

MENTORING?

Kent Extended Services Audit Tool **The following questions to be asked:**

Is there a need for Mentoring Support programmes at your school?

How responsive is your school's programme to the changing needs of the children and young people?

What is being done to ensure that key and basic skills and attitudes to learning are being monitored and reinforced?

How do young people help inform and develop the programmes?

Study Support
VMA



When giving your school a RAG rating, remember the criteria for each colour:

Red	Not planned/unknown
Amber	Planned
Green	In place *

* or consultation shows "no need"

Examples:

- Buddying systems, peer coaching, mentoring, tutoring, teaching;
- Change structures and Governance – School Councils which take responsibility for various elements of School Improvement;
- Student-driven activities – 'child-to-child' initiatives, students as lead learners.

The National Framework states:

The involvement of students should be developed as part of the school's approach to making a positive contribution to the school and the wider community. The provision of authentic opportunities to take responsibility for their own and others' learning can also make a real difference, not only to students' motivation and engagement, but also to the ethos of the school. A range of relevant activities can be offered within a Study Support context:

- Peer support;
- Change structures and governance;
- Student-driven activities.

(Schools Making Effective Provision – Involving Students in Study Support: 3.5 – Page 32)



For more information about the Study Support (VMA) section of the Extended Services Audit, please contact Emma Jenkins (Study Support Co-ordinator):

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