

TUTORING

The Purpose of Tutoring

Tutor groups are organised vertically mixing years 7, 8, 9, 10 & 11. Pupils stay with the tutor for each of the five years.

Tutoring is the prime process of pastoral care and mentoring at the College.

Tutoring provides help and advice for individual pupils.

Tutoring is the means by which pupil progress, development, behaviour, conduct, support and advice is monitored and co-ordinated.

Tutoring is at the heart of good learning, order and discipline.

The Practice of Tutoring

- 1 The Tutor has full access to all information on pupils.
- 2 The Tutor is a vital part of reception and induction.
- 3 Pupils, Parents, Teachers and staff contact the Tutor in the first instance when concerns arise.
- 4 Phone calls home are made by Tutors on their own initiative, with support from Team Leaders and other senior staff if appropriate. Records are kept of these.
- 5 The Tutor is responsible for monitoring attendance, calling for help when needed from Team Leaders.
- 6 The Tutor plays a central advisory role in all curricular, pastoral and guidance decisions affecting the pupil.
- 7 The Tutor is involved at major interviews with parents, if not actually initiating them.
- 8 The views of the Tutor are solicited by senior staff when a pupil is seen by them.
- 9 The Tutor has primary responsibility for the well being of a pupil.

The Provision Through Tutoring

Through the daily regular contact with pupils tutoring provides for:

- a) Ensuring that College Policy is implemented within the Tutor Group.
- b) Monitoring and evaluating pupils' work, activities and involvement in the College community.
- c) Maintaining good order and mutual respect between staff and pupils.
- d) Appraising regularly and systematically tutorial methods, practice, homework, assessment and recording procedures.

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- e) Co-ordinating pupil assessment and recording procedures, together with involvement in parents' evenings.
- f) Liaising closely with teachers in the regular and systematic monitoring of progress by individual pupils.
- g) Encouraging and developing pupil involvement in team, twilight and extra-curricular activities.
- h) Encouraging parental and community involvement with the work of individual pupils.
- i) Participating in pupils' induction to the College.
- j) Contributing to the care and maintenance of resources, equipment, plant and rooms.
- k) Monitors Personal Organiser and records and recognises individual achievements.
- l) Discuss the "Thought for the Week" with the tutor group and support pupils in exploring their responses and moral/spiritual/personal issues emerging from the discussion.

The Responsibility of Tutoring

Each Tutor is directly responsible for the administration of the Tutor Group, for keeping in touch with parents, overall supervision of academic work, counselling, dealing with matters of social behaviour, keeping and maintaining individual pupil records.

Monitoring, Evaluation and Review

All Tutors receive a Tutor File which contains useful information, guidance and policies. This file is updated annually and used to ensure consistency in process and practice.

Tutoring is regularly monitored by tutors and the Team, and the Senior Leadership Team.

On the basis of this evidence, evaluation is made through discussion within and across the Team at regular Team Meetings.

Team Leaders lead these processes and contribute to review and action for development and improvement via meetings with the Senior Leadership Team Line Manager, embedding quality assurance.

Equality Monitoring

Thomas Estley Community College's commitment to equality and diversity means that this policy, via an Equality Impact Assessment, has been screened in relation to the use of gender-neutral language, recognition of the needs of disabled people, promotion of the positive duty in relation to race, age, disability and avoidance of stereotypes.

Based on the Equality Impact Assessment findings, this policy is judged to be of low impact against the equality strands of Race, Gender, Religion, Disability Sexual Orientation and Age. A copy of the Equality Impact Assessment of this policy is available from the Principal's PA.

This Policy is available in alternative formats on request. If you think we can improve the fairness of this Policy, please contact the individual who has responsibility for its update.