

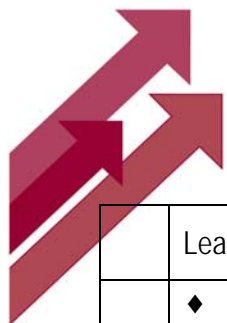
Making Good Progress

One to One tuition in Hertfordshire

Quality Assurance Evaluative Framework

2010-2011

	Leadership of one to one tuition	Involvement of Subject Teachers and Tutors	Involvement of Parents and Pupils	Impact on Learning
Enhancing	<ul style="list-style-type: none"> ◆ Senior teacher responsible for management of programme, including pupil tracking ◆ Senior teacher provides comprehensive reports for all stakeholders and external agencies ◆ The school has a clear selection criteria, including vulnerable pupil groups ◆ The school targets support for pupils appropriately ◆ The SLT implement strategies to monitor pupil progress before/during/after tuition ◆ Schools ensure and have evidence of strong links between tuition sessions and Maths/English lessons 	<ul style="list-style-type: none"> ◆ Formal on-going dialogue with parents and class teacher ◆ Tutors have attended up-skilling modules and have a commitment to continuing personal professional development ◆ Tutors contribute to teacher assessment and reporting to stakeholders and show clear understanding of AFL ◆ Tutors set and/or adapt targets at the review stage. ◆ Teacher completes pre and post tuition viewpoint survey (4.6 of Toolkit) ◆ Tutor completes pre and post tuition viewpoint surveys (4.6 of Toolkit) ◆ Tutors share good practice, strategies and resources 	<ul style="list-style-type: none"> ◆ Parents and pupils have opportunities to discuss and negotiate targets ◆ Pupils are able to articulate their own progress and can identify further gaps in their learning ◆ Parent and pupil feedback informs content of tuition sessions ◆ Parents complete pre and post tuition viewpoint surveys (4.6 of Toolkit) ◆ The pupil completes pre and post viewpoint surveys (Section 4.6 of Toolkit) 	<ul style="list-style-type: none"> ◆ SLT analyse the progress of pupils receiving tuition to assess impact and plan further actions ◆ SLT use the HCC tracker to support the monitoring of pupil progress ◆ APP shows good progress has been made by tutees ◆ Teacher assessment recognises accelerated progress of tutees ◆ SLT plans next steps to ensure progress of individual pupils is maintained beyond tuition



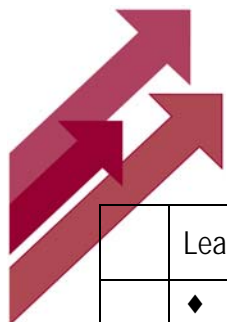
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Establishing	<ul style="list-style-type: none"> ◆ Headteacher ensures strategic planning is in place to allow for successful implementation of programme ◆ Identify key members of staff who oversee initiative ◆ Tuition leads have attended 'Leading and Managing One to One training' ◆ The SLT monitor tutoring sessions to ensure quality of provision ◆ The SLT monitor the ITP targets to ensure they are robust and appropriate ◆ One to One tuition is included in the school provision map ◆ SEF has been updated to reflect tuition 	<ul style="list-style-type: none"> ◆ Tutors have liaised with class teacher to ensure targets are appropriate and realistic ◆ APP has been used to support the identification of targets ◆ The ITP is completed jointly between the tutor and class teacher ◆ Tutor uses a range of resources and pedagogical steps outlined in the DCSF guidance for tutors to meet the needs of the pupil (Section 8 of Toolkit) ◆ The ITP is reviewed and amended if appropriate during the tuition process ◆ External tutors have an induction meeting with tuition lead 	<ul style="list-style-type: none"> ◆ Pupils have the opportunity to self assess their own progress during the tuition sessions ◆ Parents and pupils contribute to the passport ◆ Records show that attendance has been regular ◆ School has procedures in place if non attendance occurs 	<ul style="list-style-type: none"> ◆ Teachers report that pupils are more confident and contribute positively to lessons ◆ APP is being used to measure steps in progress ◆ Teacher assessments show that pupils' progress has noticeably improved ◆ School has recorded tuition starts and completions in the DFE tracker



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Focusing	<ul style="list-style-type: none"> ◆ Headteacher has attended the HT briefing sessions ◆ Headteacher shares strategic planning and overview with relevant members of staff ◆ HT has appointed appropriate tuition staff ◆ Leadership team have mapped out a timeline for tuition ◆ Pupil selection includes due regard for vulnerable groups. ◆ Governing body is fully informed of the One to One initiative 	<ul style="list-style-type: none"> ◆ Tutors have attended 'First Steps in Tuition' LA training ◆ Tutors are engaged and the correct contractual information and all safer recruitment and safeguarding guidance has been adhered to. ◆ Tutors have met with class teachers to discuss pupils and the ITP targets have been written ◆ External tutors are familiar with school procedures and policy ◆ Tutors are known to parents and have been given opportunity to meet 	<ul style="list-style-type: none"> ◆ Parents understand what the tutoring involves and the selection criteria ◆ Individual Tuition Plan has been shared with the parents and pupil ◆ Parents and Pupils make a commitment to attending all 10 sessions ◆ The pupil has a clear understanding of why they are having tuition and knows what their targets are ◆ Pupil passport is in use as a means of communication with parents and as an ongoing record of tuition 	<ul style="list-style-type: none"> ◆ School has recorded tuition starts in the DFE tracker