

School Led Tutoring

Overall Aims and Rationale

Chosen Approach

Our chosen approach is to use a school led tutoring model, which is face to face, with consistent tutors with 171 students in total. The tutors work with small groups of specifically selected students (no more than 4.) The small group work takes place during the subject lesson and the students are not withdrawn from other subjects. The tutor either sits in class with the teacher and the selected group or takes the group out.

Our focus is on Ebac and core subjects to ensure students have the greatest chance of success in both GCSE and further education, ensuring an ambitious curriculum is maintained, despite the Covid19 interruptions to learning.

We have also created an after school group with our TA's for both English and Maths students.

We identified that face to face tutoring would be preferable to any online tutors because:

- The students with the greatest gaps were the ones with the lowest engagement online during lockdown
- Relationships are key for our students and therefore face to face learning would be the best vehicle for this learning to take place.

We recruited:

- TAs currently in school to deliver after school sessions as pre-existing relationships with students would be effective foundations. In addition, those in the identified groups were more consistently students from vulnerable categories, thereby meaning they had effective pre-existing relationships with the SEN department. These specific TAs are also likely subject specialists in either numeracy or literacy, further supporting the needs of the identified students.
- 4 University students studying a degree in the subject areas of Geography, English, MFL and Maths with aspirations to go into teacher training.

Training:

All tutors have completed the compulsory 11 hour training from The Educational Development Trust.

Tutors also participate in training throughout the school year, bespoke to their needs, which includes:

- Professional behaviours in school
- Expectations of the role, recording of data and upkeep of folder
- Strategies to support motivation of students (Adaptive Teaching/Behaviour for learning/Professional behaviour/SEND)
- TEEP level one
- Strategies to support the delivery of the program
- Weekly meetings with strategies and support

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- Educare courses on a range of topics including FGM and Cyber Security

Evidence from EEF covid19 support guide suggests effective practice includes:

<u>EEF Covid Support Guide Recommends:</u>	<u>Present in our Provision in:</u>
High quality one to one/ small group sessions.	All group work sessions are no bigger than 4 In MFL the groups sizes are one to one.
Oral language skill sessions have high impact.	The work in MFL is specifically focused on oral language skills.
Three way relationship between tutor, teacher and pupils.	The tutors work very closely with the teachers, and closely plan the work that is specifically required to close the gaps on the lost learning during the Covid19 pandemic.
Tuition is guided by the school and linked to the curriculum.	All the tuition is linked directly to the curriculum, it is also clearly guided by the middle leader in charge of the specific curriculum area.
Focus on literacy- there is extensive evidence showing the long-term negative impact of beginning secondary school without secure literacy skills.	There is a specific tutor session on literacy. The focus for many of the sessions led by the tutors involves ensuring key words and literacy are embedded.
A focus on supporting pupils' social and emotional needs.	We recruited TAs to ensure our students social and emotional needs were supported. We ensured the tutors we recruited had a consistent and regular timetable, to ensure relationships could be established with the targeted students.
A focus on identified special educational needs or disabilities.	Over 50% of the students we targeted were identified as having SEND.

Initial roll-out 2020-2021 (Term 5-6)

Overall focus:

Our overall focus was on gaps in knowledge/skills as well as transition back to face to face learning, including engagement and attendance. This took place after school with TAs and university students to support.

<u>Subject</u>	<u>Students</u>	<u>Focus</u>	<u>Impact</u>
English	Total number of students: 20 Y10-5 (4PP/3SEN)	Disengaged students who did not attend online learning and needed to gain confidence.	60% of these students improved their ATL from Needs development to good.

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	Y11-15 (2-SEN 11-PP)		
Maths	Total number: 23 10 (SEN) 20(PP)	Numeracy and engagement in maths during after school sessions.	Impact for maths
Science	Total number: 22(12PP) Y11 12 students Y10:10	Key concepts for exam.	50% of these students improved by an average of 2.1 grade
MFL	Total number: 5 (3 PP)	Improving the progress and confidence of the students to articulate and speak French.	56% made 2 or more sub levels of progress
History	Total number: 8 4 students in Y10 (4 PP, 2 SEN) 4 students targeted in Y11 (3pp/1SEN)	Revision of Conflict & Tension/ Germany. Disengaged students who did not attend online learning and needed to gain confidence.	Attendance in school improved by 10%. Attendance to school 2020-2021 for selected students (74%) This improved to 84% in 2021-2022 10 of these students have regularly attended an after school revision session which they would not have done without mentoring to improve engagement. None of these students have received any BTA points in term 1 history. Anecdotally, the teacher reports that engagement is certainly better.

Review and next steps for 2021/2022:

Challenge: The sessions in term 5-6 were after school and led by our Teaching Assistants, Inconsistent attendance meant impact was limited and number of students who benefitted was inconsistent.

Adaptation: For 2021/22 - recruited tutors to deliver sessions within the school day to improve engagement, ensure consistency of staffing and, in turn, develop better relationships between students and staff.

2021-2022

Term 1:

Overall focus:

To further improve attendance and engagement of students in session.

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To focus on closing the specific learning gaps created during the Covid19 interruptions.

<u>Subject</u>	<u>Students</u>	<u>Specific Learning Focus</u>	<u>Impact</u>
English	Total number of students: 23 Y7-8 (3PP/2 SEN) Y11-15 (2-SEN 11-PP)	<u>Y7</u> -Use of ambitious adjectives and devices <u>Y11</u> -Use of relevant quotations and inferences	Year 7 data shows that 30% of targeted students have improved their use of ambitious adjectives and devices. Year 11 data shows that 100% of targeted students now select relevant quotations. 30% of targeted students have improved the quality and range of their inferences. <u>Other Impact:</u> 60% improved attitude to learning
Science	Total number:22 (12PP) Y11 12 students Y10:10	Work on CB4-evolution and CP9- electricity	The average improvement on these tests for targeted students was a 47% improvement on their 24 mark test
MFL	Total number: 5 (3 PP) The extra tutor we appointed withdrew.	Conversation skills.	Teacher noted anecdotally greater confidence shown in speaking from the targeted students.
History	Total number: 24 12 students in Y10 (12 PP, 4 SEN) 12 students targeted in Y11 (5pp/1SEN)	<u>Year 10</u> :Britain, Health & People Exam Question 1, 3. Year 11: Nazi Germany	47% of these targeted students made one sub-grade or more level of progress
Geography	Total number: Y10-10 (all PP)	<u>Focus:</u> Recall and application of knowledge for coasts section- section C unit 10	There was a 33% improvement in the pre and post test, with 88% achieved a pass in the post test compared to 50% in the pre test.

Review and next steps for term 2

Challenge: Identified need for greater impact with more students. Identified the support needs to be more granular and more specifically focused to ensure any of the lost learning during Covid was caught up with.

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Adaptations: Recruit additional tutors to expand the range of subjects offered for catch up sessions. Specifically Maths, MFL and English. Expand number of Y7 targeted students in science, based on identified need through term one work. Develop more granular focus in sessions to be able to further track impact of intervention.

Term 2:

Overall focus:

Ensure the missed learning from Covid19 is addressed and is more specific and clearly targeted to address specific lost learning.

<u>Subject</u>	<u>Students</u>	<u>Specific Learning Focus</u>	<u>Impact</u>
English	Total number of students: 46 Y7-8 (3PP/2 SEN) Y8-13 (6PP/10SEN) Y9-10(6PP/10 SEN) Y10-5 (4PP/3SEN) Y11-15 (2-SEN 11-PP)	<u>Y7:</u> Locating and retrieving information and select quotations to support their answers. Be able to use point and evidence in paragraph. <u>Y8:</u> (after school) prefixes/suffixes (in class) Locate and retrieve information that matches their point on Scrooge <u>Y9:</u> (after school) prefixes/suffixes <u>Year 9-</u> Using more ambitious vocabulary in their creative writing <u>Y10</u> Comprehension and memory recall of the text plot and characters of Jekyll and Hyde. <u>Y11</u> (after school group) Inferences (in class) LP1 Q4 and detailed inferences for key quotations and identifying methods to comment on.	

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Maths	Total number currently (after school support) 23 10 (SEN) 20(PP) Mid November maths tutor so increase in support offered.	Fractions, percentages, decimals-recap and test Ratios and proportion	
Science	Total number:26 Y11 12 students (12PP) Y10:10 Y7 :6	Y 11: CP9, cb7-hormones, cc8-acids and alkalis and cp10/11- electromagnetism and the motor effect. Y 10: CP2- forces and motion, CB2- cells and control and CB5- Health and Disease Y7: Organs in biology, atoms, elements and symbols in chemistry and the particle model in physics to support the disruption from primary school and lost learning.	
MFL	Total number: 26 Y7-8 (8 SEND/3 PP) 2 hours a week Y8-14 (10 SEND/6PP) 2 hours a week Y10-4 (3 are PP) 2 hours a week	<u>Vocab support:</u> Year 7 -Numbers, Months, brothers and sisters, likes/dislikes, high frequency words Year 8-Numbers, Months, brothers and sisters, likes/dislikes, high frequency words Year 9 –vocab for Holidays Year 10 French: Verb conjugation 3 tenses	
History	Total number: 26 16 students in Y10 (11 PP, 6 SEN) 8 students targeted in Y11 (5pp/1SEN) 4 Students in Y8 (2 PP, 3 SEN)	Year 11: Ensure the students are able to explain points are linked back to the question. Supported with evidence/fact. Ensure the students use key terminology. Focus on Q5- Interpretation of convincing sources? Q1-4	

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		<p>Revision strategies on Conflict and Tension.</p> <p><u>Year 10:</u> Shaping the Nations (paper 2A) Ensure the students are able to explain points are linked back to the question. Explain what is useful about sources. Supported with evidence/ fact. Ensure the students use key terminology.</p> <p>Britain, Health & People Exam Question 1, 3. Selected students did not engage with online learning</p> <p><u>Y8:</u></p> <p>Ensure the students are able to explain points are linked back to the question. Supported with evidence/ fact. Ensure the students use key terminology Full sentences. Context: Tudors</p>	
Geography	<p><u>Total number:</u> 24 14 students in Y10 8 SEND 8 PP they receive an hour each week. 10 students in Y11 who are all either SEND/ PP/ LAC/ EAL</p>	<p><u>Y10:</u> Weather hazards- Terminology and application to exam question <u>Y11:</u> Urban change and sustainable development- Terminology and application to exam question</p>	

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