

HAVEN HIGH TECHNOLOGY COLLEGE

ACADEMIC TUTORING POLICY

An Introduction to Academic Tutoring

Academic tutoring is one of the cornerstones of our personalised learning agenda. It gives every child access to a one to one mentor throughout the year. It entitles every student and their parent or carer to a personalised relationship with Haven High.

The Aims of Academic Tutoring:

To enhance personalised learning at HHTC

To give all students access to a one to one mentor in school

To give all parents the opportunity to work closely with one key member of staff

To engage students and parents or carers more deeply in the learning process

To inform students and parents personally about their progress through a learning conversation

To set and review learning targets on behalf of all staff

The role of the academic tutor

Each academic tutor a vertical academic tutoring group; the aim is to develop a one to one working relationship with each of the tutees and their families – the academic tutor will be the first point of contact for advice about their progress or their work.

The role of the academic tutor clearly dovetails with the role of the form tutor and Head of Year – it is an integral part of the personalised support we offer to our students.

The academic tutor has an overview of the student's work and progress, offers support and sets targets - being both a mentor and a monitor. The student and family should feel supported and well informed. There should be regular liaison.

When does it take place?

Formal academic tutoring meetings take place three times a year; there two academic tutoring days in the Autumn and Summer terms and an interim meeting in the Spring Term, held at the same time as the parents evenings.

Tutors are expected to maintain contact with their tutees throughout the year, using their time gained at registration time. It is much more than meetings three times a year. Tutor should meet informally with their tutees at least once a month.

Chasing parents and making appointments for the academic tutoring days is time-consuming. Tutors should plan ahead and make calls in good time.

Each formal meeting follows the inputting of data for each individual and it is this data that forms the basis of the academic tutoring discussion on learning and progress.

The Academic Tutoring Cycle – 8 steps

1. Teaching staff input a national curriculum level or GCSE grade as part of the data input.
2. An effort grade and an improvement target is submitted by teaching staff (Autumn Term) or a report is written (Summer Term). Parents evenings take place in the Spring Term.
3. Academic tutoring charts, attendance reports and effort/target reports are produced for each tutor.

4. The academic tutor receives the documentation ready for the meeting. Meetings should be prepared in advance.
5. Appointments are made. After three attempts to contact by phone, tutors should attempt contact via the student and/or planner. Parents must be given ample opportunity to attend at a time that is convenient to them between 8.30am and 8.30pm. Tutors should refer the student to the Director of Academic Tutoring if contact cannot be made.
6. Meetings are conducted and targets are set. Documentation is given out and the academic tutor sets targets and records the detail on their personalised learning plans. Parents have all reports and targets to take home.
7. Personalised Learning Plans are completed using OASIS and a referral made to the Director of Academic Tutoring if an issue has been raised. A referral can also be made to the SENCO which will also feed into the students' IEPs .
8. Follow up and liaison. Tutors should use tutor time to see how the students are getting on with their targets and to stay in touch with parents. Academic tutors are expected to liaise with their tutees at least once a month.

Suggested format for conducting meetings (20 minutes)

Tutors are asked to follow the following model for their meetings in the interests of quality assurance:

Positive start to the meeting – thank you for coming.

How have things been going generally? Successes this term? Any worries or concerns?

Attendance review

Normal attendance report – communicate expectations as a traffic light system:

Green 95% attendance or above very good

Amber 85% attendance or above could improve - BIPWO involvement

Red Less than 85% - below expectations and needs intervention – EWO referral

Individual subjects review

Look at your chart...explain how graph works again. Please use the agreed terminology.

Discussion about individual subjects and PROGRESS.

Look forward – targets

Look at targets set by teaching staff. Highlight areas where progress is required.

Agree when they will be reviewed.

Complete Personalised Learning Plans online using OASIS.

A Young

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To be reviewed annually.