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Mentor monitoring: creating systems to understand pupil progress

Nicola Brown - Teach First

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Vision

No child's educational success is limited by their socio-economic background

2022 Impact Goals

1. Narrow the gap in literacy and numeracy at primary school
2. Narrow the gap in GCSE attainment at secondary school
3. Ensure pupils develop key strengths, including resilience and wellbeing, to support high aspirations
4. **Narrow the gap in the proportion of pupils not in education, employment or training one year after compulsory education**
5. **Narrow the gap in university graduation, including from the 25 per cent most selective universities**

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Teach First Access Team

- Support young people to have made an informed and ambitious decision about their future by the time they leave school

- Historically access to HE focused, now a broader remit around progression post 16, including employment /training

- Focusing on change at a pupil, teacher and system level

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- Support and inspire young people from low-income communities to make ambitious and informed choices about progression to university and beyond

- 2 year, sixth form programme. 8 regions, 500 pupils in total. 8 year history – supported over 2200 students in total

- Students from underrepresented groups at university (FSM & first generation) but have academic potential (B's GCSE)

- Supported on the programme by a mentor and offered trips, events and workshops organised regionally by Access Officers

TeachFirst Futures Calendar 2014-16

November 2014	December 2014	January 2015	February 2015	March 2015
Launch event			University Day Trip Parents Information Eve	

mentoring – mentoring – mentoring – mentoring – mentoring – mentoring – mentoring – mentoring – mentoring - mentoring

April 2015	May 2015	June 2015	July 2015	August 2015
Easter School in Cambridge or Oxford		Oxford University Trip	Summer opportunities	Summer opportunities

mentoring – mentoring – mentoring – mentoring – mentoring – mentoring – mentoring – mentoring – mentoring - mentoring

September 2015	October 2015	November 2015	December 2015	January 2016
Competitive course support	Oxbridge, medicine & veterinary UCAS application deadline	Competitive course support	Competitive course support	UCAS application deadline

mentoring – mentoring – mentoring – mentoring – mentoring – mentoring – mentoring – mentoring – mentoring - mentoring

February 2016	March 2016	April-July 2016	August 2016	September 2016
		Revision & exams	Results day	Graduation

mentoring – mentoring – mentoring – mentoring – mentoring – mentoring – mentoring – mentoring – mentoring - mentoring

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Impact of Futures

83% of last year's cohort secured places at university

91% feel positive about progressing to University because of the Futures programme

Futures pupils are 50% more likely to achieve a place at Russell Group institutions

The Two Year Journey

DATE	November 2014 – February 2015	February 2015 – May 2015	May 2015 – January 2016	January 2016 – August 2016
PHASE	Who am I?	Where am I going?	How do I get there?	Securing offers and preparing for the future
OUTCOME	Students have a clear understanding of their passions, skills, interests and needs	Students have made a decision about the courses and universities they want to apply to	Students make a well-planned, high-quality UCAS application	Students secure the university of their choice and are prepared for life after A levels

Barriers to HE Progression

Failing to make the grades
Lack of information, advice and guidance
Concern about financial issues
Concern about the transition to university/lack of skills for university
Feeling that 'university isn't for me'
Unable to turn ambitions into reality/lack of ambition
The influence of parents
The influence of peers
Lack of confidence/resilience /perception of ability and self
Negative school experience

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Building beliefs

- The belief that I can change my circumstances by my own effort
- The belief in a growth mind-set and that I can perform better if I put my mind to it
- The belief in what is possible and in 'thinking big'
- The belief in my goals and being determined to achieve them
- The belief that my destiny is not set or fixed because of my background
- The belief that I am worthy of a university education if I want one, or another route which is matched to my talents, skills and potential

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Data collection

- Start of programme: GCSE's, A Levels, FSM, family history, POLAR quintile, 3 biggest barriers/concerns & competency assessments

- Student surveys across the course of the programme: content feedback, grades, mid-way competency assessment, university intensions/F & I choice intensions, final choices, competitive course applications, university concerns

- Mentor surveys across the course of the programme: meeting milestones

- End of programme: end of programme competency assessments, destination information, impact of programme vs other support, general programme feedback

- Alumni surveys/support

Mentee Action Plan – MAP

- Mentors at the heart of the support a student receives – but told us they don't know how to support their mentees or know if they are on track

- MAP breaks down overall goal of getting to university into smaller milestones/indicators of progress, which build on from each other. We acknowledge each student will move at own pace

- Milestones developed through learnings from One Goal (Chicago), looking at key dates and deadlines in the application process and following the journey

Mentee Action Plan – MAP

- Mentors given milestones at start of programme (handbook) and trained at a launch event. Following activities in mentor handbank should mean a mentee is on track to meet the milestones

- Milestones for general progression to university and specific milestones for students applying to Russell Group universities and Oxbridge/medicine, as well as milestones for students who pursue non university routes

MAP in the handbook

Mentee Action Plan – MAP

- Mentors surveyed at 7 key points in the year to feedback on progress against the milestones – acts as a reminder to them and a method by which they can raise any concerns with/get support from Access Officers

- Emailed a survey monkey survey link and given information about milestones for the next period

- Given the milestones and asked if their mentee is on track (drop down menu)

Mentee Action Plan – MAP

- Surveys responses assessed – each Access Officer receives information on which mentors responded with 'no and I am concerned' or 'we haven't met' to contact to give them advice and support

- Mentors then provide specific support to their mentees

- We use the data to rethink where we need to give additional training to mentors (for example around advising on F & I choices)

https://www.surveymonkey.com/r/GMTT2N2

Milestones document

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Next steps

- Using salesforce to administer surveys – will allow for easy report running and for us to link each mentor record to completion of each of the 7 surveys throughout the duration of the programme

- More dynamic survey interface

- Reduced mentoring period – teachers to complete the milestones tracker rather than mentors

- Handbook for students and parents to replace a milestones flyer

- Review milestones with most 'no and I am concerned' responses at the end of the year to rethink activities in the mentor handbook

Any questions?

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