



# Boundary Oak School

## Scholarships 2020/21

PERFORM

EXECUTE

LEAD





# Welcome to Boundary Oak Scholarship Programme

We are really excited that you are part of the Boundary Oak Scholarship Programme. We have designed this programme from the ground up, with the help of current Scholars to make sure you get the most out of Boundary Oak and lead the way for others to do the same.

So why have we given you a folder?

This folder provides a way of tracking your knowledge, progress and the opportunities you have been given as part of this Scholarship Programme. Each time we run Scholarship sessions, we'll give you the opportunity to write notes or give you handouts to help you bring all of your knowledge into one, simple easily-accessible place!

What is Boundary Oak's vision for this programme?

An Envious Scholarship Programme that other schools look to emulate. A programme that draws the best out of students at Boundary Oak and gives them the tools to thrive personally and lead others to do the same both inside and outside of school.

# What Are The Programme's Aims?

AIM	1	2	3	4	5
FOR THE SCHOOL					
FOR THE SCHOLAR/ME					



# How is this programme set out?

This programme comprises of three main parts:



Each part forms a key part of the programme, and will help you to build an important skill set to thrive at Boundary Oak as a Scholar.

The **PERFORM** part of the programme is designed to support your personal performance. These sessions will be delivered through the workshops and talks, and supported through the mentors.

The **EXECUTE** part of this programme is designed to help you execute the specific skills needed to perform at the highest level possible. This could be delivered through 1:1.

The **LEAD** part of the programme is designed to support you to develop the leadership skills needed to lead at Boundary Oak. This will be delivered through workshops and practical opportunities and supported through the mentors. This part of the programme might include topics such as: Different Styles of Leadership, Motivating Teams, Celebrating Success, Developing Culture.

## What Is The Scholars Fund?

Each year, Boundary Oak School is delighted to award money for you to use to improve your own performance. You can use it to support your development from any of the three areas of the Scholarship Programme: **PERFORM EXECUTE LEAD**.

To access this money, you must submit the application form for that year. On the application form you can choose three options to research. You will then be required to choose one option, justifying how, and why, this will improve your development. This will go to a panel, who need to approve it. At the end of the year, you must review the impact of this money. Although, of course, we would prefer it if the money was really effectively used, if it wasn't, we would rather you honestly critiqued your decision and learnt from it than pretended it was better than it was.

# Scholarship Fund Application



Which three options have you researched?

Three Options	I have picked
1.	<input type="checkbox"/>
2.	<input type="checkbox"/>
3.	<input type="checkbox"/>



Which area does this support?

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Give some more information about how it will be used:



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PERFORM

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# Session review with your mentor 1/2

Fill this in after your workshop

○ Session Title:

○ Session date:

○ 3 Key learning points: 1

2

3

○ What was I pleased to hear, as I already do it?

○ What changes will I make?

○ What additional information / support do I need?

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# Session review with your mentor 2/2

Fill this in after your workshop

○ How hard did you try to make the change?

0 |-----| 10

○ What impact has this change had for you?

○ Will you continue to try to make this change?

YES  
|  
What additional support  
do you need?

NO  
|  
Why not?

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# Program outline : Academic

## Year 1

1	Expectations, mentor introduction and goal setting - short, medium and long term
2	Study skills and independent study
3	How do I learn best?
4	Individual Mentor time
5	Leadership – understanding leadership
6	Time management
7	Problem solving
8	Individual Mentor time
9	Scholars fund application
10	Research skills
11	Debating
12	Reflection on the year and target setting

## Year 2

1	Expectations, mentor introduction and goal setting – short, medium and long term
2	What does the future hold for me?
3	Science skills
4	Individual Mentor time
5	Communication skills – providing effective feedback
6	Language skills
7	Problem solving
8	Individual Mentor time
9	Scholars fund application
10	Research skills
11	Debating
12	Reflection on the year and target setting



# Program outline : Sports

## Year 1

1	Expectations, mentor introduction and goal setting - short, medium and long term
2	Strength and conditioning – generic plan
3	Strength and conditioning – Review plan
4	SAQ – running technique
5	Leadership - understanding leadership
6	Leadership – how can this be applied to sport
7	Sports nutrition – balance diet
8	Sports nutrition – Review food journals
9	Scholars fund application
10	Sports psychology – positive mental attitude
11	Sports psychology – Review mood and actions journal
12	Performance analysis – number counting

## Year 2

1	Expectations, mentor introduction and goal setting - short, medium and long term
2	Strength and conditioning – specialised program
3	Strength and conditioning – Review plan
4	Movement patterns
5	Communication skills - providing effective feedback
6	Communication skills – Feedback
7	Sports psychology – dealing with pressure
8	Sports psychology – Review mood and actions journal
9	Scholars fund application
10	Performance analysis – technique analysis
11	Performance analysis – has this made a change?
12	Review of program – in-depth analysis

# Program outline : Music

## Year 1

1	Expectations, mentor introduction and goal setting - short, medium and long term
2	Practice skills and technique – introduction, materials and practice diary
3	Practice skills and technique – Review plan and practice diary
4	Practice skills and technique – tackling practice within a short time-frame (30-minute challenge)
5	Leadership - understanding leadership
6	Leadership – Ensemble directing and supporting others
7	Leadership – research, score collation and directing
8	Leadership reflection – Reviewing your work as a director
9	Scholars fund application
10	Music psychology and well-being- managing performance ‘nerves’
11	Posture awareness – Alexander technique
12	Musical perception – Aural training, theory and music exam technique

## Year 2

1	Expectations, mentor introduction and goal setting - short, medium and long term
2	Musical interpretation – Listening and analysis (famous performers)
3	Musical Interpretation – Preparing an interpretation
4	Musical interpretation – Presenting your interpretation
5	Communication skills - providing effective feedback
6	Communication skills – Teaching techniques/peer mentoring
7	Communication skills – reviewing the mentoring
8	Communication skills – Final reflection
9	Scholars fund application
10	Performance – planning a recital
11	Performance – review of recital preparations
12	Review of program – plenary session and reflection on your recital



# Program outline : Arts

## Year 1

1	Expectations, mentor introduction and goal setting – short, medium and long term
2	Creating Studies from direct observation – Natural Form
3	Using a variety of materials and techniques to work in the style of an artist – Natural Form
4	Using a variety of materials and techniques to work in the style of an artist – Natural Form
5	Leadership – understanding leadership
6	Experimenting with techniques and creating a personal response - Natural Form
7	Creating Studies from direct observation – Portraiture
8	Creating Studies from direct observation – Portraiture
9	Scholars fund application
10	Working in the style of an artist – Portraiture
11	Experimenting with techniques and creating a personal response – Portraiture
12	Experimenting with techniques and creating a personal response – Portraiture

## Year 2

1	Expectations, mentor introduction and goal setting - short, medium and long term
2	Creating Studies from direct observation – Still Life
3	Using a variety of materials and techniques to work in the style of an artist – Still Life
4	Using a variety of materials and techniques to work in the style of an artist – Still Life
5	Working within a production context – Performing / backstage
6	Experimenting with techniques and creating a personal response – Still Life
7	Creating Studies from direct observation – Landscape/Seascape
8	Creating Studies from direct observation – Landscape/Seascape
9	Scholars fund application
10	Working in the style of an artist – Landscape/Seascape
11	Experimenting with techniques and creating a personal response – Landscape/Seascape
12	Experimenting with techniques and creating a personal response – Landscape/Seascape

# Program outline : Drama

## Year 1

1	Expectations, mentor introduction and goal setting - short, medium and long term
2	Vocal technique for performance – introduction, exercises and practice diary
3	Practitioner influences in performance - Stanislavski to create character
4	Practitioner influences continued – Brecht and Berkoff
5	Leadership - understanding leadership
6	Leadership – Directing younger years / Mentoring within the show
7	Leadership – Continued work on rehearsal, mentoring of others within the school show.
8	Leadership reflection – Reviewing your work as a director/mentor
9	Scholars fund application
10	Drama psychology and well-being- managing performance ‘nerves’
11	Relaxation techniques
12	Review of progress

## Year 2

1	Expectations, mentor introduction and goal setting - short, medium and long term
2	Drama Evaluations – Watching National Theatre Live recorded performance work and evaluating content from a performance and design element.
3	Drama Evaluations – Continuing to watch live performance work / link to practitioner influence
4	Exploring play texts – social, historical, cultural context
5	Working within a production context – Performing / backstage
6	Directing – supporting younger students in performance work
7	Directing – giving feedback to progress of younger students
8	Design elements – Lighting, makeup, costume to support performance work.
9	Scholars fund application
10	Performance rehearsal
11	Performance – Reflection of personal performance work
12	Review of program – plenary session and reflection on your performance.



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# Terms & Conditions

## Conditions of Award:

1. An award is granted at the sole discretion of Boundary Oak School.
2. The pupil who is the subject of an award is required to work hard and contribute positively to the life of the School, and to set a good example to others.
3. The parents of an award holder are expected to support and encourage the pupil in achieving the purposes of the award, in support of the school.
4. Awards will continue as long as the annual review is satisfactory, and the school maintaining the financial resources to maintain the award.
5. The value and terms and conditions of the award shall remain confidential between the Parents, the Pupil and the School.
6. The award may be terminated on the following grounds (with one term's notice in writing)
  - (a) The parents have not satisfied the school's financial requirements
  - (b) The school is no longer able to continue the award
  - (c) The annual review was not satisfactory and the award holder has failed to respond to appropriate targets for improvement. If behaviour is such that the student has been asked to leave the school, the award will cease immediately, and without notice.

7. Each area will have expectations for an award holder, which will be sent to parents and the award holder at the time of the award being given.

## Annual review process:

1. If there are concerns about performance and progress of an award holder, targets will be set mid-year, for end of year review. These targets will be confirmed in writing to parents of the award holder.
2. In normal process, the outcome of the annual review will be communicated to parents to confirm continuation of the award into the next academic year, by the relevant Head of Department.
3. The Head's decision is final in relation to all awards, and the school reserves the right to change its admissions and scholarship policies at any time, if necessary.

## Boundary Oak School Award Holders – General Expectations

1. Award holders are expected to commit to the School until the end of their GCSE course.
2. Award holders are expected to set a lead among their peer group in relation to behaviour, leadership and attitude to the School
3. Award holders are expected to achieve excellent effort grades across entire range of subjects, and high levels of achievement (as appropriate to the individual)





4. Award holders are expected to promote their particular area of expertise among their peer group, through external activities, and in all ways
5. Award holders are required to have an annual review of their award, to be carried out by the Head, or whomever the Head selects to carry out the review
6. Awards can be reduced or taken away following unsatisfactory review, but can also be confirmed or increased following outstanding review
7. The School provides opportunities and/or experiences for Award holders to maximise potential and develop their area of expertise to the best level possible
8. Award holders should communicate to the school their progress in any activities outside of school
9. Award holders are to be available for school matches, practices, performances or events unless it has been agreed by the Head of that area, that an external high performance activity takes priority
10. Award holders should be kind, helpful, punctual and above all to use your scholarship experiences and advantages to improve others' attitude



## Boundary Oak School

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