

IMPLEMENTING EFFECTIVE TUTORING

Key tips for school leaders and teachers

Based on evidence from evaluations of the National Tutoring Programme conducted by NFER and its partners



PLANNING AND MANAGEMENT

- Set your strategic aim for tutoring including what role it can play supporting disadvantaged learners
- Decide your tutoring model – in-house or external
- Create a system to oversee delivery, and monitor attendance and pupil progress



SETTING UP

- Present tutoring to pupils positively as an opportunity to improve
- Communicate with parents to gain their support



SELECTING TUTORS

- Tutors should have subject knowledge
- Qualified teacher status is a plus
- Experience working at primary/secondary level could be helpful



SELECTING PUPILS

- Identify eligible pupils using criteria aligned to your strategic aim
- Consider pupils who will engage in a 1:1/small group environment



GROUP SIZE

- Use small groups to encourage a positive group dynamic and pupil engagement
- Consider using 1:1 for SEND and EAL pupils



SESSION FREQUENCY/FORMAT

- Think ‘regular and short’: at least weekly and lasting around an hour (shorter for younger pupils)
- Use reminders (e.g. texts) to encourage attendance, as attending more sessions is related to better outcome
- Ensure tutoring adds to regular class teaching rather than substitutes for it



ENVIRONMENT AND SHARING INFORMATION

- Secure a quiet space for sessions
- Ensure you have broadband and device capabilities to support online sessions
- Share information about your pupils and curriculum, and ask tutors for feedback about pupils’ progress

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