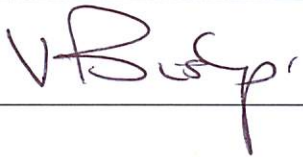




Sir Christopher Hatton Academy

A Member of Hatton Academies Trust

Title	Academic Mentoring Policy
Reviewed	September 2015
Next Review	September 2018
Associated Policies	
Originator	G Stanger
Approved	

ACADEMIC MENTORING POLICY

1. Philosophy

At Sir Christopher Hatton Academy we have a policy of Academic Mentoring all our students. There is a wide body of literature (both educational and otherwise) that shows the importance children/students place on having high quality Academic Mentoring (see appendix 5). Academic Mentoring is the formal process by which Form Tutors sit and review the progress made by students in their class. Formal Academic Mentoring takes place once a term and hence three times a year.

We recognise that many parents will discuss academy life and progress in academy with their child. However, this will not be the case in all families. The academy therefore invests staff time in an academic mentoring process which supplements the care given by tutors and provides a forum for staff to help students reflect on their successes or otherwise in the academy.

2. The Academic Mentoring Booklet (Academic Mentoring Logs)

Mentors (Form Tutors) have a booklet for each of their students. Both mentors and students will at times write in this booklet. Booklets are designed to aid students and mentors in their preparation for, during and in reflecting on the learning conversation that they have.

Target Sheets

The process starts with students reflecting in a form time session on their grades at the end of the last reporting period. They write these into their books, make a comment and identify particular subjects that are important to them.

Mentoring Meeting

The meetings take place during withdrawal sessions which form tutor/mentors organise. These are often in small groups or occasionally with students individually. Form tutors discuss academy life in the round with mentees/tutees but with a focus on academic performance. Targets are set and agreed at this stage and reviewed at subsequent meetings and whole class activities using the review pages in the mentoring logs. Meetings generally last around 20 minutes. A protocol to guide staff is included at the end of this document.

Other paperwork included in the log:

The Log is updated annually. Other paperwork has been included and may well be in the future where there is a strong reflective element. For example, reflections on reading progress or reflections on the enrichment activities.

CPD

A brief induction is given to new staff on arrival. Academic working parties have been used to 'action research' new directions and best practice for this policy. Appendix 3 details an example of the feedback provided from a working party.

Record Keeping and monitoring

Mentors record the date of mentoring conversations within SIMs to allow directors of year to monitor the rate of progress of tutors with mentoring. Samples of academic mentoring booklets are taken regularly and graded against success criteria by directors of year. The directors of year are standardised by the SLT lead. Appendix 4 details the success criteria.

Appendix 1: Academic Mentoring Conversations Protocol

- a) See students in groups of 2,3 or 4 and do not see students individually unless in open public spaces e.g. Bottom floor A block.
- b) Remember the conversations are confidential to that group of students and information recorded in the booklet is personal to that student. In event of a Child Protection issue, please refer to the trust's Child Protection Policy.
- c) Most conversations will take place in a free period however: it may be appropriate to at time use before or after school or a break, lunch or registration time.
- d) If you are asking students to come and see you during one of your free periods please contact the class teacher prior to the meeting to make them aware. However, only on exceptional circumstances should a class teacher refuse a student permission to take part in Academic Mentoring. If there are issues your Director of Year or Senior Leadership Team (SLT) member will advise.

Appendix 2: Keeping a record of Academic Mentoring

Academic Mentoring booklets should not go home and should be available to students at all times: they are to be kept in their form room.

When you have completed a conversation and have written it in their Academic Mentoring booklet you need to record the conversation has taken place on SIMS. To do this you need to follow the following instructions.

- a) In SIMS click on focus
- b) Go to 'my mark sheet' entry
- c) The log will then be shown as Yr. X Form Tutor Mentoring Log: Year and tutor group i.e. 10R4.

Your Director of Year or member of the Senior Leadership Team (SLT) may want to see these books at any time so please keep them up to date. The SLT Lead in charge of Academic Mentoring reports to SLT on progress. **It is vital both books and the SIMS log are kept up to date.**

Appendix 3: Working Party Action Research Outcomes

Pre-loading

The idea:	Cut down on discussion time and deepen mentoring conversations by asking students to consider key questions before the interview. Staff trialling this have used question sheets, stickers in booklets and student led 'key goals' to discuss.
Watch out for...	Most students appear to benefit from this approach, but less able (and less well motivated) students found it more difficult
Further info contact	Natalie Sacre Jess Swain Paula Willars

Crib Sheets

The idea:	Some interviews are more difficult than others and staff can sometimes find it difficult with certain types of learner. A crib sheet of points to cover in each meeting is an ideal solution for experienced staff in key interviews and as a support for less experienced colleagues. Some staff used crib sheets of targets too.
Watch out for...	All students benefited from this approach but some mentors found the approach restrictive. Danielle's crib sheet is attached.
Further info contact	Danielle McLaughlin Yemi Sabi

Group Mentoring

The idea:	Students find it difficult to 'open up' in the unfamiliar 1:1 context. Careful selection of students to work together, either as friendship groups where the dynamic is positive, or pairing a more successful/less successful student in mentoring meetings has been shown to be hugely positive.
Watch out for...	Limit the group sizes – staff trying this found sizes larger than three made recording the conversations very difficult.
Further info contact	Abbie Bell Yemi Sabi Natalie Sacre Charlotte Knight

Target Bank

The idea:	Less able students find it difficult to pick a target. A bank of suitable targets makes this easier.
Watch out for...	Restrictive with more able, a mix and match approach is advised. An example is attached.
Further info contact	Julie Biggar

Appendix 4: Success Criteria for sampling

Academic Mentoring - Monitoring and Grading 2015

DOY Sampling

All booklets are graded A, B or C. A grade means outstanding or very good mentoring is in evidence. B grade suggests that the academy standards for academic mentoring are in place. C grade reflects mentoring which falls below the academy standards. The academy standards are detailed below in terms of *the basics*, parts of the mentoring programme which are considered essential, and *best practice*, observed practice from staff which, while not essential, is regarded as positive and worthwhile.

<i>The basics</i>	<i>Best practice</i>
All of these points should be met for mentoring to be judged B grade	Three or more of these points should be met for mentoring to be judged A grade
<p>The following should be completed on a termly basis.</p> <ul style="list-style-type: none"> • Target Grades sheet filled in or reports attached. • Record of one to one conversation for that term including details of the identified strengths and weaknesses of the student. BW, Attendance and Vivos recorded • Two targets set from conversation with teacher. • Termly review filled in by student • Reflection on enrichment <p>Further pages to be completed when appropriate:</p> <ul style="list-style-type: none"> • Term target sheets at the start of each term • Parent tutor day page • PLTS audit completed • Accelerated Reader sheets (KS3 only) • End of year review 	<p>Quality of meeting:</p> <ul style="list-style-type: none"> • Homework discussed as an issue across the school with data • Behaviour and behaviour watch points discussed • Attendance and/or punctuality discussed • Use of planner discussed • Uniform discussed • Vivo points discussed • Staff reflect back on previous terms targets and the students term review during the tutorials. • Staff make a comment on how well the student takes advice on board and their positivity towards the mentoring process <p>Possible additional processes:</p> <ul style="list-style-type: none"> • A pre-discussion sheet or additional structure is used • Student targets are accompanied by simple action planning and discussion on how the targets might be met • Staff make a written comment on the end of term review and link this back to the targets. • Literacy page from the back of the booklets detailing books read

Appendix 5: Research Views

Mentoring had... "the potential to change the aspirations and engagement of many students, particularly those previously disenchanted and disengaged". (Younger 2007)

Some children particularly need to be ... "supported and feel a strong personal commitment to and accountability for learning. This can be through the current class teacher or form tutor..." (DCSF 2009)

"Key befrienders.....need to be credible, able to establish rapport, use persuasion and model non-stereotyping attitudes and behaviour" (Younger et al 2005)

Mentors/ Teachers who show.... "qualities such as attentiveness, diligence, conscientiousness, pride in one's work and the ability and desire to work collaboratively are what many under-achieving children need to raise their achievement levels" (Keddie and Mills 2007)

Mentors /Teachers who show characteristics such as ... "fairness, sense of humour, considerateness and gentleness, who use varying methods and are helpful. Do not shout, do not give too much homework and are not too strict, but who nevertheless make sure that the students work". (Lahelma 2000)

"informal relationships to classmates are important for students" (Lahelma 2000)

Date: September 2015