

1-2-1 Tuition Network, January 2010

What's going well...

- Children cover a range of activities to enhance learning
- Children very positive about 1-2-1 tuition and enjoy it
- 3 minute challenges engage and focus children, particularly around recall of information
- Two way conversation between tutor and teacher, including changes to practice in both tuition session and the classroom.
- Chance for children to ask 'silly' questions. Privacy to make mistakes or ask questions
- Activities that are not paper based to develop skills and understanding.
- Children provided with promotes and resources following tuition to support them in class. Also provided to parents.
- Very personalised learning that is based on children's issues and interests
- Where tutors share a room there is good sharing of practice and resources
- Time for real life experiences to develop children's writing skills
- Adapting session length to meet the needs of the pupil but ensuring that child has 10 hours of tuition in total.
- Flexibility of timing in the day enables school to match tuition to the needs of pupils and families.
- Follow up groups for tutored pupils ensures they are not just abandoned
- Opportunity for meetings between previously tutored pupils and the tutor to catch up on how they are progressing
- Children can be honest about what they know and can do
- Time and space to explore different strategies and approaches to problems, particularly in mathematics, that enable pupil to move forward

Issues and things to consider...

- More time to discuss tuition and pupil progress with teachers
- After school tutoring can make for a long day, particularly if they go home in between and concentration levels are lower
- Finding a space to work in school, designated areas are not easy to find but make a difference
- More resources and identified materials that can support tuition
- Providing next steps for pupils when sessions finish, what will they do?
- Access to ICT/ internet is problematic but could support learning very effectively
- Agree roles and responsibilities re meetings with parents, setting targets and reviewing progress
- Review targets and change if the pupil makes rapid progress
- Sometimes targets set by teacher can be too broad, need to be focused on particular aspects of a subject/ skill rather than strategy objective