

# Queen Elizabeth's Grammar, Alford

## A Selective Academy



## Y11 Mentoring Policy

At Queen Elizabeth's Grammar, Alford the named persons with responsibility for this Policy are:

<b>Author</b>	Head of Middle School
<b>Governor</b>	Mr G Thompson

Approved by: Headteacher  
Date Approved: 26 May 2023  
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### Y11 MENTORING AT QEGS

#### PURPOSE:

1. To boost confidence and encourage a 'can do' attitude
2. To help students achieve their full potential
3. To challenge underperformance and set targets to help improve it
4. To help students assess weaknesses
5. To guide students through areas which are causing concern, specifically exams and revision

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#### THIS CAN BE DONE BY:

1. Checking the intranet each week – HL, PP grades, behaviour issues
2. Discussing good/less good moments over the week
3. Setting targets – both short term e.g. by next week ....., in the next English lesson you must ..... or longer term e.g. PP grade needs to move up by one, or all Geography HL must be G or better for the rest of the term
4. Keeping a note of actions to follow up the following week

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#### KEY QUALITIES OF A MENTOR:

1. Active listening skills
2. Feedback capabilities
3. Honesty
4. Positive outlook
5. Ability to motivate

### MENTORING AT QEGS

As a year 11 mentor you have the ability to play a pivotal role in the development of a student across the whole subject range. Each student will have individual needs and as mentors we will have differing skill sets and approaches to mentoring. Despite this, it will be important for a mentor to promote a professional, and honest working relationship promoting two-way communication which will likely differ from the usual 'teacher-student' relationship.

COVID-19 disruptions will have obviously had an effect on students, however this can no longer be used as an excuse and mentors will play an important role in helping students look forward rather than backward.

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The plan below gives an indication of the topics which can be discussed in meetings. This list is a guide and not exhaustive, allowing staff to pursue individual avenues of support for their mentees.

### Y11 MENTORING PROGRAMME

#### SUMMER YEAR 10

*Key Focus: building a strong mentor-mentee relationship and getting to know your mentee*

- Ask them about how they coped in year 10, work done, work missing. Identify subjects they are most concerned about and which topics are missing work/notes. Keep a record of this.
- Explain that September will be about getting on with school and focusing on new topics.
- Encourage a positive start and the need to work with staff.
- Making the most of intervention which is offered by departments.
- Focus on new year/significance of it, getting into good routines.
- Get them to describe their typical pattern of work and how much time they spend on HL, where they do it and under what circumstance e.g. in silence, watching the TV?
- Advice should be 1 ½ -2 ½ hours of HL per evening and without distraction of e.g. TV or phone, messaging etc. Encourage to switch off devices that interrupt work – working 'smartly'.
- Sort out TT for meetings – emphasise compulsory nature and notice should be given for known absence. Should be every fortnight or weekly with shorter meetings if you prefer.
- Get them to highlight strengths/weaknesses on a L@QEGS sheet.
- Use information from above to help set a target to focus on first term back.
- Ask them to set targets for how many 7,8,9 grades they want to aim for-pushing for high grades.
- Talk about their career plans/which A levels if 6th form.
- Find out about their interests – in and out of school and time commitment needed/ask about employment and time spent.
- This could be a group session with all your mentees.

#### TERM 1

*Key Focus: monitoring progress working towards targets and revision for mock exams*

- On-going checks to see how they are settling back into school life.
- Check their profile on the intranet to check no VWs – if there are, why and discuss how to avoid them in future.

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- **Useful to start each session with a general 'what's gone well this week?' Or 'what have you been pleased with/proud of?'**
- **Then a 'what could be better chat?'**
- Go back to list of subjects that they are worried about and talk through strategies with them.
- Go to subject catch up sessions/support.
- Photocopying a friend's book who is up to date and reading through work.
- Asking subject teacher for help if they don't understand the above.
- Buying a revision book to help with gaps in knowledge.

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### REVISION

- Revision should be a priority at this time – check how much is being done and range of subjects covered. Further micro planning for revision – should be able to break it down into specific topics each night at this stage.
- Check they have lists/information from subject staff about what to revise.
- On-going chats about managing HL with revision/CA
- **Spend some time on asking them about how they revise** and finding out about which subjects they generally do well in in exams/tests. Try to get them to work out links between certain approaches to revision and success. **They need to find a method of revision which they find more enjoyable**, which works for them and that subject.
- **Revision ideas and planners are available on staffshare > middle school > tutorial**
- Get them to bring examples of revision notes to a meeting and discuss how useful they are/different approaches that would help further.
- Ask them to make revision notes on a Y11 subject topic to bring in the following week to talk through and test them (to see if it has stuck!)
- Start planting the idea of constant reviewing and seeing revision as an on-going process rather than something done at the end of a course. Get them to try different approaches to revision.
- Mocks in November – revision notes need to be ready before Oct half term so just need to learn from notes.
- Outline a plan for revision over this month.

Exam stress self help:

[www.studentminds.org.uk](http://www.studentminds.org.uk)

[www.nhs.uk/mental-health](http://www.nhs.uk/mental-health)

[www.mind.org.uk](http://www.mind.org.uk)

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### TERM 2

*Key focus: Exam and revision reflection*

- **6th form Open Evening.** Good time to ask about plans for next year – if our 6th form which subjects and why – do they link with career wanted? If not our 6th form then what? – probably will need an interview with Katy Fox.
- Look at PP and TG grades to assess progress – follow up on why there might be underperformance especially if 2 grades below target in a subject. May need to liaise with subject teacher to get a fuller picture and then to give advice on what to do to improve.
- Set new targets for the rest of the term – either subject specific or skills based.
- Exams over – review and reflect on results and revision time/processes
- Targets set based on above, including a focus on what worked for revision.
- Use this to inform for more English and Maths exams in January.

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### TERM 3

*Key focus: Exams and intervention*

- Use interim reports and PP grades to assess what is going well, and set new targets based on under-performance/weaker areas.
- Re-visit plans for next year – firm up ideas for 6<sup>th</sup> form and subjects.
- Parents' evening this term – can they predict what subject staff will say to their parents?  
This can lead to an interesting chat about what is going well and what isn't.
- Draft out a revision programme to start over February holiday. Aim for 20 hours revision. In term time, pupil's should be putting in at least an hour extra for revision each night on top of home learning, and more if home learning is less than an hour a night.

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### TERM 4

*Key focus: monitoring progress on target areas, intervention and revision.*

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- **Only 2 months to go before external exams begin!** At this stage, it is useful to have a daily revision programme and broken down into topics.
- Check students have revision lists from each subject.
- Aim would be that by the end of Easter holidays, all revision notes/preparation done so the focus can be on learning in the last few weeks. Have a conversation about minimising paid work – none at all would be preferable.
- Languages often have speaking tests this term, so you can test them and get them to practice with you.
- **Easter holidays begin 1 April and revision classes in school (possibly second week of holiday)**

After holiday, do an audit of how much revision they have done and how much they have left to do.....plan accordingly.

**First exam likely to be mid-May so roughly 4 weeks left.**

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### TERM 5

#### *Key focus: exam preparation*

- Discuss good procedures for exam days e.g. plenty of sleep/breakfast/water and not discussing topics just before the exam starts.
- Good to keep meeting and getting updated on how exams are going, focus on next exam and fine tuning for exam revision.
- If students experience exam stress encourage them to discuss how they are feeling. Planning and preparation will aid feelings of nervousness, furthermore, creating 'pressure' during revision will also aid their ability to manage nerves.

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