

How individual tuition is revolutionising learning





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One-to-one uses individual tuition to support pupils falling behind in English and maths – and is improving motivation and behaviour, too

Getting down to basics

he one-to-one tuition programme is funded by the Government to provide additional support in mathematics and English for children who have fallen behind. It is delivered as an extension of classroom teaching, either inside or outside the school day and will help 300,000 pupils this year. By 2011, it is intended to provide extra help to at least 600,000 pupils throughout England.

The Department for Children, Schools and Families says some children, especially those from vulnerable groups, do not make the progress they need when they are in small group or whole-class settings and learn core skills much better with individualised tuition. Evidence from Australia, New Zealand and the USA backs this up and the UK model draws on some of the best practice identified from these international examples.

Making Good Progress, a two-year DCSF pilot for pupils in 10 contrasting areas of England, showed, in general, children receiving one-to-one tuition made faster academic advancements than their peers, despite the fact many had made slow progress before the intervention. Of the headteachers surveyed, 86 per cent thought one-to-one tuition contributed to increased rates of progression in their schools.

In the pilot, early intervention was found to be especially important although pupils made progress in all key stages. For example, for key stage 2 English and maths

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and key stage 3 English, a significantly higher proportion of pupils receiving tuition progressed at least one sub-level compared to those pupils not receiving tuition. In KS3 maths, progress was less marked but still substantial. Overall, teachers reported increased motivation, better behaviour and improved attendance.

"There has been a phenomenal increase in confidence in the tutored students and the impact has been significant," says one secondary school headteacher. One primary teacher saw a real change in attitude from their Year 5 pupils being tutored.

Parents were largely supportive of the scheme. They saw it as helping rather than stigmatising their children. More than two-thirds of those surveyed said their children enjoyed one-to-one tuition. Nearly half said they felt more involved in their children's learning.

Pupils are selected for tuition on the basis of nationally set criteria. Pupils are eligible for one-to-one tuition if they start KS2, KS3 and, in National Challenge schools, KS4

One-to-one: the parameters

- All tutors must have Qualified Teacher Status (QTS) or be overseas qualified teachers eligible to teach in schools in England, or have teaching and subject-specific qualifications from the higher or further education sectors. Trainee teachers may become tutors in the summer before they attain QTS.
- Classroom teachers outside London are paid £25 an hour for 10 hours of one-to-one after-school tuition. Those in outer London get £28 an hour and those in inner London get £29 an hour. All tutors receive payment for an additional two hours for planning and teacher-tutor liaison.

Tutors operating within the school day are paid in accordance with the School Teachers' Pay and Conditions document. There is also £4 an hour to cover the administrative costs of each tutor and

- a per pupil allowance for the school to cover extra administration and teacher-tutor liaison. In inner London this amounts to \$24, in outer London \$23 and in the rest of England \$20.
- Schools employ tutors directly and can receive additional support from their local authority.
- Local authorities work with schools to ensure tuition is targeted at the pupils who need it most. In 2009/10, each authority gets an allocation based on 3.5 per cent of the cohort of pupils in each key stage for English and maths.

Nationally this equates to up to 300,000 pupils. In 2010/11, funding will be available for 600,000 pupils – around 7.5 per cent of each pupil cohort locally at key stage 2, key stage 3 and in National Challenge schools at key stage 4 for English and maths.



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'There has been a phenomenal increase in confidence in the tutored students and the impact has been significant'

behind the expected level, or are judged to be off-course to reach national expectations or make two levels of progress. Schools are encouraged to prioritise pupils from disadvantaged backgrounds when they make their selections. Children in the care of the local authority, for example, may qualify for additional support. Many special educational needs (SEN) pupils are eligible for one-to-one tuition, but this is an addition to the school's existing intervention strategies, not a replacement for them.

Learning gaps are identified, generally using Assessing Pupil Progress, and personalised targets set for the tuition. Tutors are free to tailor their teaching to each child, rooting out the pupil's misconceptions about maths, reading or writing and working out strategies to overcome that individual's difficulties. Such insights may improve the tutor's whole-class techniques, especially when other pupils are

One-to-one in practice

Who, when and where: how it works

- There is no single model for delivering one-to-one tuition; schools and local authorities select tutors, locations and timings to suit the needs of the pupils. Individualised tuition should also fit in with each school's existing intervention strategies.
- Tutors can be the school's own teachers (both full-time and part-time), teachers from other local schools, retired teachers, supply teachers or agency teachers known to the school. Other key recruitment channels include the Training and Development Agency for Schools (TDA) database, tuition agencies or supply agencies.
- Tuition can take place before school, after school, during the school day, at weekends or during holidays.
- Pupils get 10 hours of tuition in total. Sessions are usually an hour but can be longer depending on local needs. One ran five two-hour sessions after school. Another ran holiday tuition, offering the sessions over five days.
- Tuition can take place at the pupil's own school, at a neighbouring school, in the local library or leisure centre, in a football ground, hotel, business centre or in the child's home. Some creative examples are emerging. For example, at Bexleyheath in Kent, the local Asda supermarket provides a space for one-to-one tuition on Saturday mornings, allowing eligible pupils the chance to catch up on their learning while their parents shop.

identified as having similar misconceptions. Schools and tutors enlist the support of parents where possible, forming a partnership and using a "tuition passport" that ensures a continuous dialogue between the tutor, child and parent, and allows them to add their own comments about progress.

The Children, Schools and Families Bill has set out to ensure that, from September 2010, under the Pupil Guarantee, children in England have the legal right to individualised tuition if they enter KS2 behind national expectations and are not making good progress. Year 7 pupils who start secondary school below national expectations will be entitled to one-to-one or small group support and their learning will be assessed through a progress check. Secondary schools decide which intervention will be most effective in the context of their existing strategies. Tony Wilkinson

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Whether it's during or after the school day, at weekends or in the holidays, teachers are finding one-to-one is highly adaptable to pupils' needs

Meet the flexible friend that's



Гimeline

One-to-one: the past, present and future

September 2007

Making Good Progress pilot launched

April 2009

Early rollout of tuition for 36,000 pupils falling behind in the latter part of key stage 2

September 2009

National rollout of tuition: 300,000 pupils to receive it in English and/or maths in key stages 2, 3 and key stage 4 in National Challenge schools 26.03.10

got time for everyone

uring the school day or outside it? Before or after lessons? In holidays or term time? Schools are free to run the one-to-one programme however they choose, making it easy to find tuition times that suit everyone.

A popular model is to schedule tutorials at the beginning or end of the day. But many schools also hold tutorials during the school day, especially in rural areas where afterhours transport can be tricky.

"It's very carefully planned, so that we take students out of a different lesson each week," says Karen Ball, a tutor at Heathfield Community College, East Sussex. "I also make sure they don't miss their favourite lesson, because you don't want them wishing they were somewhere else."

Weekend or holiday tutoring also has its fans. "Most of our tuition happens after school, but not every child is able to stay," says Peter Jenel, who teaches at Heptonstall Junior School, West Yorkshire, and also works as a tutor at nearby Shade Primary.

"I began running some Saturday morning sessions. The building is quiet, everyone's less tired and because the children don't have to wear uniform, they see it as something different. In just an hour you can achieve so much."

And it doesn't have to be "just an hour". At Halifax High School in West Yorkshire, tutor Bryn Moore, a retired head of English, sometimes schedules two or more sessions a week for pupils who he thinks will benefit. "In some cases, running tutorials close together can be very productive. The great thing about one-to-one is that you get immediate feedback from the pupil, so you can very quickly see what works best, and then build on that." Some schools are also looking at delivering one-to-one in large

The verdict

Tutors' views

Jane Nesbitt is head of history at St Cuthbert Mayne School in Torquay, but spends two hours a week tutoring English after school.

"I'd done some EFL work in Poland 10 years ago, but otherwise had no English experience. I've had great support from the English department. The tutoring has been excellent CPD and I've been able to make good cross-curricular links."

After 30 years as a classroom teacher, Chrissy Smith was ready for a change, and was already working as a private tutor, when Ratton School in Eastbourne asked her if she'd help deliver their one-to-one programme.

"Being from outside the school means you're making a fresh start with students, which I think they like. I tutor for two and a half days each week and I've found the key is tapping into students' interests. I've one boy who's mad about football, and we often use that as a starting point."

School's view

Alison Tilbrook, deputy headteacher at Methwold High School, Norfolk.

"There's been no difficulty in recruiting tutors: ours include full-time, part-time and retired teachers. During the pilot, the sessions had to take place [outside] the school day, but we found pupils were often too tired to benefit. Now they can be taken out of lessons and we also have tutoring in the holidays."

blocks during the holidays, for a more focused and intensive approach.

Some schools use their own staff to deliver tuition, by slotting tutoring into teachers' timetables, or by running afterschool sessions. Others turn to colleagues who have gone part-time or recently retired, or source tutors from their local authority database. With the number of pupils receiving tuition set to double this September, schools will need to be flexible and draw tutors from a variety of sources. The tutors themselves can work across both primary and secondary schools.

At St John Plessington Catholic College in Wirral, KS3 tutoring is carried out internally, with teachers assigned one-to-one slots as part of their timetable, while KS4 sessions are run by outside tutors. The internal tutoring takes place during a part of the day when most pupils have 'form time', while external tutoring is held after school.

The beauty of one-to-one is that it allows a spontaneous approach as well as a personalised one. "You start with a detailed tuition plan, but sometimes that goes out of the window," says Helen Rearden, a tutor at St Margaret's CE Junior in Kent. "One boy wasn't progressing with his writing: he'd never really grasped what a sentence was. We stopped right there and went back to basics. I ended up spending all 10 sessions unpicking [his] misunderstanding[s]."

Overall, the more flexible and imaginative schools can be, the better the programme works. "It's about suiting everyone," says Christine Smiles, tuition co-ordinator at Norham Community Technology College, North Tyneside. "You need an ongoing dialogue between tutors, teachers, students and parents to ensure the model you choose helps each student make the best progress." Steven Hastings

March 2010

Quality mark for private agencies and tutors launches

April 2010

Easter schools pilot

July/August 2010

Summer schools

Year 2 of national rollout: tuition will be available to 300,000 pupils in English and 300,000 in maths

September 2010

Pupil Guarantees due to come into force

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From pupils struggling with grades to schools tackling special measures, one-to-one has the power to turn performances around

Change your perspective

he one-to-one programme has far-reaching benefits for school improvement, teachers' professional development and parental involvement, as well as for the pupils themselves, according to the schools which have participated.

A national survey of the pilot project has revealed that 75 per cent of teachers believed tuition had boosted pupils' progress. Yet the impact of one-to-one is not confined to individual pupils.

For one school which has emerged from special measures, one-to-one tuition is a valuable part of a whole raft of assessment and teaching strategies designed to lift achievement.

"We have seen a dramatic improvement in the skills of pupils receiving tuition," confirms Sheila McAllister, the deputy headteacher of Archbishop Beck Catholic Sports College in Liverpool. Mrs McAllister believes that one-to-one tuition sits well in the school's intervention programme, as well as with personalised learning.

Archbishop Beck, which has 49 per cent of its pupils achieving five A*-C grades (including English and maths), up from 29 per cent five years ago, is now rated as "good with outstanding features".

Rebuilding staff confidence and morale has been crucial; one-to-one tuition has contributed, as almost one-third of the teaching staff are also tutors.

"After being in special measures, we needed to build up the department," says Cathy Strode, the head of English. "The tuition sessions are held on Saturday afternoons at a hotel in the city centre, and staff see it as team building."

According to Mrs McAllister, close links between tutors and class teachers are a key element, encouraging discussion about learning styles and pedagogy.

One-to-one has opened up the school's

dialogue with parents, too. There are meetings to explain tuition plans and parents dropping their children off on Saturdays often stay for a cup of coffee and a chat about their child's progress.

"My mother is made up for me because I'm getting my work done," says Jamie, a Year 9 pupil. Jamie thinks the sessions have been fun; he especially enjoyed the computer games but he is also more confident in class. "I feel more comfortable because I know that if I've got a question, the teacher will help me with it."

This improved engagement with learning has been echoed in schools across the country, and tutors in many schools have been bowled over by the rapid results.

"I had a Year 11 student last year whose mother was very poorly and who found school life very difficult," recalls Louise Ford, head of English at Norham Community Technology College in North Tyneside. "After one-to-one tuition, her GCSE grade in English shot up from a D to a B between Christmas and the summer."

Tuition has also massively improved pupils' attendance, according to Ms Ford – students stop missing school because they do not want to miss tuition.

"It's opened my eyes to how committed students are to their own learning," adds Ms Ford. "Many students are now asking if they can have tuition because they can see the difference it makes."

Linda Halbert, the headteacher at Norham, points out that pupils will often avoid lessons they find difficult, but tuition gives them the confidence to turn up and ask for help if they get stuck, improving learning and behaviour for the whole class.

Tuition has empowered parents, too, as they have the chance to discuss progress regularly with tutors, believes Mrs Halbert.

"Parents can better support their children, and they are delighted to be



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offered tuition," she says. "One mother told me that tutoring had previously only been for those who could afford it, and she wasn't going to pass up the opportunity."

One of the greatest benefits of one-to-one is the enhancement of teachers' professional development. Tutors are feeding gaps in pupils' knowledge back to teachers, who then review their practice, according to Jane Stanier, senior inspector for SEN and personalised learning in Dorset.

Danvir Visnavathan, headteacher at Fullwood Primary in Barkingside, Essex, is impressed by the improvements to teaching in his school. "Class teachers who are also tutors have become much more reflective about their practice, identifying how misconceptions have arisen and adapting what they do," he says.

Becky Hammond, an English teacher at

Gosford Hill, finds tutoring very rewarding. "It gives you a greater understanding of students' reluctance about certain activities. Something you might see as 'simple', like using a thesaurus, they might not understand. You have to go back to basics."

Nina Lorenzini, a teacher and a tutor at Alamada Middle School in Bedfordshire, is convinced the informal nature of one-to-one helps her to spot misconceptions and boost pupils' self-esteem.

Pilot schools which have followed up one-to-one tutees have found that pupils continue to make good progress once tuition has ended. "The evidence is that once kids catch up, they keep up with their peers," says John Ramby, a governor who is a member of Hull's one-to-one steering group. "For some pupils, it's like switching on a light."

Susannah Kirkman



The Gryphon School's experience

Not overlooked and no longer afraid to ask

One-to-one tuition is popular with parents, pupils and staff at The Gryphon School in Sherborne, Dorset.

"The improvement in Jessica's confidence is so marked," says Stephen Jacques, whose daughter is receiving tuition in maths. "She used to be afraid to ask us anything about maths, but she came up with some questions about her maths homework last night."

Mr and Mrs Jacques were pleased when Jessica was offered tuition, seeing it as continuing evidence of the school's concern for their daughter's progress and welfare.

"If they are not gifted and talented or don't have SEN, you can feel that your child is overlooked, but this is something available for everyone," Mr Jacques says.

"It's helping a lot," confirms Jessica, who is in Year 8. "I'm learning new methods and I enjoy the subject much more."

Molly Edwards and Ben (pictured left) are receiving tuition in English. Ben is a very able student who needs to improve his writing skills.

"I've been learning how to use metaphors and more powerful verbs," he explains. "It's been very helpful in expanding my vocabulary.'

Molly, who loves cooking, is comparing different writing styles in recipes by Nigella Lawson, her favourite celebrity cook, and Delia Smith.

The tutors, who are all teachers at The Gryphon, are also enjoying the programme, seeing it as flexible to students' needs and finding the rapid progress rewarding. The school is planning to double its tuition provision.

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Individual tuition not only brings students up to speed with their peers but keeps them there and raises their ambitions for higher education

Upwardly mobile

igher aspirations and expectations are among the benefits of one-to-one tuition, according to David Linsell, headteacher at Ratton School in Eastbourne.

He says the students who were tutored have made good or even exceptional progress, and that the gains have been maintained. The school has been able to monitor continuing progress since individual tuition was first introduced more than two years ago.

"Pupils are not only catching up with their peers, they're staying up with them," Mr Linsell explained. "Originally there was a fear that tuition would create dependency, but successful tuition builds pupils' skills and makes them more confident and independent."

One looked-after Year 10 pupil is now

aiming for university after receiving tuition in English and maths. At Level 3 in English in Year 7, she moved to Level 6 by the end of Year 9.

"One-to-one tuition has made a real difference in my life because now I can go to university, something I never thought would be possible," she said.

Mr Linsell, who has now been seconded as a tuition adviser, explains that tuition has particularly raised the expectations of pupils who are significantly underachieving or disaffected with school. These students are the ones who have gained most from the undivided adult attention provided by the tutors.

"They re-engage with school and learning because they recognise that they can do it," he said. "They – and we – realise that they can succeed if they are given the right support."



Win, win. Teachers give their verdicts

"We've been focusing particularly on giving pupils the language skills they need to access the whole curriculum. One-to-one is ideal for this as students develop the confidence to discuss their learning with adults." (Ms Strode, English teacher, Archbishop Beck Catholic Sports College, Liverpool)

"You can use the strategies you develop as a tutor to overcome learning difficulties in class."

(Jenna Parry, tutor and head of history at Norham Community Technical College, North Tyneside)

"I do all my tutoring after school, and I'm able to do an hour at each school, because they finish at different times. I like the variety of age groups, and although my background is more on the English side, I also really enjoy the maths tutoring because pupils make huge leaps forward very quickly." (Angela Clark, tutor at Ling Bob Junior and Halifax High schools, working with primary and secondary pupils, in English and maths)

"Pupils are keener to correct their mistakes because they now know why they have gone wrong. Normally when they make a mistake in maths, students sometimes just carry on or get stuck trying to understand where they have gone wrong. With the tutored kids you can see that they want to put into practice what they have learnt." (Maths teacher, secondary school)

"In Year 5, I had a lot of children who were being tutored and I noticed a real change in attitude." (Teacher, primary school)

Want to know more?

- Every LA has a tuition lead. If you want more information on how to get involved, ask to speak to yours.
- For advice on one-to-one tuition, visit www.teachernet.gov.uk/teachingandlearning/onetoone
- If you are interested in being a tutor, go to the TDA website: www.tda.gov.uk/onetoone
- For more information about the new scheme to accredit private agencies able to provide suitably qualified and vetted one-to-one tuition tutors go to: www.rec.uk.com/about-recruitment/standards/safe-recruitment/onetoone
- The independent evaluation into the Making Good Progress pilot is at www.dcsf.gov.uk/rsgateway/DB/RRP/u015204/index.shtml