

One to One Tuition Essentials and Good Practice

Funding & Planning

Must	Should	Could
<ul style="list-style-type: none"> • Allocate funding to one-to-one tuition that meets the parameters: <ul style="list-style-type: none"> – 10 sessions (plus 2 hours liaison/planning/training) – Minimum of 1 hour per session – Delivered by qualified tutor (see '<i>Recruitment and Management</i>' below) • Plan a model of delivery (hours, locations and personnel) • Plan stages in development • Consider implications for other aspects eg staff CPD, development of APP...etc • Submit data to LA re. numbers of students receiving tuition in the term 	<ul style="list-style-type: none"> • Use participation money (£20 per pupil) to fund time e.g., for ongoing strategic planning; supervision of tutors etc (ie activities lying outside 12 hours) • Consider a range of models appropriate to students' needs • Inform tutors of LA training and networking opportunities • Work with relevant teaching colleagues (Year 6 / English / Maths) in planning and developing programme • Consider follow up sessions for students • Allow students to access tutoring in Literacy and Numeracy in a single year, if needed 	<ul style="list-style-type: none"> • <i>Use participation money to employ a non-teaching staff member to set up and coordinate timetable for tuition sessions</i> • Review current intervention provision and support and <i>use other Intervention funding to create a broader range of intervention as well as One-to-One Tuition</i> • Provide more than one model of tuition in first year • Apply for funding to expand programme in final terms

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Identification

Must	Should	Could
<ul style="list-style-type: none"> • Consider the following: <ul style="list-style-type: none"> – Pupils who entered the key stage below age related expectations; – Pupils who are falling behind trajectory towards the end of the key stage or who are not making two sub-levels of progress each year; – Looked After children who would particularly benefit. – Pupils entitled to Free School Meals; – More able pupils; – Black & Minority Ethnic pupils; • Identify students who would benefit from One-to-One rather than group intervention. • Use progression data to identify students. • Prioritise pupils for tuition over the school year • Consult class teacher, student and parents re. allocation of places • Ensure that tutees want to attend the sessions and have the motivation to engage with the programme through to the end • Ensure that there is consistency in assessment and robust tracking systems 	<ul style="list-style-type: none"> • Consider issue of tutor-pupil relationship when allocating places (would pupils benefit more from working with a tutor recruited from outside the school or vice versa?) • Use APP to identify focus of intervention • Ensure that all teachers, parents and students fully understand the purpose and nature of tuition before approaching individuals • Write to parents, inviting student to become part of the programme, offering a follow-up meeting 	<ul style="list-style-type: none"> • Run alongside SEN provision. • Consider other indicators of vulnerability when prioritising pupils • Begin tutoring with a focus on vulnerable groups

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Recruitment and Management

Must	Should	Could
<ul style="list-style-type: none"> • Advertise for tutors that: <ul style="list-style-type: none"> – have qualified teacher status (QTS) (although they do not have to be currently employed as a teacher); or, – are a non-QTS in the summer before gaining QTS; or, – are overseas trained teachers qualified to teach in schools in England (those who do not currently hold QTS, but who have been teaching in England for fewer than 4 years and for whom one to one tuition falls within the definition of ‘supplementary employment’); or – be an FE or HE trained teacher with appropriate subject qualifications. • Clearly outline the hours of tutoring, period of working and anticipated numbers of tutees in a written letter/contract with reference to the School Teachers Pay and Conditions Document. • CRB check tutors for this role • Arrange regular supervision activities – front loaded in year. • Develop systems for communication between external tutors and schools. 	<ul style="list-style-type: none"> • Combine external recruitment as well as internal recruitment – contact LA for copy of TDA Register • Consider full-time, part-time, retired or supply teachers or those who have taken a break. • Undertake risk assessments for home tuition. • Target advertising/promotion at teachers who know the school and the pupils. 	<ul style="list-style-type: none"> • Share recruitment with partner schools • Invite pupils’ class teacher to provide after school tuition as a paid tutor • Rotate appointments to maximise opportunity for staff CPD • Go beyond school newsletters to promote tutoring • Use TDA resources to advertise for tutors in the local area • Create extra capacity within English and Mathematics Departments (at Secondary level) • Use HLTA/TAs who have teaching qualifications • Secondary schools could recruit primary specialists to address gaps / misconceptions from KS2 learning • Primary schools could recruit secondary specialists to address slow progression of more able and gifted pupils

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Recruitment and Management

Must	Should	Could
<ul style="list-style-type: none"> • Employ tutors with a high level of subject and pedagogical knowledge, and a broad repertoire of skills that can be adapted to meet students' needs • Employ tutors, who tutor during the school day and who are employed by the Local Authority or Governing Body, according to the pay scales and conditions set out in the Teachers' Pay and Conditions Document – therefore, pay should be in line with their normal rates of pay • Pay casual tutors who tutor outside the school day in one of the following ways: <ul style="list-style-type: none"> – At CELECT Grade 2 (currently £25.08 per hour). – In accordance with the individual Pay Policy where an agreed rate for 'extra hours' has been agreed. 		

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Training and Professional Development

Must	Should	Could
<ul style="list-style-type: none"> • Introduce tutors to relevant colleagues in schools. • Brief school staff re working with tutors • Provide handbook / DVDs and information re APP network meeting. • Free up after school sessions a year for attending networks and LA training • Encourage tutors to access DSCF training resources • Provide opportunities for tutors in school to meet and share resources/experiences/issues... 	<ul style="list-style-type: none"> • Train school staff re planning conversations • Inform tutors of relevant development opportunities. • Involve tutors in training and development re APP in schools • Direct tutors to relevant National Strategies resources (eg., Making Good Progress materials) • Support tutors in developing effective working relationships with tutees and teachers, building on the ethos of the school • Consider how tutors can be supported through existing CPDR mechanisms 	<ul style="list-style-type: none"> • Allocate funding to further development of tutors. • Allocate funding to facilitate partnership training across schools. • Identify lead tutors who can support colleagues through demonstration sessions / sharing resources...etc • Become a lead school for networking in your cluster/locality and encourage talented tutors to become lead tutors • Encourage tutors to develop directory of effective resources.

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Planning Sessions

Must	Should	Could
<ul style="list-style-type: none"> • Provide tutors with details of after school activities and other likely commitments for students • Identify appropriate areas in school where tuition can take place • Provide a range of activities in sessions that engage with students' needs, interests, social emotional skills and learning preferences, (including brain gym) • Be prepared for tutors to use a range of materials (inc. rewards) and fund this through participation allocations or other sources • Support students in developing appropriate strategies, making links between learning and refresh prior learning before new topics are addressed in class. 	<ul style="list-style-type: none"> • Allow tutors to arrange times and venues for sessions • Ensure that tutors have access to resources in school (inc. ICT access) and can liaise with a staff member to secure them before a session • Contextualise learning according to students' interests • Encourage flexibility and creativity in planning sessions between tutors and teachers and encourage an ongoing dialogue • Encourage students to use strategies learnt in sessions back in classroom and ask teachers to facilitate this. • <i>Allow time for relationship/confidence building within each session</i> 	<ul style="list-style-type: none"> • Plan sessions with parents and students as well as teachers • Develop a 'progress' club and resource a room accordingly • Provide biscuits, drink etc to keep energy levels up • Encourage parents to become involved in the learning • Plan spaces between appointments to allow sessions to run if necessary. • <i>Refer to KS2/3 Making Good Progress, KS4 Study Plus, AfL and APP materials</i> • <i>Use Merlin as an interface between the tutee, tutor and class teacher</i>

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Quality Assurance, Monitoring and Evaluation

Must	Should	Could
<ul style="list-style-type: none"> • Develop adequate supervision models • Consult teachers, tutors, students and parents re. development of tuition programme • Collect sample Tuition Plans, copies of passports etc. • Monitor pupils' achievement and attainment data, following tuition. • Enter UPNs of tutees and dates of tuition on to DCSF Data Collection site 	<ul style="list-style-type: none"> • Observe sessions and teacher / tutor meetings • Work with LA to facilitate appropriate QA activities. • Consult tutors, teachers, students and parents in early stages. • Record details of contact with parents. • Use informal approaches (learning walks, playground conversations...etc) to monitor progress. • Collect evidence to demonstrate how you know that tuition and other interventions are having an impact for SIPs / Inspectors / LA support 	<ul style="list-style-type: none"> • Arrange for tutors to visit classroom before and after tuition programme • Develop school strategic group that involves teachers, tutors parents and students. • Appoint lead tutor to undertake supervision and quality assurance activities.