

Pupil Mentoring & Motivation Review

This template is designed for use in one-to-one mentoring sessions, tutor time reviews, or pastoral check-ins. It is grounded in Self-Determination Theory and designed to identify which motivational need is under most pressure — and what to do about it.

Session Details

Pupil name:		Year group:	
Mentor name:		Session date:	
Session number:		Next review:	

Section 1 · The Motivation Audit

Before the session, consider which of the three core motivational needs (Self-Determination Theory) is most under pressure for this pupil. Circle or highlight your assessment.

AUTONOMY	COMPETENCE	RELATEDNESS
The pupil feels controlled, has no ownership over their learning, or sees no connection between effort and outcome.	The pupil feels unable, behind, or believes they lack the ability to succeed regardless of effort.	The pupil feels disconnected — from teachers, peers, or the school community. They do not feel they belong.
INTERVENTION: Give choice within structure. Let them lead their own targets.	INTERVENTION: Build in small wins. Reduce task size. Rebuild confidence with evidence.	INTERVENTION: Prioritise the relationship. Notice and name the individual — not just the work.

Primary need under pressure:	Autonomy / Competence / Relatedness (circle one)
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Section 2 · Mentoring Questions

Use these questions in the session. You do not need to ask all of them. Choose based on your motivation audit above. Listen more than you talk.

Opening — establish safety

How are you doing — genuinely, not just 'fine'?

Is there anything happening right now — in school or outside it — that's making things harder than usual?

If the primary need is Autonomy

What would it look like if you felt more in control of your own learning?

If you could change one thing about how school works for you, what would it be?

What are you working towards — something that matters to you, not just to school?

If the primary need is Competence

What's one thing you've managed to do recently — however small — that you didn't think you could?

When in school do you feel most capable? What's different about those moments?

What's the one subject or task where you feel furthest behind — and what would one small step forward look like?

If the primary need is Relatedness

Is there anyone in school — a teacher, a friend, anyone — who you feel genuinely gets you?

When do you feel most like you belong at this school?

What would make you feel more connected to what's happening in school?

Section 3 · Targets & Actions

Set one target with the pupil — not for the mentor, for the pupil. It should be specific, small, and achievable before the next session.

The pupil's target before next session:

How the mentor will support this:

What success looks like — in the pupil's own words:

Follow-up date:
