

Department for Education

Investigating Tuition

A Resource Pack

## Tuition that Makes a Difference

### Research Themes

Focus	Pupil	Tutor	Teacher	Parents	School Leadership
Key Questions	What effect do pupil characteristics have on the impact of tuition?	What is the pedagogy of effective tuition?	How can classroom teachers be engaged in the tuition process?	How are parents engaged in the tuition process?	How does tuition complement other raising achievement strategies?
Hypothesis	For tuition to be effective the approach (as well as the content) needs to be personalised	Tuition has a unique pedagogy. There are significant differences between English and mathematics.	Effective communication between tutor and teacher is essential if tuition is to have a long term impact.	Parents are hard to reach, but will enhance the impact of tuition and impact on pupil motivation and learning.	Tuition has the greatest impact when it is seen as an integrated part of a school's approach to whole school improvement and intervention.
Themes	<p>How do different groups of students respond to tuition?</p> <p>Organisationally, what works best with different groups?</p> <p>Which styles of delivery work best with different groups?</p> <p>When is tuition most effective (time of day/year), does this vary for different groups?</p> <p>How are pupils' needs (organisational and learning style – rather than content) recognised?</p> <p>How are pupils' views about tuition, collected, analysed and used?</p>	<p>What teaching styles (pedagogies) are used in tuition e.g. explanation, modelling, question and answer, role play?</p> <p>How are tuition sessions chunked e.g. sharing of objectives, mini plenaries, testing etc</p> <p>Are there any differences in teaching styles and chunking between English and mathematics?</p> <p>What are the most successful aspects/concepts of learning in tuition?</p> <p>How do tutors address misconceptions?</p> <p>How do tutors address learning gaps?</p> <p>How do tutors address a skill deficiency?</p> <p>Are there any common misconceptions or learning gaps?</p> <p>Are there aspects of English and mathematics that can only be mastered through tuition?</p>	<p>How do classroom teachers communicate learning gaps, misconceptions and skill deficiencies to tutors?</p> <p>How do tutors communicate the outcomes of tuition to classroom teachers?</p> <p>Does/how does school tracking, day to day and periodic teacher assessment support the identification and communication of learning gaps, skill deficiencies and misconceptions?</p> <p>How do classroom teachers, consolidate, reinforce and build on the progress made in tuition?</p>	<p>How are parents informed about selection, process, content and outcome of tuition?</p> <p>How are parents encouraged to support tuition?</p> <p>How are the views of parents about tuition collected, analysed and used?</p> <p>How is parental support for pupils sustained beyond tuition?</p>	<p>What do schools see as the unique contribution that tuition can make to pupil progress?</p> <p>How does tuition complement other forms of intervention?</p> <p>How do schools ensure that tuition does not conflict or duplicate other forms of intervention?</p> <p>How do senior leaders and governors engage with tuition?</p> <p>How is the accountability for pupil progress shared between teacher and tutor?</p> <p>How well does the school understand and use the qualitative and quantitative impact of tuition?</p>

## INTERVIEW 1 QUESTIONS TUTOR AND CLASS TEACHER PRIOR TO TUITION SESSION

Purpose: to understand the processes used prior to the tuition session to prepare for the session.

Background Questions	
1. Why was this pupil selected for tuition? Has this pupil received any other targeted support, including tuition? If so, for what?	
2. What are the targets on the ITP/how were these decided?	
3. Why were these targets set for tuition and not whole class teaching or small group work?	
4. What other communication has there been between the tutor and the teacher about this pupil?	
5. Since tuition has started what misconceptions, learning gaps and/or skill deficiencies have been uncovered and how were they uncovered? Do these relate to the targets set on the ITP? (Emphasise that modifying the plan in the session is a good thing)	
6. Have you shared with the class teacher the misconceptions/learning gaps you have uncovered? Has the ITP been amended to reflect this? How has the class teacher supported these changes through whole class teaching?	
7. What training as a tutor have you undertaken and how have you benefitted from it?	

Questions Specific to the Tuition Session to be observed		
1. What is the (broad) aim for this tuition session and how was it arrived at?		
2. What is your plan for this session – why have you chosen these activities/chunking and in this order?		
3. What are the expected misconceptions, learning gaps and/or skill deficiencies – why do you think this?		
4. What teaching styles (pedagogies) do you intend to use and why ( eg explanation, modelling, question and answer, role play)?		
5. What materials will you be using in this session and why have you chosen them?		
6. How will you assess pupil understanding and why did you choose this method?		
7. What are the similarities and differences to how you would teach this aspect to a whole class?	Similarities	Differences

# Tuition Observation proforma

School		Tutor	
Date		Time	
Subject		Focus	
Pupil Characteristics			

<b>7 steps</b>
1. Introduction
2. Remember
3. Model
4. Try
5. Apply
6. Secure
7. Review and reflect

Time (5 mins)	Story of session	Impact / pupil response	7 steps (number)	Approach

<b>Approach</b>
Questioning
Explanation
Modelling
Demonstration
Coaching
Direct teaching
Classifying
Enquiry
Visualisation
Concept attainment
Using metaphor
Problem solving
Reasoning
Empathy
Evaluation
Discussion
Hypothesise
Iteration

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The most effective features of the session
Points for discussion

## Post Tuition Interview with Tutor

	<b>Interview Commentary</b>	<b>Notes</b>
<b>Researcher</b>	Thank you for agreeing to talk with me today, and for allowing me to observe your tuition session. I just need to go through a few formal bits before we talk further. Any notes from this tuition observation and from this interview are for the purposes of research, and will not be shared with anyone else outside the research – and all references to elements of the discussions we have today which inform the research will be made anonymous. Are you happy with this?	<i>If the interviewee declines – terminate the interview, but say that notes taken during the observation will be used to inform further practice.</i>
<b>Interviewee</b>		
<b>Researcher</b>	I will be taking notes during the discussion and may want to clarify aspects of what we've discussed just to make sure that I don't miss anything, or misinterpret what you're saying. Is that OK?	<i>Again we're expecting an affirmative here</i>
<b>Interviewee</b>		
<b>Researcher</b>	Can you describe today's tuition session for me?	<i>Prompt to get detail about misconceptions, skills deficiencies, relationship to ITP, structure of the session</i>
<b>Interviewee</b>		
<b>Researcher</b>	What sort of teacher/tutor would you say you were?	<i>We're trying to get a picture of their pedagogical preferences here: if they say they're open and friendly and responsive to pupil needs – yet you observed a didactic and highly structured session – explore further with reference to the notes you took during the observation.</i>
<b>Interviewee</b>		
<b>Researcher</b>	Is your approach to teaching a whole class different from your approach in a tuition session? Can you describe how it's different?	<i>Explore the differences – what makes it different – is it about the one-to-one – or is it something else?</i>
<b>Interviewee</b>		
<b>Researcher</b>	Can you give any examples of that aspect in your tuition session today?	<i>This is designed to tease out the relationship between what they say and what they do. Relate back to examples yourself if necessary: In your tuition session you did ... What prompted you to take that action?</i>
<b>Interviewee</b>		
<b>Researcher</b>	How would you describe mathematics/English as a subject?	<i>We're getting back here to what's in their head? Is it about being "difficult" or a necessary life skill, or is it simply about being able to access "the test"?</i>

<b>Interviewee</b>		
<b>Researcher</b>	How would you describe the problems/misconceptions/issues that you have been dealing with in your tuition sessions?	<i>Do they know? Have they been handed an ITP as something they need to work through? Is it about picking up on barriers to learning, or is it about pre-teaching what they need to know to access the curriculum?</i>
<b>Interviewee</b>		
<b>Researcher</b>	If you could change the focus of the tuition session at all, what would you change?	<i>Would they change content, structure, flexibility – the time, the relationship with the class teacher ...</i>
<b>Interviewee</b>		
<b>Researcher</b>	Is it important for the tutor to have specialist subject knowledge? Why?	<i>Try to tease out examples to justify points made here. If you observed aspects of subject knowledge that helped pupils during a tuition session feed back to the tutor for comment. Tease out: <b>Flexibility; Planning; school tracking; day to day and periodic teacher assessment</b> What additional knowledge might a tutor need?</i>
<b>Interviewee</b>		
<b>Researcher</b>	What progress did the child make during the tuition session? How do you know?	
<b>Interviewee</b>		
<b>Researcher</b>	How do you feedback/make use of your knowledge about progress?	<i>Tease out here the relationship with the class teacher and the link back to classroom teaching. Is the tutor flexible enough to respond to pupil need?</i>
<b>Interviewee</b>		
<b>Researcher</b>	Are there any concerns you have about tuition that you'd like to share here?	<i>This provides tutors with an opportunity to off load other issues – it may or may not give an indication of their pedagogical standpoint.</i>
<b>Interviewee</b>		

## Glossary of Terms

1. Classifying	When we <b>classify</b> things, we group them and name them according to what they have in common; we look for similarities and differences and look for the connections that help us to learn about new concepts and structures.
2. Coaching	<b>Coaching</b> focuses on an individual's needs and accomplishments through close observation by the coach, and the offer of impartial and non-judgmental feedback on performance. As such it is most closely related to skills development, and the honing of skills in practice.
3. Demonstration	<b>Demonstration</b> is an approach used to illustrate an event or procedure by showing and is often used to stimulate thinking
4. Direct teaching	<b>Direct teaching</b> is characterised by a stimulus-response approach eg closed question and answering
5. Discussion	<b>Discussion</b> is a teaching technique to help learners develop strategies for teasing out their understanding of an area of knowledge, a skill, or something they have misunderstood in the past. The important thing about discussion is not about "getting it right" but more about developing meaning and understanding through debate and reflection.
6. Empathy	<b>Learners</b> use empathy to focus on their own feelings in order to reflect more closely on the work or feelings of others. This is useful in developing a critical understanding in English.
7. Enquiry	<b>Enquiry</b> based learning is a process in which the learner influences the choice about the content and scope of their learning. It enables learners to develop and apply transferable learning skills.
8. Evaluation	<b>Evaluation</b> enables learners to assess their progress against the strengths they have displayed (focusing on what they do well), to identify new challenges (to focus on what they need to improve) and to identify what it is they need to begin from scratch (to focus on new learning).
9. Explanation	<p><b>Explanations</b> vary according to their purpose. Categorising the main purposes can help you plan effective explanations. We can categorise the purposes of explanations in the following ways to help pupils understand:</p> <ul style="list-style-type: none"> <li>• purposes and objectives of the lessons</li> <li>• processes, procedures and skills (explaining how)</li> <li>• cause and effect (explaining why)</li> <li>• relationships (how one factor affects another over time)</li> <li>• concepts (often abstract)</li> <li>• attitudes and values (involving some personal judgement)</li> </ul>

10. Hypothesise	When pupils <b>hypothesise</b> they begin to ask questions and predict answers as a means of validating their learning. In mathematics for example a pupil might determine place value based on what they have learned and applied in the past (scaling up from hundreds to millions, or down from tenths to thousandths for example).
11. Modelling	<b>Modelling</b> is effective in teaching new skills or procedures, for example how to construct a paragraph, evaluate a painting or draw a conclusion from evidence. Not only will the teacher demonstrate the procedure, but will also talk through their thinking, so making explicit the decisions that have to be made at each stage.
12. Problem solving	<p><b>Problem solving</b> is a means of engaging the learner with the whole area of the topic being considered. It allows the pupil to:</p> <ul style="list-style-type: none"> <li>• develop a clear description of the problem</li> <li>• analyse the causes of the problem</li> <li>• identify alternative resolutions</li> <li>• making a choice and implementing a solution</li> <li>• testing to see if the solution worked or not</li> </ul>
13. Questioning	<b>Questioning</b> is used to help learners to acquire basic skills or a better understanding to solve problems, or to engage in higher-order thinking such as evaluation. Questions may be asked by pupils as well as teachers: they are essential tools for both teaching and learning.
14. Reasoning	<p><b>Reasoning</b> is the ability to analyse information and solve problems on a complex level where the primary process is that of “thinking things through”. It is a more refined level of problem solving. Reasoning involves such skills as:</p> <ul style="list-style-type: none"> <li>• making decisions about the nature of objects, ideas and processes</li> <li>• applying analysis and evaluation to begin to decode the complexities of a subject</li> <li>• applying metaphor and analogy to a problem</li> <li>• understanding the relationship between verbal and non-verbal ideas</li> </ul>
15. Visualisation	<b>Visualisation</b> helps learners to develop a mental picture of the task they are undertaking, or the conscious thought of what a scene would look like. In English this could begin with a verbal description of what the pupil wants to write about in an extended piece of descriptive writing. In mathematics it could be about talking about the pattern that they see when looking at a formula.