



# **Pathways, Support and Guidance Policy**

## Rationale

The development of the Welsh Government's 'Learning Pathways' agenda has led to a diversification of options and qualifications available to young people throughout Wales.

The Learning Pathways documentation states that 'all young people have the right to **high quality impartial information, advice and guidance** to enable them to make informed and realistic choices and help them remain in learning' (Learning Pathways II (2004), Section 2). The Pathways policy concerns the learning and career choices that Monmouth Comprehensive students face. Students should gain the knowledge, skills and confidence to make the right choices for them – and to succeed in these choices.

This policy thus underpins the school's vision statement of 'Learning to Lead our Lives'. It is underpinned by key Welsh Assembly documents:

1. Learning Country, Learning Pathways
2. Careers and World of Work Framework
3. PSHE Framework
4. Skills Framework

The Pathways policy is also supported by key school policies, particularly:

1. Curriculum Policy
2. Work Experience Policy

## Aims and Objectives of the Pathways Policy

1. Ensure that students learn how to **research** career and learning options using a hard copy and a range of resources
2. Ensure that students have access to a **range of professionals** who will assist them in their decision making processes – relevant school staff, industry and education representatives and the Careers Advisor
3. Ensure that students have access to **experiences** that will assist them in their decision making processes – such as work experience, university experiences, open and taster days, and interview practice
4. Ensure that students develop the **communication skills** and other attitudes, values and skills necessary to make successful applications

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5. Ensure that **parents, guardians and carers** are involved in the decision making processes

## Mentoring and Coaching

Support for Learners is an integral part of all programmes of study in all key stages and is included explicitly in:

- KS3 National Curriculum – Preparing for Lifelong Learning
- 14-19 Learning Pathways – Personal Support and Learning Coaching

Welsh Baccalaureate – Improving my own Learning, Mentoring & Support

This guidance documents draws together and develops elements of coaching and mentoring included within:

- Assessment Policy
- Behaviour for Learning Policy
- Supporting the Learning of All Students

The Specialist Schools Trust includes Mentoring and Coaching as one of the nine essential gateways to the personalisation of learning. The Welsh Assembly Government in its 14-19 Learning Pathways programme states that support for learners should include a unique blend of learning support, careers information, advice and guidance and access to personal support which will enable all learners to receive the information, advice and guidance they need to make **good choices, overcome barriers to learning and realise their potential.**

All teaching and support staff should be aware of the value of mentoring, the process of facilitating mentoring, and informed about the more bespoke mentoring opportunities that occur throughout the school.

Traditionally **coaching** assumes that one person has some kind of expertise that can be developed by, or passed on to another. The coach is in a position of authority and drives or controls the relationship with the coachee. **Mentoring** assumes that one person can help the other by discussing his or her hopes and fears, plans and problems. The mentor is not in a position of authority; it is the mentee who drives the relationship.

- **Learning Coach**

A Learning Coach provides support, guidance, coaching and mentoring to learners to help them plan their individual learning pathways, make decisions, identify goals and support their progress. A tutor will normally carry out the learning coach function for a learner. A Learning Coach will be a member of all KS4 Personal Tutor Teams to support the coaching process.

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- **Learning Coaching**

All students will be coached by their tutor, building on the learning relationships already well developed during KS3. These relationships are the key to understanding the individual learner; their aspirations and fears, their motivations and individual needs. Coaching is not a 'soft option'; it acknowledges that a confident, self-motivated learner is more likely to develop independent learning skills and so fulfil their potential.

Coaches support their learners as they set ambitious targets, research future pathways, breakdown barriers to learning and cope with the 'peaks and troughs' of adolescents.

Coaching currently plays an important part in most relationships within the school. Tutors and teachers currently coach their learners on a daily basis. This coaching programme aims to develop a more intensive and supportive learning relationship by:

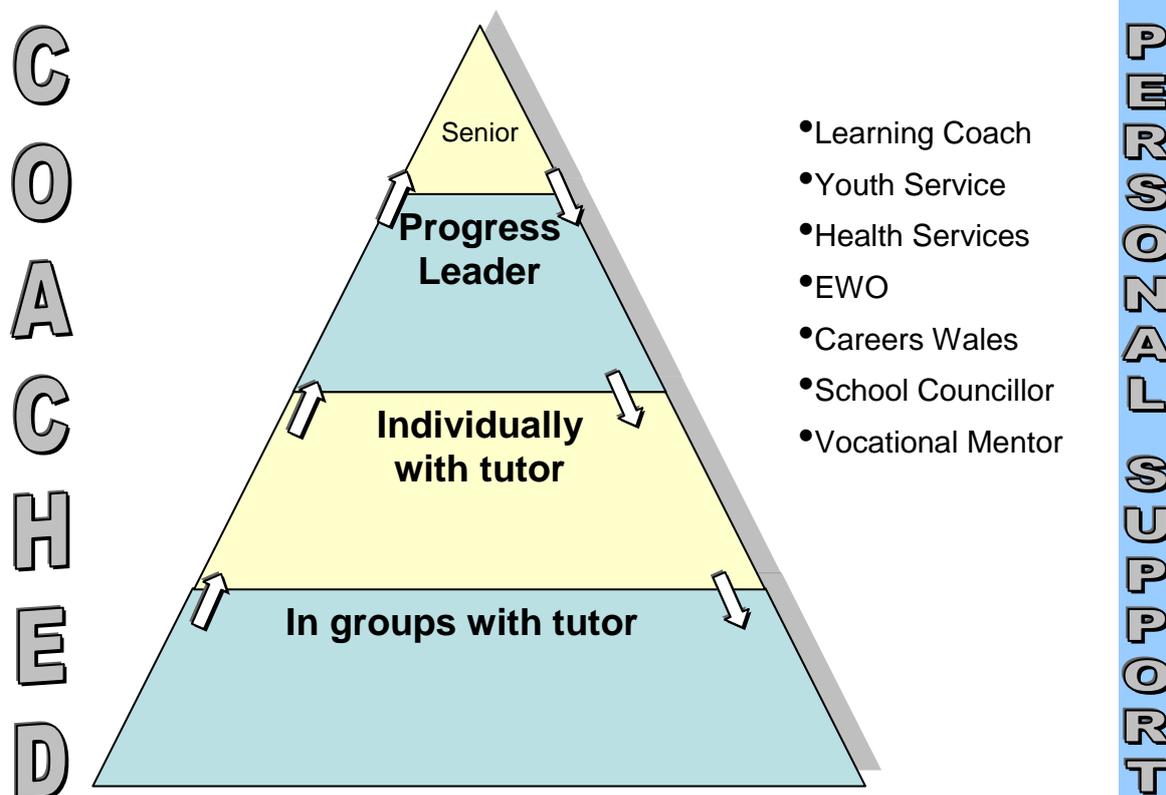
- Providing additional time for small group mentoring.
- Providing additional structures for tracking student progress.
- Providing clear referral structures for personal support and mentoring.
- Integrating coaching into current assessment and target setting processes.
- Focusing on the professional development of the coach.

- **Assertive Mentoring**

Assertive Mentoring describes a relationship between student and adult that is driven by the coach or mentor, who then holds the learner to account for specific planned actions. Imposed short term targets, which are rigorously monitored and supported by the mentor and achieved by the learner, can result in a momentum for learning that is both self-perpetuating and motivating. This learner may in time re-engage with coaching and start once again to lead their own learning.

## Mentoring and Personal Support

Students may be referred for more bespoke coaching or mentoring (see 'Pyramid' below) if progress against a range of benchmark data is not sustained. Coaches can access personal support for their learners at any level of the pyramid.



## Welsh Baccalaureate Support Programme

All candidates following the legacy WBQ are allocated a Personal Tutor. The quality of the advice and guidance given to candidates will be the key to the success of each candidate's individual programme and the WBQ as a whole.

**Tutoring** involves the tutor helping the candidates come to an understanding of what they need to know and to do in order to progress their learning – either specifically or holistically.

**Mentoring** is a more informal supportive relationship, and is often provided by more than one member of staff. The Personal Tutor in the WBQ fulfils both roles, acting as both tutor and mentor. As students move through KS4 they may require more bespoke mentoring from a variety of support mechanisms (see pyramid above).

However the programme is organised, it must be focused on:

- advising and supporting the candidates in the planning, tracking and pursuit of their studies;
- establishing a learning relationship with the candidates.

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- **Individual tutorials**

Year 11 tutors are allocated one hour per week for individual tutorials. Students will need support to:

- recognise their strengths;
- develop their skills;
- improve their level of achievement;
- set realistic and achievable goals;
- recognise and record their positive achievement.

For the candidates' overall success, it is also important that the tutors:

- spend time encouraging, talking to, and establishing good relationships
- with their tutees, hoping to boost academic performance indirectly by improving candidates' attitudes towards education, raising personal goals and giving them incentives to attend regularly;
- help students develop the skills needed to enter or continue on a career path.

- **Group tutorials**

Group tutorials are the responsibility of the Personal Tutor and form part of the overall pastoral support programme for a student. The overall responsibility for the links between group tutorials and one-to-one tutorials and the Core programme lies with the WBQ Co-ordinator.

These tutorials are an important part of the WBQ. They should complement the one-to-one tutorials, can help candidates to develop the skills they will need in the Core and in achieving the Key Skill Working with Others.

Well-managed group tutorials can help students to:

- reinforce their learning;
- learn from and motivate one another;
- develop self-confidence and self-esteem;
- prepare for their one-to-one tutorials;
- develop a range of learning skills;
- discuss sensitive issues in a safe environment.

## KS3 Mentoring

Students will receive support from their Form Tutor throughout Years 7-9. However, at times students will receive extra support from a wide range of sources (see Mentoring and Personal Support Pyramid). During Learning Reviews and at key times e.g. Year 9 Options, students will be identified who may require mentoring support.

## KS4 Mentoring

In addition to tutor mentoring during KS4 more bespoke mentoring may be required. It is important that these processes are not seen in isolation, but form part of effective and integral support from Form Tutors. The following mentoring opportunities exist:

- **Senior Mentoring:** Based upon the Year 10 Learning Review students will be allocated a specific mentor including staff from SLT, the Pathways Coordinator and Support and Guidance Managers. Meetings will take place throughout Year 11 and may require a more assertive approach.
- **Learning Support:** Allows for mentoring to take place and closer support for these students. May require more assertive mentoring.
- **Vocational Mentoring:** All students following a vocational pathway will receive individual mentoring from their vocational mentor. This mentoring will provide support for students with their vocational course on a regular basis.
- **NEET Strategy:** Throughout KS4, student's progress is monitored and analysed during a number of key points (see Assessment schedule). This collection and analysis of data, together with informal data, allows mechanisms to be put into place to support students (see Mentoring and Personal Support Pyramid). Via these processes students who may become NEET (Not in Employment, Education or Training) Post 16 are identified. The diagram on the following page shows the various stages and support mechanisms of possible NEET students.

## KS5 Mentoring

As students move into Post-16 courses more bespoke mentoring opportunities will become available. Students who wish to enter Higher Education will have the opportunity of further support, in particular those applying for Oxbridge courses, courses in Medical or Veterinary careers, and other 'high-demand' courses.

Mentors will, in the first instance, come from subject areas relevant to course choices. However, they may also come from SLT, the Pathways Coordinator or external sources with in-depth subject or career knowledge.

Mock interviews will be carried out when requested and deemed necessary by students and mentors. Mock interview panels will comprise of the mentor and an external source with expertise in the course area. An evaluation will be carried out and all feedback shared between interviewer and interviewee.

## Evaluation

The following evaluations are carried out each year using a range of data and feedback from students, staff, parents and appropriate outside agencies.

- Year 9 Options Evaluation
- Careers and Higher Education Fair Evaluation
- Work Experience Evaluation
- Year 12 Transition Point

## Appendix 1 - The Pathways Policy in Practice

	<b>Pathways Activities</b>	<b>Time of year</b>	<b>Key Personnel incl. Learning Coaches</b>	<b>By the end of this year pupils can:</b>
<b>Year 7</b>	Enterprise activity	Summer Term	Progress Leader Year 7 Tutors	Develop an understanding of enterprise and profit making.
<b>Year 8</b>	World of Work activities	Summer Term	Form tutors	Research jobs and careers using hard copy, websites and software
	What's My Line?	Summer Term	Role models from world of work	Question people about their jobs and careers  Present information on jobs and careers in class and in assemblies
	Enterprise activity		Progress Leader Year 8 Tutors	Further develop an understanding of enterprise.
<b>Year 9</b>	Preparation for Careers and HE Fair	Spring Term Form Periods	Industry and education representatives (Careers and HE Fair)	Research and make links between qualifications and jobs and careers
	Options Lessons and Integrated Lessons		Form tutors  Careers Advisor  Progress Leader	Decide appropriate Year 10 course options  Present information on their own Year 10 course options
			Additional Needs Coordinator	Apply for their Year 10 course choices
<b>Year 9</b>	Team Enterprise activity	Spring term and Summer Learning	Business Studies Department	Design, market, produce and sell a product or service to staff and students as part of the Welsh Baccalaureate
<b>Year 10</b>	Preparation for Careers and Higher Education Fair	Spring Term	Industry and education representatives (Careers and HE Fair)	Question people about potential Work Experience placements  Use their own research to decide Work Experience choices
	Learning about the World of Work	March-May	Work Experience placement providers	Develop CVs
	Applying for Work		Form Tutors	Write Work Experience letters of application

	<b>Pathways Activities</b>	<b>Time of year</b>	<b>Key Personnel incl. Learning Coaches</b>	<b>By the end of this year pupils can:</b>
	Experience  Individual Careers Advice sessions with some pupils		Careers Advisor  Pathways Coordinator  Progress Leader  Vocational Mentor  Support and Guidance managers  Youth Worker	
<b>Year 11</b>	Preparation for Careers and Higher Education Fair  Preparing and undertaking Work Experience	Spring Term  Work Experience in November	Industry and education representatives (Careers and HE Fair)  Placement Providers (Work Experience)	Understand key Health and Safety aspects of Work Experience  Understand expectations of employers and employees  Use and develop skills relevant to the workplace  Evaluate the success of their placement
<b>Year 11</b>	Year 11 Choices  Individual Careers Advice sessions with some pupils  Group Careers Advice sessions with all other pupils	Mainly Spring term	Form Tutors  Careers Advisor  Local FE colleges  Local apprenticeship providers  Youth Service	Question people about career and education choices  Improve CVs  Research job and learning choices using hard copy and electronic resources including CWOL  Make appropriate post-16 choices  Apply to Sixth Form, college, for apprenticeships, or for jobs
<b>Years 12 and 13</b>	Preparation for Careers and Higher Education Fair  Work Experience  Cardiff University HE	Spring Term	Industry and education representatives (Careers and HE Fair)  Form Tutors  Careers Advisors	Question people about HE or careers options  Research job and learning choices using hard copy and electronic resources, including the Monmouthshire's Future Pathways Guide  Make appropriate post-sixth form

	<b>Pathways Activities</b>	<b>Time of year</b>	<b>Key Personnel incl. Learning Coaches</b>	<b>By the end of this year pupils can:</b>
	Roadshow  University Open Day visits  Careers, Higher Education and Key Skills event  Mock HE Interviews  Individual or group Careers Advice sessions		Rotary Club  Mock HE Interviewers	choices  Apply to universities or for jobs  Improve interview techniques

## Appendix 2 – Youth Engagement and NEET Identification and Prevention

