



# Children, Families and Education

One-to-one Tuition for new  
tutors and tuition leads





# Objectives

- To consider the implications of one-to-one tuition
- To consider how one-to-one tuition can be implemented effectively in your school
- To consider the resources available to help both tutor and pupil



# Order of the session

1. Background to one-to-one tuition.
2. Pedagogy
3. Making one-to-one tuition manageable
4. Resources available



# National tuition commitment

One to one tuition will support:

- 70,000 pupils in Key Stage 2 in 2010-11
- 7% of pupils in KS2 and KS3 (and in National Challenge schools in KS4) in both English and mathematics in 2010-11



# One-to-one tuition in Kent

Kent has been fully funded for 17,428 tuition places:

- 9,355 in primary
- 6,600 in Key Stage 3
- 1,473 in Key Stage 4 for national challenge schools

Web page:

[http://www.kenttrustweb.org.uk/ask8/ask8\\_one\\_to\\_one\\_home.cfm](http://www.kenttrustweb.org.uk/ask8/ask8_one_to_one_home.cfm)



# Who is one-to-one tuition for?

For pupils working at National Curriculum levels who:

- Are a Looked after Child (from a specific LAC allocation)
- For all other children who
  - entered the key stage behind expected levels and/or
  - are not on track to make the expected progress.
- Priority given to pupils in vulnerable groups who would particularly benefit from this kind of support
- It is designed to help children not achieving their full potential, despite other intervention methods
- It must not exclude pupils because they are considered harder to reach and/or are considered to have behaviour issues.



# LAC entitlement

- Kent are guaranteeing automatic entitlement for all Looked after Children in Key Stage 2, Key Stage 3 and in National Challenge at Key Stage 4
- Schools should note that it is good practice to identify numbers of pupils from vulnerable groups receiving one to one in comparison to numbers in those groups in the school.



# Table activity

- How did you identify pupils?

For 5 minutes, share ideas on how to identify pupils for One to One.

- Look at the Selection Grid and Eligibility Criteria. How do these help with the selection process?

Discuss.



# Who can be a tutor?

- Must have QTS
- At secondary, must have recent experience of the current curriculum in English and maths
- Overseas qualified teachers are eligible
- NQTs in the summer before they achieve QTS
- Those with HE & FE qualifications
- Database of tutors available on request



# Guidance on the Recruitment of Tutors

- Full time teachers cannot be paid to tutor during the school day
- Teachers who tutor outside the school day can be paid £25 per hour
- Any part time teacher who tutors in the school day has to be paid under their normal Terms and Conditions
- Schools receive £29.56 ph x 12 for each pupil plus £20 Participation Funding
- Tutors must have an Enhanced CRB check.



# What is one-to-one tuition?

- One to one
- 10 hours plus funding for 2 hours' preparation. £20 per pupil for additional costs to be used at the school's discretion
- During and/or out of school hours
- *Minimum* of one hour per session
- Delivered by a qualified teacher.
- Based on targets agreed between class teacher, tutor and pupil
- Not a replacement for other intervention strategies but a key part of provision mapping



# When, where, who?

- **Where:**

- In school
- At home
- Libraries
- Supermarkets
- Community Centres
- Children's Centres
- Village Halls
- Activity Centres

- **When:**

- After school
- Before school
- At weekends
- In the holidays
- During school

- **Who:**

- Tuition agencies
- Own teachers
- Part time/supply teachers
- Teachers known to school
- Returners



# Table discussion

- How did you organise One to One?

When?

Where?

Who?



# Which pupils benefit from one-to-one tuition?

Pupils:

- who have been taught a skill but have failed to secure it
- who have difficulty grasping a concept and transferring it into practice
- whose learning has been hampered by a previous misconception
- with a lack of experience
- new to English, those with a limited vocabulary or who have not had much opportunity to participate in sustained talk or reading



# Learning relationships in one-to-one tuition

## Tutor works with pupil

- Using questioning, observation and discussion
- Developing pupil self-assessment skills against shared targets

## Tutor works with class/subject teacher and pupil

- Using APP and other observations/evidence to discuss targets
- Using APP to reflect on progress, confirm judgements and highlight next steps to progress

## Tutor links with parent/carer

- Using Pupil Passport and through meetings



# Structuring the 1-to-1 teaching sequence

## The Individual Tutoring Plan (ITP)

**Lesson Plans**

**Introduction**

**Remember**

**Model**

**Try**

**Apply**

**Secure**

**Review and reflect**

**Teaching Sequence**

**The Pupil Passport**



# Pupil Passport

- Look at the blank and completed passport in delegate pack
- Discuss how you have used this or share the ways in which you have tracked pupil progress
- Discuss ways in which you have overcome any problems.



# One-to-one principles and teaching strategies

Class teacher and tutor liaison ensures that the tutor is supported in delivering effective tuition:

- Enquiring into prior knowledge
- Drawing pupils in to a modelled process
- Promoting pupils to share their thinking
- Supporting the pupil who is stuck
- Praise, encouragement, enjoyment of learning
- Drawing attention to insecure learning, gaps and/or misconceptions



# Designing the pedagogy

One-to-one tuition:

- builds on the learning path of the individual from where they are to achieving their personal target
- provides the stages of learning which are planned in manageable steps
- is arranged in logical linked episodes with staging points, to summarise, check understanding and reflect
- promotes modelling of a skill, supporting application and observing independent work
- is flexible to respond to the needs and interests of the pupil



# The role of the tutor in one-to-one tuition

## The Tutor:

- liaises with the class teacher
- has a thorough understanding of what the pupil needs
- approaches planning flexibly to respond to changing pupil needs as learning develops
- models and articulates good learning which focuses on both process and effective strategies
- provides opportunities for pupils to talk, rehearse ideas and ask questions
- involves the pupil in assessment which will help them acquire self- checking and self-help skills
- praises successes.



# The role of the pupil in one-to-one tuition

Pupils need to:

- understand why they are having tuition
- appreciate that what they learn in tuition can be used back in class
- feel confident to take risks during sessions
- understand that making mistakes is an important part of learning
- work independently to think through strategies and problem solve for themselves
- reflect on their learning during the session



# Effective one-to-one tuition

- engages pupils in their learning
- provides highly tailored sessions
- is delivered at a pace that is appropriate to the pupil
- builds on what the pupil already knows
- ensures misunderstandings are quickly identified and addressed at the point of misconception
- increases pupils' understanding of what and why they need to improve



# Feedback from Kent schools: English

- Improved punctuation
- Improved level of detailed description
- Increased quantity produced
- Greater confidence
- Building self esteem through experiencing success
- Real world application of skills
- Developing strategies for writing
- Confidence to use for adventurous vocabulary
- Class lessons much more focussed
- Improved basic skills (capital letters / full stops)



# Feedback from Kent schools: maths

- Clarified muddled concepts
- Greater confidence in tackling questions
- Taught different approaches to learning
- Real connection with teachers - wider benefits
- Learn for a reason
- Renewed enthusiasm
- Better understanding of mathematical language
- Improved mental maths
- Pupils became better at using mental strategies



# Top Tips

- Tuition dates
- Early identification of pupils
- Careful pairing of pupils and tutors
- Good communication
- Positive promotion
- Track back
- Use a range of materials
- Ensure sessions are interactive and fun
- Stay focussed



# Quality Assurance/Monitoring and Evaluation

- Tuition best practice schools to model standards
- Quality assurance pro forma, facilitating coaching model
- QA carried out by Headteacher, lead teacher, LA adviser, experienced tutors
- DVD/video of excellent practice
- Tuition surveys (tutor, pupil, parent)
- Monitoring and evaluation proforma to feedback on progress
- Standardised documents - Individual Tuition Plan, Pupil Passport
- Teacher assessments, end of key stage results and other assessments.



# New for 2010

- Planning  
Use Term 6 to plan for tuition during the summer holidays or an early start in September
- Identify pupils and enter them on the DCSF web site
- After first tuition session, confirm start so that funds can be paid to the school



# Publications

- Developing One-to-one tuition Guidance for LAs and schools
- Developing One-to-one tuition Guidance for tutors
- One-to-one tuition toolkit

<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-01068-2008&>



# More Publications

## Making Good Progress case studies

Useful for tips on moving pupils from low, secure, high to next level, etc

## Assessing Pupils Progress

[www.standards.dcsf.gov.uk/nationalstrategies/primary/app](http://www.standards.dcsf.gov.uk/nationalstrategies/primary/app)

## Developing Assessment for Learning

[www.standards.dcsf.gov.uk/nationalstrategies/primary/afl](http://www.standards.dcsf.gov.uk/nationalstrategies/primary/afl)

## The Standards Files

[www.standards.dcsf.gov.uk/nationalstrategies/app](http://www.standards.dcsf.gov.uk/nationalstrategies/app)

## Personalised Learning – a practical guide (DCSF – 00844-2008)



# One-to-one Tuition Contacts

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