



Achieve Excellence Mentoring

Newsletter

Half Term 1

Summary

We are delighted that 224 students have joined our Achieve Excellence Mentoring Programme since September. This includes students from Years 8 to Year 13. Students in Year 7 will be added to the Programme in November.

Students get the opportunity to work one to one with their mentor or in groups and also attend homework club. Students in our Programme always have a place in homework club where they can spend time to revise independently or proactively complete their homework.

Also, during our face-to-face seminars, we were delighted that some parents could see us one to one to discuss strategies to further improve their child's progress.

Feedback

'I think all students should experience a mentoring session' Year 11 Student

'I think I have actually learnt how to revise and my time management has definitely improved. I feel like I can comprehend most things I get taught.'

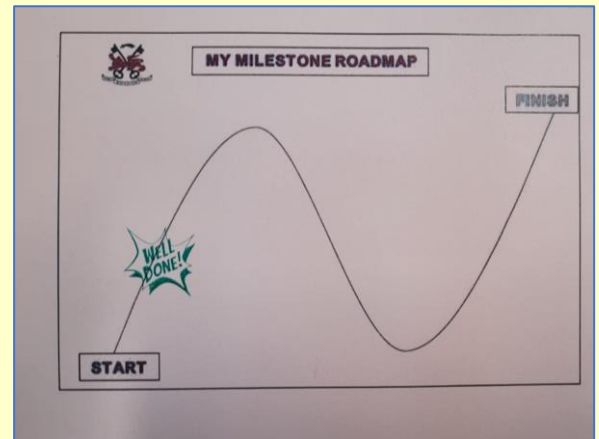
Our Focus this Half Term

Our students received their end of Year appraisals and predicted grades early in September and during our initial meetings with students, we reflected on progress from the previous year and discussed areas in which they felt they needed the most support, and areas they felt confident with.

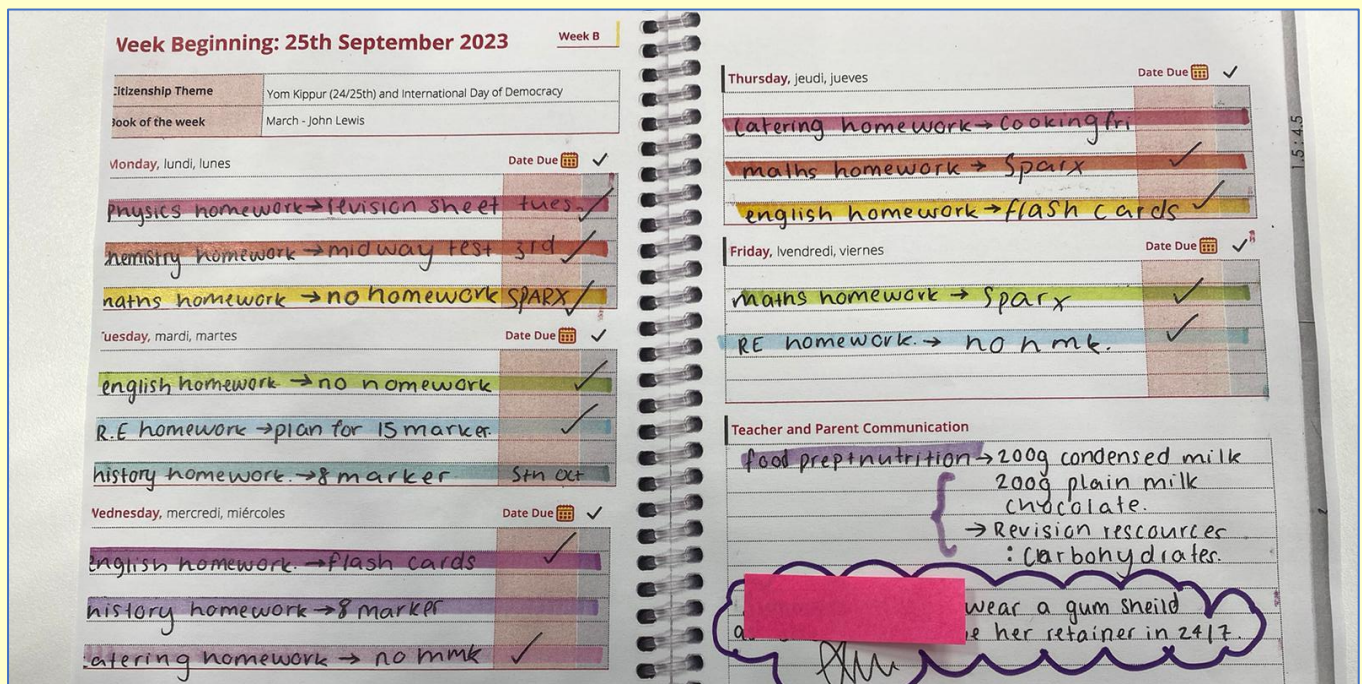
We also discussed their routines, organisational skills, checked planners, homework completion, attendance and punctuality, so we can create action plans tailored to each individual student's need.

MY MILESTONE ACHIEVEMENTS		
Name	Form
W/B 25/9	I will have two revision slots per week Actions • Fridays & Saturdays • Google classroom, spax	Completed? Yes/No Date: 20/10
W/B 16/10	I will try get POW Actions • Engage more • Complete extension tasks	Completed? Yes/No Date:
W/B	I will Actions • • •	Completed? Yes/No Date:
W/B	I will Actions • • •	Completed? Yes/No Date:

This year, students have been identifying a milestone they would like to achieve and work towards it for two weeks. We are delighted that so many students achieved their first milestone already! At home, you could discuss with your child what their first milestone is and what steps they have taken to achieve it.

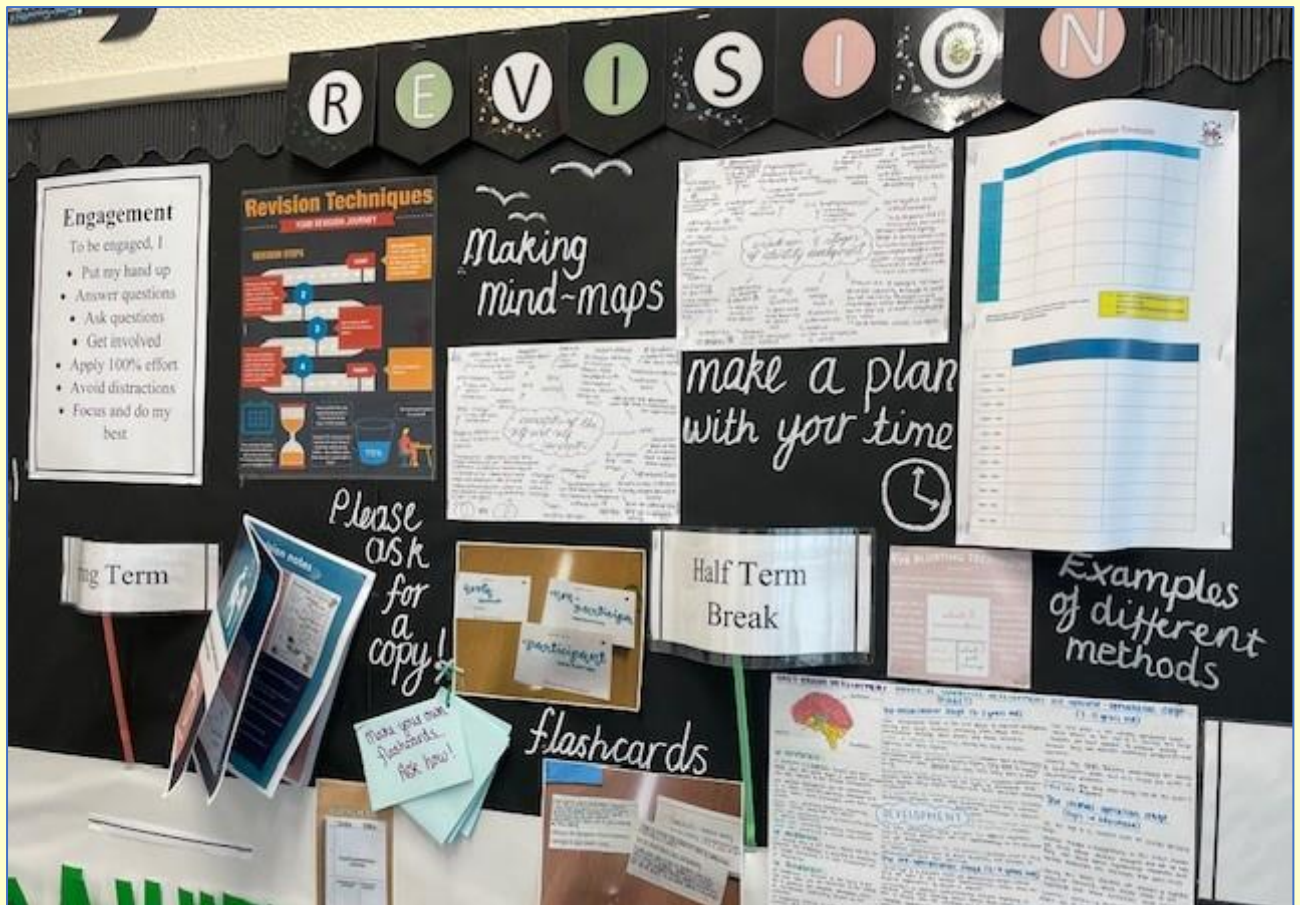


Organisation is also a key facilitator to students' progress. As a result, one of the key things we are looking at is the effective use of planner in order to support students have a successful and productive day and keep up with their commitments. Below is an example of the planner of one of the students in the Programme. We encourage students to tick the tasks they complete in order to easily check that all the work is completed and feel proud of what they achieved.



At the Gosfield Road site, we welcomed students back in a September with a more organic display board that they could interact with during their academic journey in the year.

As it is part of our students' focus to reach their own academic and personal milestones, it felt fitting to include some of the points throughout the school year that our students needed to be aware of and to prepare for. We decided to create an adaptable, changeable space for the students to give and receive advice, share tips and resources with each other... We are looking forward to watching this space grow and change throughout the year. You could further reinforce this discussing with your child how they revise, what strategies they use in each subject and how they will vary their revision in the year.



As well as getting to know our new students, looking at their successes and examining areas that require effort to grow and improve, we began discussing in our mentoring sessions how we could make these positive changes by using this simple, but effective, prompt:

'I must...' - helped them to think about what they want to achieve, what their dreams and aspirations are.

'I should...' - assisted them in processing how they may reach those end goals in steps, creating their own milestones in the process for some.

'I could...' - broke these steps down even further, made them more achievable and spoke of resources and methods to aid each student.

'I get to...' - gave them a real opportunity to talk about their dreams and ambitions, academically and how this would enrich their lives generally.

You could reinforce this at home, discussing with your child what they 'must', 'should', 'could' and 'get to'. We hope you have a lovely Half Term Break!

