



## Timu Academy Trust

We are so pleased with our school's current achievements but we are keen for them to be even better. We have developed a system which we call Assertive Mentoring. Assertive Mentoring isn't for specific children. It's for ALL children. It's a system which we believe motivates all children to want to do their best and reach the aspirational targets set for them.

Assertive Mentoring starts with senior teachers setting pupils' end of year and end of key stage 1 or 2 targets. Targets for pupils are set based on their starting point (this can be end of Foundation stage, end of year 2 or end of year 4). In most cases we will push targets up when progress is good BUT we don't put them down unless there is good reason. The school then systematically tracks pupil progress against the targets. Teachers intervene quickly if pupils look like dropping off trajectory, making sure they keep on track. The mentoring makes sure pupils are crystal clear about how they are progressing, what they need to do next and the help they will be given to get there. The mentoring session is a 1 to 1 meeting between each pupil and their teacher discussing the term's results and the progress made.

The individual end of term report is shared with each pupil and then we will then send this report home to you at the end of each term (six times across the year). This report uses a colour coding system included with this letter. I have also attached an example of a completed report which you will see gives you feedback on lots of things. It's clear and simple. We will be seeking your feedback at the start of term 2.

Any further information will be posted to the school website under the tab Assertive Mentoring.



## ASSERTIVE MENTORING SYSTEM

Your child will soon meet their teacher for a Mentoring Meeting. Their performance will be discussed and new targets set for next term. Please see below a copy of the Assertive Mentoring grading key we use to determine the colour grades on your child's review which is enclosed. This should help explain your child's current performance and give you a clear idea of how you can best help your child progress.

### Target Setting

**The first box shows your child's minimum expected progress across a Key Stage from their starting point.**

**Year 1 pupils** – Targets are based on attainment in reading, writing and maths from the foundation stage

**Year 2 pupils** – End of KS1 Targets are based on attainment at the end of year 1 and attainment from the foundation stage

**Year 3 pupils** – Targets set from year 2 teacher assessments

**Year 4 pupils** - Targets set from year 2 teacher assessments and translated into the new assessment language of Steps

**Year 5 pupils** - Targets set from year 2 assessments and translated into the new assessment language of Steps. If their progress after year 4 has been above what is expected or the pupil is capable of being challenged the targets have been increased for the end of year 5 and beyond)

**Year 6 pupils** - Targets set from year 2 assessments and translated into the new assessment language of Steps. If their progress after year 5 continued to be above what is expected or the pupil is capable of being challenged the targets for the end of year 6 have been increased)

<b>Achievement: Progress Tracking</b>		
<i>This shows the amount of progress your child has made this year. It is colour coded to show the rate of progress.</i>		
<b>Red</b>	<i>Poor or very slow progress, not keeping on track to meet the end of key stage targets</i>	<i>Has achieved few or no medium term targets from last term</i>
<b>Amber</b>	<i>Attainment is below that expected and there is a danger of slipping further behind</i>	<i>Has not achieved all of the targets for last term</i>
<b>Green</b>	<i>Good to very good progress and on track to meet or even exceed the end of key stage targets</i>	<i>Has achieved or exceeded all targets from last term</i>

<b>Attitude: Colour Code Key</b>		
<b>Red</b>	<b>Amber</b>	<b>Green</b>
<i>Attendance below 90%</i>	<i>Attendance between 90-95%</i>	<i>Attendance exceeds 95%</i>
<i>Often late for school</i>	<i>Late for school on some occasions</i>	<i>Never late for school</i>
<i>Poor/unacceptable behaviour, regular yellow and red behaviours, including purple behaviour and no improvement shown</i>	<i>Some unacceptable behaviour, some yellow and red level behaviours showing little improvement</i>	<i>Excellent behaviour, stayed on green all term or with few yellow behaviours that have shown some improvement</i>
<i>Rarely good effort, refusal, tasks often left incomplete, off task in lessons</i>	<i>Usually good effort, sometimes needs reminders to stay on task</i>	<i>Consistently good effort, self-motivated, tasks completed, resilient</i>
<i>Homework often not completed or returned No reading at home with an adult</i>	<i>Homework usually completed and returned on time but not always Little home reading with an adult</i>	<i>Homework always completed and returned on time</i>
<i>Rarely in uniform, often breaks policy ; jewellery, boots, designer wear etc.</i>	<i>Usually in uniform and follows school policy, may not always have PE kit</i>	<i>Always in uniform, adheres to policy i.e. jewellery, PE kit etc</i>

Pupil Profile (KS2)

Name: A Other		Year: 5		Teacher: Miss Webb	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

**KEY TO STAGES:** Year 1 is Stage 1 (S1); Y2 is Stage 2 (S2) etc.... There are 6 steps within each Stage, so for example, in year 3 there are steps 3b, 3b+, 3w, 3w+, 3s and 3s+. Pupils are expected to make 6 steps of progress per year, as a minimum. To meet the end of year age related expectation pupils will need to reach at least a w+ step for their year group.

Attainment	KS1 Result	Key Stage 2 Targets (based on attainment at end of yr 2 and yr 4)			
		Yr 3	Yr 4	Yr 5	Yr 6
Reading	2b+	3b+	4b+	5w+	6w+
Writing	2w+	3w+	4w+	5w+	6w+
Maths	2w+	3w+	4w+	5w+	6w+

Has been increased due to good performance at end of yr 5

Achievement: Progress towards targets	Reading	Writing	Maths
Term 1			
Term 2			
Term 3			
Term 4			
Term 5			
Term 6			

Amber as recent assessment in maths shows little progress this term

**Agreed next steps:**

- To be able to read, write, out into order numbers to 1 000 000 and be able to say what each number stands for
- To be able to write equivalent fractions of a given fraction

<b>Additional support/intervention planned:</b>
<ul style="list-style-type: none"> <li>Focussed teaching and revision by class teacher and teaching assistant 3 times a week for 15 minutes</li> <li>Additional home learning sheet for more practice to be done independently</li> </ul>

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Attendance						
Punctuality						
Behaviour						
Attitude to learning						
Homework						
Uniform						

Not always completed

Never has PE kit

<b>Agreed next steps:</b>
<ul style="list-style-type: none"> <li>Home learning will be completed and handed in on time each week</li> <li>PE kit to be brought to school for start of term 2</li> </ul>
<b>Additional support/intervention planned:</b>

<b>Signed: (Teacher)</b>	<i>K Ware</i>
<b>Signed: (Pupil)</b>	<i>A Other</i>