

## Assertive Mentoring – a Guide for Parents / Carers.

Assertive mentoring is a system that helps teachers, pupils and you to have greater control over setting meaningful targets. It makes the process of assessment clear to children so that they can see what they have to do to progress. It also helps you to understand what is holding your child back. It enables the teacher to have 1:1 quality time with the children in their registration class to discover their aspirations and set goals for them both to work to.

The information below will help to explain the contents of the mentoring sheets your child has in their folders. The mentoring meetings take place each term and they will be discussed with you during parent consultations.

### **Assessments:**

This shows your child's attainment across a key stage. The colour coding helps to show you where your child should be by the end of the year – GREEN is the target for all children at the end of every year group. The assessments are completed for every child, termly. Each year group has a BAND and the aim is that the children will be SECURE in their year group band by the end of the Summer Term. The colour coding should help reinforce this and it is explained here.

<b>BELOW +</b>	Your child is working in the curriculum band at least 2 years below their age expected band.
<b>BELOW</b>	Your child is working on the curriculum band below their age expected band.
<b>BEGINNING / WORKING WITHIN</b>	Your child is working in the correct curriculum band for their age expected band. They are being taught the year group curriculum (BEGINNING) or are starting to embed their knowledge in this area (WW).
<b>SECURE</b>	Your child is working at the curriculum expectations for the end of year. They have a secure knowledge in this subject and can apply their skills effectively.
<b>*SECURE+</b>	Your child has a greater depth understanding in this subject and is able to apply these skills in a number of open ended / cross curricular situations.

### **Targets:**

Your child's mentor and your child have then set targets to support them in making the progress needed. The targets will be set at the start of each term and then reviewed each term or as and when your child meets them. These targets are realistic and manageable for your child to achieve over a term. They will then support your child in making the progress needed to achieve their potential. They are set for reading, writing, maths and a personal target which has been agreed

**Attitude: colour coding.**

Attitude Area	Green	Amber	Red
Attendance	*: 100% 98% - 99%	between 95% – 97%	less than 95%
Punctuality	always on time and ready to learn	mostly on time but sometimes not ready to learn	erratic punctuality and not always ready to learn
Behaviour	*: <i>positive behaviour, engaged in learning tasks, puts hands up, MERITS, post card (s) home</i> no exits	few warnings but no exits	one or more exit this term and/or regular warnings
Effort	*: <i>good outcomes in specific areas due to extra effort (e.g. bringing things from home to support Art / DT lessons), offers to help out in own time</i> always tries hard and goes the extra mile, post cards home	tries hard all of the time but just does the minimum	needs lots of encouragement / catch up club to do what is expected
Reading	*: <i>reads for pleasure</i> completed and signed every night, willing to read alone even without parental support	reads most nights but is not consistent	reads less than three nights a week
Uniform	always in school uniform and has correct equipment, including PE kit, book bag and reading book and glasses.	mostly in school uniform and has all equipment	rarely in school uniform and never equipped

The \* (*in italics*) shows if your child is going above and beyond in particular areas. To obtain a star means that your child is consistently going the extra mile.