

## Characteristics of schools that have high impact tuition

Whole school structures	Identification of pupils	Tuition structures	Pedagogy of tutor session
<ul style="list-style-type: none"> <li>• senior leadership teams recognise the contribution tuition makes to wider school improvement, including attendance and behaviour, and ‘narrowing the gaps’</li> <li>• the centrality of one-to-one tuition to whole school provision mapping ensures that it is appropriately targeted to meet pupils’ needs and maximise impact</li> <li>• there are established rigorous assessment practices</li> <li>• schools have clear systems for monitoring and evaluating impact of interventions. Senior leadership teams are involved in quality assurance of all interventions including tuition</li> <li>• monitoring and evaluation of tuition informs and supports quality first teaching including CPD</li> <li>• one-to-one tuition is a regular item on all stakeholder’s agendas and communications including parents and governors</li> <li>• CPD opportunities are provided for all staff to refresh and strengthen tuition practice</li> <li>• senior leaders are proactive in tutor recruitment and development and make tutors feel supported and valued</li> </ul>	<ul style="list-style-type: none"> <li>• use historic data, day to day and periodic teacher assessment, alongside teacher knowledge to identify pupils</li> <li>• use school intelligence about the family, group and area</li> <li>• offer pupils a choice of tutor and time when tuition takes place</li> <li>• are mindful to include pupils in priority groups to narrow the gaps</li> <li>• actively consider pupils whose characteristics included: lacking in self confidence; demonstrate poor organisational skills; have developed avoidance tactics or exhibited poor behaviour; are easily distracted or do not respond positively in whole class situations</li> </ul>	<ul style="list-style-type: none"> <li>• tuition consolidates learning and develops skills, providing opportunities for revisiting, reinforcing and embedding prior learning</li> <li>• negotiated curricular targets are based on day to day and periodic teacher assessment</li> <li>• tutors are matched with the specific needs of the pupil</li> <li>• tutors know their subject and can rectify learning gaps</li> <li>• tutors do not use a scripted programme and flexibly adapt tuition to meet needs and learning misconceptions.</li> <li>• tutors and pupils take opportunities for regular assessment and feedback. They reflect on their learning and negotiate targets where necessary.</li> <li>• tuition focuses on the development of confidence –allowing pupils to own their learning and their progress</li> <li>• there is ongoing dialogue with the class teacher focused on reviewing targets and refining learning in the classroom</li> <li>• tutors give regular updates to parents about their child’s progress in tuition</li> <li>• completion of ten hours tuition is recognised with a certificate or presentation</li> </ul>	<ul style="list-style-type: none"> <li>• tutors have secure subject knowledge</li> <li>• tutors use a wide variety of teaching and learning strategies, changing frequently to reflect the responses pupils make to learning challenges</li> <li>• there is significant pupil led activity and questioning</li> <li>• pupils are allowed to think aloud and reflect on their learning processes</li> </ul> <p>Other pedagogies used:-</p> <ul style="list-style-type: none"> <li>• scaffolding – supporting the gradual withdrawal of tutor control as the pupil confident and independent</li> <li>• post question wait-time - giving learners time to respond and reflect on responses as confidence increases</li> <li>• questioning and prompting -tutors make the decision whether to question or prompt to develop pupil independence</li> <li>• identifying the next steps for a pupil to work on so that they can see the progress that they are making, and to ensure learning is embedded and transferrable;</li> <li>• offering contextual explanations providing links so that pupils connect with the learning</li> </ul>