

## SCHOOL:

### One to One tuition - quality assurance

#### Leadership Criteria

<b>Delivery of one to one tuition is centrally positioned within the school's improvement agenda</b>	
<ul style="list-style-type: none"><li><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></li><li><i>The strategic planning of One to One tuition is regularly reviewed by the school's Senior Leadership Team</i></li><li><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></li><li><i>Where any barriers are identified, appropriate next steps are taken to overcome them</i></li><li><i>Teachers' and tutors' professional development needs are met through systematic Performance Management reviews.</i></li><li><i>Information about One to One tuition is effectively passed on between Key Stage transitions</i></li></ul>	
<ul style="list-style-type: none"><li><i>The majority of parents/carers, pupils, tutors and class teachers feel that pupils have benefited from the tuition</i></li></ul>	
<b>General Comments</b>	

## School Delivery Criteria

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

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