

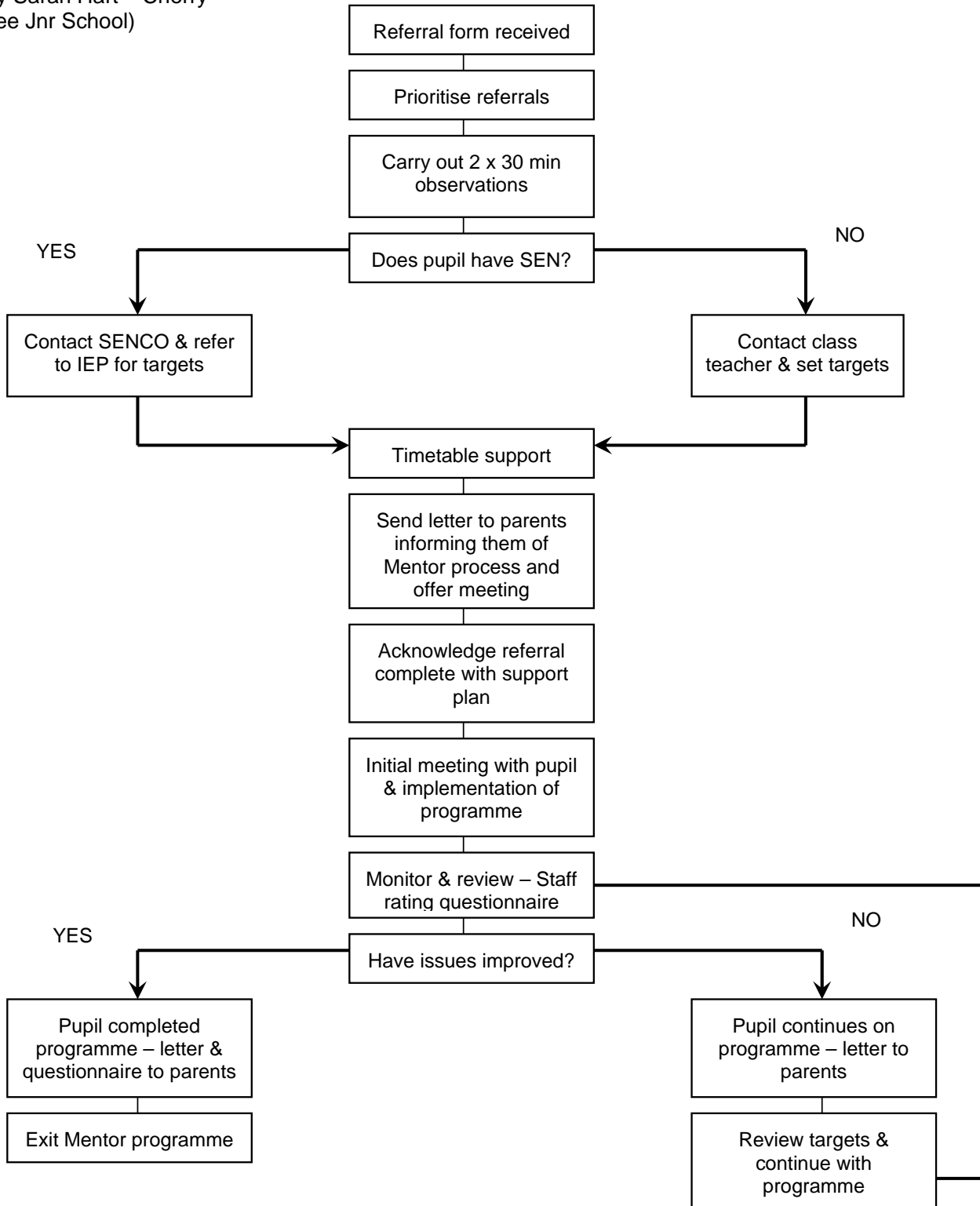
<p style="text-align: center;">Derby Excellence Cluster Learning Mentor and Learning Support Unit Strand</p>
--

The Learning Mentor Process

- ◆ **Initially, staff at school, governors and parents are made aware of the role of the Learning Mentor through staff meetings and discussion. Through this the role is made high profile. An 'easy to read' pamphlet is produced and circulated to all explaining the Learning Mentor role and where they are based.**
- ◆ The class teacher completes the referral form indicating personal details of the pupil, level of urgency and initial concerns. The teacher completes a questionnaire indicating areas of concern.
- ◆ The Learning Mentor investigates issues relating to the referral, assesses suitability for the programme and undertakes an observation of the pupil.
- ◆ Once the decision has been made the parents are informed by letter or telephone and invited to discuss the programme with the Learning Mentor. The Learning Mentor pamphlet is sent home.
- ◆ A meeting is held with the teacher, Learning Mentor and Lead Learning Mentor to discuss the pupil's barrier/s to learning and how best to meet the students needs and target areas. Strategies that may be the most effective are discussed. A date is fixed to meet with the pupil.
- ◆ Secondary school Learning Mentors send out a letter to alert subject teachers that the pupil will be missing that particular lesson and at the same time put a slip into the pupil's register to alert them of the session.
- ◆ The first mentoring session is undertaken. The Learning Mentor talks to the pupil about the programmes aims, confidentiality issues, and target areas. The pupil carries out the learning styles questionnaire and other pupil profiling forms. A contract may be formed.
- ◆ The Learning Mentor and pupil draw up targets and an action plan. The parent may be invited into the session or a copy of the plan is posted. The action plan details steps needed to achieve the targets, time scales and the success criteria.
- ◆ The Learning Mentor begins to assist breaking down barriers to learning as the relationship develops. Each session is briefly recorded and evaluated against the targets. Activities are organised focussing on the targets agreed.
- ◆ All phone calls to parents and outside agencies are recorded and added to the child's case study file.
- ◆ A review meeting is held in 6-8 weeks. The meeting ideally involves the Learning Mentor and Lead Learning Mentor. An evaluation of progress is carried out. Is the exit criteria met? What needs to be achieved? How can we achieve it?
- ◆ During this process the teacher questionnaire is sent out again to measure success. An observation is repeated by the Learning Mentor if necessary.
- ◆ If targets are met parents are informed by letter. A review style meeting is held with the child to inform them that the programme is coming to an end but the Learning Mentor is still available to talk at breaktimes etc. Time is given to help the child feel they have achieved and how. The pupil writes down how they feel they have improved or the Mentor scribes their opinion.
- ◆ If the exit criteria is not met (see Learning Mentor folder for criteria) their targets are reviewed again and alternative strategies incorporated. The next review date is set. Parents are informed that their child is continuing on the programme and invited in to discuss progress made.

The Learning Mentor Programme Flowchart of Processes

(By Sarah Hart – Cherry
Tree Jnr School)



What is a Learning Mentor?

Hello, I am _____,

School's Learning Mentor.
This leaflet is to let you
know what I do.

© I am not a teacher.

© I work with children who have
some problem which stops them
learning as well as they could.



© First I find out how I can
support children.

© I might work with them on their
own, in a small group or in their
class.

© I usually work with children for a
set time until they have overcome
their problem.

© I will inform you if we think that your
child will benefit from my help, so that we
can all work together.

© What is said between myself and you
and your child is confidential and will be
respected, unless there is Child Protection
issue which means that we may have to
share the information with others.

When might I help children?



Here are just a few problems I can
help with.....

- Children who are finding it difficult
to get along with their classmates.
- Children who feel that they are
constantly getting into trouble.
- Children who would like to discuss
problems.

How do children get my help?



Teachers might ask
for my help.

Children can ask me
themselves.

You (parents) can talk
to me about concerns.

Where will I be?

- **In the entrance hall at
8:30pm and 3: 20pm**
- **Around school during
breaks and at lunchtime.**
- **You want a chat ,call
school and ask for me. I'll
get back to you ASAP.**

When and where do I see you?

It may be before school, break time, lunch time, just after school or during lesson time. This will be pre-arranged. Normally we will meet in the Learning Mentor's office.

Who is the Learning Mentor?

School name and logo

Where is the Learning Mentor's Office?

LEARNING MENTOR

How do I get to see the Learning Mentor?

There are a couple of ways this could happen:

- Your (HOY/class teacher/form tutor) may feel you would benefit from this support and discuss seeing me with you.
- If you feel you would benefit from a bit more support for a while, chat to your form tutor and they will discuss it with the year tutor or just come and have a chat with me.

Information For Students

Does it go on my record card?

No, it doesn't go on your record card.

What is a Learning Mentor?

The Learning Mentor works within your school to help you, the student, with any problems you feel you cannot deal with. I can listen, offer practical help and advice, and help you make the most of your time at _____.

Learning Mentors are not teachers

If you see me in one of your lessons I am there to help a student, not to teach the subject.

What kind of problems can the Learning Mentor help you with?

You may feel as if no one cares you can't tell parents because they don't understand school problems. Your friends have their own problems to deal with. At times you may feel you can't work as hard as you should because the problem is getting out of control. Talking to the Learning Mentor may stop you feeling frustrated with everything.

How can a Learning Mentor help? What do they do?

By working with you to form a trusting relationship. I am someone to talk to, or will know someone else who can help. I will be able to look at practical solutions to some problems and hopefully share your successes with you, and disappointments.

The Learning Mentor can help if?

- You are having difficulty with organising your time to get homework done
- If you are getting behind in lots of subjects
- If you are finding it hard to get on with your peers
- If you feel you are always in trouble with staff
- If you find it difficult to attend school daily
- If you are having problems out of school and it is affecting your school work
- If you have only just started at _____
don't know how to make the most of the opportunities on offer
- If you are returning to school after a long absence

How often do I see you?

It depends on each student. Usually, at least once a week, sometimes twice. If you feel things are bad you can see me daily.

Criteria for Referral

- ❖ Low attainment in relation to teacher assessment
- ❖ New to the school and having trouble settling in
- ❖ Low value placed on learning
- ❖ Change in pattern of attendance or punctuality
- ❖ At risk of exclusion
- ❖ Involved in a series of discipline incidents
- ❖ Significant change in behaviour
- ❖ Low/falling motivation
- ❖ Pupil returning after long-term illness
- ❖ Young carer
- ❖ Recent bereavement

Derby Excellence Cluster
Learning Mentor and Learning Support Unit Strand

Referral Form

Date of Referral _____ Referred by _____

Name	DoB	Class form group
Home Language	Ethnicity	SEN Stage IEP? (If so please attach)
Teacher assessment Eng:	Teacher assessment Maths:	Teacher assessment Sci:
Name of parent/carer: Address:		Relationship to child:
Home Tel:		Work Tel:
Reasons for referral –please circle.		
Poor behaviour	Low self esteem	Family trauma/problems
Poor concentration	Under achieving	Attendance/punctuality
Angry/abusive	Medical	Peer relationship problems/social
New to the school/transition	Bullying behaviour	Other- please specify
Strengths and Achievements		
Additional information/background		
Are there other agencies involved? Who?	Do they already receive support?	Parents involved?
Preferred level of urgency -immediately _____ -1-2 weeks _____ -within half term _____	Previous strategies used	Is the child in gifted and talented cohort?

Derby Excellence Cluster Learning Mentor and Learning Support Unit Strand
--

Staff Rating Questionnaire

Please fill in the checklist for the pupil using scale 1= very good.....4=very poor.

Task orientation and progression

	1	2	3	4
Starting tasks				
Completing tasks				
Thinking about tasks before finishing (not impulsive)				
Organisation and presentation of work				
Care of equipment				
Attention and concentration span				
Is comfortable staying in chair				
Motivation				
Involvement in active learning tasks				
Attitude and approach to work				
Able to work independently				

Relationships with Peers and Others

	1	2	3	4
Can take turns in classroom discussion				
Does not disturb others				
Can accept help with work				
Has no great need to attract attention				
Can resist being drawn into trouble				
Has friends				
Can play well with others				
Can express needs without being aggressive				
Can share				

Emotional growth/self esteem

	1	2	3	4
Is able to accept praise				
Shows pride in own achievements				
Refers to self in positive terms				
Takes care of property				
Respects the property of others				
Accepts responsibility for own behaviour				
Recognises that behaviour has consequences				
Can accept criticism				
Expresses feelings appropriately				
Recognises and empathises with others				
Is usually truthful				
Can tolerate frustration				

Attendance = %

Referral Form Acknowledgement

A referral form has been received for:

Name of Pupil _____

The outcome of the referral is:

- Learning mentor 1:1 sessions
- Learning mentor group work
- Referral to outside agency (also see SENCO, Head of Year,Head of Pastoral care)
- In class support

Subject/s and days

- Registration into pupil support base (LSU)

Specific subjects in base.

Groupwork on (details)

Please refer to the attached action plan for more detail

Signed _____

Date _____

Derby Excellence Cluster
Learning Mentor and Learning Support Unit Strand

Name of school/logo
Address
Date

Dear _____
LEARNING MENTOR PROGRAMME

"One of the most well received and successful elements of the Government Initiative "Excellence in Cities" has been the introduction of Mentoring into Schools", according to the Department for Education & Employment.

We strive to make.....a happy, learning environment for our students to grow and obtain the best from their education. The role of the Learning Mentor will therefore be to work with individuals offering support and guidance during their time at school, to enable them to achieve their full potential.

We feel that..... would benefit from the support of a Learning Mentor and with regard to this would like to offer you the opportunity to come into school if you wish, to discuss how we can work together to ensure that.....
.....receives the support he/she needs.

To provide you with information on how the Learning Mentor Programme operates at our school we have enclosed a Learning Mentor brochure, which explains the service in a little more detail.

We would be grateful if you could please complete and return the reply slip confirming a date and time, which would be convenient for you. If in the meantime you wish to contact me, please do not hesitate to ring me on

We look forward to meeting and working with you to help
reach his/her full potential.

Yours sincerely,

Learning Mentor

Name of Student:
The most convenient date and time for my/our visit is:-

Signed: Parent/Carer

Derby – city of learning

School Logo:

School Address
/Tel number:

To the parents of:

Date:

Dear

Your child's classteacher has referredto the Learning Mentor. It is thought he/she might benefit from the additional support provided by this valuable programme.

The role of the Learning Mentor is to identify those children who need extra support and to encourage and guide them so as to over come their barriers to learning.

The Learning Mentor in school works with a range of children including those who need extra learning support and those who are already attaining good levels but with a little help could go further.

Our Learning Mentor, (name of Mentor) , intends to work with your child and would appreciate it if you would contact our him/her on the above number to arrange a time to discuss this. Your help in this additional support for your child is equally important and your input would be appreciated.

Enclosed is our Learning Mentor brochure so you can find out more about the Learning Mentor role in our school.

Yours Sincerely,

Headteacher

Learning Mentor.

B12

Derby Excellence Cluster
Learning Mentor and Learning Support Unit Strand

Classroom Observation

Please tick in the appropriate column whenever you see the behaviour occur. If you feel the mentoring programme is appropriate for this child use the columns with the highest frequency of ticks to begin to 'mould' the targets for the child's mentoring sessions.

Time	Raises hand to speak	Stays in chair	On task	Ignores inappropriate behaviour	Shouts out	Distracted	Out of seat	Interacts negatively with others	Initiates inappropriate behaviour	Joins in inappropriate behaviour	Other
1 ST 5 MINS											
2 ND 5 MINS											
3 RD 5 MINS											
4 TH 5 MINS											
5 TH 5 MINS											
6 TH 5 MINS											

Pupil:

yr/class:

Date:

Lesson: _____

LEARNING MENTOR PROGRAMME-FIRST MEETING

Learning Mentor:	Pupil Name:
Date:	Class/Tutor Group:

Explain the aims of the mentoring programme	
Explain why the pupil has been selected for mentoring	
Explain the rules, responsibilities and expectations of the mentor and student	
Explain how it works- appointment scheme, 1:1 sessions, timetable, where to meet	
Explain target system and action plan	
What happens if mentor is not available(booking system, who else to see)	
Explain confidentiality guidelines, including child protection issues.	
Explain exiting criteria	
Explain the need for parental involvement and the need for them to know about the mentoring sessions	
Ask the pupil how they feel about taking part in the mentoring sessions	
Any questions asked by the pupil:	

Derby Excellence Cluster
Learning Mentor and Learning Support Unit Strand

Look at the statements below and think how they apply to you now. Circle the number where you think you are now in red, and then in green circle the number where you would like to be. 1 is the worst you could ever be and 10 is the best.

Name	Person /s doing assessment.										Date
Self-Esteem Assessment											
Knowing when I have done my best	1	2	3	4	5	6	7	8	9	10	
Controlling my temper	1	2	3	4	5	6	7	8	9	10	
Getting stressed out about things	1	2	3	4	5	6	7	8	9	10	
Giving up easily	1	2	3	4	5	6	7	8	9	10	
Happy at home	1	2	3	4	5	6	7	8	9	10	
Comfortable meeting new people	1	2	3	4	5	6	7	8	9	10	
Putting myself down	1	2	3	4	5	6	7	8	9	10	
Thinking positively	1	2	3	4	5	6	7	8	9	10	
Being a good friend	1	2	3	4	5	6	7	8	9	10	
Accepting compliments & praise	1	2	3	4	5	6	7	8	9	10	
Recognising my good qualities	1	2	3	4	5	6	7	8	9	10	
Feeling happy with my life	1	2	3	4	5	6	7	8	9	10	
Worrying about what others think of me	1	2	3	4	5	6	7	8	9	10	

Derby Excellence Cluster
Learning Mentor and Learning Support Unit Strand

Look at the statements below and think how they apply to you now. Circle the number where you think you are now in red, and then in green circle the number where you would like to be. 1 is the worst you could ever be and 10 is the best.

Name	Person /s doing assessment.										Date
Self-Esteem Assessment											
Attending school regularly	1	2	3	4	5	6	7	8	9	10	
Staying in school	1	2	3	4	5	6	7	8	9	10	
Being on time for school & lessons	1	2	3	4	5	6	7	8	9	10	
Coming to school well prepared	1	2	3	4	5	6	7	8	9	10	
Getting on well with friends	1	2	3	4	5	6	7	8	9	10	
Getting on well with your teachers	1	2	3	4	5	6	7	8	9	10	
Working well on my own	1	2	3	4	5	6	7	8	9	10	
Working well in groups	1	2	3	4	5	6	7	8	9	10	
Listening well	1	2	3	4	5	6	7	8	9	10	
Asking questions	1	2	3	4	5	6	7	8	9	10	
Taking part in discussions	1	2	3	4	5	6	7	8	9	10	
Presenting my work as best as I can	1	2	3	4	5	6	7	8	9	10	
Doing my homework well	1	2	3	4	5	6	7	8	9	10	

Pupil Information

Name of pupil:

Class:

Date:

Which of the following have you been in trouble for and how often?

	At least once during a week	A least once a day
Lack of concern for others		
Not waiting to go into class properly		
Running in corridors		
Being rowdy or talkative at the wrong time		
Not following class rules		
Saying unpleasant things to other pupils		
Not doing your homework		
Being somewhere in school you should not be		
Being cheeky or rude when asked a question		
Being physically aggressive to other pupils (e.g. pushing, punching, kicking)		
Physical destructiveness (e.g. breaking objects, damaging furniture)		
Leaving school without permission		
Verbal abuse to staff (offensive, insulting or threatening remarks)		
Physical aggression toward staff		
<u>Mentors Comments:</u>		

Action Plans

Action plans should

- Raise achievement for pupils with barriers to learning
- Be written collaboratively with staff, pupils and parents.
- Be working documents and jargon free.
- Detail targets, which are **extra** or **different**.
- Detail resources needed to achieve the targets
- Detail the length of time expected to achieve the targets and how long any programmes are being carried out for.
- Be understandable to pupils, parents and staff.

Targets written on the plans should be **SMART**.

- **SPECIFIC**
- **MEASURABLE**
- **ACHIEVABLE**
- **REALISTIC**
- **TIMED**

Here are examples from an action plan. It has been produced through collaboration with the pupil, classteacher and parents.

Targets	Action to achieve this	Timescale	Monitoring and evaluation
To reduce the number of times I am in the lunchtime incident book by 50%.	Attend lunchtime clubs twice a week with the LM. Have a reward chart for lunchtimes each week. Share target with lunchtime staff so can reward good behaviour.	Review in half a term.	Monitored by LM. Success based on reduction in the book and through discussion with Mid-day supervisors and class teacher.
To arrive in school at 8.50am at least three times a week.	Attend breakfast club. To have an early bird chart and get it filled in each morning by the LM. LM to ring home as soon as register closes if not in school.	Review in half a term	Monitored by LM, class teacher and EWO. Success based on improvement in punctuality.

Derby Excellence Cluster
Learning Mentor and Learning Support Unit Strand

Pupil Action Plan

Name of Pupil **Class/Tutor group** **Start Date:**.....
Review Date:.....

Targets	Steps I need to achieve this	Who will help me	How will I know I have achieved my target	When will I achieve this by	Mentor feedback

Pupil Signature.....

Learning Mentor Signature.....

Pupil action plan forwarded to parent/carer (please circle) yes no	
Date	Signature.....

Derby Excellence Cluster
Learning Mentor and Learning Support Unit Strand

Student Action Plan

Name of Pupil **Class/Tutor group** **Start**

Date:.....

Review

Date:.....

Key Worker:.....

Goals/Targets	Action to Achieve Target	Timescale	Monitoring/Evaluation

Student Signature.....

Learning Mentor Signature.....

Student action plan forwarded to parent/carer (please circle) yes no
 Date forwarded.....

Pupil Action Plan

Pupil Name:	
Class/form:	
Focus (what does the child and teacher want to develop/improve)	
Targets agreed with.....on.....	
<ul style="list-style-type: none">••••	
Pupil Signature:	
Strategies used:	
<ul style="list-style-type: none">•••	
Review:	Date:
Pupils comments:	
Teachers comments:	
Learning Mentors comments:	

Copy sent to parent/carer on.....

Discussed with parent/carer on.....signature.....

Learning Mentor Progress Record

Group/ Pupil: _____

Date	Progress/Session Evaluation

Learning Mentor Contact Sheet

Date	Type of Contact	Reason for Contact and Outcome	Initials

Derby – city of learning

Record of Meeting with Pupil and Parents

Pupil's Name: _____

Class/Tutor group: _____

Date: _____

Current Situation: New to Mentoring _____
 Review of Programme _____
 During the Programme (an intervention) _____

Comment [APS1]:

Comment [APS2]:

Summary of Discussion

Recommendations/action to be taken

Off Site Visit Record

Date:..... **Time:**.....

Pupil:..... **Class/form**.....

Visit to:..... **Visit made by:**.....

Address/tel of place being visited:

1. Other agencies involved:

.....
.....

2. Reason for visit:

.....
.....
.....

3. Present at Home:

.....

4. Discussion –Details:

.....
.....
.....
.....

5. Agreed Actions:

.....
.....
.....
.....

6. Risk assessment: Issues of Concern
(Please give a copy to appropriate line manager)

.....

Exit Criteria

How do we know?

Monitor and evaluate the pupil's progress with behaviour, attendance, confidence, academic achievements etc. Utilise evidence from SIMS print outs, test results, school reports and discussions with staff, parents and pupils. Undertake pupil, teacher and parent end of programme evaluations. Indicate which of the exit criteria below have been met. Measure improvements and offer mentor strategies for self-help, once mentoring has finished.

- ❖ **Pupil no longer needs assistance.**
- ❖ **Pupil has met all their targets**
- ❖ **Pupil has left the school**
- ❖ **Pupil is uncooperative**
- ❖ **Pupil does not attend sessions**

Each referral must be judged individually, using these criteria. The process used to exit children off the programme is up to each school. The duration of the mentoring programme will again be specific to each individual referral and success of work undertaken.

School Logo:

School Address
/Tel number:

To the parents of:

Date:

Dear,

This is to inform you that I will be continuing to work with
_____ next term.

The targets for your son/daughter will remain the same and we will review them at the end of this half term.

I hope you are happy that I continue and trust you will come into school to discuss any concerns. Your support is always greatly appreciated.

Yours Sincerely,

Learning Mentor.

School Logo:

School Address
/Tel number:

To the parents of:

Date:

Dear,

After discussion with _____ class teacher, we have decided Learning Mentor support is no longer appropriate for him/her.

We may reconsider this decision during the school year and re-admit him/her onto the Learning Mentor programme if we feel this is necessary.

If you have any concerns or worries regarding this decision please do not hesitate to contact me or come into school and we can discuss this.

Yours Sincerely,

Learning Mentor.

School Logo:

School Address
/Tel number:

To the parents of:

Date:

Dear,

I am really pleased to inform you that _____ has achieved all his/her targets on the Learning Mentor programme. Consequently, after discussion with the class teacher, we have decided that the Learning Mentor programme is no longer required.

I am sure you will be delighted with this news however if you would like to discuss this further please contact me on the above number.

Yours Sincerely,

Learning Mentor.

Derby Excellence Cluster
Learning Mentor and Learning Support Unit Strand

EXIT QUESTIONNAIRE - PARENT

Name of pupil:
Class:

Teacher:
Start date:
Exit date:

What change do you think the Mentoring Programme has had on your child?

Were you satisfied with the information you received at the beginning of the Mentoring Programme?

Mentoring has helped my child to: (please tick those that apply)

- Improve attendance
- Become happier/confident
- Talk more openly
- Do their homework more readily
- Be more organised
- Be more punctual
- Feel able to ask for help
- Be more motivated
- Understand how their behaviour affects others.

Do you have any suggestions for improving the Mentoring Programme?

Thank you for completing this questionnaire

