



BEECHEN CLIFF

Tutor Programme

2024 - 2025

Pastoral SLT Lead: Mr M Ambrose

Personal Development SLT Lead: Mr K Morris

Theme of the Week Lead: Mrs A Wilmot

Tutor Programme Intent:

“Intelligence plus character – that is the goal of true education.” – Martin Luther King Jr.

At Beechen Cliff, our vision is to enable our students and students to achieve their aspirations and become well-rounded, confident and compassionate individuals who go on to live fulfilled lives and make a positive contribution to society.

A key element in delivering this vision is the Tutor Programme, which seeks to complement the academic curriculum by focussing on the school’s Core Values of Aspiration, Compassion, Independence and Respect, whilst ensuring that students are ready to engage in the day’s learning. It is the intention of the Tutor Programme that all students will develop a clearer understanding of the school values, helping them to embody those values through their actions in their lives as students at Beechen Cliff and in their adult lives ahead.

Personal Development

Students will gain a strong understanding of how to keep themselves safe and healthy. Students will also gain a good understanding of equality and British Values and through spiritual, moral, social and cultural development will be prepared to be active and positive citizens ready for life in modern Britain. We believe that by doing so, we increase the likelihood that Beechen Cliff students will go on to live fulfilled lives and make a positive contribution to society.

The Tutor Programme intends to deliver these goals through a rich and varied diet of activities, including four ‘taught’ sessions each week. These include two assemblies, one from the Senior Leadership Team and another from the Head of Year, as well as activities with their tutor group on the ‘Theme of the Week’ and ‘Character Development’. The intention is for these activities to explore and develop a central idea each week, tying together the week’s activities to deepen understanding, whilst also complementing the PSHE curriculum by revisiting and extending themes and knowledge.

“Good character is not formed in a week or a month. It is created little by little, day by day. Protracted and patient effort is needed to develop good character.” – Heraclitus of Ephesus

We believe that this helps to equip all students for life after leaving the school, whether that be after Year 11, or post-Sixth Form, and make a valuable contribution to society. For further information on our Character Development programme, see the school website page [here](#).

Preparedness for Learning

Tutor time also serves to ensure students are on site and present prior to the start of their subject lessons to ensure they are able to make the most of their learning opportunities. The time is used to ensure that students are suitably dressed and have with them all necessary equipment for the day. Students will be fully prepared and calm and focussed on the day ahead.

Reading and Planners

This includes checking that all students in Years 7-11 have a reading book with them and that they are using their planners effectively to organise homework and record their reading. In support of the school’s Reading Strategy, there are two regular days allocated to reading in tutor groups (for all year groups) to ensure that all students are reading outside of their

Reading and English lessons and to encourage the idea of reading for pleasure. This will encourage an appreciation of the importance and value of reading and further support their ability to access learning across the curriculum.

Attendance & Punctuality

Tutor Time also aims to instil an appreciation of the value of good attendance and punctuality at school, by ensuring all students are aware of their personal attendance level, pupils record this regularly and by providing opportunities to remove barriers to attendance and support students who have been forced to take time off school for a variety of reasons. As a result, students will understand the impact of absence on their progress and recognise that 96% or higher is good attendance.

Cultural Capital

Finally, through regular current affairs quizzes, theme of the week sessions and our character development sessions pupils will develop an understanding of the world around them, increasing their cultural capital and their ability to successfully navigate their curricular studies and their adult lives ahead.

Tutor Programme Implementation:

The Tutor Programme is designed to complement the academic curriculum, and has natural links to the PSHE and RPE curricula. The content delivered through Assemblies and the Theme of the Week sessions forms part of the delivery of our PSHE programme.

All tutor groups access a weekly diet of two reading sessions, reflecting our commitment to developing a reading culture in school, as well as a 'Theme of the Week' and fortnightly taught character development sessions. We also have a fortnightly current affairs quiz to support the school's aim to develop cultural capital for students. An example of the rotation (accurate for 2024-25) can be seen below. Each session is 30 minutes.

Usual schedule

	Year 7	Year 8	Year 9	Year 10	Year 11
Monday	Assembly in the Hall	Bulletin/ Planner Checks/ Attendance/ Silent Reading	Bulletin/ Planner Checks/ Attendance/ Silent Reading	Bulletin/ Planner Checks/ Attendance/ Silent Reading	Bulletin/ Planner Checks/ Attendance/ Silent Reading
Tuesday	Bulletin/ Planner Checks/ Attendance/ Silent Reading	Assembly in the Hall	TOTW	TOTW	English Revision/ Intervention
Wednesday	TOTW	TOTW	Assembly in the Hall	Character/ Weekly Quiz	Maths Revision/ Intervention
Thursday	Character/ Weekly Quiz	Character/ Weekly Quiz	Character/ Weekly Quiz	Assembly in the Hall	Science Revision/ Intervention
Friday	Tutor Led Reading	Tutor Led Reading	Tutor Led Reading	Tutor Led Reading	Assembly in the Hall

Schedule for the penultimate week of each term with House Assemblies

	Byron	Kipling	Milton	Shakespeare
Monday	Assembly in the Hall	Bulletin/ Planner Checks/ Attendance/ Silent Reading	Bulletin/ Planner Checks/ Attendance/ Silent Reading	Bulletin/ Planner Checks/ Attendance/ Silent Reading
Tuesday	Bulletin/ Planner Checks/ Attendance/ Silent Reading	Assembly in the Hall	TOTW	TOTW
Wednesday	TOTW	TOTW	Assembly in the Hall	Character/ Weekly Quiz
Thursday	Character/ Weekly Quiz	Character/ Weekly Quiz	Character/ Weekly Quiz	Assembly in the Hall
Friday	Tutor Led Reading	Tutor Led Reading	Tutor Led Reading	Tutor Led Reading

Assemblies offer the opportunity for shared reflection and learning in larger groups. Whilst the vast majority of assemblies are delivered with students in their year groups, additional assemblies are delivered in Houses at least once a term.

A typical term might cover a range of topics such as the list below;

- New beginnings - start of term
- Expectations - in school and in the community - Core Values - British Values - School Charter
- The Careers pathway through school and support for Work Experience and Post 16 destinations in Key Stage 4 - This is particularly pertinent in Year 10 as careers is not in PSHE for this year group; support is around Work Experience and Post 16 steps
- Religions across Europe (linked to British Values)
- Mental Health Awareness and Online Safety
- Black History Month
- The Beechen Cliff 'Pledge of Respect' and Show Racism the Red Card

Assemblies

Our weekly Year Group assemblies follow the planned Theme of the Week and are designed to offer students the opportunity to reflect whilst also ensuring consistent messaging around our values and expectations for all students. In addition we have the House assemblies, which include the termly celebration assemblies linked to the school's rewards system.

Character Development Sessions

Aspiration Compassion Independence Respect

Students receive year-group specific taught character sessions, each focussed on a particular virtue. These virtues are linked to our school 'Core Values' as can be seen in the table below. Over the course of the 5-year programme, students develop the 7 "Components of Virtue", starting by developing knowledge and understanding of particular values and moving towards being able to be able to deliberate about which values should be enacted in different situations. Elements of this curriculum also

Character: Values & Virtues

Independence	Aspiration	Compassion	Respect
Curiosity	Confidence	Courage	Citizenship
Reflection	Determination	Gratitude	Community
Judgment	Perseverance	Honesty	awareness
Resourcefulness	Resilience	Humility	Neighbourliness
Reasoning	Teamwork	Integrity	Service
Critical thinking	Celebration	Justice	Volunteering
			Friendship
			Diversity

Further information is available here:

<https://www.beechencliff.org.uk/about/character-development/>

Theme of the Week Sessions

The 'Theme of the Week' sessions typically consist of a prepared slideshow for tutors to work through with their tutor group, featuring a range of taught ideas, discussion tasks and media stimuli to encourage students to broaden and deepen their thinking around the given theme (forming part of the delivery of the PSHE curriculum). This is designed to complement the assembly and character development content, and gives students opportunities for introspection as well as learning from their teacher and peers. The themes are linked to the weekly assemblies, for example, looking at the impact of racism during the same week as the 'Black History Month' assembly. These sessions are differentiated: KS3, Year 10 and Year 11. As can also be seen, careers plays an important role within tutor time for Year 10 as it is not delivered within PSHE for this year group. This allows for Work Experience investigation, planning and organisation. The programme is also tailored for Year 11s as they prepare for their exams. The content of Theme of the Week for this year is contained below:

Theme of the Week 2024-25 (alterations for specific year groups in brackets and highlighted)		
Highlighted week - Wk 4 equates to RE input		
Term One	Wk1	Looking ahead
	Wk2	Expectations - Roles in Society
	Wk3	Importance of Careers
	Wk4	European Day of Languages
	Wk5	Mental Health - Awareness Week
	Wk6	Black History Month

Aspiration

Compassion

Independence

Respect

	Wk7	Show racism the red card
Term Two	Wk1	Solution focused reflection
	Wk2	Remembrance - poetry
	Wk3	Anti Bullying Ambassadors
	Wk4	Disability equality (Year 10 Careers)
	Wk5	Info on Ignite Day - Careers Focus
	Wk6	What is grief (Year 10 Careers)
	Wk7	Healthy Lifestyle (Christmas)
Term Three	Wk2	New Year Resolutions (Year 10 Careers)
	Wk3	Political Systems and Parliament (Year 10 & 11 Careers)
	Wk4	What and Why
	Wk5	Holocaust
	Wk6	Basic First Aid Info
	Wk7	Safer Internet Day
Term Four	Wk1	Random Acts of Kindness
	Wk2	World Book Day
	Wk3	The strengths of Women
	Wk4	Healthy Lifestyles - Drugs and Alcohol
	Wk5	Stonewall Info
	Wk6	Trans Visibility/Anti-bullying (Easter)
Term Five	Wk1	Stress Awareness Month
	Wk2	Earth Day
	Wk3	Careers (Year 11 Exam Tips)
	Wk4	Deaf Awareness Week (Year 11 Managing Exams)
	Wk5	IDAHOBIT (Year 11 Exams - Summer Mental Health)
	Wk6	Staying Safe (Year 11 Exams - Summer Staying Safe) (Easter)
Term Six	Wk1	Volunteers Week
	Wk2	Pride Month
	Wk3	International Men's Health Week
	Wk4	Learning Disability Week (Year 10 Careers - WEX checks)
	Wk5	Solution Focused - Mental Health
	Wk6	Summer safety (Year 10 Careers - WEX Final info)
	Wk 7	Activities Week

Quiz

The fortnightly quiz encourages students to engage in current affairs and develop their cultural capital to enable them to appreciate and engage positively in the wider world around them..

Reading

Aspiration Compassion Independence Respect

All students are expected to carry a reading book with them at all times (checked by the tutor). These books should be appropriately challenging, as directed by the NGRT and Accelerated Reader assessments. Students read independently in silence throughout one of the two weekly sessions, allowing the tutor to carry out their attendance interventions or to speak with individual tutees. During the other weekly session tutors will lead a reading session looking at a specific aspect of reading.

Attendance

On Mondays (Tuesdays for Year 7), after reviewing the school bulletin and having equipment and uniform checks, all students complete their attendance tracker grid and update their weekly and year-to-date attendance figures in their planner. During independent reading sessions, tutors complete supportive tutor conversations with students whose attendance has fallen below 96%. These are completed one-to-one, following a similar script to the following:

“I’ve noticed your attendance has dropped / you’ve been off lately: Is everything ok?
 Are you keeping up with your work?
 Is there anything school can do to help you keep up with your studies?”

Tutor conversations are logged on Talaxy and a letter is then sent home to parents to confirm this has occurred.

Example plan for tutor time

<p>8:25 a.m.</p>	<p>Students enter in a calm and orderly manner. They should take off coats, ensure that phones are off and in their bags and have uniforms checked by the tutor (pupils must be wearing their school blazer, have their shirt tucked in, have their top button done up with tie worn correctly and be wearing the correct footwear). Those without a blazer, correct footwear etc. will be sent to the pastoral area to borrow the correct uniform. Phones need to be off and in bags.</p> <p>Students then get reading books and pencil cases containing their equipment out on their desks (and their planners if in Years 7-10).</p> <p>Tutor takes the register and reads out any notices.</p>
<p>8:30am</p>	<p>Any pupils arriving after this time will be marked as late with the number of minutes noted.</p> <p>Following the guidance of the tutor time ‘Starter Slide’, which will be on the screen, equipment, books, planners are checked.</p> <p>Notices are read out.</p> <p>The planned activity for the day is completed (ie. Character Development, Assembly, Theme of the Week, Reading or Quiz)</p>
<p>8:55 a.m.</p>	<p>Students pack away, tutors ensure students are wearing their blazers, and shirts are tucked in, to depart for period 1 so this lesson can start promptly at 9:00a.m.</p>

Beechen Cliff Character Award

Our vision for every Beechen Cliff pupil is:

“ To enable you to achieve your aspirations and become a well-rounded, confident and compassionate individual who goes on to live a fulfilled life and make a positive contribution to society.”

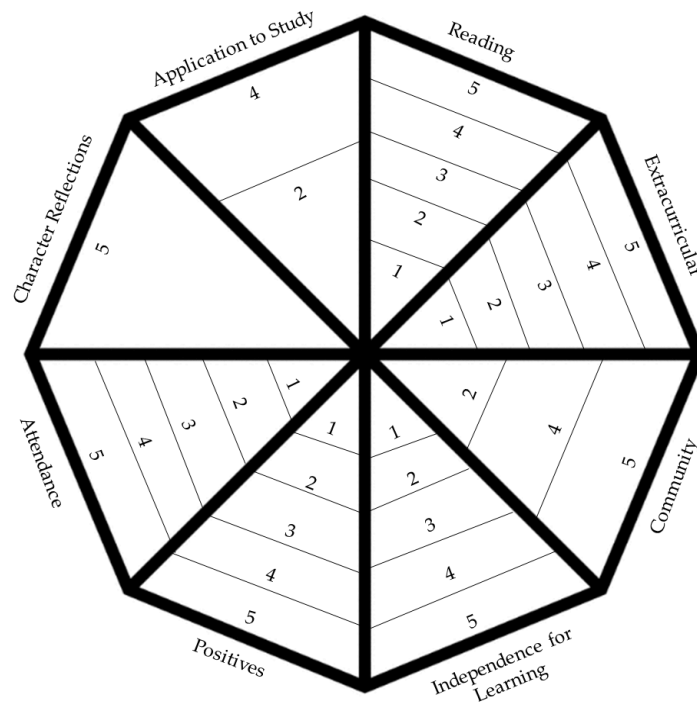
In order to achieve this, students develop and progress throughout their time at Beechen Cliff enhancing their understanding of a challenging and developing world, their place within it and the ability to make informed, correct decisions and articulate these appropriately. These developments and expectations are appropriate for each year group. Through the Character Award we encourage students to record and reflect upon their character journey, evaluating and articulating their progress in conjunction with their tutor, acting as a mentor and coach to celebrate their achievements and identify any further progress that can be made.

There are two weekly opportunities for tutors and pupils to engage in the conversations around the Character Award, these can be during reading sessions where tutor conversations are also expected and anticipated, as well as the Character Development sessions, in particular towards the end of the term where reflection activities are also required.

Students reflect in eight different areas:

- Application to Study
- Reading
- Extracurricular
- Contribution to the Community
- Independence for Learning
- Positives
- Attendance
- Character Development and Reflections

Students review these elements at the end of each term with their tutor where they are able to tangibly prove their good character and be recognised and rewarded; in line with the published criteria, a Gold, Silver, Bronze or working towards assessment is agreed for each area with the tutor signing off of the appropriate Character Award segment and term.



During Term 6 tutors make an overall judgement about whether students have reached Gold, Silver or Bronze level for their Beechen Cliff Character Award which is relayed to the Assistant Head Personal Development and appropriate awards are then presented in a timely manner.

Tutor Room Character Award Poster

Beechen Cliff Character Award

Review your character progress termly in your planner

Attendance	Application to Study	Community	Character Reflections	Extra Curricular	Independence for Learning	Positives	Reading
Terms 1-6	Terms 2 & 4	Terms 7 & 8	Term 5	Terms 1-6	Terms 1-6	Terms 1-6	Terms 1-6
Gold Excellent attendance	Gold 1s & 2s (minimum 7x1)	Gold Leadership Role & Represent School	Gold Completed and Gold in all categories	Gold Regular attendance at 2 clubs per term	Advanced Punctual, correctly dressed, prepared for learning	Gold 75+ per year	Gold 3 books per term recorded
Silver Very Good attendance	Silver 1s & 2s	Silver Volunteer & Represent School	Silver Completed and Silver in all categories	Silver Regular attendance at 1 club per term	Not yet achieved Working towards the above	Silver 50+ per year	Silver 2 books per term recorded
Bronze Good attendance	Bronze 1, 2 & 3 (maximum 3x2)	Bronze Volunteer or Represent School	Bronze Completed and Bronze in all categories	Bronze Have attended a club per term		Bronze 25+ per year	Bronze 1 book per term recorded

Set your goals and aspirations for the year

Play an active role in developing your character by seeking out opportunities and challenges

Log your progress, reflect and recognise that these opportunities are part of a journey

<p>Gold Award</p> <p style="font-size: x-small;">Gold Award Certificate Gold Lapel Badge Entry to the Gold Amazon Prize Draw Year 10: Gold Award Tie</p>	<p>Silver Award</p> <p style="font-size: x-small;">Silver Award Certificate Silver Lapel Badge Entry to the Silver Amazon Prize Draw</p>	<p>Bronze Award</p> <p style="font-size: x-small;">Bronze Award Certificate Entry to the Bronze Amazon Prize Draw</p>
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Progress Reviews

Following school reports and in addition to reviewing application to study tutors will review progress with their tutees at two points in the academic year in Term 2 and Term 4. This helps support pupils with any identified issues and enables tutors to encourage and celebrate success.