



COLLEGE POLICY DOCUMENT

Learner Support

Issue No.: 02	Document Number: STAN: 0022009
Issue Date: 27th June 2011	Originator: Wayne Marshall
Version: 08	Responsibility: Principal
Reason for version change: Update	Dated: 10th May 2009
Authorised by: Wayne Marshall Date: 28th July 2017	Signature: Wayne Marshall

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
Cambridge

Tutor Meetings

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

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

Appendix 3



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

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

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



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, July 2016 and July 2017.

Next review: 1st August 2018.