

Tutorial Policy

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Contents

Purpose	3
Scope	3
Definitions	4
Policy	5
Implementation	7
Roles and Responsibilities The College Management Team:	7
Monitoring, Evaluating and Reporting	10
Associated Documents	10



Purpose

Capital City College (CCC) is committed to ensuring all learners reach or exceed their true potential; to raise their aspirations and equip them for life in the broadest sense. We want all learners to develop the behaviours and attitudes, and the personal and social resources that enable them to participate as active citizens, entrepreneurs, or employees to flourish as individuals in a diverse and ever-changing society.

The purpose of this policy is to ensure that all students receive the individual academic and pastoral support they are entitled to, in order to enable them to achieve their learning goals and develop their skills. This will enable them to achieve successful positive destinations into further education, higher education, training, or employment.

The policy sets out the learner entitlement and roles and responsibilities of CCC staff, quality standards of provision, monitoring and evaluation. We value tutoring and pastoral care of each individual to ensure all learners reach their potential through the delivery of a high-quality, supportive and effective tutorial provision.

Scope

The policy applies to all learners, while they are enrolled at CCC, with tutorial support entitlement within their programme of study. Successful Personal Tutoring is vital to individual learners achieving their full potential at the College. Learners will be encouraged to take responsibility for their own learning, knowledge, skills, and behaviours development with support from their Personal Tutor and Subject Teachers.

The close working relationship and liaison are expected between Personal Tutors, Subject Teachers, Management, and cross-college support services to ensure a co-ordinated response to meeting the needs of all learners.



Definitions

Tutoring refers to the process by which all learners receive both academic and pastoral support within a generic framework of entitlement, whilst at college. Tutoring is central to every learner's experience, and it is fundamental to attendance, retention, achievement, progression and personal development and success.

Personal Tutor refers to the individual who oversees a student's academic and pastoral support whilst they are at college. The Personal Tutor will monitor progress, support achievement and progression, liaise with parents/carers, liaise with teaching and support staff and ensure that each tutee is receiving the support and interventions they need to succeed.

Learner refers to all individuals enrolled at Capital City College.

At risk refers to learners at risk of dropping out of college, not completing their course of study or failing their course of study. On ProMonitor, there is a RAG rating with Red for learners who will fail or drop out of college; Amber for learners who are likely to drop out or fail if immediate intervention is not provided to support the learner; Green for learners who are on track of completing their course of study successfully; and Blue for learners making excellent progress. A risk rating of learners will take place at regular intervals throughout the year, to track progress and put in place interventions to support the learner.

Individual Learning Plans (ILPs) refer to the individual learning plans, which are held on ProMonitor - these are set up for each learner based on available information and the targets the learner is working towards, which is supported and reviewed with their Personal Tutor.

Progress Review refers to the regular 1:1 tutorial meeting to monitor and review progress which can be shared with parents/guardians and employers.



Policy

16-18 Tutorial Entitlement

Every learner on a full-time programme will have a named Personal Tutor, who will be responsible for supporting their progress in learning and that any pastoral support needs are met appropriately. This will include monitoring of attendance, progress towards agreed targets, progression to education and employment options and access to group tutorials and enrichment activities that support personal development.

During the first six weeks of induction, only whole class group tutorials are to take place, to ensure learners receive a thorough and informative six-week induction to the college.

Following the first six weeks, for learners on a full-time 16-18 programme, it is required a Group Tutorial is delivered at the start of the tutorial slot. Resources for the group tutorials are provided centrally and should last approximately 30 minutes. All learners in the tutor group are expected to attend the Group Tutorial. These whole-class group tutorials need to be followed by 121s with learners.

For learners on a full-time 16-18 programme, it is recommended that at least 3 individual 1:1 progress tutorial meetings to support the risk rating and progress reviews are completed during the academic year. This includes an initial tutorial closer to the start of the year and a progression tutorial at the end of the academic year when the destination for each student is recorded. Some students may require more support and intervention and so will have more 1:1 tutorial meetings accordingly.

All the 1:1 tutorial meetings will be recorded by the Personal Tutor on the learners ILP on ProMonitor. This includes notes of meetings, progress made by the learner, developmental targets set, risk rating, referrals to support services and signposting's to support services.

Adult Entitlements (in line with 16-18 and Apprentices)

Learners on full-time or substantive courses e.g. Access, HNC, will receive tutoring as part of their programme, and have a named Personal Tutor. The 1:1



tutorial meetings will also be recorded by the Personal Tutor on the learners ILP on ProMonitor.

All other 19+ learners are entitled to receive support where appropriate and as needed by their curriculum teaching staff. Adult learners should be signposted whenever appropriate to internal and external services for support if needed or requested.

Apprentices Entitlement

All Apprentices will have access to individual tutorial support. The apprenticeship staff will signpost learners to the relevant support services across the college to ensure academic progress and personal support needs are met.

All the 1:1 tutorial meeting will be recorded on the learners ILP on Smart Assessor. This includes notes of meetings, progress made by the apprentice, risk rating, referrals to support services and signposting to support services.

All learners on a substantial programme of study are entitled to:

- A Personal Tutor
- An induction to the college and their programme of study
- An Individual Learning Plan with smart targets which are monitored and reviewed
- Receive guidance about internal and external progression opportunities and progress appropriately within CCC
- Feedback on their progress, against expected target grades
- Information and advice about how to access central college services such as guidance, learner services for welfare and counselling
- Take part in the college surveys and learner voice activity
- Participate in learner engagement activities e.g. Governors Learner Council, College Student Union



Implementation

It is the responsibility of all Personal Tutors to provide their tutees with a supportive and positive tutoring experience and to support the college in striving for excellence and consistency in tutoring and overall student experience. The Assistant Principals, Group Heads of School, Heads of Student/Learner Services, Curriculum Managers, Tutors, and Subject Teachers should ensure that all learners receive their tutorial entitlement.

Staff who tutor learners must ensure that learners have access to a comprehensive induction programme which will help them to:

- Feel safe, respected and valued in college
- Settle into college life
- Confirm that they have chosen the right course for them and so are on the right course at the right level
- Focus on targets set and Target Grades (minimum and personal/aspirational)
- Understand the academic and pastoral support available to them
- Understand what is expected of them as a learner at Capital City College and be aware of their rights and responsibilities as formalised in the Capital City College agreement and the student code of conduct as formalised in the Positive Behaviour Policy
- Understand the opportunities they have to, 'have their say' through the 'Learner Voice'
- Be aware of the range of enrichment opportunities available to them

Roles and Responsibilities of the College Management

Team:

The Deputy Principal Learner Experience has responsibility for the design and direction of tutorial provision and for the support of tutors.

The Assistant Principals, Group Heads of School and Curriculum Managers are responsible for the monitoring, delivery and quality improvement.

Working with the Deputy Principal Learner Experience, the College Management Team must ensure:

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- Resources for tutorial support are allocated and effectively used
- Learners are aware of their tutorial entitlement and that this is fulfilled
- The tutorial delivery team receive appropriate training and support to effectively fulfil their role
- The tutorial programme is designed, delivered, monitored and evaluated
- The tutorial provision is consistent and of high quality, undertaking tutorial visits, tutorial audits and focus groups.
- The design, delivery, monitoring and improvement of tutorial provision including induction, progress reviews and exit (progression) interviews.
- The tutorial provision and programme are monitored and evaluated for quality assurance

Personal Tutors:

- Have a duty to adhere to Safeguarding legislation and Health and Safety regulations and always put the safety of learners first.
- Must be trained in Child Protection and Safeguarding procedures including the Prevent Duty and regularly update their awareness and knowledge of Child Protection, Safeguarding and Prevent at least annually, in line with guidance from 'Keeping Children Safe in Education 2024'.
- Must have knowledge and awareness of the college's Equality and Diversity policy and ensure that they are embedding and promoting British Values to their tutorial practice.
- Must have an awareness of, and an alertness to the signs of possible radicalisation and be aware of their responsibility and statutory duties under the Government Counter-Terrorism and Security Act 2015 and Prevent Guidance 2015. They must know how to refer concerns about radicalisation, and possible involvement with extremism and terrorism to the safeguarding team.
- Must be fully informed of the academic and pastoral support available to students and be responsible for monitoring the impact of these on the learner's progress and well-being.
- All full-time 16 to 19 learners must follow the tutorial scheme of work in line with the college's tutorial framework.



- All full-time 16 to 19 learners must deliver group tutorials as part of the tutorial provision
- Ensuring appropriate boundaries are established with the learners and that 1:1 meetings take place in appropriate settings to take place in privacy.
- Must be aware of the tutorial responsibilities for adult learners which is built into the curriculum programme they are delivering.
- Must be aware of the Education Inspection Framework and the Quality Assurance Framework and how they relate to tutoring roles within Capital City College on to every individual learner's entitlement.
- Have a responsibility to liaise with parents/guardians (next of kin) or employers on attendance, achievement, progress, next steps and destinations, including non-completion of work and poor performance.
- Have a responsibility to monitor attendance of their tutees, contact parents/guardians (next of kin) or employers where there are concerns around attendance.
- Attend parents/guardians' meetings throughout the academic year to report on the learner's progress (full time 16-18 learners).
- Have a responsibility to keep accurate and up to date records of interactions with learners on ProMonitor or Smart Assessor.
- Have a responsibility to set aspirational and achievable long-term goals with their tutees and ensure that these are reviewed (all learners on full time and substantial programmes).
- Ensure that all learners are aware of enrichment activities that are available to them and encourage them to participate with the activities.
- Keeping learners informed about the full range of support services available to them, including financial support and childcare.



Monitoring, Evaluating and Reporting

Reporting, monitoring and evaluating tutorial provision is through the following meetings and groups to ensure quality improvement:

- Learner Experience Group attended by Heads of Teaching and Learning and Department Heads, chaired by a Vice Principal.
- Director of Quality should report on target-setting compliance and the ILP overall.
- Form part of the college's Annual Self-Assessment Report and QIP written by the Head of Teaching and Learning.

Associated Documents

- Tutorial SoW Link and location of materials
- Safeguarding, Child Protection and Adults at Risk Policy
- Positive Behaviour Policy and Procedure
- Complaints Policy and Procedure
- Attendance and Punctuality Policy
- Equality, Diversity and Inclusion Policy