



Glebe School

Role of the Tutor & Tutor Time Policy

Start Date:	Autumn 2022
Date for next review:	Autumn 2024

Contents

<u>1. Statement of Intent</u>	<u>page 2</u>
<u>2. Aims</u>	<u>page 2</u>
<u>3. Legal Framework</u>	<u>page 3</u>
<u>4. The Role of the Form Tutor</u>	<u>page 3</u>
<u>5. Tutor Time</u>	<u>page 5</u>
<u>6. Monitoring and Review</u>	<u>page 13</u>

1. Statement of Intent

1.1 This policy is designed to outline Glebe School's rationale for the roles and responsibilities of the form tutor and for the structure and content for form tutors in Tutor Time. All staff should familiarise themselves with this document, to support expectations and actions to be taken, alongside the consistency of a whole school approach.

1.2 At Glebe, we believe that all of our pupils have a right to receive an education, with high quality teaching & learning, equality of opportunity and a curriculum which is broad, balanced and personalised, which promotes a curiosity for learning, considers pupil needs, aspirations, develops their personalities, talents and encourages all pupils to achieve their personal best.

1.3 The Role of the Tutor and Tutor Time are key to ensuring Glebe School's commitment to the holistic development of our pupils and in preparing them for life beyond school at future destinations, with the inclusion of accreditations, life skills, independence and soft skills.

2. Aims

2.1 This policy will enable our school to:

- Identify the Roles and Responsibilities of the Tutor for Glebe pupils, parents and staff.
- Set out the whole school approach, structure and monitoring of Tutor Time.
- Ensure that the Form Tutor and Tutor Time will:
 - Assist, guide and support pupils during their studies, develop their potential and provide challenge and appropriate teaching at each stage of pupils' development.
 - Raise the aspirations of all pupils and provide opportunities for them to make progress towards their individual goals.
 - Personalise pupil activities in school and ensure that their progress is supported through meaningful and relevant experiences.
 - Promote pupils' spiritual, moral, social and cultural development through all key areas.
 - Support and improve pupil development in their: Literacy, Numeracy, PSHE, EHCP Outcomes, IEP targets, employability, life skills and knowledge of current affairs.
 - Prepare pupils for their next steps towards either Further Education, Employment or Training and to encourage them to make positive decisions about life choices.
 - Encourage pupils to be outward looking in their approach to the world and to be valued citizens in society.
 - Encourage pupils to enjoy their learning and celebrate their own achievement and that of others.
 - Provide equality of access to the curriculum for all pupils, regardless of their gender, race, sexuality or disability.

3. Legal Framework

3.1 This policy has due regard to all relevant legislation including, but not limited to, the following:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010 0111000
- Equality Act 2010 (Disability) Regulations

3.2 This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- The Education Act 2002
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2017) 'Supporting students at school with medical conditions'
- DfE (2022) 'Keeping children safe in education'
- DfE (2018) 'Working together to safeguard children'
- DfE (2018) 'Mental health and wellbeing provision in schools'

3.3 This policy operates in conjunction with the following school policies:

- The Curriculum Policy
- The Teaching & Learning Policy
- Marking and Feedback Policy
- Assessment Policy
- Learning Outside the Classroom Policy
- Special Educational Needs Policy
- School Equal Opportunities Policy
- Behaviour & Anti-Bullying Policy

4. The Role of the Form Tutor:

4.1 Pupils at Glebe School, may spend up to 4 or 5 years with their Form Tutor and therefore the role is pivotal in ensuring the key landmarks of a pupil's progress through school and in maximising the potential of the 'whole pupil'. This policy supports all Form Tutors and other staff, in clarifying what the role should entail for a whole school pupil focused approach.

4.2 **Form Tutors are expected to:**

- Be the first point of contact for all pupils for which they are responsible, build strong relationships/trust and get to know individuals in the widest context

- Ensure positive relationship between home and school, engage parents, working together with professionals and agencies
- Monitor academic and personal progress of pupils in their tutor group or form.
- Provide information to other staff about their tutees.
- Monitor pupil self-esteem, support individual needs, promote respect, responsibility, resilience, independence, develop the pupils' personality, teach good manners and validate experiences
- Have an awareness of and encourage hobbies, interests, be aware of a pupil's background and their characteristics
- Create a place of safety; a safe and comforting environment with early recognition and reporting of any change e.g upset, especially quiet, or clothing, markings, any safeguarding concerns
- Promote a group identity and promote the group to the school, tackle any issues within the group
- Be a positive role model / in loco parentis, be inspiring, caring, help all pupils feel supported, prepare, motivate, give routine, so that pupils are able to do their best.
- Recognise any required (early) interventions
- Ensure support for the HOY/HOP role; All Tutors in a year group or provision, should attend briefings and communicate well, so as to ensure the appropriate point to escalate issues, having initially taken action, as first point of contact as per Behaviour Level system.
- Work with the other Tutors in the Year group or provision to ensure consistency of approach.
- Establish routines, behave with consistency and continuity
- Teach social skills and study skills
- Optimise opportunities, experiences for pupils and scaffold ambitions
- Promote Glebe School reward system "Classcharts"

4.3 Responsibilities of the Form Tutor:

There are a number of responsibilities for the Form Tutor on a daily, weekly, termly and annual basis which with consistence, ensures successful tutoring. This is not an exhaustive list, but identifies the main areas which tutors will encounter and should action.

- Build and maintain positive relationships with pupils, be fully aware and updated on their backgrounds, home lives and support network, their likes and dislikes, interests, strengths and areas for development, challenges and SEN/EHCP information.
- Prepare pupils for the day:
 - setting/reinforcing expectations, giving guidance, checking in with them,
 - emotional support/self-regulation/well-being, de-escalation
 - supporting with transport issues,
 - timetable reminders, ensuring that they have all required equipment for the day. e.g Planners, tools to support learning, lunch/morning snack, P.E kit.
 - Advise of appointments and interventions to allow pupils to access the support offered within school. E.g Sensory Circuits/OT/SALT/Animal Therapy/Pastoral Interventions.
- Take the register to monitor attendance and ensure safety and managing punctuality to ensure all students access learning
- Monitor uniform (appropriate dress) to maintain a consistent school identity and inform parents as necessary, whilst appreciating family difficulties and offering support to ensure a positive outcome.
- Provide opportunities for social interaction/social skills, stability and routine.

- Encourage and support friendships and relationships between pupils, utilising a Restorative Approach to behaviour management as necessary.
- Deliver Tutor Time in line with Glebe’s whole school approach, to promote a positive start to the day and ensure holistic progress. (see section 5)
- Set challenging and measurable targets designed to stretch individual pupils.
- Discuss thoughts for the week to encourage thinking and to promote school ethos, life skills.
- Display and share relevant news to communicate important information, distribute letters to support parental communication.
- Support progress towards EHCP Outcomes and IEP Targets, (setting appropriate new targets).
- Signpost to other colleagues or agencies as required, which includes positive and cohesive relationship with Teaching Assistant in the best interests of the pupils.
- Adhere to the Behaviour Level System and working closely with Head of Year or Provision. For example: Issuing reports & detentions,
- Ensure tutor group discussions on arising issues, interests or topical news, which may have an impact on pupils.
- Contact parents to follow up pastoral issues and maintain home-school communication; Open lines of communication in line with the parent and communication policies.
- Share information for decision making with the Head of Year or Provision and escalate as discussed with and for Head of Year to take forward with Pastoral, Inclusion and Safeguarding Teams and SLT.
- Report back to HOY on attendance & punctuality to monitor and support attendance.
- Manage planners and reward system, to ensure students are organised and to maintain home-school communication.
- Attend assemblies to promote year group and whole school ethos
- Record and reporting pastoral and safeguarding incidents on CPOMS
- Complete Reports: IEP, Tutor reports, Holistic updates to celebrate achievement and set targets
- Attend Parents evenings, EHCP meetings and Annual Reviews to communicate with parents
- Support events to promote whole school ethos, celebrate success and promote pupil participation
- Support Pupil Council Representatives

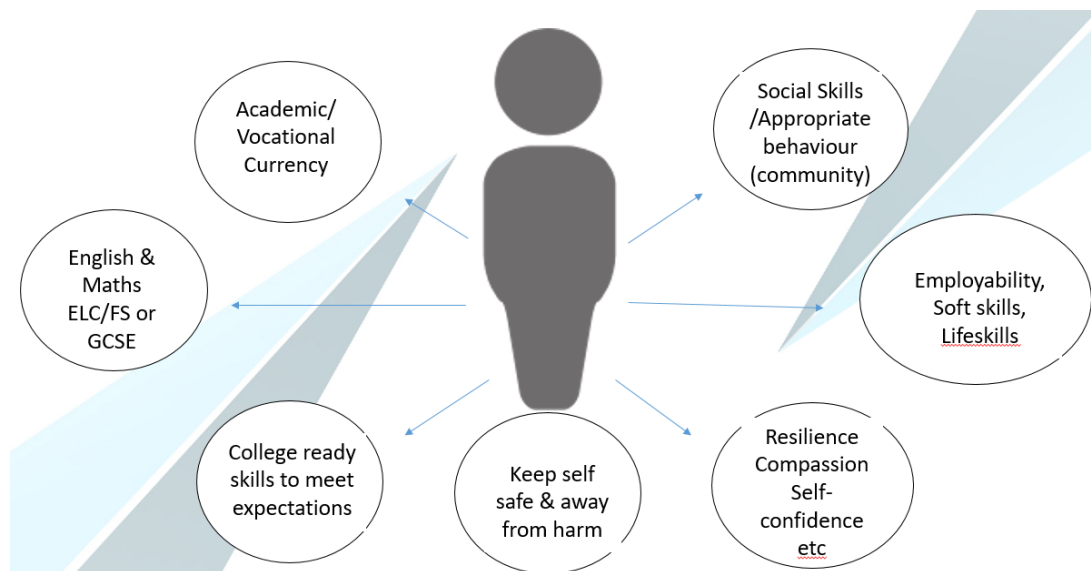
5. Tutor Time

5.1 Tutor Time for all pupils at Glebe, ensures a whole school and pupil focused and evidence informed approach, which is structured, delivered by all tutors and monitored by Heads of Year on a weekly basis. This is to ensure that each year group and within Glebe School provisions, all pupils receive a curriculum that it is personalised, takes into account their needs, considers their aspirations, maximises their potential and will prepare them for life beyond school.

5.2 Tutor Time has been designed with pupil destinations in mind to equip them with the knowledge, skills and experiences to independently manage as they embark on the next stage of their education, training or employment. We recognise, that whilst a consistent approach is required, needs across year groups may differ and require pupil focused approaches in line with

cognition and levels, hence a personalised approach is imperative in order to ensure progress, so that all pupils develop the skills for independence, life and employability.

5.3 When pupils leave Glebe School, we aim to support and ensure that our pupils are equipped with the following currency:



5.4 Tutor Time Expectations:

- Tutor time is an important preparation for the day and sets the tone for pupils.
- Pupils spend around five hours a week with their form tutors, often for 4 years. (9.00 a.m-9.50 a.m).
- It is imperative that Tutor Time has a whole school approach, with consistency across each Year Group and for tutor groups within each Provision.
- Tutor Time should follow the agreed structure, with expectations on consistency of components to be included across the school, with a varied & personalized approach to delivery.
- A Year Group Annual plan for pupils will be produced by the Head of Year/Provision, with work produced, being included within Quality Assurance work scrutiny by the Heads of Year/Provision & SLT.
- Staff will share resources and best practice, to support all in being fully prepared for tutor group sessions.

5.5 Tutor time is structured, with activities planned for each day. Tutor time fully promotes and encompasses Glebes values and each year group/provision, plans termly programmes, with the inclusion evidence of all components through varied activities, to ensure consistency across each year group.

Tutors are expected to:

Ensure the inclusion and produce evidence of the following areas within Tutor Time (weekly):

- Literacy (Including Reading)
- Numeracy
- SALT Activities

- Current Affairs
- Employability Skills
- Life Skills
- PSHE
- EHCP/IEP Targets
- Assemblies
- Calendered Events

Tutor Time must include (daily)

- All pupils to have their Tutor Time book
- Learning Objective & Date
- Range of evidence in Tutor Time book: All components, written work, photos, etc. (Use of shared resources to support)
- Work inside &/or outside of the classroom encouraged, innovative ideas, practical learning
- Regular marking and feedback
- Written Reflection from pupils

5.6 Heads of Year / Provision are expected to:

- Produce an annual Year Group / Provision Plan in partnership with shared co-ordination and contribution by all Tutors, to be shared with pupils, parents and colleagues.
- HOYS/HOPS to review pupil Tutor Time books regularly, at least once per week, to monitor and support Tutors in the delivery of Tutor Time as detailed in sections 4 and 5 of the policy, with quality evidence in all areas, being produced by all pupils.
- Tutor Time feedback and best practice to be shared, to support all colleagues and ensure standards are maintained.
- Teams to coordinating subject areas and working together in meetings eg Briefings, department time, to monitor and evaluate the Tutor Time effectiveness.

5.7 Reading in Tutor Time:

At Glebe School, pupils access a variety of reading experiences in Tutor Time.

These include:

- Independent reading (using Accelerated Reading Scheme).
- Shared reading of non-fiction (in PSHE and Current Affairs).
- Shared reading of fiction (through the Class Reader).
- Reading for pleasure (Library sessions, and using MyOn on computers).

Independent Reading

All pupils follow the Accelerated Reading Scheme. Pupils choose a book in their ZPD (zone of proximal development), read it, and complete a quiz on the computer after reading. If a pupil is unable to take a quiz, they can write a book review of the text or they can discuss what they have read with an adult. The comprehension quiz should be taken within 24 hours of finishing a book.

Pupils should read aloud with an adult at least once per week. This may be more for lower-attaining or less confident readers. Adults must ask questions to check the pupil understands what they are reading. VIPERS (vocabulary, inference, prediction, explanation, retrieval, sequencing and summarising) are the main areas of reading comprehension and form the basis of questioning.

Shared Reading of Non-Fiction (in PSHE and Current Affairs)

In PSHE and Current Affairs sessions during Tutor Time, pupils are exposed to a variety of non-fiction text types. Adults read aloud in class to model fluency and expression. Pupils read aloud to the class, or in a group, to practise their fluency and expression. Pupils discuss the topics raised in these sessions.

Shared Reading of Fiction (Class Reader)

A class reader is a book that learners read together in class over an extended period. Each year group has a list of class readers and forms vote on the book(s) they would like to read. Staff (form tutor or class TA) read the class reader aloud to pupils, to model fluency and expression. After reading, the class discuss what they have read and the teacher questions pupils to check their understanding. Verbal or written comprehension activities around the class reader are planned and completed each week.

Reading for Pleasure

When pupils visit the Library in their designated slot, they have opportunities to read for pleasure. Pupils are encouraged to select books from the Library that interest them. All pupils have access to MyOn, an online library. Pupils can select books that interest them. The books are read; this allows lower-attaining readers to engage with topics that they may not be able to read about independently.

5.8 Writing in Tutor Time

Within Tutor Time, pupils have access to a range of writing opportunities. The writing opportunities in Tutor Time are shorter tasks, to complement the extended writing opportunities provided in English lessons.

Writing Opportunities

Writing opportunities in Tutor Time include, but are not limited to:

- Extended written responses to reading comprehension questions.
- Extended written responses to Current Affairs comprehension questions.
- Creative writing activities linked to the Class Reader book.
- Book reviews.
- Writing tasks in PSHE sessions, such as informative posters, extended opinions in response to a debate, advertisements
- Opportunities to practise EHCP outcomes and IEP targets.

Writing Skills

The different areas of Tutor Time provide pupils with contextual opportunities to practise writing skills.

The table below outlines the writing skills which pupils develop during activities in Tutor Time in each area of writing, with skills descending in difficulty.

Phonic and whole word spelling	Segment spoken words into phonemes and represent these by graphemes.
	Spell common exception words.
	Spell the days of the week.
	Spell homophones and near-homophones.
	Spell words which are often misspelt (see Glebe Spelling Lists 1A, 1B, 2 and 3).
Other word building spelling	Spell words with silent letters.
	Adding –s or –es as the plural marker for nouns and the third person singular marker for verbs.
	Using the prefix –un.
	Using –ed, -ing, -er, and –est.
	Apply simple spelling rules.
Handwriting	Using prefixes and suffixes.
	Using the first 2 or 3 letters of a word to check its meaning in a dictionary.
	Sit correctly at a table, holding a pencil comfortably and correctly.
	Form lower case and capital letters.
	Form digits 0 to 9.
	Form lower case letters the correct size in relation to one another.
	Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.
	Leave spaces between words.
Use spacing between words that reflects the size of the letters.	
Planning writing	Increase the legibility, consistency and quality of their handwriting.
	Saying out loud what they are going to write about.
	Composing a sentence orally before writing it.
	Discussing and recording ideas.
Drafting writing	Noting and developing initial ideas, drawing on reading and research where necessary.
	Sequencing sentences.
	Writing in complete, grammatically accurate sentences.
	Encapsulating what they want to say, sentence by sentence.
	Writing in paragraphs.
	Selecting appropriate grammar and vocabulary for their writing.
Editing writing	Précising longer passages.
	Re-reading what they have written to check that it makes sense.
	Proofreading for spelling, punctuation and grammar errors.

Punctuation	Punctuate sentences using capital letter and a full stop, question mark or exclamation mark.
	Use capital letters for the start of sentences, proper nouns, and the personal pronoun 'I'.
	Use commas for lists.
	Use apostrophes for contractions and for possession.
	Using brackets, dashes or commas to indicate parenthesis.
	Using commas to clarify meaning or avoid ambiguity.
Grammar	Use the present and past tense consistently.
	Use co-ordinating and subordinating conjunctions.
	Use the correct form of 'a' or 'an'.
	Use relative clauses beginning with who, which, when, whose, that, or with an implied (omitted) relative pronoun.
	Recognise and use vocabulary appropriate for formal writing.

5.9 Vocabulary

In Tutor Time each week, three tier two words are introduced as the 'words of the week'. Pupils are explicitly taught the meaning of these words and complete word maps to demonstrate their understanding of new vocabulary. These tier two words are promoted for the week in all subjects, to encourage pupils to consolidate their knowledge of the new vocabulary, and to use the vocabulary in different contexts.

5.10 Numeracy in Tutor Time

At Glebe School, pupils access a variety of numeracy experiences in Tutor Time to both develop and strengthen their functional Maths skills. Through termly numeracy projects, pupils consolidate their understanding of the skills taught and they are then provided with opportunities to put them into practice.

Previous projects have included developing real-life skills through:

- Working with money

The pupils completed various money related activities, including calculating change and managing a budget, before using these skills to run their own stall at our school summer fair.

- Handling data and statistics

Pupils were shown how to record data in various forms and taught how to read charts. Some pupils grew plants and charted how tall they grew each week while another class kept a tally chart to show the merits they gained each day.

- Probability

Form groups were asked to design and make board games based on probability. These were displayed and shared with all of the pupils and will be played during Maths lessons.

Moving forward the Project will focus on:

- Developing vocabulary

The importance of vocabulary and the understanding of mathematical terms will be discussed with pupils, who will then design posters to be displayed around the school.

- Measures & Money

The practical use of measures through recipes and cooking. Students will research different recipes, buy their ingredients, thinking about their budget and how to achieve maximum produce on minimum spend.

- Ratio

Using our previous learning from our recipes, students will scale up their ingredients using ratio and plan and prepare a 'Non-Bake, Bake Off'! The students will display their produce in the hall for it to be judged.

Application of Numeracy:

- Enabling pupils put all of their skills to use in a fun and practical way is important. For example: Glebe Summer Fete – giving parents the opportunity to see the progress their children have made, not only in relation to maths, but also speech, language and communication.

5.11 PSHE in Tutor Time:

PSHE is an essential component of Tutor Time, so pupils are equipped to leave Glebe having developed their emotional wellbeing, social skills, digital and financial literacy and communication skills. PSHE provides a springboard for Tutors to build strong relationships with their tutees and compliments the lessons pupils receive, taught by a subject specialist weekly.

Tutor Time PSHE has a greater focus on relationships and living in the wider world. Health and wellbeing is covered in Tutor Time, within the context of emotional wellbeing. The Tutor Time PSHE curriculum is approved by the PSHE Association.

Tutor Time PSHE Map

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
DEN	Sensory Regulation Emotional Regulation	Sensory Regulation Emotional Regulation	School Values 5 C's	School Values 5 C's	Social Skills Healthy Relationships	Social Skills Healthy Relationships
Year 7	Be Yourself (KS1) Relationships	Think Positive (KS1) Health and Wellbeing	TEAM (KS1) Relationships	VIPs (KS1) Relationships	One World (KS1) Living in the Wider World	Money Matters (KS1) Living in the Wider World
Year 8	Be Yourself (LKS2) Relationships	Digital Wellbeing (KS1) Relationships	Aiming High (KS1) Living in the Wider World	Diverse Britain (LKS2) Living in the Wider World	Think Positive (LKS2) Health and Wellbeing	Money Matters (LKS2) Living in the Wider World
Year 9	TEAM (LKS2) Relationships	Digital Wellbeing (LKS2) Relationships	VIPS (LKS2) Relationships	Aiming High (LKS2) Living in the Wider World	Think Positive (UKS2) Health and Wellbeing	Money Matters (UKS2) Living in the Wider World
Year 10	One World (LKS2) Living in the Wider World	Digital Wellbeing (UKS2) Relationships	VIPS (UKS2) Relationships	TEAM (UKS2) Relationships	Aiming High (UKS2) Living in the Wider World	Diverse Britain (UKS2) Living in the Wider World
Year 11	Be Yourself (UKS2) Relationships	Unifrog		Unifrog		One World (UKS2) Living in the Wider World
Sixth Form	Each day has a different focus based on Glebe's 5Cs Health and Wellbeing Students use success/gratitude journals twice a week. On a Monday students complete an emotional wellbeing check-in and goals for the week are set. On Friday these are evaluated and students reflect on the transferable skills they have shown that week. Relationships Class texts are chosen to cover a range of topics such as sexuality, rights, substance misuse, relationships, social media, resilience and wellbeing. Comprehension and discussion are used to explore these themes. Living in the Wider World As part of their BTEC Level 1 Introductory in Vocational Studies, students look at Producing a Progression Plan and Being Organised. Both of these units are to do with evaluating further education and employment options available to them, developing the necessary transferable skills and making a plan to achieve their long term goal. As part of this they also create a CV, apply for Sixth Form jobs to practice interview skills and are encouraged to look for volunteering / work experience.					

Den Tutor Time

Tutor Time topics are taught through the curriculum in The Den. Each half term, a targeted focus is set based on the five outcome areas on an EHCP: Sensory, Motor & Physical, Communication & Interaction, Cognition & Learning, Social, Emotional, Mental Health, and Independence & Community. The targets are based on the common IEP targets and areas of need across the year groups. The tutor time lesson is used as an opportunity to discuss current events and news, participate in sensory circuits, music therapy, and intervention sessions. However, the tutor time focus is implemented throughout the curriculum, then evidenced using photo evidence in the students' digital portfolios.

Sixth form Tutor Time

Twice a week, students reflect on their successes and set themselves/evaluate goals.

Emotional Well-Being Diary/ Regulation creative through writing or drawing record feelings (linked to the PSHE KS5 curriculum)

On a Monday students complete an emotional wellbeing check-in and goals for the week are set. On Friday these are evaluated. This "success journalling" also encourages students to look at the transferable skills they have shown, what they are grateful for outside of themselves and what they have done feel proud.

The gratitude focus is continued in a “Grateful Mentions” display where examples of gratitude for sixth Form students’ actions are shared by staff and peers (e.g. a Sixth Former helping out in gym club)

PSHE themes are often arise throughout class texts and discussed at the time. Texts are chosen to cover a range of topics such as sexuality, rights, substance misuse, relationships, social media, resilience and wellbeing.

Visitors/assemblies are used to support all areas of PSHE wherever possible.

6. Monitoring and Review

6.1 All members of staff are required to familiarise themselves with all information outlined in this policy.

6.2 All Form Tutors and Heads of Year/Provision are expected to put into practise and ensure that the Form Tutor responsibilities and duties as detailed in section 4 and Tutor Time in section 5 are adhered to.

6.3 Any amendments to the policy will be communicated to all members of staff.

6.4 This policy will be reviewed on an annual basis by SLT. The next scheduled review date for this policy is Autumn 2024.