



**KING'S LEADERSHIP**  
ACADEMY WARRINGTON

Hillock Lane, Woolston, Warrington, WA1 4PF

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## MENTORING POLICY

### King's Mission Statement

*'To develop in each of our students the academic skills, intellectual habits, qualities of character and leadership traits necessary to succeed at all levels and become successful citizens in tomorrow's world'.*

### Why is student achievement mentoring important?

At King's, we believe that achievement mentoring is a key enabler in supporting the development of successful, well-rounded young learners who will grow to become successful citizens in an increasingly competitive world. At its core, mentoring ensures that our young learners know that there is someone who cares about their personal and academic development and assures them they are not alone in dealing with day-to-day challenges. Research confirms that high quality mentoring relationships have powerful positive effects on students in a variety of personal and academic situations.

### Mentoring at King's helps our students to:

- Develop the resilience and endeavour to achieve in their career at King's and beyond
- Develop positive attitudes to learning and so create a whole school learning culture
- Reflect regularly on their learning journey, encourage high aspirations and support progress

### Mentoring Aims

Our mentoring approach has two facets. Firstly, it aims to rigorously integrate target setting, tracking, mentoring and checking systems to improve pupil attitudes towards their learning in order to raise attainment. Secondly, it aims to help them to understand and develop the requisite human qualities to become a leader both of themselves and others.



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## **What does achievement mentoring involve?**

At King's, form time consists of a variety of different activities that students are involved in as a group and which are facilitated by the academic tutor. These include discussion of:

- The day's 'Premiership Word'
- Leader of the Week
- Professional Standards

Alongside these activities, 1-2-1 mentoring takes place. Key features of our mentoring include:

- Rigorous assessment of a student's learning needs both pastorally and academically
- Robust target setting based on prior attainment
- Students being involved in their own target setting and tracking
- One-to-one conversations between students and academic tutors to reflect on their progress and general wellbeing

## **How does student mentoring work?**

Our mentoring programme is embedded across all five learning cycles, which consists of a seven week academic structure. Each week, every form group follows a set structure. During weeks 1-4, academic tutors will meet with all students in their form group on the three days each week that are designated for student mentoring. On each of these three days, academic tutors will mentor two pupils. During this time, the remaining students in the form group will conduct silent reading of 'The Day' news on their iPads/or a book, Accelerated Reader or focus on flight path research via the Fast Tomato website.

An example of the King's mentoring structure is shown below:

- Monday: House Assembly
- Tuesday: Professional standards and student silent reading (eg. Day News)
- Wednesday: Professional standards and mentoring of 2 students
- Thursday: Professional standards and mentoring of 2 students
- Friday: Professional standards and mentoring of 2 students



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To best prepare for these mentoring sessions, it is advised that academic tutors use the one day in the week that is not assigned to student mentoring to choose the six students they wish to meet with and collate all necessary information, which is listed below.

Each mentoring conversation lasts approximately 10 minutes and always begins with a focus on the student's general wellbeing in order to ascertain their reflections on life both in and out of school. The remaining conversation then has a more academic focus with the following areas highlighted and discussed:

- Attendance data
- Pastoral data: behaviour and rewards (ATLs' and Monarchs)
- Reading age (ask about any books they are reading)
- Subject books (academic tutors may ask student for this if below target in subject(s))
- Detentions
- Homework
- Academic targets and student subject tracker
- Student target setting

This conversation involves a two-way discussion to promote student accountability and ensure they take ownership over their personal academic targets. The tutor will then input in SIMS a brief overview of the conversation and student targets that have been agreed.

In weeks 5-7, time is set aside by tutors to work more closely with specific students. The criteria used by academic tutors to identify these students those who are:

- Below target in one or more subjects
- Accruing ATL 3s'
- Demonstrating unacceptable behaviour
- Displaying concerns (emotional, behavioural and other)

Depending on the severity of these concerns, the academic tutor will contact parents/carers to promote open lines of communication and they will work with the TAC team, as appropriate.

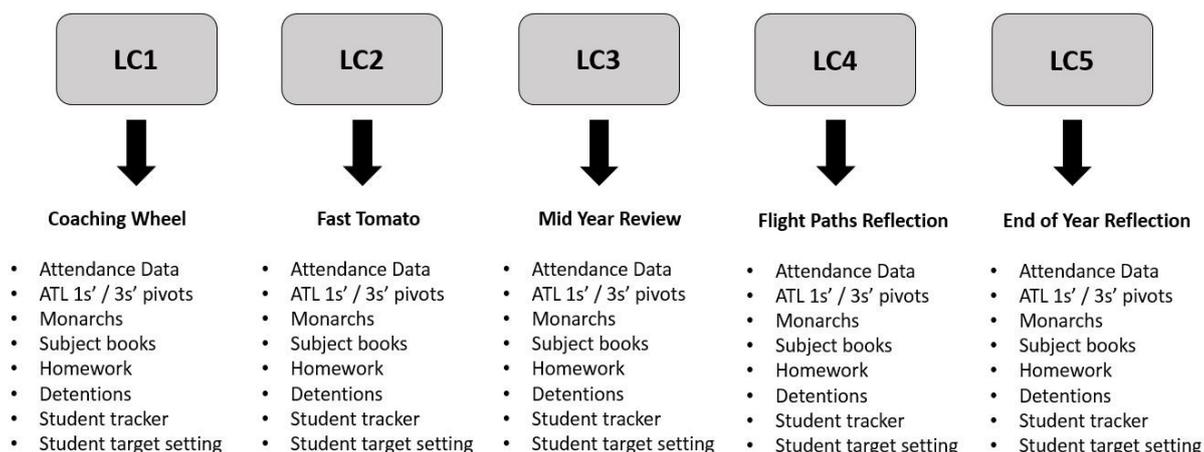


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## Learning Cycle Academic Mentoring Overview

Below is an overview of the academic mentoring structure for each of the five learning cycles, which highlights the key areas that are discussed between academic tutor and student. The key theme for each learning cycle is provided in bold. This theme is interwoven into the mentoring sessions during the discussions held between tutor and student.

### LEARNING CYCLE ACADEMIC MENTORING OVERVIEW



## Weekly Academic Mentoring Overview

Below is a visual representation of how academic mentoring is structured across a seven week cycle:



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WEEKLY ACADEMIC MENTORING OVERVIEW

WEEKS 1-4



- Academic tutor meets with **all** students in form group
- Tutors mentor 2x students a day, resulting in 6x students a week
- Target setting involves two targets:
  - an **academic** target
  - a **pastoral** target
- Academic tutor records these two targets on SIMS

WEEK 5



Academic tutors identify specific students in their form group who are:

- Below target in one or more subjects
- Accruing ATL 3s'
- Demonstrating unacceptable behaviour
- Displaying concerns (emotional, behavioural and other)

Tutors will use weeks 5-7 to:

- Review previous targets
- Identify what the key issues are
- Work with student to explore possible solutions
- Agree upon (new) targets, record on SIMS and monitor student

WEEK 6



WEEK 7



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