



Ashlawn School

'A high performing science and leadership college'

Academic Mentoring Policy

***The Governing Body of Ashlawn School
adopted this policy in: May 2014***

Review date: 2017



Ashlawn School Academic Mentoring

Purpose

The purpose of this policy is to set out aims, objectives and procedures for Academic Mentoring in Ashlawn School.

Aim:

To raise individual learner achievement.

This is related to various aims of Ashlawn School, specifically:

- To provide an environment in which girls and boys of all abilities and cultures can thrive.
- To set for and expect of our students high standards in academic performance, conduct and appearance.
- To develop within each of our students self esteem and esteem for others.
- To help our students to develop and use to the full the talents they possess.

Objectives:

- Learner as expert in his/her own learning.
- Learner/mentor co – creating clear routes for improvement.
- Closer links between assessment and learning.
- Learner accountable for own progress within informed mentoring environment.
- Teacher to be expert in mentoring and student centred learning.

Method:

An ongoing professional dialogue between each learner and a designated learning mentor, usually their form tutor, using concepts like GROW, review and evaluate. Evidence from assessment to be used systematically by learner to measure and guide progress.

Structure:

Three x 15 minute meetings each year. Agenda co – constructed by learner and mentor with focus on learner leading. Agenda based on agreed needs. Parents invited to the third meeting in the Summer Term for Year 7 and Year 8 students. Students in Years 9 to 13 have parent and subject teacher consultation afternoons in addition to their 3 mentoring sessions.

Supportive skills and vocabulary to be continuously taught/emphasised through pastoral, curriculum assemblies etc.

Role of Mentor:

- To assist in setting and achievement SMART targets which have both long and short term elements.
- To elicit from learner precise actions required to achieve them.
- To hold students accountable for their progress or lack of progress.

Parental Involvement:

Parents will be invited in for the final meeting of the year in the Summer Term where students will attend school as normal but leave lessons to meet with parents and mentors.

The nature of the meeting should not change. Parents may wish to ask questions. Such questions should be largely directed at the learner.

Role of Form Teacher:

The form teacher will be mentor to all of her/his students unless the Head of Year chooses to alter this for individual students. Therefore as well as a role as a mentor there will be a more general role in encouraging commitment to the process of helping to develop necessary skills, understanding and vocabulary in all students to help them use the process successfully. The pastoral curriculum will contain elements which will specifically support this work.

Social, Moral, Spiritual, Cultural dimensions:

There is no doubt that the aim to ensure students achieve as highly as possible is a moral aim. There is also no doubt that the sort of increased self respect inherent in making students active participants in their own learning is a key part in developing strong social beings and consequently a healthy community. The levels of self knowledge gained and the understanding of how to further explore potential could be seen as touching on the spiritual – that aspect of self which is deemed to be more than just physical and mental but combines them with emotional and social needs and attempts to explore the meaning and nature of existence.

It is therefore essential that mentoring takes a central part in the life of the school, and the aims and objectives are clearly presented and explained to all members of the school community, particularly through assemblies but also at other opportunities.

This policy is to be read in conjunction with the Safeguarding Policy