



A culture of learning, high standards and pastoral support





**Sally Small**

Lead Senior  
Progress Tutor



**Emma Johnson**

Senior Progress  
Tutor




**Philippa Palmer**

Senior Progress  
Tutor

# Introductions



- 
- A background image showing a group of students at what appears to be a school or college event. In the foreground, a young man with glasses and a blue t-shirt with 'SuperDry' and '目娱乐节今日' (Today's Entertainment Festival) is smiling. He is wearing a green lanyard with 'STUDENT' written on it. Behind him, other students are visible, some also wearing lanyards. The image is slightly blurred, focusing attention on the text overlay.
- How does the progress tutor team monitor and drive student progress?
  - How do we instil a culture of high expectations and standards?
  - How do we ensure students receive high quality pastoral support?
  - What is the intent of our tutorial programme and how does this inform our planning and delivery?
  - How were these issues explored by Ofsted during inspection?

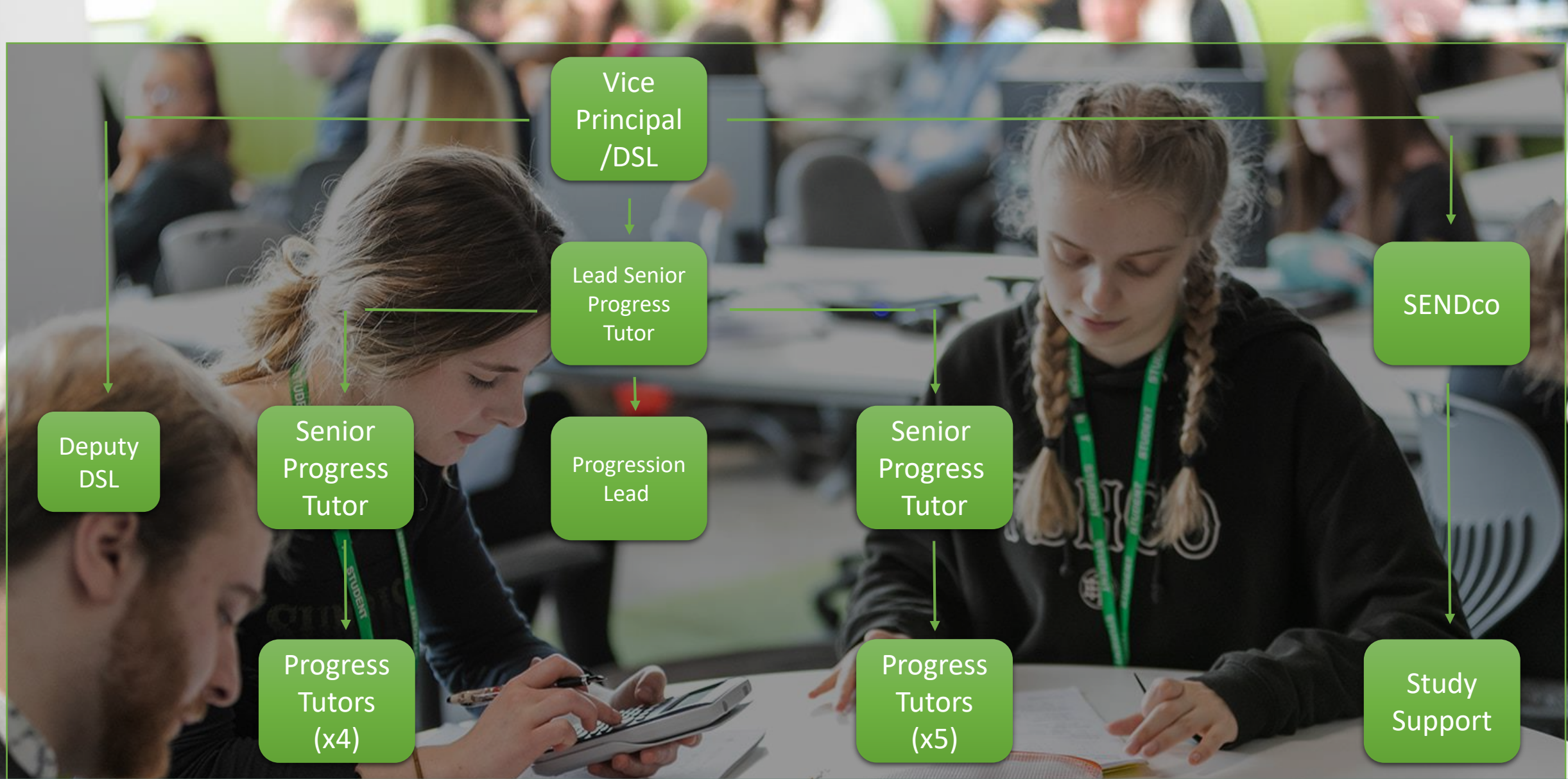
*What do you feel your school / college does very well in relation to this workshop's focus?*

*What do you feel your school / college could improve in relation to this workshop's focus?*

*Is there anything specific that you're particularly keen to find out more about?*

# Introductory Reflections





# Structure



# Progress Tutor

Attendance

Interventions and  
support procedure

Tutorials

Collaborative  
working

Future  
applications

Data /  
assessments

Employment

University

External  
agencies

Wellbeing

Safeguarding


Student voice

How do we instil a culture of high expectations and standards?





How the progress team monitor and drive student progress

A young man with dark curly hair is running on a grassy field. He is wearing a black short-sleeved shirt with yellow accents on the shoulders and sleeves, and black shorts. The shirt has a white Nike swoosh and a small green logo that says "newcastle". The background is a blurred green field with trees in the distance.

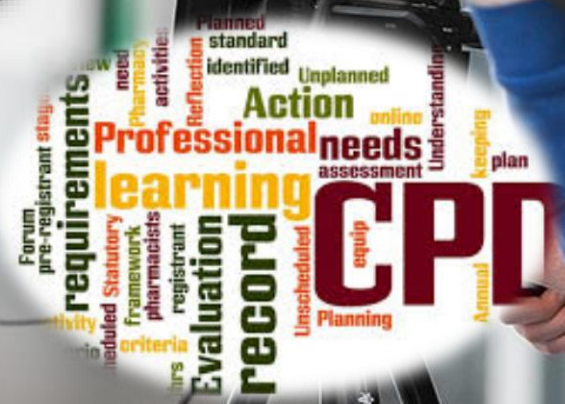
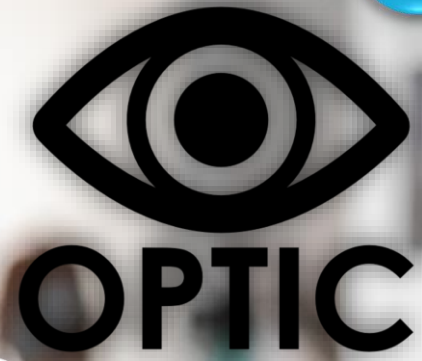
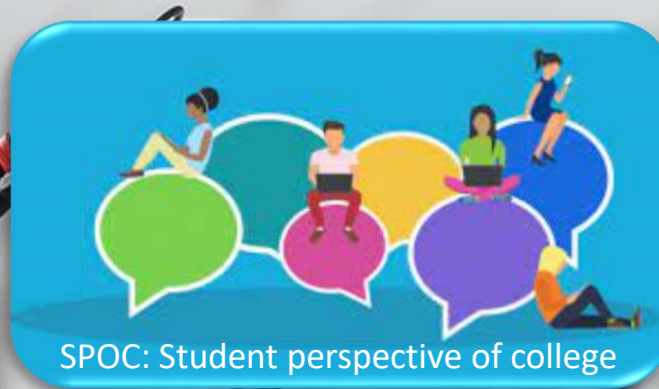
In your setting how do you ensure your students receive high quality support?

Are staff accountable and is this accountability reviewed and by who?

Pastoral responsibilities exist in all roles! Is this the case in your organisation?

How we ensure that students receive high quality support





How we ensure that students receive high quality support





# **Tutorial** **Programme of Study – Year 1 Y12 (2021-22)**

Week	Date	Current Topic	Tutorial	Formal Assessment
0	08/9			Initial assessment
1	13/9	HEALTH, WELLBEING & VALUES	To include:	
2	20/9		Induction, Safeguarding Prevent, FBV introduction & Wellbeing	
3	27/9			Initial assessment
4	04/10			
5	11/10			
6	18/10			
Half-term Holiday: Monday 25 <sup>th</sup> October to Wednesday 3 <sup>rd</sup> November				
7 <small>14th course wk</small>	01/11	ATTITUDES, STUDY SKILLS & WIDER OPPORTUNITIES	To include:	
8	08/11		Feedback, Study Cycle, Study Skills, Baccalaureate, Employability and Enrichment & ILP	
9	15/11			
10	22/11			Assessment week
11	29/11			
12	06/12			
13	13/12			
Christmas Holiday: Monday 20 <sup>th</sup> December to Friday 24 <sup>th</sup> December inclusive				
14 <small>14th course wk</small>	03/1	EQUALITY AND DIVERSITY, VALUES & PREPARATION FOR NEXT STEPS	To include:	
15	10/1		FBV and Radicalisation, E&D, Kudos, Options after year 13, Spotlight on HE & Spotlight on Apprenticeships and employment	
16	17/1			
17	24/1			Assessment week
18	31/1			
19	07/2			
20	14/2			
Half-term Holiday: Monday 21 <sup>st</sup> February – Friday 25 <sup>th</sup> February inclusive				
21	28/2	PREPARATION FOR NEXT STEPS	To include:	
22	07/3		HE Continued, Research choices, Revision preparation and countdown, Feedback and Metacognition, Student finance and budgeting CVs, Interview techniques and references, UCAS basics & Personal statements and references	
23	14/3			Assessment week
24	21/3			
25	28/3			
26	04/4			
Easter Holiday: Monday 11 <sup>th</sup> April – Friday 22 <sup>nd</sup> April inclusive				
27	29/4	NEXT STEPS SUPPORT AND GUIDANCE		
28 <small>NO COURSE ON 2/5</small>	02/5			Assessment week
29	09/5		UCAS basics & Personal statements and references	
30	16/5			
31	23/5			
Half-term Holiday: Monday 20 <sup>th</sup> May – Friday 24 <sup>th</sup> June inclusive				

Date	Year Value of the Month	Y12 Tutorial Focus	Tutorial Focus UCAS	Y13 Tutorial Focus Employability	College Event/Assessment Calendar
13 Sept	Commitment	Induction 2.1.1	1.1 Returning to college upload P.S. planners to Team	1.1 Returning to college Upload C.V. planners to Team	Y12 Initial Assessments
20 Sept		Induction 2.1.2 IT NEEDED	Safeguarding 1.2	Safeguarding 1.2	
27 Sept		Safeguarding 1.3	Study Skills 1.3	Study Skills 1.3	Y12/13 College Assessment Week Y12 IAS
4 Oct		Additional safeguarding – healthy relationships and consent 1.4	Additional safeguarding – healthy relationships and consent 1.4	Additional safeguarding – healthy relationships and consent 1.4	
11 Oct	Collaboration	Prevent and FBV introduction 1.5	Prevent and FBV 1.5	Prevent and FBV 1.5	Feedback/Reflection 1 Y12 IA 2 Y13 Cedar 1
18 Oct		Study Cycle 1.6	Expectations and pathway 1.6	Expectations and pathway 1.6	
25 Oct					
1 Nov	3 day week	NO TUTORIALS			
8 Nov	Candour	Study Skills 1.7	Application Support Expectations 1.7	Employability Support Expectations 1.7	
15 Nov		Feedback 1.8	Application Support 121s	Apprenticeships	
22 Nov		FBV and radicalisation 1.9	Mock exams 24 – 30 Nov		Y12 Trust Assessment Week Y13 Mock Exam Week
29 Nov		Employability and Enrichment 1.10	Application Support 121s	Interview and Group Assessment Days	
6 Dec		NCLT Award 1.11	Application Support 121s	CV and applications	
13 Dec		ILP check and update 1.12	Application Support 121s	Venue applications	Moderation/Reflection 2 Y12/13 Cedar 2
20 Dec					
27 Dec					
3 Jan		NO TUTORIALS	Application Support	Application Support	
10 Jan	Care	Wellbeing 1.13	Application Support (in tutorial)	Application Support (in tutorial)	
17 Jan		ESD 1.14	Final UCAS 121s	Final UCAS 121s	
24 Jan		Judice 2.1	Final UCAS 121s		Y12/13 Assessment Week
31 Jan		Options after year 13 2.2	Social networking, being employable	Social networking, being employable	
7 Feb	Commitment	Spotlight on HE 2.3	Interview Skills	Interview Skills	Feedback/Reflection 3 Y12/13 Cedar 3
14 Feb		Spotlight on Apprenticeships/Employment 2.4 ILP check and update IT NEEDED	Further safeguarding – substance misuse	Further safeguarding – substance misuse	

13 Feb		HE continued 2.5	Budgeting	Budgeting	
14 Feb	Challenge	Research your Choices 2.6	Student Finance Talk	Student Finance Talk	
14 Mar		Further safeguarding – substance misuse 2.7	Mock Exam Week Y12 Trust Assessment Week Y13 Mock Exam Week		
21 Mar		Revision Preparation and countdown 2.8 (SH)	Life skills 1 Healthy eating on a budget	Life skills 1 Healthy eating on a budget	
28 Mar		Feedback and metacognition (Shu 2.8)	Life skills 2 Opening a bank account	Life skills 2 Opening a bank account	Feedback/Reflection 4 Y12/13 Cedar 4
4 Apr	Collaboration	Student finance and budgeting 3.1 ILP check and update IT NEEDED	Life skills 3 Healthy work/life balance	Life skills 3 Healthy work/life balance	
25 Apr		CV 3.2	Life skills 4 Emergency First Aid	Life skills 4 Emergency First Aid	
2 May	3 day week	NO TUTORIALS			Y12/13 College Assessment week
9 May	Candour	Interview Techniques (Student references) 3.3			
16 May		UCAS the basics 3.4 IT NEEDED			Y12/13 Cedar 5 Feedback/Reflection 5
23 May		Personal statements and references 3.5 ILP check and update IT NEEDED			
6 June					
13 June		Electronic well-being resources to be uploaded to Teams			
20 June	4 day week HCO				
27 June					
4 July					Y13 Cedar 6

What is the intent of our tutorial programme and how does this inform our planning and delivery?



Processes &  
Priorities

Review

Action

Enquiry

Tutorial Visit

Student  
Feedback

Outcome

Progress  
Tutor  
Interview

How were these issues explored by Ofsted during inspection?



Content



Week	Date	Current Topic
0	28/8	HEALTH, WELLBEING & VALUES
1	12/9	
2	20/9	
3	27/9	
4	04/10	
5	11/10	ATTITUDES, STUDY SKILLS & WIDER OPPORTUNITIES
6	18/10	
7	01/11	
8	08/11	
9	15/11	
10	22/11	EQUALITY AND DIVERSITY, VALUES & PREPARATION FOR NEXT STEPS
11	29/11	
12	06/12	
13	13/12	
14	20/12	
15	27/12	PREPARATION FOR NEXT STEPS
16	03/1	
17	10/1	
18	17/1	
19	24/1	
20	31/1	NEXT STEPS SUPPORT AND GUIDANCE
21	07/2	
22	14/2	
23	21/2	
24	28/2	
25	05/3	NEXT STEPS SUPPORT AND GUIDANCE
26	12/3	
27	19/3	
28	26/3	
29	02/4	

Content



Content





Content



Content





Content





Content





Content



Content





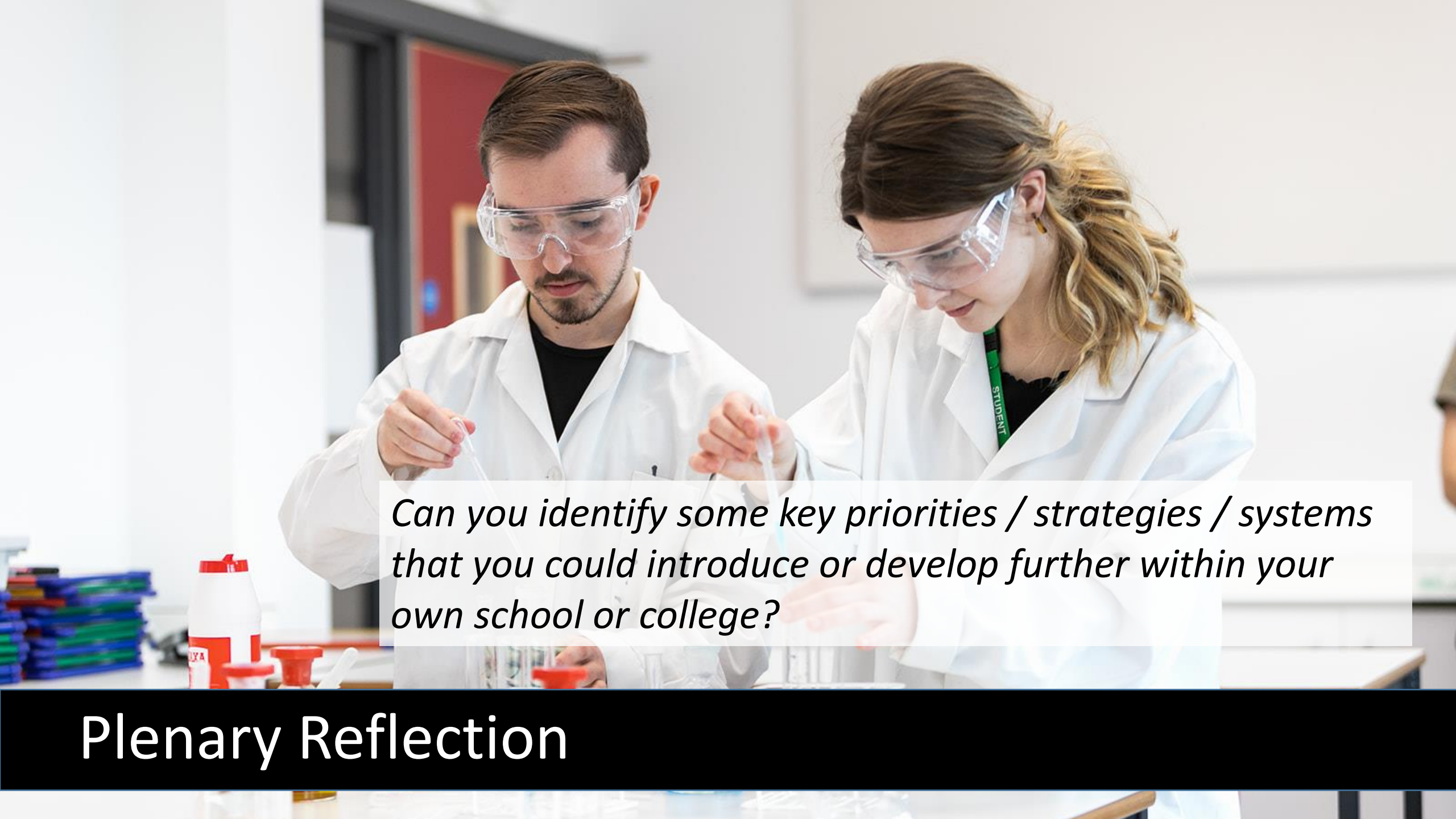
Content





Content



A photograph of a male and a female scientist in a laboratory. They are both wearing white lab coats and clear safety goggles. The male scientist is on the left, holding a pipette and looking down at it. The female scientist is on the right, also holding a pipette and looking down at it. They are standing at a lab bench with various equipment, including a red and white container and some blue and green tubes. The background is a blurred laboratory setting.

*Can you identify some key priorities / strategies / systems that you could introduce or develop further within your own school or college?*

## Plenary Reflection



Spare slide





Spare slide



Spare slide





Spare slide



Spare slide





Spare slide