



# ST. ANDREW'S COLLEGE Cambridge

## COLLEGE POLICY DOCUMENT

### Learner Support

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<b>Authorised by: Wayne Marshall</b> <b>Date: 21<sup>st</sup> July 2016</b>	<b>Signature: Wayne Marshall</b>

The following policy document will highlight the learner support that is in place within the college.

Each tutor will be issued with a list of tutees on registration day. The tutor will then contact via email with the agent and parents of the students and advise them of who they are and contact details (appendix 1 attached). This contact is to happen in the first week of any new term.

Each student will have a personal tutor who will meet with them once a week on a one to one basis for 15 minutes to discuss any issues or concerns they may have with their academic or pastoral environments. A tutor may require group meetings with his or her tutees at the start of any new term to disseminate relevant information.

At each tutor meeting the tutor will make relevant notes electronically with reference to the issues and concerns of the students and the college (appendix 2). All actions will be noted and dated. At the end of each four week period during the term the notes will be sent via email to the agent and or parents of each student. This will enable the college to build a rapport with agents and or parents and give regular updates as to progression and performance. It will allow the college and tutor to address any issues early and to find a solution. All feedback will be handled by the tutor and escalated to the Principal where appropriate. Each tutor will also meet with the Principal to discuss his / her tutees to give an understanding of any issues or concerns especially any Special Education Needs (SEN) so that these can be passed onto the SEN coordinator for the college. It will also be the responsibility of the tutor to recognise students that may be entitled to go onto the able, Talented and gifted register (A&TG). If a student comes to the attention of the tutor he / she must advise the Principal so that correct procedure can be followed.

The tutor will be responsible for the discipline of the student and his/her welfare during their time with the college.

Any issues and or concerns raised at the meeting will be entered onto SIMS so that the senior management team is aware of any issues pertaining to an individual student.

The forms will be sent to the Principal on a monthly basis at the same time as they are sent to the agent and or parents so that each student can be monitored. It will also serve as a quality mechanism to ensure all tutors are working to the correct time lines.

The meetings will ascertain if the student is attending his/her course and completing the work. If not then the student will have an individual education plan if applicable (IEP – Appendix 3) to develop and assist with his/her studies.

One of the key roles of the meetings will be to review/complete the Individual IEP if applicable. This will assist both the student and tutor in having an understanding of the core objectives and the key success criteria that need to be achieved for the student to be successful.

The subject to be discussed at the tutor meetings are shown below:

### **Economic and financial education**

1. Budgets
2. Consumer advice/ rights
3. Personal financial services
4. Business and ethics
5. Study skills
6. Understanding/ managing risk

### **Careers education**

1. Careers guidance
2. Study skills
3. Time management
4. Library skills
5. Plagiarism/ bibliographies

### **Environmental education**

1. Awareness of the environment
2. Litter
3. Environmental responsibility
4. Animal welfare

### **Health education**

1. Healthy lifestyle
2. Nutrition and exercise
3. Happiness
4. Stress
5. Relaxation techniques
6. Raise awareness of people to speak to within the College
7. Raise awareness of the Independent Listener who is available to students

8. Sex and relationship education
9. Personal hygiene
10. Personal safety
11. Drug and alcohol awareness
12. Smoking
13. Basic first aid
14. Feelings/ emotions

### **Citizenship**

1. Duties of a citizen
2. Human rights
3. Street law
4. Government and parliament
5. Racism, stereotypes and bullying
6. Community
7. Anti-social behaviour
8. Awareness of bullying and the consequences thereof
9. Combatting extremism

## Appendix 1



# ST. ANDREW'S COLLEGE Cambridge

Date:

Student Name:

Course:

Dear (Agent / Parent)

I will be your son/daughter's tutor for the duration of their stay at St. Andrew's College Cambridge. My contact details are shown below:

Name:

Mobile No:

Email:

Address: 13 Station Road, Cambridge, UK CB1 2JB.

If you have any issues and or concerns at any time please do not hesitate to contact me.

## Appendix 2



ST. ANDREW'S  
COLLEGE  
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### Tutor Meetings

<b>Student name:</b>		<b>Tutor name:</b>	
<b>Course:</b>		<b>Date of birth:</b>	
<b>Contact mobile:</b>		<b>E-mail:</b>	
<b>Student Objectives for the next half term:</b>			
<b>Date &amp; time of meeting:</b>	<b>Comments made and action / feedback required:</b>		
	<b>Accommodation:</b>		
	<b>Review of Objectives:</b>		
	<b>Accommodation:</b>		
	<b>Review of Objectives:</b>		
	<b>Accommodation:</b>		
	<b>Review of Objectives:</b>		
	<b>Accommodation:</b>		
	<b>Review of Objectives:</b>		

**Please put an entry on the sheet each time you see the student.**



**Individual Education Plan (IEP) of: (Name)**  
**Year: 2016 - 2017**  
**Course: (Course)**  
**Subjects: (Subjects)**

<b>Term: Autumn</b>	
<b>Attitude in class</b>	Comments:
<b>Attitude in college</b>	Areas for Improvement:
<b>Attitude in accommodation</b>	Subject: Improvements needed:
<b>Homework completion</b>	Plan for improvement:
<b>Class work completion</b>	Demonstration of improvement:
<b>Test preparation</b>	
<b>Exam preparation</b>	Subject: Improvements needed:
<b>Essays</b>	Plan for improvement:
<b>English language</b>	Demonstration of improvement:
<b>Communication on paper</b>	
<b>Effort</b>	
<b>Personal organisation</b>	Subject: Improvements needed:
<b>Current grades:</b>	Plan for improvement:
<b>Subject 1:</b>	Demonstration of improvement:
<b>Subject 2:</b>	
<b>Subject 3:</b>	Subject: Improvements needed:
<b>Subject 4:</b>	Plan for improvement:
<b>Subject 5:</b>	Demonstration of improvement:
<b>Subject 6:</b>	
<b>Potential grades:</b>	Subject: Improvements needed:
<b>Subject 1:</b>	Plan for improvement:
<b>Subject 2:</b>	Demonstration of improvement:
<b>Subject 3:</b>	
<b>Subject 4:</b>	Subject: Improvements needed:
<b>Subject 5:</b>	Plan for improvement:
<b>Subject 6:</b>	Demonstration of improvement:
<b>Current IELTS:</b>	
	Areas of achievement / commendation:
<b>University grade requirement:</b>	

<b>IELTS requirement:</b>			
<b>University grade requirement</b>			
		<b>Attendance percentage (term):</b> %	<b>Punctuality: Excellent / Good / Unacceptable</b>
		<b>Attendance percentage (year):</b> %	



**Student's comments:**

Student's signature:	
Date:	
Tutor's signature:	
Date:	

## **The little boxes explained:**

### **Punctuality**

1. Excellent
2. Occasionally late for class
3. Unsatisfactory

### **Attitude in class**

1. Positive and concentrates hard
2. Generally good but concentration sometimes wanders
3. Concentration poor – easily distracted

### **Attitude in college**

1. Positive and enthusiastic
2. Generally positive and productive
3. Improvement necessary (i.e. noise, courtesy, etc.)

### **Attitude in accommodation**

1. Positive and courteous
2. Generally positive and courteous
3. Improvement necessary (i.e. noise, courtesy, room, etc.)

### **Homework completion**

1. Work always completed on time
2. Work usually completed on time
3. Work is often late or incomplete
4. Very serious problems with work completion

### **Class work completion**

1. Work always completed on time
2. Work usually completed on time
3. Work is often late or incomplete
4. Very serious problems with work completion

### **Test preparation**

1. Well prepared
2. Generally prepared
3. Improvement necessary

### **Exam preparation**

1. Well prepared
2. Generally prepared
3. Improvement necessary

## **Essays**

1. Well prepared
2. Generally prepared
3. Improvement necessary

## **English language**

1. Excellent progress
2. Good progress
3. Satisfactory progress
4. Improvement necessary

## **Personal organization**

1. Thinks ahead, well prepared
2. Generally well organized
3. Can be forgetful and disorganized
4. Serious lack of self discipline

## **Communication on paper**

1. Written work is clear and easy to follow
2. Written work is usually clear and easy to follow
3. Written work is often unclear and difficult to follow

## **Effort**

1. Good to excellent
2. Fair
3. More effort needed

## **Current grade**

The estimate of the grade or grade-range the student is working within at the moment

## **Potential grade**

The estimate of the grade or grade-range a student could achieve with consistent hard work between now and the exam.

## **University grade requirement (Foundation and A2 only)**

This is the grade required in the subject to enter their first choice of university. This will not be available until the spring report.

## **Reviewed:**

**September 2010, 2011, 2012, July 2013, July 2014, July 2015 and July 2016.**

**Next review: 1<sup>st</sup> August 2017.**