

Pastoral Learning Mentor



Louise Peyton

My Role

- My role as the Pastoral Learning Mentor in school enables me to promote a positive impact on children's progress and achievement, by minimising barriers to learning, and maximising pupil participation in school.
- I work alongside the teaching staff and the Senior Leadership team to identify children who would benefit from a learning mentor. A referral is made to the SENCO who would then liaise with me about the child's needs. I would then implement a tailored learning plan.
- The assistance and support given is personalised to the children. I work on a 1:1 or small group basis with pupils who:
 - lack confidence or self esteem or display challenging behaviour which can also create a barrier to learning.
 - Have difficulties at home
 - Are under achieving
 - Gifted pupils/SEND children
- Some of the difficulties which are displayed in school are Anger, Social, Emotional difficulties, friendships, Play/Lunchtimes.
- To help with the difficulties that the children display, I offer Lunchtime play sessions for children that find being outside tricky and also run a Nurture Group three afternoons per week.
- I monitor Reflection behaviours by documenting them on a report which I compile weekly and then handover to Mrs Barber. Every term I evaluate each Report of the children who have been sent to Reflection on more than 3 occasions, and together with the child set a target for the following term.

Unplanned/Crisis meetings

- A child may have a crisis which means that they need to come to see me, or have been sent by their class teacher. I would document the meeting once I have spoken to the child. Sometimes all the child needs is someone to talk to and listen to them. Other times from having the 1:1 meeting I can soon see their need is greater. I would liaise with their class teacher and arrange a session which the young person would benefit from. Here is an example:

Unplanned/Crisis meeting with pupil

Learning Mentor.....

Term

Pupil	Class	Date	Issue	Action
Joe Bloggs	6P	May 15	Mum and dad split up	Talk time Positive play sessions

Pupil Voice

Every child has a right to express their views or opinions. I listen to them and encourage them to engage their needs. They then complete a pupil voice statement which is rated from 1 – 10, Ten being the best.

Once completed, it is visible what the pupil's difficulties are whether it is confidence, self esteem, friendships or organisational skills. From the given results I can then set a target with the young person and work towards achieving it. On the next slide is an example of the statement I use.

Name:

Year:

Date:

Look at the statements below and think how they apply to you.

Circle the number where you think you are now in **red** and then circle the number you would like to be in **green**.

1 is the worst you could ever be and 10 is the best.

Attend school regularly	1	2	3	4	5	6	7	8	9	10
Being on time for school	1	2	3	4	5	6	7	8	9	10
Coming to school well prepared	1	2	3	4	5	6	7	8	9	10
Getting on well with friends	1	2	3	4	5	6	7	8	9	10
Getting on well with adults in school	1	2	3	4	5	6	7	8	9	10
Working well on my own	1	2	3	4	5	6	7	8	9	10
Working well in groups	1	2	3	4	5	6	7	8	9	10
Listening well	1	2	3	4	5	6	7	8	9	10
Not shouting out	1	2	3	4	5	6	7	8	9	10
Asking questions	1	2	3	4	5	6	7	8	9	10
Taking part in discussions	1	2	3	4	5	6	7	8	9	10
Following instructions	1	2	3	4	5	6	7	8	9	10
Following school rules	1	2	3	4	5	6	7	8	9	10
Presenting my work as best I can	1	2	3	4	5	6	7	8	9	10
Doing my homework well	1	2	3	4	5	6	7	8	9	10
Controlling my temper	1	2	3	4	5	6	7	8	9	10
Getting stressed about things	1	2	3	4	5	6	7	8	9	10
Giving up easily	1	2	3	4	5	6	7	8	9	10
Happy at home	1	2	3	4	5	6	7	8	9	10
Thinking positively	1	2	3	4	5	6	7	8	9	10
Being a good friend	1	2	3	4	5	6	7	8	9	10
Accepting praise	1	2	3	4	5	6	7	8	9	10
Feeling happy	1	2	3	4	5	6	7	8	9	10
Feeling safe	1	2	3	4	5	6	7	8	9	10

Staff Rating Questionnaire

After the initial session I ask the pupils class teacher to complete a questionnaire. This enables me to see how they able to stay on task, their organisational skills, how motivated they are, and their attitude to learning.

It shows me how the children are in friendship groups and their emotional growth/Self esteem. I assess the same questionnaire when they have finished the group or 3 times a year in line with the teacher assessments.

I input the total results recorded onto a graph, which shows me the progress made.

Name

Class

Date

Staff Rating Questionnaire KS2

Please fill in the checklist for the pupil using

1=very good 4= very poor

Task Orientation and progress in

	1	2	3	4
Starting tasks				
Completing tasks				
Thinking about tasks before finishing				
Organisation and presentation of work				
Care of equipment				
Attention and concentration span				
Is comfortable staying in chair				
Motivated				
Involved in active learning tasks				
Attitude and approach to work				
Able to work independently				

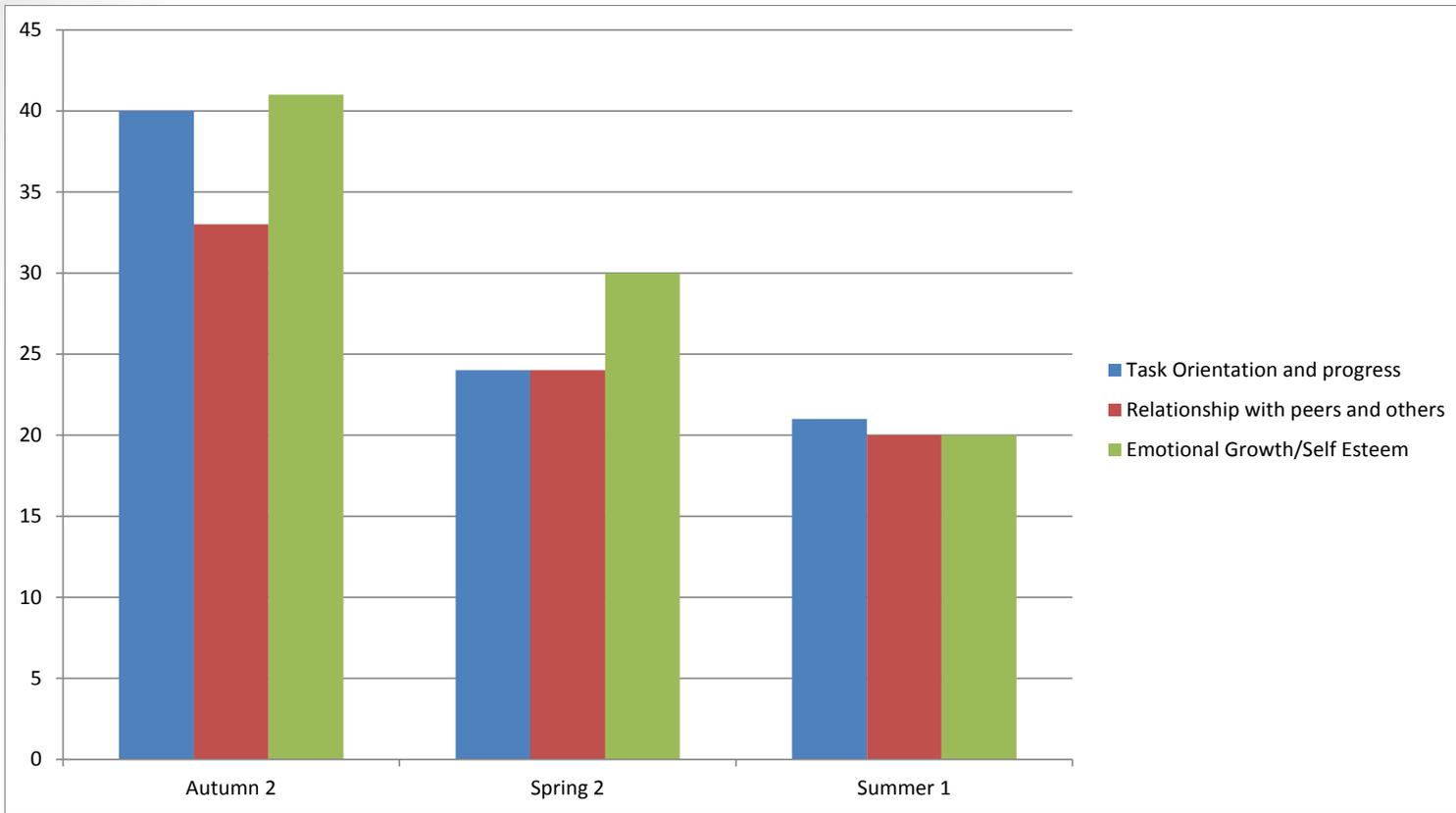
Relationships with peers and others

	1	2	3	4
Can take turns in classroom discussion				
Does not disturb others				
Can accept help with work				
Has no great need to attract attention				
Can resist being drawn into trouble				
Has friends				
Can play well with others				
Can express needs without being aggressive				
Can share				

Emotional Growth/Self esteem

	1	2	3	4
Is able to accept praise				
Shows pride in own achievement				
Refers to self in positive terms				
Takes care of property				
Accepts responsibility for own behaviour				
Recognises that behaviour has consequences				
Can accept criticism				
Expresses feelings appropriately				
Recognises and empathises with others				
Is usually truthful				
Can tolerate frustration				

Any other information.....



Evaluations

- From the data shown, I can analyse it and see where and what needs doing to support the young children and put strategies in place for them.
- All classrooms have a behaviour file which includes positive strategy checklists and visual aids to support the children with the right strategy for them to minimise any barriers.
- It also includes referral sheets which are handed to me if the class teacher has any concerns and I can follow up. I would always inform the child's grown up if needed.

Group work

The sessions I offer to support the children with their Social and Emotional well being are either on a 1:1 or group work basis. These are:

- Anger Management
- Talk time
- Unstuck and on Target
- Jungle Group

Anger Management

Everyone feels angry at some time; it is a natural emotion we all have. It is how we deal with anger that helps us to resolve the issue. Most people can do this calmly and collectively but some young people find this tricky. They do not recognise the feeling of anger building up inside of them. They could, what I call 'blow like a volcano' or use physical contact before recognising the emotion.

During Anger Management sessions, we discuss the emotion anger: When we feel angry, What does it feel like? What are the triggers? How do we calm down? What sort of things do they do when they are angry?

I explain to the pupils how it is ok to feel angry, as long as they follow the angry rules, which are:

- Everyone feels angry;
- it is ok to feel angry
- it is not ok to hurt others; yourself or property.

Together we work through the issues to help the children manage their anger and use strategies to support them, such as: Relaxation, Stress ball, schemes of work, books.



Pupil Premium

Since school appointed a Pupil Premium Coordinator we have been working closely together and have significantly changed the attitudes of members of staff and made great inroads into 'closing the gaps' for children who have been suffering in a variety of vulnerable situations and exhibiting barriers to learning in their classroom environments.

This process has been helped by an external mentor and both Mrs Parker and I have been researching and extending our knowledge.

We work well together, are enthusiastic, committed, and excited about the differences we are making. This is supported by the upward trajectory of the data in school.

Jungle Group

Since 2015 I have ran a Nurture Group which we call Jungle Group, it has had a huge positive impact on the children in both key stages. The children thrive on the structured timetable of tasks, work and make, teddy time and story, that the group offers at each session. The group is a great way of building the children's confidence, self esteem and a worth of belonging.

I have also been managing the behaviour within school, the children are focused and aiming to achieve gold. If there is a incident they spend 20 minutes in the reflection room and this is logged. The behaviour system has had a huge positive impact within school as the incidents are few and far between.

As part of our on going commitment to raising standards I have also been monitoring the children's school attendance. I regularly conduct analysis' on the data to ensure our children attend regularly as it is so important for them to make good academic progress.