

One-to-One Tuition in South Gloucestershire

A Toolkit for Monitoring and Evaluation



Parameters of One-to-One Tuition:

- One to one (not one-to-two or one-to-three)
- 10 hours (plus funding for 2 hours liaison/planning/training)
- Suggested minimum of one hour per session – though can be flexed, for example to fit in with lesson periods
- Delivered by a qualified tutor
- Based on targets agreed between class teacher, tutor and pupil
- Not a replacement for other intervention strategies
- Can be delivered within or outside the school day

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One-to-One Tuition: Toolkit contents

Evidence gathering tools

1. Questions for student voice
2. Questionnaire for parents and carers
3. Tuition observation sheet
4. Class teacher evaluation sheet
5. Tutor evaluation sheet

The Individual Tuition Plan

6. Exemplification in English
7. Exemplification in mathematics

Quality Assurance

8. School quality assurance
9. Quality assurance tool
 - Leadership criteria
 - School delivery criteria
 - Quality assurance criteria

Back Page

10. Useful information
 - Contact details
 - Further information and guidance

Acknowledgements:

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Cornwall Learning wishes to acknowledge Crown Copyright in relation to the ITP template and maths exemplification document.

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One-to-One Tuition: Questions for student voice

How did you find out that you had been selected for One-to-One tuition?

Do you understand why you were selected for One-to-One tuition?

What happened on the first occasion you met your tutor?

Can you describe a task or activity that you've really enjoyed during your tuition sessions?

What can you tell me about the targets that were agreed for your tuition sessions?

Can you tell me about a new skill you've developed or a problem you've overcome as a result of your tuition?

Do you think that having tuition has made a difference to how you are getting on in class in maths/English? Can you give any examples?

Has having tuition in maths/English made a difference to how you're getting on in other subjects?

Have you discussed your tuition with your parents/carers?

If one of your friends was about to start tuition in a couple of weeks time what would you tell him/her about it?

Are there any ways in which you think that we could make the tuition sessions even better?

Do you have any other comments that you would like to share with us?

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One-to-One Tuition: Questionnaire for parents and carers

Please underline the appropriate response

1. My child has received ten hours of One-to-One tuition in:

English *mathematics*

2. I understand why my child was selected to receive ten hours of One-to-One tuition.

Strongly agree *Agree* *Disagree* *Strongly disagree*

3. I knew who to contact if I had concerns about my child's tuition and felt confident that my concerns would be taken seriously.

Strongly agree *Agree* *Disagree* *Strongly disagree*

4. My child understood his/her tuition targets and made good progress towards them.

Strongly agree *Agree* *Disagree* *Strongly disagree*

5. My child enjoyed having One-to-One tuition and was motivated and challenged by the sessions.

Strongly agree *Agree* *Disagree* *Strongly disagree*

6. I have talked to my child about his/her tuition and we have done some activities together.

Strongly agree *Agree* *Disagree* *Strongly disagree*

7. There has been good communication between tutor and home and I have been able to see how my child is progressing on a weekly basis.

Strongly agree *Agree* *Disagree* *Strongly disagree*

8. I think my child is likely to continue to make good progress now that the tuition has ended.

Strongly agree *Agree* *Disagree* *Strongly disagree*

9. I think that One-to-One tuition has been a worthwhile experience for my child and I would be happy to recommend it to other parents and carers.

Strongly agree *Agree* *Disagree* *Strongly disagree*

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If there are any further comments which you would like to make about your child's One-to-One Tuition, please add them in the space below. You may wish to consider the following points:

- Improvements to the Pupil Passport
- Communications with the school
- Benefits of the programme
- Your child's thoughts

Thank you for completing this questionnaire

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One-to-One Tuition: Tuition observation sheet

Observer:	Tutor:	1 = secure or surpassed 2 = partially secure 3 = emergent but not yet secure 4 = no evidence		
Subject: English / mathematics (delete as applicable)				
Year group of tutee:	Gender of tutee: M / F (delete as applicable)			
Welcoming and secure learning environment is in place	1	2	3	4
Tutee's personal interests, insights, feelings and concerns are acknowledged	1	2	3	4
Objectives are clearly linked to agreed progression targets (as recorded on the ITP)	1	2	3	4
Tutee's prior learning is valued and revisited	1	2	3	4
Questioning addresses tutee misconceptions at point of learning	1	2	3	4
Modelling and explanation are adjusted and adapted to meet needs of the tutee	1	2	3	4
Activities are suitably varied and tailored to meet the interests and needs of the tutee	1	2	3	4
Sufficient time and space is provided for the tutee to independently trial new skills	1	2	3	4
Learning and progress is reviewed throughout the session by the tutor and tutee	1	2	3	4
Explicit links are made between learning and progress in tuition and learning and progress in regular English/mathematics lessons (along with other lessons across the curriculum)	1	2	3	4
Independent learning skills and strategies are being developed as well as subject specific ones	1	2	3	4
Communication with parent/carer is evident (e.g. through effective use of Pupil Passport)	1	2	3	4

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NOTES:

STRENGTHS OF TUITION:

AREAS FOR FUTURE DEVELOPMENT

Observer signature: _____ Tutor signature _____ Date _____

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One-to-One Tuition: Teacher evaluation sheet

Short term impact of tuition (during and immediately after tuition)

Name of teacher _____ Name of tutor _____

Name of pupil: _____ Year group and class: _____

Pupil's involvement and confidence in lessons has increased as a result of tuition

Strong evidence Some evidence Minimal evidence No evidence

Note:

Pupil shows signs of getting to grips with a previously unsecured skill

Strong evidence Some evidence Minimal evidence No evidence

Note:

Previous misconceptions are no longer blocking progress

Strong evidence Some evidence Minimal evidence No evidence

Note:

Feedback from tutor suggests progress in relation to agreed ITP targets

Strong evidence Some evidence Minimal evidence No evidence

Note:

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Medium term impact of tuition (three to five weeks after tuition)

Pupil's increased involvement and confidence in lessons has been sustained

Strong evidence Some evidence Minimal evidence No evidence

Note:

Pupil has secured the desired skill and now applies it with confidence in a range of settings

Strong evidence Some evidence Minimal evidence No evidence

Note:

Misconceptions have not returned and learner has consolidated new understanding

Strong evidence Some evidence Minimal evidence No evidence

Note:

Feedback from other sources (e.g. other subject teachers, parents and carers) suggests that pupil has benefited from tuition

Strong evidence Some evidence Minimal evidence No evidence

Note:

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Longer term impact of tuition (8 weeks and beyond)

Pupil's increased involvement and confidence in lessons has been sustained

Strong evidence Some evidence Minimal evidence No evidence

Note:

Pupil has secured the desired skill and now applies it with confidence in a range of settings

Strong evidence Some evidence Minimal evidence

Note:

Misconceptions have not returned and learner has consolidated new understanding

Strong evidence Some evidence Minimal evidence No evidence

Note:

Feedback from other sources (e.g. other subject teachers, parents and carers) suggests that pupil has benefited from tuition

Strong evidence Some evidence Minimal evidence No evidence

Note:

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One-to-One Tuition: Questionnaire for tutors

Name:
School:
I have provided tuition in English / mathematics / both subjects (Delete as applicable)
I have worked with tutees from: Y3 Y4 Y5 Y6 Y7 Y8 Y9 Y10 Y11 (Delete as applicable)
I have / have not received introductory training for One-to-One Tuition (Delete as applicable)
The training I received came from LA consultants / school staff / other (Delete as applicable)
The training I received was useful and met my needs Strongly agree Agree Disagree Strongly disagree
I have been well supported by the Headteacher and/or School Tuition Lead and they have made it clear that they value tuition and regard it as a high priority Strongly agree Agree Disagree Strongly disagree
I met with the relevant class teacher to discuss targets for the forthcoming tuition and this was useful and constructive Strongly agree Agree Disagree Strongly disagree
I think that the agreed progression targets were sufficiently clear and precise Strongly agree Agree Disagree Strongly disagree
I was introduced to the pupils before tuition commenced and/or had an opportunity to meet them in a whole class setting and this proved useful and constructive Strongly agree Agree Disagree Strongly disagree
I met parents and carers before tuition commenced and this proved useful and constructive Strongly agree Agree Disagree Strongly disagree

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I have been provided with a safe and suitable space in which to work with my tutee			
Strongly agree	Agree	Disagree	Strongly disagree
I feel that I have succeeded in developing a friendly and positive relationship with my tutee(s)			
Strongly agree	Agree	Disagree	Strongly disagree
I have used the Pupil Passport or some other form of document to communicate regularly with parents / carers			
Strongly agree	Agree	Disagree	Strongly disagree
I have produced and used my own learning resources in addition to those provided by the school			
Strongly agree	Agree	Disagree	Strongly disagree
I have received feedback on the impact of my tuition from			
Parent / carer	Headteacher	Teacher	Other
I believe that my tutee(s) have made good progress in relation to their agreed targets during the period of tuition			
Strongly agree	Agree	Disagree	Strongly disagree
I think that any gains he / she / they have made will be sustained beyond the period of tuition			
Strongly agree	Agree	Disagree	Strongly disagree
The best thing about being involved in One-to-One Tuition has been...			
I feel that my work as a tutor could be further enhanced by...			
Any other comments you wish to make about your experience of One-to-One Tuition			

Signature:

Date:

THANK YOU FOR COMPLETING THIS SURVEY

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Individual Tuition Plan

Pupil information Name: _____ Current level: 4 Target level: 5 Name: _____

Tutoring Information Name of tutor: _____ Time / location of tutoring: _____ on Blue Wed. and Yellow Thurs.

Start date: 3rd Dec. 09 Number of sessions: 10

Clear, precise targets to secure progression

Range and scope of learning activities

Clearly articulated success criteria

The following targets have been set and agreed by the class teacher/tutor/pupil and parent.

Target	Planned support	Evaluation/assessment
Improve sentence structures and variety.	Teach how to write and punctuate complex sentences and different ways of starting sentences. Examine a range of texts learning about the range of effects sentences create.	Use a range of sentence structures and lengths in own writing showing awareness of how to punctuate within the sentence.
Improve basic punctuation, including use of capital letters.	Consolidate understanding of basic punctuation through variety of exercises: cards, matching, closed writing, correction etc.	Demarcate sentences accurately using capital letters, question marks, exclamation marks and full stops.
Increase variety of punctuation used including use of speech marks.	Consolidate understanding of a range of punctuation through variety of exercises: cards, matching, closed writing, correction etc.	Use a variety of punctuation in own writing, including speech marks.
Improve spelling of common homophones.	Revise spelling of common homophones through variety of exercises including closed, correction, card, matching, correction etc.	Use common homophones accurately in own writing.

We have discussed this individual tutoring plan and agreed to the targets set.

Targets owned by relevant stakeholders

Pupil / date **parent / date** **teacher / date** **tutor / date**

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Pupil Information: KS1/KS2/English		School: _____		Year Group: _____	
Current level: high level		Target level: low level 4			
<p>Clear, precise targets to secure progression</p>		<p>Range and scope of learning activities</p>		<p>Clearly articulated success criteria</p>	
Target	Planned support	Evaluation/assessment			
To be able to derive associated division facts from known multiplication facts.	How to identify pairs of factors given two digit numbers discussing how this relates to multiplication facts using arrays as a visual image to form multiplication and division statements for given arrays. How to start from a multiplication fact and find the related division facts, including using larger multiples of 10	The pupil can derive the division facts for a given multiplication fact for example knowing 24 divided by 4 equals 6 from 4 multiplied by 6 equals 24.			
To be able to use the language and symbols associated with division and multiplication (incorporated into the teaching of each of the other targets).	How to use key language when explaining and describing different ways of visualising a two digit number as an array. How to match division and multiplication statements to the associated arrays, and forming and justifying the pair of division statements from a given array. Exploring divisions in words and matching to division statements, including discussing incorrect statements	The pupil can use the language of multiplication and division, including <i>factor</i> , <i>multiple</i> , <i>multiply</i> , <i>divide</i> and can devise accurate multiplication and division statements for given contexts.			
To be able to solve problems involving division in context, including problems that involve dealing with remainders.	How to identify the appropriate operation and solve word problems involving division or multiplication. Matching arrays, division and multiplication statements to word problems. Solving problems that involve remainders and interpreting the answer within the context.	The pupil can recognise when a problem involves division and extract the information to solve the problem. He/she can decide whether the correct division has remainder. He/she can decide whether to answer up or down in the context of the problem.			
<p>Targets owned by all relevant stakeholders</p>					
<p>We have discussed this Individual Tutoring Plan and agree to the targets set.</p>					
Pupil/date _____		Parent/date _____		Teacher/date _____	
				Tutor/date _____	

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One-to-One Tuition: School quality assurance

This information will be gained from observations and discussions with class teacher, tutor and pupil

Prior to Tuition	✓ x	Comment
<input type="checkbox"/> Meeting between class teacher and tutor has taken place? <input type="checkbox"/> Parents have been informed that the pupil will be receiving tuition? <input type="checkbox"/> Individual Tuition Plan completed? <i>(using APP assessment guidelines)</i> <input type="checkbox"/> Pupil Passport provided?		
Quality of Tuition Planning <input type="checkbox"/> Linked to pupil's class work? <input type="checkbox"/> Learning is matched to 'next steps'? <input type="checkbox"/> Pupil self-assessment opportunities built in? <input type="checkbox"/> Feedback given via Pupil Passport?		
Quality of Delivery <input type="checkbox"/> Learning tailored to need? <input type="checkbox"/> Engagement between tutor and pupil? <input type="checkbox"/> Good balance of teacher/pupil talk? <i>(including discussion of learning targets)</i> <input type="checkbox"/> Appropriate models, images, resources and learning styles are being used to support learning? <input type="checkbox"/> Learning theme evident and fits within 10hr programme - explicit links to classroom learning? <input type="checkbox"/> Opportunities for pupil to reflect and demonstrate independent understanding? <input type="checkbox"/> Next steps in learning identified and shared with pupil? <input type="checkbox"/> Minimum of one hour per session?		

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One-to-One Tuition: Quality assurance

Leadership Criteria

Delivery of one to one tuition is centrally positioned within the school's improvement agenda	
<ul style="list-style-type: none"> • <i>The school has made the introduction of one to one tuition central to its school improvement plan for the year. This should make clear links with other interventions which impact key factors such as pupil attitudes, achievement and attendance</i> • <i>The strategic planning of One to One tuition is regularly reviewed by the school's Senior Leadership Team</i> • <i>The school shares information and data on the quality and impact of tutoring with key stakeholders such as the Head Teacher Governors and SIP, and they are involved in the evaluation process</i> • <i>Where any barriers are identified, appropriate next steps are taken to overcome them</i> • <i>Teachers' and tutors' professional development needs are met through systematic Performance Management reviews.</i> • <i>Information about One to One tuition is effectively passed on between Key Stage transitions</i> 	
<ul style="list-style-type: none"> • <i>The majority of parents/carers, pupils, tutors and class teachers feel that pupils have benefited from the tuition</i> 	
General Comments	

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School Delivery Criteria

The school has robust plans in place to deliver the places allocated to them	
<ul style="list-style-type: none"> • <i>The school understands its allocation and how to identify pupils for tuition</i> • <i>The school has mapped when in the school year tuition will take place</i> • <i>The school enters start and finish dates on the 1:1 tuition website</i> • <i>The school is on track to deliver the full allocation of tuition places</i> 	
The school has robust plans to recruit and replace tutors as needed	
<ul style="list-style-type: none"> • <i>The school has sufficient tutors to deliver the allocated places throughout the school year</i> • <i>The school has structures in place to replace tutors as required during the year</i> 	
The school is delivering tuition in line with DCSF guidance	
<ul style="list-style-type: none"> • <i>All safeguarding requirements have been met</i> • <i>The school has identified pupils from the appropriate priority groups</i> • <i>The school has chosen a model of delivery which suits the needs of the pupils</i> • <i>The school is following local HR guidance on pay and conditions of tutors</i> 	
The school is ensuring that tuition has maximum impact on pupil progress	
<ul style="list-style-type: none"> • <i>An individual tuition plan has been completed for each pupil identifying clear, precise targets</i> • <i>Tuition arrangements have been discussed and agreed with parents / carers, and pupils</i> • <i>There are clear procedures in place to allow effective communication between tutors, class and parents/carers eg through the pupil passport</i> • <i>Tutors are clear what is expected of them in terms of planning sessions and reporting back</i> 	
General Comments	

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Quality Assurance Criteria

<p>Effectiveness of tuition - the school is monitoring tuition to identify wider experiences to inform improvements to teaching and learning in the classroom</p>	
<ul style="list-style-type: none"> • <i>Tutors access appropriate training, supervision and guidance</i> • <i>Tutors share experiences, practice and resources with colleagues within and beyond the school</i> • <i>School leadership quality assures tutoring sessions reviewing in-school processes</i> • <i>Effective feedback is provided by Head Teachers and SLTs to tutors and teachers on observations of tuition sessions</i> • <i>Subject leaders make effective use of knowledge of frequently tutored aspects</i> 	
<p>Schools have tracking systems in place to monitor the impact of tuition</p>	
<ul style="list-style-type: none"> • <i>School is tracking expected progress and regularly reviewing impact and sustainability of tuition on individual pupils</i> • <i>Head Teacher and SLT are monitoring the delivery and impact of tuition and ensuring that progress following tuition is being sustained</i> • <i>Head Teacher and SLT are taking action where impact and sustainability of tuition is not in line with expectations</i> 	
<p>The school is monitoring tuition against expectations for inclusion of LAC and other priority pupil groups (eg FSM, SEN, BME) and taking action where appropriate</p>	
<ul style="list-style-type: none"> • <i>Schools are selecting pupils from priority groups for tuition</i> 	
<p>General Comments</p>	
<p></p>	

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One-to-One Tuition: Contact details

South Gloucestershire Learning and School Effectiveness Service currently has two operational leads for One-to-One Tuition: Bob Basley (Secondary) and Richard Hanks (Primary) Please contact the relevant lead for any queries you may have:

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One-to-One Tuition: Further information and guidance

DCSF website for One-to-One Tuition:

www.teachernet.gov.uk/teachingandlearning/netoone/

DCSF data collection website:

www.onetoonetuitiondata.dcsf.gov.uk/

Download publications or order copies at:

www.teachernet.gov.uk/publications

There are some children who, despite all best efforts, do not make the progress they need in a small group or whole-class setting. Without an individualised approach it may be hard for these children to make the progress needed to achieve their full potential. To support the needs of this group the DCSF has been trialling the use of One-to-One tuition for pupils who are falling behind in English and/or mathematics as part of the Making Good Progress pilot.

From 2009 One-to-One tuition is being rolled out nationally and is now available to 3.5 per cent of the Key Stage 2, 3 and (in National Challenge schools) Key Stage 4 cohorts in English, and to 3.5 per cent of each cohort in mathematics. Local authorities will liaise with schools to agree allocations.

From 2010/11 tuition will be available to 300,000 pupils a year in both English and mathematics. It will be an entitlement to every pupil who entered Key Stage 2 behind the expected level and who is not on track to make two levels of progress.