



TUTORIAL PROGRAMME 2018-19

Name:



Overview

During the 25 minute tutorial lesson, a structured programme will take place ensuring that students are engaged and participating in meaningful activities alongside their peers in their own year group. Each year group will have a different programme, with bespoke Careers and PSHE content.

If the tutor is absent from the tutorial lesson, cover work should be set using the programme provided.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Y7	Unicorn and Phoenix House Assembly/ Tutor Monitoring	PiXL - Concept introduction	PiXL - Concept development	PiXL-Call to Action	Griffin and Triton House Assembly /Tutor Monitoring
Y8	Unicorn and Phoenix House Assembly/ Tutor Monitoring	PiXL - Concept introduction	PiXL - Concept development	PiXL-Call to Action	Griffin and Triton House Assembly /Tutor Monitoring
Y9	Unicorn and Phoenix House Assembly/ Tutor Monitoring	PiXL - Concept introduction	PiXL - Concept development	PiXL-Call to Action	Griffin and Triton House Assembly /Tutor Monitoring
Y10	Unicorn and Phoenix House Assembly/ Tutor Monitoring	PiXL - Concept introduction	PiXL - Concept development	PiXL-Call to Action	Griffin and Triton House Assembly /Tutor Monitoring
Y11	Tutor/ Intervention	Tutor/ Intervention	Assembly	Intervention	Intervention

Tutor Groups

YEAR 7	TUTOR
7TU1	NME R014
7TU2	DTO R013
7TU3	JRU R016
7TU4	AHA/CTA R008
7TU5	DPE R015
7TU6	BST E01

YEAR 8	TUTOR
8TU1	LJO/CBO R136
8TU2	AZA R009
8TU3	KAL/MBA R130
8TU4	GWI/SWI R137
8TU5	JHK R134

YEAR 11	TUTOR
11TU1	CED PHOE
11TU2	CGO R012
11TU3	PHA R005
11TU4	BAS R120
11TU5	CBA R128
11TU6	JBR R126

YEAR 9	TUTOR
9TU1	ABA R132
9TU2	SST R138
9TU3	DCA R125
9TU4	KWH R123
9TU5	JAR R127

YEAR 10	TUTOR
10TU1	CLO R121
10TU2	KBE R122
10TU3	LRE R006
10TU4	LSP R004
10TU5	BWR/TCO R010
10TU6	CZA/SHO R011

PSHE/Careers Programme of study - Tuesday, Wednesday, Thursday

- SMSC will drive the tutorial programme for three days of the week and tutors will follow a programme of weekly activities during period 4, covering the Pixl Edge attributes and careers programme.
- PiXL Edge is designed to help students develop the skills desired by employers alongside their academic studies.
- The programme can offer accreditation for students for completing challenges that demonstrate five key attributes desired by employers (LORIC):
 - Leadership
 - Organisation
 - Resilience
 - Initiative
 - Communication
- It is the responsibility of the tutor to develop the personal characteristics of their tutees through the delivery of the PiXL themes and a bespoke careers programme to prepare them for work and encourage the competition of the given tasks.

	PiXL P4	HT1		HT2		HT3	HT4	HT5		HT6
PiXL Apprentice KS3	7	Leadership	Wellbeing (Health)	Resilience	Wellbeing (Life)	Careers - Starting Out	Communication	Organisation		Initiative
	8	Leadership	Wellbeing (Health)	Careers - Developing life Choices		Resilience	Communication	Organisation		Initiative
PiXL Graduate KS4	9	Leadership	Resilience	Organisation	Communication	Them and Us	Wellbeing	Careers - Pursuing careers		Initiative
	10	Leadership	Resilience	Organisation	Initiative	Them and Us	Careers - Realising Ambition	Communication	Oracy	Careers - Work experience
	11	Careers - Following goals		Resilience		Organisation				

ROLES and RESPONSIBILITIES of a TUTOR

Purpose of the tutor:

It is the duty of the Tutor to get to know all his/her students well in order to be able to provide the very best care, guidance, support and encouragement so that each and every student is able to grow personally and achieve their academic best during their 5 years at NSG. The tutor, Head of House and year leaders will work together to improve the attendance, punctuality, behaviour and progress of all House students.

The tutor group will comprise of students from across all four houses. Tutors will have the opportunity to mentor the students in their tutor group once a week, to monitor behaviour, attendance and rewards. Tutors have a duty to carry out their role to a high standard without exception as it is a key role in the pastoral care of our students.

	Area of Responsibility	Principle Accountabilities
1.	Lead the work of the tutor group to ensure consistent and effective practice.	<ul style="list-style-type: none"> • Use the ways of working and school routines from the outset so that every student knows what is expected of them and successful management of these sessions is achieved. • Lead period 4 according to the programme of study and complete activities agreed by Heads of House • Distribute general information notices as required – this is important – don't allow your students to miss out!
2.	Mentoring	<ul style="list-style-type: none"> • Establish a positive and supportive relationship with each student • Group mentoring of all students in the group • Use the student planner to record half termly mentoring and SMART targets for improvement. • Monitor students the referrals, achievement points and homework, and make individual tutor target where necessary. • Keep all monitoring documentation in the tutor active file. • Establish student leaders within the tutor group, and support and monitor their development.
5.	Support the school policy for rewards and sanctions	<ul style="list-style-type: none"> • Award achievement points according to the agreed rewards policy with relevant awards and events. Use the consequence route.
6.	Monitor attendance and punctuality	<ul style="list-style-type: none"> • Regularly monitor the attendance % and patterns of attendance of all your tutees, liaising with the Year Leaders and Head of House over concerns. • Conduct back to school meetings with students who have been absent from school. • During mentoring sessions, there should be discussion about cumulative attendance totals and a record of their attendance made in their planner. Mentoring should include a discussion about how to improve attendance on a daily basis. This should be set as a SMART target in the planner.
11	Provide pupils with feedback on their work.	<ul style="list-style-type: none"> • Check presentation to ensure that it meets the school literacy policy expectations. • Check quality of work and give feedback to ensure that the students achieve the expected outcomes.
13.	Maintain a Tutor Group notice board in the tutor room	<ul style="list-style-type: none"> • Create a notice board for the tutor group • Keep it tidy, up-to-date, colourful etc. perhaps use designated student leaders to maintain it.
14.	Attend House/Year Team Training	<ul style="list-style-type: none"> • Termly Year group/House training will focus on sharing good practice and expert or well-skilled tutors will be encouraged to demonstrate successful activities.
15.	Encourage participation in House activities	<ul style="list-style-type: none"> • To participate in staff related House competitions and activities. • To actively encourage tutees to participate in House competitions and activities.

House Assembly Themes 2018-19

		Theme	Assembly	HOH Planning
Wk1	3rd Sept	Start as you mean to go on - the year ahead! All on Wednesday	To identify new procedures and reminders about the ways of working for the year ahead. Your expectations as HOH.	Individual HOH
WK2	10th	Taking Risks- What are "smart risks", how should you be safe when facing a challenge?	To define smart risk and how risks should be overcome in a safe way	MBI
Wk3	17th	The will to win How can you ensure you win at school?	To define what success is and how it could be achieved	MGR
WK4	24th	Life lessons-How important is learning from your life?	Reflection is an important tool in growing oneself	MBI
WK5	1st Oct	Friendships-How relationships can extend a lifetime	To examine the importance of friendship	MGR
WK6	8th	House charity-Teenage cancer trust - Phoenix	To explore how we can support this charity	MGR
WK7	15th	Volunteering (NCS)	To recognise the qualities needed for volunteering and the opportunities for volunteers in the local area.	ATA
Wk8	22nd	Finance and budgeting International day of poverty	Describe and explain how to manage your finances. How much money is required to live? In the UK? In other countries	FRY
Wk9				
Wk10	5th Nov	Armistice 100 th Year anniversary War	To describe and explain the acts of WW1 and the events leading up to the armistice. To assess how important this event is internationally	FRY
Wk11	12th	UK parliament week OR	What is the purpose of parliament? How and what is its function? OR	ATA
		Potential speaker from Teenage Cancer trust - provisional	ATA trying to book	ATA
Wk12	19th	United Nations	Who are the United Nations and what do they do?	MGR
Wk13	26th	House charity- Griffin Papyrus	How can we support this charity?	FRY
Wk14	3rd Dec	The perfect Family	Describe the many variations of what a family unit is and what "family" means	MGR
Wk15	11th	Animals in society	How animals are cared for in modern Britain	MBI
Wk16	18th	Inter-faith Celebrations/ Religious Observance Christmas (Christian) 25/12/16, Yule - (Pagan) 21/12/16, Hanukkah (Jewish) 12/12/16 - 20/12/17, Diwali - 19/10/16	To define the different faiths in Britain To recognise the freedom to practise any religion in Britain	ATA
Wk17				

Wk18				
Wk19	7th Jan	Aspiration awards	Challenging yourself-making Being a reflective person, making changes to your targets	EMA
Wk20	14th	Rules	What are rules? When and where rules are applied?	ATA
Wk21	21st	Manners	Acceptable behaviours and codes of etiquette	MGR
Wk22	28th	Teamwork	What are the forms of teamwork, which team are most celebrated?	MBI
Wk23	4th Feb	Trolling	How should people behave on the internet	ATA
Wk24	11th	Hobbies	The world of hobbies	MBI
Wk25	25th	Self-Respect	How can respect be earned?	ATA
Wk26	4th March	Fashion	How does something become fashionable?	FRY
Wk27	11th March	British Science Week	Science and Engineering week across the country	FRY/ CRU
Wk28	18th	Food	Does food have meaning? Is dieting bad?	FRY
Wk29	25th	Disabilities	Not all disabilities are visible	MGR
Wk30	1st April	Creativity	Arts and drama in learning	FRY
Wk30	8th			
Wk31	15th			
Wk32	22nd	House charity Triton-water aid	Why is water so important?	ATA
Wk33	29th	Anti-Bullying week	What is bullying? What do I need to know?	MGR
Wk34	6th May	House Charity unicorn Sick Children's Trust	How can we support this charity	MBI
Wk35	13th May	Female heroes	Who? What and why?	FRY
Wk36	20th	Living on the streets	Why do so many people live on the streets? What can be done	MGR
Wk37				
Wk 38	3rd June	Your environment	We are caretakers of the Earth and should look after it	ATA
Wk40	10th June	Motivation	How to keep going. What motivates success	MBI
Wk41	17th	Community	What is community? Why can it be important?	MBI
Wk42	24th	Determination and resilience	How to never give up	MGR
Wk43	1st July	Pathways	What you do in school can affect your future	FRY
Wk44	8th July	Tolerance	We are all citizens of Earth with equal rights	ATA
Wk45	15th	Celebration of Achievement and Progress - House assemblies	How have we been successful? What are the highs and lows of,,,,,,,,,house	All

Period 4 activities

Assemblies

Assemblies take place in either the Main Hall (Griffin and Phoenix) or the Dance Studio (Unicorn and Triton) and are led by the relevant Head of House. Students should go straight to the assembly venue and register with student leaders on arrival. Tutors will not be required to attend, but will instead mentor the remaining tutees from the other houses. There will be a Year group assembly held each term, led by a senior member of staff. Tutors will be required to attend Year group assemblies.

PiXL Edge

PiXL Edge programme is bespoke to each year group, with Y7 and Y8 students using the Apprentice resources and the Y9 and Y10 students using the Graduate resources. (Y11 will be using some of the materials provide to enrich their individual programme of intervention).

Power point slides are available in individual year folders in the HOH folder on the Staff drive T:\ALL STAFF P4 RESOURCES. These PPT's provide the initial content to drive debate and discussion about each topic area and the Call to action slide, where the students will be expected to complete the activity provided in their exercise book.

Resources

All the resources required for the Tutorial Programme can be found in:

T:\ALL STAFF P4 RESOURCES

You will find a folder for each year group, with sub folders for each HT and each week.

Each week has a PPT and resources where appropriate. The PPT is split into the three sections to aid the planning and paces of the lesson. The depth and rate of teaching will be individual to each teacher/tutor, so please use the materials provided as a guide.

Work should be presented neatly into the exercise book provided, but students may wish to complete additional work electronically and store in their own folders. There will be opportunities provided where IT resources will be available. The content of the students' books will be checked for monitoring processes, but will not be a formal scrutiny.

Written work in session booklets

- **Presentation**

Termly session booklets are issued to all pupils in your group. Pupils need to have pride in their booklets and their work. They should follow the period 2 presentation expectations.

- **Marking and Feedback**

Marking should follow the school marking policy with self and peer assessment. Teachers should assess spelling and punctuation.

Presentation expectations

Presentation of work is always important. Careless presentation will create a bad impression on your reader. The person reading your work will make a judgement about your general ability and even your attitude to learning.

- *Write only in black or blue pen.*
- *Always underline titles and the date in written work*
- *Try to draft your work and then check for spelling mistakes, organisation and accuracy. Make the alterations and then write it up neatly.*
- *Take care with the layout and use the margins and lines appropriately. All peer assessment should be done in red pen and self assessment in purple pen.*
- *Get into good habits of re-reading your work to look for mistakes in spelling, punctuation and grammar. Do not hope for the best – make sure your work is your best.*
- *If you make a mistake use a ruler to draw a line through it and restart your work underneath.*
- *Do not allow your books to be decorated with stickers or graffiti*

Mentoring – Monday/Friday

Weekly mentoring

Use the appropriate SIMS sheet provided weekly to find the data for your tutor group. The class monitoring sheets in your folder should be completed on a two week cycle. Record the number of referrals and check planners one week, and record the individual student attendance percentage and achievement points in the following week, then repeat. Once the student leaders have been recruited for your tutor group, these students can be used to facilitate the process and update information on the Tutor notice board.

Half Termly Mentoring and Target Setting Sessions

Students should discuss their subjects with you from the SIMS sheet. There is also space in the planner to glue in the students termly data collection sheet.

They can complete the Half Termly Learner review in their planner (p16-21) using the Learning Matrix on p14 of the planner. As a group discuss subjects of concern from SIMS sheet– focus on the red and amber grades. Use this and the Learning Matrix to set SMART targets for the next half term.

You could use the ‘Suggested Mentoring Questions’ below to focus your conversations.

Set SMART target for areas of concern i.e.

By the end of this half term, I will ask for extra homework in Maths to ensure I understand algebra.

By the end of this half term I will improve my behaviour by..... and aim to have no referrals.

By the end of this half term I will improve my attendance byand aim to have no days off.

Suggested Mentoring Questions

Year 7

- 1 What type of learner are you?
2. Can you tell me what you are going to do to make further progress in Red and Amber subjects?
3. Are your attendance and behaviour affecting your progress and preventing you from being an expert learner?
4. Can you set a SMART target for your focus subjects?

Year 8

- 1 What type of learner are you?
2. Can you tell me what you are going to do to make further progress in Red and Amber subjects?
3. Are your attendance and behaviour affecting your progress and preventing you from being an expert learner?
4. Can you set a SMART target for your focus subjects?

Year 9

- 1 Which subjects are you not making progress in?
2. What type of learner are you? Are your attendance and behaviour affecting your progress and preventing you from being an expert learner?
- 3 Do you have any coursework deadlines?
4. Are there any intervention sessions which you should be attending?
5. Can you set a SMART target for your focus subject?

Year 10

- 1 Which subjects are you not making progress in?
2. What type of learner are you? Are your attendance and behaviour affecting your progress and preventing you from being an expert learner?
- 3 Do you have any coursework deadlines?
4. Are there any intervention sessions which you should be attending?
5. Can you set a SMART target for your focus subject?

Year 11

- 1 Which subjects are you not making progress in?
2. What type of learner are you? Are your attendance and behaviour affecting your progress and preventing you from being an expert learner?
- 3 Do you have any coursework deadlines?
4. Are there any intervention sessions which you should be attending?
5. What revision schedule have you drawn up and what targets have you set your self so that you make progress with your revision.
6. Can you set a SMART target for your focus subject?