



*"Let your light shine"* (Matthew 5:16)

**St Mark's**  
**School Bath**

## **Tutor Programme Booklet** **2022-2023**

**Head of Subject: Beth Rowlinson-Baker**

## **Tutor Programme Intent:**

A Form Tutor's role is central in both caring for pupils and, crucially, monitoring their progress both academically and socially; encouraging success, aspiration, participation and the highest possible standards of work and behaviour. The Form Tutor will be active in the care, guidance and support of the 'whole child'

The relationship developed between the Form Tutor and their students is an extremely strong one. Students are involved in the often stressful transition from primary to secondary school, where routines and expectations are learned in a supportive environment, from first meeting the tutor and their parents, to helping them settle in during the early stages of their time with us.

Form Tutors are pivotal in the key landmarks of students as they progress through our school. They act as mentors both academically and developmentally and as advocates for their group. All Form Tutors will use tutor time to talk to and guide students either on an individual basis via a rota or in small groups, if similar topics arise.

Tutor time at St Mark's School provides important preparation for the day and all students are expected to be present in their tutor rooms ready for a 8:30am start to be registered, which is a legal as well as safeguarding priority.

### **Here at St Mark's we believe a Form Tutor will:**

- Be a positive example for the students
- Follow the Daily Tutorial programme
- Set the 'tone' everyday, by creating a positive ethos, establishing good student/teacher and student/student relationships, encouraging a good form group spirit and identity aligned to the schools own values
- Encourage high standards of work, behaviour and uniform and liaise with the Heads of House over concerns
- Reward achievements positively and implement, where necessary, appropriate sanctions
- Monitor and review each students' progress and set up a dialogue around improvement
- Ensure there is a seating plan
- Monitor and intervene in the effective use of the Planners. Form Tutors must look at and sign them every week and act upon any issues that may arise. Tutors should monitor that parents/carers have signed the planners weekly and follow up on missed weeks
- Be aware of each students' academic progress and social development, friendship patterns, family structures, leisure interests, contents of their school records, change in family circumstances, problems at home/school and relationships with other students and staff
- Be aware of social and personal factors both inside and outside of school relevant to the student and that may impede their progress and consult with Head of House and take necessary action as required
- Follow through concerns and issues about learning and their effort with subject areas, teachers and parents after consultation with the Head of House
- Keep parents fully updated regarding students' progress, including curriculum related and/or behaviour concerns
- Know all members of the Tutor Group and be able to write individual profiles for each pupil if required
- Read out notices from the daily briefing sheet
- Ensure that students have an appropriate reading book with them at all times and that they are reading during designated reading time in tutor group. Follow up on any issues with reading eg. students regularly attend without a reading book

**ASPIRATION**

**RESILIENCE**

**COMMUNITY**

- Keep a Tutor Group notice boards updated with key and current information, including expectations for planners, attendance and behaviour, equipment lists etc
- Promote attendance and instil in students the importance of regular and punctual attendance. Log weekly attendance in the planners
- Monitor equipment twice weekly and complete the equipment log
- Alert the Heads of House and Attendance Assistant of any suspicious patterns of absence
- Ensure relevant school policies, Health & Safety rules, Codes of Conduct and Fire Drill procedures are explained and upheld

### **Tutor Programme Implementation:**

	<b>Tutor Time Foci Areas</b>
<b>MEET AND GREET / UNIFORM</b>	<ul style="list-style-type: none"> <li>• Uniform will be checked during the meet and greet every day. Tutors will issue a uniform slip and issues will be rectified as soon as possible (on the day if possible).</li> <li>• Tutors will call home for repeat instances of students wearing incorrect uniform</li> <li>• Latecomers' uniform will be checked on arrival at the tutor base</li> </ul>
<b>REGISTERS</b>	<ul style="list-style-type: none"> <li>• Will be taken within the first ten minutes of the school day</li> <li>• Late arrivals to school will sign in with tutors if they arrive within the first five minutes and then with the Attendance Assistant via the Hub if arriving more than five minutes late</li> </ul>
<b>MESSAGES</b>	<ul style="list-style-type: none"> <li>• The Daily Student Briefing Sheet will be read at the start of every tutor session</li> <li>• There may be important notices that affect the tutor session so it will be read promptly so that any actions needed can be taken promptly</li> </ul>
<b>PLANNERS / EQUIPMENT</b>	<ul style="list-style-type: none"> <li>• Equipment will be checked by tutors every Monday and Wednesday. Any instances of students not having the correct equipment or planner will be followed up. Repeat instances of missing planners or equipment will be sanctioned and parents informed. Tutors will update the equipment spreadsheet</li> <li>• The tutor will ensure that all PP students have access to equipment by liaising with the Student Support staff in the Hub. They will not be disadvantaged by lack of equipment in their lessons</li> <li>• Planners will be checked and signed by the tutor every Monday. Tutors will ensure that all homework is recorded and that parents are signing the planner. If planners are not signed by the parent this will be followed up so that the planners are signed up to date at the earliest time. Repeat instances of unsigned planners will be sanctioned and a reminder email sent to parents</li> </ul>
<b>READING</b>	<ul style="list-style-type: none"> <li>• Students in KS3 will have books that match their ZPD (Zone of Proximal Development) score from Accelerated Reader</li> <li>• Students will be reading independently during DEAR (Drop It And Read) sessions</li> <li>• Students in KS4 will have a reading book that is suitable for their reading age and will encourage them to 'Read for Pleasure'</li> <li>• Tutors will have a supply of spare books to support students who may have occasionally finished their book or do not have a book with them</li> </ul>
<b>CAREERS</b>	<ul style="list-style-type: none"> <li>• Year 10 tutors will contribute to the work experience planning and preparation with their tutees to support them to have an appropriate and productive work experience week</li> <li>• Year 11 tutors will support students to identify and apply for Post 16 placements and liaise with the Careers Officer to ensure that students have appropriate Post 16 placements</li> </ul>

**ASPIRATION**

**RESILIENCE**

**COMMUNITY**

<b>ASSEMBLIES / COLLECTIVE WORSHIP</b>	<ul style="list-style-type: none"> <li>• Tutors will register students, read out key messages and attend collective worship or assembly promptly</li> <li>• Tutors will actively supervise their tutees on the way to and throughout the CW/Assembly</li> <li>• Each collective worship will have a theme throughout the year that has been established alongside school priorities by the School Chaplain</li> <li>• Weekly House Assemblies are planned and delivered by the Heads of House, Senior Students and tutor groups</li> <li>• Year group assemblies are used to provide year groups with age appropriate, relevant input, guidance and information and are planned throughout the year on a 'needs' basis</li> <li>• Three times a year. Students will attend celebration assemblies with their tutors where there will be an opportunity for whole school sharing of success and sharing of talents which allows students to leave school at the end of the term with a sense of achievement, satisfaction and enjoyment of school.</li> <li>• Tutors will facilitate the daily prayer each morning unless students attend collective worship as a whole school</li> </ul>
<b>ATTENDANCE</b>	<ul style="list-style-type: none"> <li>• Tutors will discuss every absence with students on their return to school</li> <li>• Where attendance is below 96%, tutors will discuss this formally with their tutee, reinforce expectation and establish the reason for non attendance.</li> <li>• If, following the 'tutor chat', attendance continues to fall and is between 96-93% tutors will contact home and discuss attendance with parents to check if there are any issues that school are not aware of that may be affecting attendance. This will also be recorded as 'Information Only'</li> <li>• Tutors will share the weekly and cumulative attendance data with their tutees on a weekly basis (the date will be supplied by the Attendance Assistant) and ensure that students are recording their attendance on the attendance pages of the Student Planner</li> <li>• Tutors will monitor the attendance over time (as recorded in the planner) and discuss concerns/patterns/trends with students, parents, Heads of House, Attendance Assistant (as appropriate)</li> </ul>

Day	Activity	Expectations	KS3	KS4
Monday	Register	Take register within first 10 minutes	/	/
	DEAR	Drop Everything and Read (students reading silently from books using their Accelerated Reader ZPD)	/	/
	Notices	Read Student Briefing and Prayer to students	/	/
	Planner signing	Check planner signed by parents and tutor to sign	/	/
	Equipment check	Check equipment on the list and mark the tracking sheet - complete next day follow up and further follow ups with parents	/	/
	Uniform check	Check uniform, issue slips, follow up with students and parents so issues are resolved quickly	/	/
Tuesday	Register	Take register within first 10 minutes	/	/
	Notices	Read Student Briefing and Prayer to students	/	/
	Uniform check	Check uniform, issue slips, follow up with students and parents so issues are resolved quickly	/	/
Wednesday	Register	Take register within first 10 minutes	/	/
	Notices	Read Student Briefing and Prayer to students	/	/
	DEAR	Drop Everything and Read (students reading silently from books using their Accelerated Reader ZPD)	/	/
	Equipment Check	Check equipment on the list and mark the tracking sheet - complete next day follow up and further follow ups with parents	/	/
	Uniform check	Check uniform, issue slips, follow up with students and parents so issues are resolved quickly	/	/
Thursday	Register	Take register within first 10 minutes	/	/
	Notices	Read Student Briefing and Prayer to students	/	/
	Uniform check	Check uniform, issue slips, follow up with students and parents so issues are resolved quickly	/	/
Friday	Register	Take register within first 10 minutes	/	/
	Notices	Read Student Briefing and Prayer to students	/	/
	Equipment check	Check equipment on the list and mark the tracking sheet - complete next day follow up and further follow ups with parents	/	/
	DEAR	DEAR (students reading silently from books using their Accelerated Reader ZPD)	/	/
	Uniform check	Check uniform, issue slips, follow up with students and parent	/	/

\* Year 11 will receive bespoke programme of intervention in preparation for exams

ASPIRATION

RESILIENCE

COMMUNITY