amount of funding they received. Give a nominal prize to the winners!
4. Ask for feedback from the whole group (positive and negative) on the following points:
 - the fundraising process as a whole, eg how the presentations were prepared and how they felt delivering them
 - the reaction of, and interaction with, specific funders
 - the activity as a whole
 - action points they will take from the activity.

Note: this exercise works best when the time groups spend with each funder is tightly enforced. Make this clear at the start of the activity – you may even wish to penalise groups by taking funds from them if they disobey the rules!

Funding monopoly exercise: funder briefing sheet

Briefing

You have been asked to take the role of one of the following funders: a local company, a local charity, the LEA or an education business partnership. You have also been given a total of £20,000 to distribute, as you see fit, between the projects.

Please read the relevant scenario below and note in particular the criteria for funding a project. You will use these to determine whether a project receives any funding and to guide your questioning of the group.

Four groups will come around and give a five-minute presentation of their project to you. They have been given the criteria, so they will try to meet some or more of the key points. Once their presentation has been completed, you have up to five minutes to ask questions about their project.

The course leader will then call out 'make a decision – NOW'. At that point, you should give the group the amount of funding which you feel is appropriate for the project. This can be the full amount, but you can also choose to part-fund the project or decide not to fund it at all.

Once you have given the money, give a brief explanation about why you have given that amount. Try to be constructive with your comments – perhaps about the quality of their presentation, the project itself, whether it met or didn't meet the criteria etc.

Scenarios

Funder 1: Local company

You are the general manager of a local ICT company who wants to raise the profile of the company with schools and the local community. You have a medium sized staff of 30 skilled people and are considering offering physical and human resources (eg second-hand computers and IT expertise) as well as funding. You are particularly keen on projects that encourage vocational and entrepreneurial skills.

The criteria for funding are:

- a project which benefits the local community
- a link to ICT, including a role for equipment and expertise
- a focus on vocational and entrepreneurial skills.

Your maximum budget for each project is £5000.

Funder 2: Local charity

You are a trustee of a local charity that has a broad focus on 'the advancement of education'. In the past you have funded a number of projects that focus on parents and carers. You would like to fund more projects that have a focus on healthy living and citizenship.

The criteria for funding are:

- a project which advances the education of local people

continued over

- a focus on parents, carers and families
- a possible focus on healthy living and citizenship.

Your maximum budget for each project is £5000.

Funder 3: LEA

You are the LEA oshl co-ordinator, working in the lifelong-learning division of the authority. You are looking to run some innovative demonstration projects that could act as models for good practice for other schools in the area. You want projects to focus on raising achievement and self esteem, but are also interested in social inclusion and targeting specific pupils with behavioural problems.

The criteria for funding are:

- an innovative project which can act as a model of good practice
- a focus on raising achievement and self esteem
- a possible focus on social inclusion and behaviour.

Your maximum budget for each project is £5000.

Funder 4: Education Business Partnership (EBP)

You are the business development manager of the EBP. You are looking to set up projects that have the potential to involve mentoring of pupils and staff. You are also interested in any plans that broadly focus on the environment and the theme of 'Wales in the 21st Century'.

The criteria for funding are:

- a project with a role for staff and pupil mentoring
- a broad focus on the environment
- a possible theme for the project being 'Wales in the 21st Century'.

Your maximum budget for each project is £5000.



£1000



£5000

Funding monopoly exercise: school briefing sheet

Briefing

As a group, you have been asked to take the role of one of the following schools. Please read the scenario below; you will use these details and adapt them in your presentation to meet the criteria of the four funding bodies.

Your main task is to devise a short presentation (five-minutes max) which you will use to sell your project to the funder. This would include some generic information about the project itself, but, more importantly, incorporate some information that would appeal to the funder and meet their criteria. You should stick to the basic facts about the project, but you are expected to be creative with how you explain it! Finally, it is important that all members of the group contribute to the presentation.

Once your five-minute presentation has been delivered, the funder will have up to five minutes to ask questions about your project. Again, be creative about the project and what it might achieve.

The course leader will then call out 'make a decision – NOW'. At that point, the funder will give you as a group the amount of funding which they feel is appropriate for the project. This can be the full amount, but they can also choose to part-fund the project or decide not to fund your project at all.

Once you have been given the money the funder will give you a brief explanation about why they have given that amount. They will attempt to be constructive with their comments – perhaps commenting about the quality of your presentation, the project itself, and how it did or did not meet the criteria etc.

Scenarios

School 1

A large inner-city secondary school. You have surveyed the pupils and the local community and have identified a need for a family learning project. Initial plans for the project include a programme of family literacy and numeracy, along with a 'dads and lads' computer club.

You are looking for a range of resources related to the project up to the value of £5000.

School 2

A small rural primary school. You have a limited programme of activities and want to establish an environment club that makes the most of locality and an arts festival celebrating local traditions and history. Transport and funding are major issues, but you would also be keen to involve human resources to support your project.

You are looking for a range of resources related to the project up to the value of £5000.

School 3

A medium sized secondary school. You have a full range of oshl activities in place, but have a particular expertise in the use of ICT within and beyond the curriculum. You want to set up a cyber-café that can be used before school, at lunchtimes and after-school. You are also interested in creating a virtual link with another school in a developing country.

You are looking for a range of resources related to the project up to the value of £5000.

continued over

School 4

A large junior school. You have good links with the local youth service and run an innovative oshl programme (which includes weekend activities) that focuses on raising pupil's self-esteem. You want to expand this programme in two areas: to tackle broader issues around social inclusion in the local community and link the club further to raising pupil's achievement. The aim is to use this project as a model for good practice.

You are looking for a range of resources related to the project up to the value of £5000.

The funders

Funder 1: Local company

A local ICT company who wants to raise the profile of the company with schools and the local community. They have a medium sized staff of 30 skilled people and are considering offering physical and human resources (eg second-hand computers and IT expertise) as well as funding. They are particularly keen on projects that encourage vocational and entrepreneurial skills.

The criteria for funding are:

- a project which benefits the local community
- a link to ICT, including a role for equipment and expertise
- a focus on vocational and entrepreneurial skills.

Funder 2: Local charity

A local charity which has a broad focus on 'the advancement of education'. In the past they have funded a number of projects that focus on parents and carers. They would like to fund more projects that have a focus on healthy living and citizenship. The criteria for funding are:

- a project which advances the education of local people
- a focus on parents, carers and families
- a possible focus on healthy living and citizenship.

Funder 3: LEA

The LEA are looking to run some innovative demonstration projects which act as a model for good practice for other schools in the area. They want projects to focus on raising achievement and self esteem, but are also interested in social inclusion and targeting specific pupils with behavioural problems. The criteria for funding are:

- an innovative project which can act as a model of good practice
- a focus on raising achievement and self esteem
- a possible focus on social inclusion and behaviour.

Funder 4: Education business partnership (EBP)

The EBP are looking to set up projects which have the potential to involve mentoring of pupils and staff. They are also interested in any plans which broadly focus on the environment and the theme of 'Wales in the 21st Century'. The criteria for funding are:

- a project with a role for staff and pupil mentoring
- a broad focus on the environment
- a possible theme for the project being 'Wales in the 21st Century'.

Fundraising from grant-making trusts

What are grant-making trusts?

Grant-making trusts and foundations are charitable bodies that have usually been set up by an individual with the aim of funding charitable activities. There are thousands of them around the country, from local trusts giving away a couple of thousand pounds a year to large national bodies with millions of pounds at their disposal. Each will have its own areas of interest.

Trusts give money for:

- a wide range of causes and issues, including education and youth
- innovative projects
- start-up costs
- capital (equipment, buildings, furniture etc)
- revenue (running costs such as salaries).

Trusts are unlikely to give for:

- projects that have had statutory funding withdrawn
- open-ended projects. The maximum grant term is usually three years
- general running ('core') costs
- a continuation of a project whose charitable funding has ended.

Why fundraise from grant-making trusts?

- Trusts and foundations exist to give their money away and most of them will consider unsolicited applications.
- They give away large amounts of money – currently £1.8 billion every year. This is much more than companies or rich individuals.
- 'The advancement of education' is a charitable activity that many trusts support.
- Often they do not ask for much in return; no more than a thank-you. Some even request anonymity. At the most you will be asked to provide a final report and financial information at the end of a project; complete an annual monitoring form (if the grant covers more than one year); or they may require copies of purchase receipts/invoices.
- With some judicious work trusts can become a valuable source of regular income for small projects.

Timescales

Fundraising from grant-making trusts takes time. Trustees may meet monthly, quarterly or even annually. Most trusts will take at least three months to consider an application. You should generally expect to wait six months for a response from the bigger trusts.

A note of caution

- While some trusts will fund schools, a far greater number will fund groups working with children and young people outside school hours. These include social welfare projects, youth clubs and sports groups.
- Trusts will not fund activities that they think are the responsibility of the state.

You should take all this into account when developing your projects and writing your applications.
You need to make it very clear that your project is additional to the national curriculum, other activities that form part of the school day or state funded activities.

Note: one of the points emphasised in *A Practical Guide to Trust Fundraising* (see Extra Information p47) is that trusts are as individual as their founder or current trustees. While the three-year rule is common, some trusts support the same charities year after year. Others will consider supporting core costs.

Adapted from *A Practical Guide to Trust Fundraising for schools and school groups in Wales* (Education Extra 2002).

Sample trust application form

1. Please describe your school/oshl centre.
2. Please list the activities included in your current programme of out-of-school-hours learning.
3. Can you give an example of how out-of-school-hours learning has enriched the life of your school/oshl centre?
4. How would you like to see your out-of-school-hours learning provision develop?
5. Please describe the activity or project for which you are applying for funding.
6. Give details of the funding you require from us.

Criteria for funding

Applications are judged with reference to the following criteria

1. Meeting a need.
2. Funding and partnership.
3. Support for school/oshl centres development strategies.
4. Innovation.
5. Sustainability and development.

Raising funds from local sources

It is highly likely that there is more than one local business or charitable trust in your area with money and/or resources to promote oshl. The problem is that they are unaware of the imaginative, cutting edge schemes your school/oshl organisation wants to introduce. Equally importantly, they are unaware of the advantages for themselves in being involved.

Steps to success	Groundforce
<ul style="list-style-type: none"> ■ Is your scheme open to broad interpretation? 	Sharpen with local know-how.
<p>Decide what the money and resources are for, eg:</p> <ul style="list-style-type: none"> ■ a street-sports space and equipment ■ reading and number buddies ■ working with local theatres, museums and galleries. ■ mentors ■ a specific celebration ■ developing and improving links with local schools (primary, secondary and special) ■ laptops for homework ■ nothing specific? Then create a list of 15 things and work on getting sponsors for each. Don't prioritise, it only leads to disappointment. 	Consult pupils, teachers and parents; let a group of pupils conduct the research and present the findings (as practice for presenting them to the sponsors).
<p>Find out what contacts already exist</p> <p>Who knows who amongst staff, governors, parents and council officers. An annual trawl will yield results.</p>	Give proformas out; place post boxes at central points; publicise results and successes.
<p>Do local homework</p> <ul style="list-style-type: none"> ■ Find out about local trusts, charities and businesses (remember the local Sainsbury or Tesco is part of a national organisation with an education fund). ■ Read the local paper, it can be surprisingly useful; note which companies are investing in the area, who's moving in, who's expanding its workforce. ■ Specific names are always useful. If you have no name, phone up first and ask the operator. 	<p>Ask keen pupils, parents and teachers, who live locally, to read papers and otherwise watch out for opportunities.</p> <p>An interview with the editor could be instructive.</p>

Source: *Study Support Toolkit: Making it work in schools*, pp 143 (DfES 2000).

Sample funding bid

This bid gives an example of the information you might give when requesting funding for oshl activities. The bid asks GEST (Grants for Education Support and Training – now Better Schools Fund) to make up the shortfall in funding already obtained for the post of an oshl co-ordinator.

'We [Flintshire LEA] made a successful bid to NOF for out-of-school-hours learning. An essential element within our strategic plan for out-of-school-hours learning [see RS32] will be the appointment of a co-ordinator specifically for this purpose.

The post will be shared between Flintshire and Denbighshire and its purpose will be to co-ordinate oshl policy and practice across the two authorities. Part funding for the post was within the NOF bid – the shortfall is requested within this submission. We have placed an emphasis on the importance of delivering high quality training to underpin delivery and development of oshl opportunities, and consider it therefore appropriate to seek the additional funding for the post from GEST. This submission also identifies specific courses and target audiences.

The post will be key to delivering, in partnership with other officers, the LEA's commitment to oshl as defined within the Flintshire Education Strategic Plan 1999-2002 and further developed within the LEA's oshl policy and development plan, adopted by the Council in early summer of 2000. This policy was developed to take forward the agenda, as outlined in *Unlocking Potential: A Framework for extending out of school hours learning opportunities in Wales*. LEA membership of the Extra Time subscription network from ContinYou, which will enable all schools to access resources, publications, expert advice and campaigning skills, is seen as an essential element within the strategy to develop oshl.

The LEA in its strategic plan makes a commitment to "encourage all schools to recognise the value of oshl in raising standards". The LEA is developing a portfolio of strategies to address oshl in its various guises and has identified five broad targets to improve provision and standards.

The work of the co-ordinator for oshl, and in particular the training programme which they will implement will contribute to at least three broad targets:

- to raise awareness, in all appropriate settings, of the value of oshl and to be proactive in encouraging and supporting development.
- to raise awareness of the opportunities available to supporting development of oshl, but at the same time to address sustainability of new provision and the formation of strategic partnerships for funding and delivery of projects.
- to encourage all schools to address oshl within their School Development Plan.

The training programme will target LEA and other Education Directorate officers, headteachers, governors, teachers and other staff engaged in delivering oshl opportunities. The training received will enable them in turn to deliver training for staff within a strategic programme, year on year as determined by the LEA.'

Source: Flintshire County Council



.....

has completed Module :

of the

Out-of-school-hours-learning training and resource pack

Date.....

Signature.....