



King James's School, Knaresborough

POLICY STATEMENT

Tutoring Policy

Policy last reviewed (date)	April 2021
Ratified by Governors (date)	May 2021
Next policy review due (date)	May 2024
Due for review by Governors (date)	May 2024
Staff Lead	Head of KS3 / Head of KS4

MISSION STATEMENT:

This policy will support the school by being reflective of the Governors' direction and School's development plan. It will be used in an efficient and effective manner by promoting the Form Tutor as an essential role in the pastoral organisation of our schools.

Significant revisions since the last review:

1 THE ROLE OF THE TUTOR

- The Form Tutor has an essential role to play in the pastoral organisation of the School and re-enforcing the school ethos. They form the link and create the line of communication between the administration of the School and the individual pupils and their parents.
- Only as a Tutor is a member of staff able to meet a particular group of pupils each day of their school life and is, therefore, in the best position to:
 - Make sure that the pupils are fully aware of the school values of Ready, Respectful and Engaged and what is expected of them each day around school. To help and support students to take control over their behaviour and be responsible for the consequences of it.
 - Create the sort of relationship that will offer the pupils the individual care, concern and guidance that can otherwise so easily be lost in a large school.
 - Tutors should monitor students' academic and pastoral progress through Bromcom regularly.
 - Through the effective use of Bromcom, establish and encourage the development of high standards that the School is aiming to achieve. Constant vigilance, encouragement and checking such issues as appearance, dress, conduct and manners are essential e.g. Issuing uniform stickers and planner sheets when required. Encouraging and reminding students of their need to be 'ready, respectful and engaged'. Not only will this improve the standards within the group but the School as a whole.
 - Develop relationships with parents to enable linked support of the pupil (letters home should always be approved by the Learning Manager to prevent duplication or contradiction).
 - Be the point of contact for children, parents and subject teacher. To be examples of positive behaviours and build relationships with students, parents and other staff. As subject teachers we need to make an effort to refer to the Form Tutor to record both achievements and problems. Please use Bromcom for this.
 - Discuss individuals with the Learning Manager on a planned basis.
 - Conduct personal interviews with the pupil on the agreed agenda enabling achievements to be recognised and the way forward planned.
 - Tutors should support the House System by helping select teams, reminding pupils of events, encouraging participation and helping with the larger House meetings.
 - Tutors should support school in monitoring the attendance and punctuality of their form including reminding them about the importance of good attendance, bringing in absence notes and passing information on to relevant people to ensure records are accurate.
 - Tutors should help the Learning Manager and Pastoral Officers to compile any references or reports asked for.
 - Deliver the Tutor Programme set by the Learning Manager to ensure consistency across the year group.

2 TUTOR TIME

Daily responsibilities of a Tutor

- Whilst not wanting to stifle an individual tutor's style, a common approach and an insistence on certain expectations will help develop the standards that we are constantly encouraging.
- Tutors must follow the school routine for starting and ending tutor time and comply with the following:
 - Tutor time should always have a prompt start. Students arriving before the Tutor should wait quietly as tutors have previously arranged.
 - The register must always be taken and any late marked, including the amount of minutes late. This is a safeguarding essential.
 - The group should remain quiet and attentive whilst any notices and instructions are given each day.
 - Tutors should stay with their group unless it is essential that they need to see a Learning Manager. If they need to go elsewhere they should first inform the Learning Manager.
 - Expectations during Tutor time remain the same as in lessons. If you are dissatisfied with a pupil, please log it on Bromcom and speak to their Pastoral Officer for advice.
 - Tutors should regularly discuss positive comments and causes for concern with individuals or groups. Tutor time should provide students with reflection time and an opportunity to start the day with a clean slate and revised targets.
 - Tutors should aim to dismiss students ready to learn for the day. This should include being in the correct uniform, with the correct equipment and in the correct mindset to be ready, respectful and engaged.

On assembly days, a formal start is required:

- Undertake a prompt and quick registration and deliver morning notices
- Move as a group quickly to the assembly hall by the route decided by the Learning Manager
- In the hall, tutors should ensure their group are sitting quietly as arranged by the Learning Manager
- Tutors should sit with their group

The Tutoring Programme – Weekly Learning Manager Activities

- The objectives of our Tutor Programme is to provide our students with a programme which develops the necessary values, qualities and attitudes for each of them to lead fulfilled, well balanced, happy and healthy lives.
- The Tutoring programme for KS3 and 4 has a theme for each Learning Cycle, which underpin and support our school ethos of **Ready Respectful, Engaged:**
 - Learning Cycle 1 - We value our **community**
 - Learning Cycle 2 - We value **ourselves**
 - Learning Cycle 3 - We value our **education**
 - Learning Cycle 4 - We value **each other**
- During each theme we focus on the development of key personal qualities.
 - We value our community – **Active Citizen, Team player, Leadership**
 - We value ourselves – **Responsibility, Proud, Well being**
 - We value our education – **Self Reflection & Aspirations, Resilience, Initiative**
 - We value each other – **Care & Support, Tolerance, Respect**

- Each Learning Cycle the theme is embedded into our Tutoring Programme, Assemblies & Learning Manager Activities and there are specific challenges which our students are asked to complete. This is closely linked to the success criteria used for the end of year Pastoral Report.
- The challenges require a mixture of reflection and consideration of spiritual, moral, social and cultural (SMSC) issues. They also
- The tutoring programme require students to explore their own beliefs and values, taking into account current, local, national and global issues.
- The tutoring programme develops our student's awareness of their personal and collective safety and well-being as well as their responsibility as a local and global citizen.