

<h1 style="margin: 0;">TUTORING POLICY</h1> <h2 style="margin: 0;">SENIOR SCHOOL</h2>
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<b>Governors' Committee normally reviewing:</b>	Academic Committee
<b>Date last formally approved by the Governors :</b>	Autumn Term 2017
<b>Date policy became effective :</b>	October 2008

<b>Period of Review:</b>	Three Years
<b>Next Review Date :</b>	Autumn Term 2020

<b>Person responsible for implementation and monitoring :</b>	Senior Deputy Head HMs Tutors
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<p><b>Other relevant policies :</b></p> <ul style="list-style-type: none"> <li>• Safeguarding (Child Protection and Staff Behaviour) Policy</li> <li>• Safeguarding and Promoting the Welfare of Boarders Policy</li> <li>• Safeguarding and Promoting the Welfare of International Students Policy</li> <li>• Behaviour Policy</li> <li>• Assessment Policy</li> <li>• Curriculum Policy</li> <li>• Learning and Teaching Policy</li> <li>• English as an Additional Language Policy</li> <li>• Gifted and Talented Policy</li> <li>• Support for Learning Policy</li> <li>• Spiritual, Moral, Social and Cultural Development Policy</li> </ul>
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The following policy covers the aims and ethos of the Senior School

[Aims of the School](#) Click here

[Ethos of the School](#) Click here

Mr Chris Townsend  
Headmaster, Senior School

**SAFEGUARDING STATEMENT**

*Felsted is committed to maintaining a safe and secure environment for all pupils and a 'culture of vigilance' to safeguard and protect all in its care, and to all aspects of its 'Safeguarding (Child Protection and Staff Behaviour) Policy'.*

**EQUAL OPPORTUNITIES STATEMENT**

*The aims of the School and the principles of excellent pastoral care will be applied to all children irrespective of their race, sex, disability, religion or belief, sexual orientation, gender reassignment or pregnancy or maternity; equally these characteristics will be recognised and respected, and the School will aim to provide a positive culture of tolerance, equality and mutual respect.*

# TUTORING POLICY

## 1. INTRODUCTION

Though the HM retains overall responsibility for the welfare and development of the pupils in each House, tutoring is vital in ensuring that every pupil enjoys a successful educational experience at Felsted..

The Tutor's role is to support the HM in overseeing the academic progress and overall development of their tutees through close contact and constructive discussion and support; it is also to support their tutees in concerts, plays, on the sports field and in other activities. In addition, Tutors proactively maintain frequent constructive contact with parents, and act on behalf of their tutees in dialogue with other members of the Common Room.

In the same way as teachers have an obligation to ensure that pupils attend their lessons, Tutors have an obligation to ensure that there is regular contact between them and their tutees. All tutees should be seen together during Tutor Period on a Monday morning and then further tutorials should be arranged on an individual basis when required.

## 2. TUTORS' DUTIES

### ***A Tutor should:***

- a) assist and liaise with the HM in the pastoral care, academic progress and co-curricular participation of each pupil;
- b) encourage pupils to show initiative and take responsibility for their academic progress, assisting them in developing their skills of time management, revision and independent learning;
- c) help pupils to understand the importance of their own personal wellbeing, developing the ability to look after their whole self, ensuring a good balance between hard work and fun, the importance of maintaining good habits in diet, sleep and exercise and the positive effects of reading regularly;
- d) intervene when tutees are underperforming, supporting and monitoring them in consultation with HMs and keeping parents informed of the tutee's subsequent progress;
- e) where necessary, proactively liaise with teachers and the SfL and EAL departments in support of any special educational needs;
- f) be mindful of student welfare at all times, alert to possible safeguarding issues, aware of the Anti-Bullying Policy, and assist pupils with personal problems, particularly when these bring conflict with school authority, either directly or by referring them to the appropriate support and help
- g) promote positive behaviour and affirm high expectations of manners and self-presentation
- h) as pupils move through the School, encourage them to seek careers advice and assist them in working out their future plans as well as keeping pupil records on the MIS, or in paper form, as

- appropriate, and supporting pupils in the U6 in their applications to university or careers beyond school;
- i) write appropriate reports, as outlined in the Academic Handbook, on each Tutee in his or her Tutorial group.

### **3. ORGANISATION OF TUTORING**

All pupils will be allocated a Tutor who is attached to their house. A Tutor will usually have a group of Tutees comprised of either Lower School or Sixth Form Pupils. In the Sixth Form, to complement the Felsted House system, Tutor groups will usually be made up of either Lower 6<sup>th</sup> or Upper 6<sup>th</sup> pupils. All members of the Common Room, except HMs, will be Tutors. Part time contracts will outline the tutorial role expected of the individual in question.

### **4. REPORTING GRADING AND ORDERS**

*For details of the frequency of these, explanation of the grades and the purpose of the reporting system, see the Reporting Policy and the Academic Calendar.*

Tutors will go through all gradings and reports individually with their tutees before feeding back individuals for praise or concern to the relevant HM. When seeing a tutee, care must be taken in dealing with pupils with low achievement grades, which might well be caused by low ability. High effort grades with low achievement grades are worth praising and the pupil encouraged to discover strategies that will convert hard work into higher achievement.

If a pupil is under-achieving then his/her name should be raised with the HM at the first possible opportunity, and action plans should be put in place in order to support the Tutee in raising their performance. Parents should usually be kept informed of this action plan, and the pupil's teachers should also be informed. Steps that might be taken to help raise performance are:

1. seeing the pupil on a more frequent basis
2. setting SMART targets
3. discussing issues with teachers, HM, parents etc.
4. making careful checks of prep tasks on the MIS, organisation of files, written work etc.
5. ensuring that the pupil is sitting away from distraction in class and is spending appropriate time on prep (with a day pupil this will involve contact with parents)
6. putting the pupil on a report card : subject, tutor, HM, Deputy Head or Headmaster (in consultation with HM). This should be entered on the MIS, so that all teachers are aware.
7. involving the HM, Assistant/Deputy Head or Headmaster

All pupils must comment on their gradings/reports, having been encouraged to reflect and make a realistic self assessment. Pupils may have many separate targets and these need to be distilled into a maximum of three SMART targets which are recorded on the

MIS. These targets should be reviewed in subsequent meetings and some targets will need to be retained if gradings reveal that the target has not been met. Where targets have been met it is essential to praise the pupil appropriately. The tutor should also report briefly to the HM on the performance of the Tutorial group. Copies of the performance is recorded on the MIS system, and can be referred back to when required. Parents also have access to gradings and reports via the MIS.

## **5. PASTORAL CARE**

Tutors are expected and required to get to know each of their tutees on a personal and individual basis and are expected to have a complete overview of their tutees' academic progress and co-curricular commitments. This allows them to have a complete picture of their tutees, which is essential for excellent pastoral care.

Tutors should find out what their tutees' interests and hobbies are and ensure that they challenge and develop themselves through the wide range of opportunities available at Felsted. Tutors should find the time to watch tutees playing in a match or taking part in a concert or play because it will strengthen their relationship with their tutees. They will be more likely therefore to listen to their tutor's advice and to approach tutors when there are difficulties. Tutors should oversee the entries that their tutees make for the Felsted Diploma, and use this as a support in monitoring their co-curricular participation and contribution.

Pupils enjoy social contact; it is good practice to provide soft drinks and snacks from time to time or arrange an appropriate outing (limited expenses for such treats can be reclaimed through the Senior Deputy Head). Tutors should liaise with the HM when arranging an outing for their tutor group.

## **6. TUTORIALS**

- a) Tutorials are held on a weekly basis and a pupil should expect to see his or her tutor on an individual basis at least once a week. Tutorials should include sufficient time for informal conversation as well as structured dialogue and target setting. The frequency of tutorials should be increased in times of difficulty (report cards etc.). Each pupil must write on the card the steps he or she will take to improve his or her performance. As a result of Tutorials, Tutors may identify pupils whose names should be raised at CR briefings.
- b) Records of Achievement can be kept via the MIS. Tutors should help pupils set targets at the beginning of each term, record achievement in the course of each term and use this information to assist in writing the end of term tutor report.
- c) After reports have been written, a Tutorial will take place. At this Tutorial, the report should be shown to the pupil, except in the term of public exams, and salient points may be discussed and end of term grades given.

## **7. RESOURCES**

Resources designed and selected to assist Tutors in their roles are available on the Intranet, accessible through the MIS.

## **8. EVENING DUTIES IN THE BOARDING HOUSES**

Staff who are contracted to undertake an evening duty will be attached to one of the Boarding Houses and should expect to complete a weekly duty of about 3 hours duration. This usually starts before the beginning of prep at 6.50pm but there may be occasions when it is mutually convenient or desirable to the HM and Tutor to vary this slightly.

On arrival, the Tutor will report to the member of the resident house staff who is also on duty. This member of staff will be available so that the Tutor can contact them if necessary. The Tutor will be given the House Mobile and access to the House log book. The Prefect on duty will report to the Tutor soon after they arrive in the House. The Tutor, supported by the Prefect on duty, is responsible for the supervision of pupils (including signing in/out) and ensuring an atmosphere conducive to the completion of good prep.

At the end of the evening, the Tutor will bring the duty log up to date, sign it and then hand it and the House Mobile to the Duty Resident Staff. If necessary, the tutor will draw attention to any issues (e.g. a pupil being kept in overnight at the Medical Centre).

It is essential that the list handed over to the Duty Resident Staff is a complete and accurate list of who is sleeping in the house.

**G W S Masters**  
**Senior Deputy Head**

**September 2017**