WORFIELD ENDOWED CE PRIMARY SCHOOL

Learning Mentor Policy

Key Aims

To focus primarily, but not exclusively on the disaffected, underachieving pupils who are experiencing barriers to learning
To provide support that is additional and complimentary to existing school provision.
To raise standards and promote greater social inclusions.

Objectives

The Learning Mentor will work with pupils:
- To provide support for those who are experiencing difficulty with their learning.
- To raise standards of attainment and achievement.
- To raise numeracy and literacy skills
- To raise self-esteem
- To meet targets for individual pupils for attendance, punctuality, truancy and attainment.
- To work with new pupils who need support with their learning environment
- To support children in care.
- To support children who are in danger of exclusion.
- To work with parents to support children’s learning.

Case Load

The Learning Mentor will work with between 8 and 15 individual pupils (DfES Guidelines 2002) on a structured intervention based on SMART targets. This support includes meeting with parents/carers and teachers and school staff to help plan, implement, monitor and evaluate the most appropriate support for the pupil(s). The case load will be subject to ongoing review.

Protocol

Stage 1
1. Classroom observation before meeting with pupil.
2. Information gathering about the pupil from teachers.
3. Liaison, where appropriate, with any other agencies that may be involved with the pupils to avoid duplication of input and ensure appropriate communication.
4. Introductory meeting with the pupil
5. Meeting between the mentor and pupils to set appropriate targets.
6. An individual or group action plan is drawn up.

Stage 2
1. The Mentor works with the pupil towards meeting the targets.
2. Regular reviews and feedback from class teachers is essential.
3. After the agreed number of sessions a review will take place resulting in a decision about any future intervention.
Content 1:1 Mentor Sessions/Group work
Talking and discussion, listening, completion of worksheets relating to barrier to learning, self-esteem building, developing emotional literacy, games, working on computer (help develop ICT skills), play therapy, solution-focussed therapy, playing on playground, sharing action plan/s and targets and circle time.

Exit Strategies
Exit from mentor support will be gradual following period of initial mentor support e.g. moving from weekly sessions to fortnightly sessions. If child/children display problems during this exit period then child/children return to previous 1:1 support allocation.

Strategies for supporting pupils.
Meeting pupils on regular basis to monitor work.
Provide individual tuition in (basic key Skills) numeracy and/or literacy.
Provide opportunities for group work to boost self-esteem and develop social skills.
Liasing with families and/or agencies to encourage appropriate support.
Provide an opportunity for children and parents to talk in confidence.

Monitoring
Regular meetings will take place between the mentor and line manager to review the work, discuss strategies and referrals.

Identification of pupils
Pupils to be mentored are identified by the use of the agreed school referral system and this will be revisited on a termly basis. Staff may at any time highlight significant need.

Identification of Pupils for 1:1 Support
Barriers to Learning – as defined by the DfES:-
Poor Literacy skills
Poor Numeracy skills
Underperformance against potential
Poor attendance
Young Carer
Disaffection
Victim of Bullying
Several school changes
Unstable/difficult family circumstances
Long Term Sickness
Low self-esteem/vulnerable
At risk of exclusion

Policy Date: January 2011