

One To One Tuition – Quality Assurance

Name of School _____		Date _____		
	Focusing	Developed	Establishing	Enhanced
Strategic Planning	<ul style="list-style-type: none"> The school is on track to deliver the full allocation of tuition places The school considers implications for other aspects of school improvement, eg staff CPD, development of APP...etc 	<ul style="list-style-type: none"> 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 on key factors such as pupil attitudes, achievement and attendance 	<ul style="list-style-type: none"> One to One Tuition is at the heart of the school's development of personalised learning The operational planning of One to One Tuition is part of the remit of an Intervention focus group that reviews current intervention provision and support and uses other funding sources to create a broader range of interventions as well as One-to-One Tuition 	<ul style="list-style-type: none"> One to One Tuition makes a significant contribution to the personalisation of provision for vulnerable learners The operational planning of One to One Tuition is supported by a range of agencies and, where appropriate, is part of the CAF process
Models of Delivery	<ul style="list-style-type: none"> The school understands its allocation and how to identify pupils for tuition. The school has mapped when in the school year tuition will take place The school has sufficient tutors to deliver the allocated places throughout the school year 	<ul style="list-style-type: none"> The school has structures in place to replace tutors as required during the year The school uses participation money to employ a non-teaching staff member to set up and coordinate timetable for tuition sessions 	<ul style="list-style-type: none"> The school has chosen a model of delivery which suits the needs of the pupils Where any barriers are identified, appropriate next steps are taken to overcome them, drawing on resources developed for other interventions The school uses One to One Tuition funding and other funding sources to create greater capacity for a range of Intervention activities. 	<ul style="list-style-type: none"> The school model is sufficiently flexible to introduce new models of tuition in responses to the emerging specific needs of tutees School uses tutors with specific expertise in vulnerable areas to address individual needs of tutees! The school uses other funding sources to introduce tuition to other key stages, drawing on existing tutors' skills and expertise
Recruitment and CPD	<ul style="list-style-type: none"> The school is following local HR guidance on pay and conditions of tutors All safeguarding requirements have been met 	<ul style="list-style-type: none"> Tutors access appropriate training, supervision and guidance Tutors are clear what is expected of them in terms of planning sessions and reporting back Teachers' and tutors' professional development needs are met through systematic Performance Management reviews 	<ul style="list-style-type: none"> Tutoring is established as a professional development opportunity for teachers in the school 	<ul style="list-style-type: none"> Tutors provide training and mentoring for colleagues re. personalised learning Tutors share experiences, practice and resources with colleagues within and beyond the school

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Identification	<ul style="list-style-type: none"> <i>The school has identified pupils from the appropriate priority groups, making effective use of progress data</i> <i>Tuition arrangements have been discussed and agreed with parents / carers, and pupils</i> 	<ul style="list-style-type: none"> <i>Subject Coordinators/Leaders are fully engaged in identifying pupils</i> 	<ul style="list-style-type: none"> <i>Attendance, behaviour and pupil attitude data are considered in the identification process</i> 	<ul style="list-style-type: none"> <i>MAG&T identification strategies are deployed to identify pupils with the potential of benefitting from tuition</i>
Planning and Pedagogy of Sessions	<ul style="list-style-type: none"> <i>An individual tuition plan has been completed for each pupil identifying clear, precise targets</i> <i>Tutors have a secure understanding of school policies and procedures and are able to establish ground rules for tuition sessions</i> 	<ul style="list-style-type: none"> <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 develop positive relationships with tutees, appropriate to the tuition context</i> 	<ul style="list-style-type: none"> <i>Tutor negotiates plans for next session with tutee within the framework of the tuition plan</i> <i>Tuition activities facilitate the development of thinking, learning, social and emotional skills</i> 	<ul style="list-style-type: none"> <i>Tutor responds effectively to issues emerging from recent lessons</i> <i>Tutors' knowledge of students' thinking, learning, social and emotional development informs future classroom and intervention provision for the tutee</i>
Monitoring and Quality Assurance	<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>The school enters start and finish dates on the 1:1 tuition website</i> 	<ul style="list-style-type: none"> <i>Head Teacher and SLT are monitoring the delivery and impact of tuition and ensuring that progress following tuition is being sustained</i> <i>The strategic planning of One to One tuition is regularly reviewed by the school's Senior Leadership Team</i> <i>School leadership quality assures tutoring sessions and reviews 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>The school shares information and data on the quality and impact of tutoring with key stakeholders such as the Governors and SIP, and they are involved in the evaluation process</i> <i>The majority of parents/carers, pupils, tutors and class teachers feel that pupils have benefited from the tuition / Pupils, Tutors, Parents/Carers, And Class Teachers are part of the evaluation process</i> 	<ul style="list-style-type: none"> <i>Information about One to One tuition is effectively passed on transitions between Key Stages</i> <i>Head Teacher and SLT are taking action where impact and sustainability of tuition is not in line with expectations</i> <i>Subject leaders/teams make effective use of knowledge of frequently tutored aspects</i> 	<ul style="list-style-type: none"> <i>Outcomes and data re. One to One tuition are shared with relevant agencies that are supporting the tutee</i> <i>Interchange of knowledge, skills pedagogies and resources between classroom and tuition sessions is seamless</i>