

TUTORIAL AND PASTORAL CARE POLICY

Purpose:

Wingate Schools' first priority is to its students. Providing high standards of teaching and both academic and pastoral support are the most important activities the school undertakes. The Tutorial sessions, one to one reviews, Personal Social Health and Economic "PSHE" classes and Assemblies will be delivered within the context of the School's mission statement and overall ethos of teaching and learning. Wingate School is committed to the wellbeing of students and has appointed a Wellbeing coordinator to support tutors and students as required.

Responsibilities:

The school is committed to providing:

- Academic support and guidance for all students whilst completing their studies
- Pastoral care, support and guidance during their time in Wingate School
- Students mental health and wellbeing

Academic Support:

Pastoral Tutors (KS3,4 & 5) and Class teachers (Foundation & Primary) will monitor student progress, liaise with subject teachers, work with students to set ambitious targets, arrange support where needed and encourage students to be positive and proactive in their approach to study. Tutors will liaise with Heads of Department and use the Student Tracker system to inform all staff of concerns.

Pastoral Care Support:

Pastoral Tutors and Class Teachers will help and support students with queries, concerns or problems. They will liaise with teaching and support staff, the Wellbeing coordinator and if necessary, signpost students to external sources of support. Additionally, Pastoral Tutor, Class Teachers and the Wellbeing coordinator will liaise with parents and guardians as and when it is necessary.

Role of the Tutor:

All students in the Wingate School will be allocated a **Pastoral Tutor** who will be their first point of contact in School. Their primary role is to provide support and guidance to ensure that students can succeed and fulfil their potential, but also to feel secure academically and personally within school. The Pastoral Tutor will:

- Provide guidance and support that is differentiated to meet the needs of individual students
- Use the Tracker to monitor achievement and progression
- Consult or signpost students to the Wellbeing coordinator or external support where appropriate

Senior School:

In the Senior School, Pastoral tutors also have a weekly lesson to focus on support:

- To have at least 3 one-to-one mentoring sessions each academic year
- Set challenging and realistic targets to ensure that student's aspirations are raised
- Identify and signpost students to the Wellbeing Coordinator or external support where appropriate liaising with the Head of Seniors

Personal and Social Development:

Key Stage 2 (Years 3 to 6) have a PSHE week focussed on age relevant topics following the UK National Curriculum. However, teachers can introduce additional lessons if a subject or event arises which they feel their students will benefit from.

Additionally, all students in Key Stage 3 (Years 7 to 9) will have a weekly timetabled lesson for PSHE which will be delivered by Specialist teachers and guest speakers will also be involved.

Personal Professional Development “PPD”:

All students in Years 10 & 11 and the Sixth Form, have a timetabled PDP session with their tutor or specialists.

These sessions will provide a framework where students will have opportunities to:

- Develop and practice communication skills, working as part of a team, and problem solving
- Reflect on their performance and take a proactive approach in setting their own targets and goals
- Improve their study techniques and research skills
- Develop a sense of citizenship, care and respect for others irrespective of gender and ethnicity
- Additionally students will receive support and guidance on UCAS applications, Personal Statements, Curriculum Vitae's and Career planning. The introduction of Unifrog software will considerably support these activities

Assemblies:

All students attend assemblies during the school

year. These are normally arranged by year group or key stage. Most of the time assemblies will have a specific purpose e.g. to discuss a theme or topic, motivational or celebratory. Students will also be encouraged to contribute to and lead class assemblies.

Student Responsibilities:

For students to benefit fully from the tutorial and pastoral care arrangements in School we expect them to:

- Demonstrate a positive commitment to their own development and learning
- Make positive contributions to one to one performance reviews with their tutor
- Take responsibility and accountability for their actions
- Show respect and courtesy to teachers, support staff and their peers

Gifted and Talented Students

Academically more able students need to have their ability and their learning styles recognised.

They need to work at an appropriate pace on challenging activities involving problem solving, decision-making, and higher-level abstract thinking.

They need to be given opportunities to use their imagination, working with students of similar ability.

They need to be involved in the learning process and have a mix of collaboration and autonomy.

Extension homework is an additional tool.

Children identified with “high cognitive capacity” may have different social and emotional needs and may qualify for social and emotional support with the school SENCO until it is agreed that this support is not needed and they can be supported independently through the student tracker and report system.

Key Documents:

All pastoral care and support will be consistent and complementary to other school policies including:

- Behaviour & Discipline
- Antisocial Behaviour
- Safeguarding
- Teaching & Learning
- PSHE Policy

Links of interest:

<https://gooseberryplanet.com/>

Mr M Howells
Head of Wingate School

Date of review: August 2025