

# One-to-One Tuition

A guide for School Improvement Partners



# One-to-One Tuition

A guide for School Improvement Partners

First published in 2009

Ref: 00966-2009PDF-EN-01

## **Disclaimer**

The Department for Children, Schools and Families wishes to make it clear that the Department and its agents accept no responsibility for the actual content of any materials suggested as information sources in this publication, whether these are in the form of printed publications or on a website.

In these materials, icons, logos, software products and websites are used for contextual and practical reasons. Their use should not be interpreted as an endorsement of particular companies or their products.

The websites referred to in these materials existed at the time of going to print.

Please check all website references carefully to see if they have changed and substitute other references where appropriate.

# Contents

Section Title	Description	Page
<b>1. Background</b>	Background and funding arrangements for one-to-one tuition	<b>3</b>
<b>2. Information for School Improvement Partners</b>	The rationale, process and parameters for tuition	<b>4</b>
<b>3. The role of the School Improvement Partner: one-to-one tuition</b>	How one-to-one tuition fits with the range and scope of the work of the School Improvement Partner	<b>11</b>
<b>4. Building one-to-one tuition into the dialogue with school leadership</b>	Suggestions as to how one-to-one tuition can be integrated within the School Improvement Partners' agenda	<b>12</b>

# Background

From April 2009 the DCSF provided funding to local authorities (LAs) for a national one-to-one tuition programme to be delivered from September 2009. The programme will support pupils' progress in English and mathematics at Key Stages 2 and 3, and in National Challenge schools, Key Stage 4.

The DCSF is funding all LAs through a Standards Fund grant (Grant 1.5). Funding is ring-fenced at LA level to enable each LA to ensure that all funding is spent appropriately and make strategic decisions about how tuition should be targeted at pupils across the authority. Academies receive funding for one-to-one tuition directly from the DCSF. LAs were notified of allocations in January 2009.

Funding covers three main elements:

- the cost of 10 hours of one-to-one tuition (and 2 hours of tutor planning/liason time) in English for 3.5% of the pupil cohort in Key Stage 2, Key Stage 3, and in National Challenge schools Key Stage 4, and funding for the same number of hours, for 3.5% of the cohort for one-to-one tuition in mathematics (in 2009–10);
- a payment for schools on a per-pupil-tutored basis;
- central funding to support the role of LAs to cover: marketing to and recruitment of qualified tutors; training for tutors; quality assurance; liaison with headteachers; liaison with HR; supporting inclusion and access; and monitoring and evaluation, including reporting on progress.

Funding allocations for National Challenge schools at Key Stage 4 are based on those schools identified through 2007 data. To ensure that all National Challenge schools can access this offer for pupils at Key Stage 4 as well as for those at Key Stage 3, funding will be topped up for schools which dropped below the 30% benchmark of A\*–C GCSE grades in the summer 2008 examinations, and for new National Challenge schools opening in 2009.

## Key points

- One-to-one tuition is suitable for pupils who, in order to make progress, need an intensive burst of individualised academic support, which cannot be delivered in a whole-class or small group context. Within the session, misunderstandings are quickly identified and addressed at the point of misconception.

## Implications for your work

- Identify with the school how many tuition places have been allocated to them.
- You may wish to support the school in identifying the most suitable candidates for tuition, and provide support and challenge in the delivery of the programme in relation to standards of attainment and achievement, leadership and management, the school's self-evaluation and its capacity to improve.

# Information for School Improvement Partners

## Why one-to-one tuition?

There are some pupils who, despite all best efforts, do not make the progress they need to make in whole-class or even small-group settings. Without an individualised approach it may be hard for these pupils to make the progress needed to achieve their full potential.

To support the needs of this group of pupils, the DCSF has trialled the use of one-to-one tuition as part of the Making Good Progress pilot (2007–09). As a result of the positive results of this approach, the decision was taken to implement one-to-one tuition nationally from September 2009 in Key Stages 2 and 3, and in National Challenge schools, Key Stage 4.

## How many pupils will receive one-to-one tuition?

The Prime Minister set out a personal commitment to one-to-one tuition via the Children's Plan (2008) which pledges to make available 600,000 tuition places in English and mathematics across Key Stages 2 and 3 (and Key Stage 4 in National Challenge schools) by 2010–11.

## Who is eligible for one-to-one tuition?

One-to-one tuition should be targeted at those pupils who are 'stuck' or 'slow moving' in all year groups across the relevant key stages.

The criteria for pupils who may be eligible for tuition are:

- pupils who entered the key stage below age-related expectations
- pupils who are falling behind trajectory during the latter stages of a key stage
- looked-after children who would particularly benefit from this support.

Selection must not exclude pupils because they are considered harder to reach and/or are considered to have behaviour issues.

## How does the model work?

The parameters for one-to-one tuition are:

- one-to-one (not one-to-two or one-to-three)
- 10 hours per pupil (plus funding for 2 hours liaison/planning/training)
- suggested minimum of one hour per session
- delivered by a qualified tutor
- based on targets agreed between class teacher, tutor and pupil
- not a replacement for other intervention strategies or quality teaching
- can be delivered within or outside the school day.

## What is the purpose of one-to-one tuition?

Pupils who may benefit from one-to-one support include those:

- 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.

Its main purpose is to diagnose and address gaps in learning and misconceptions which may be deep-seated. It also provides a powerful opportunity to address personal and internalised processes and involves equipping the pupil with appropriate strategies, new ways of thinking about a problem and self-help routines.

It should, therefore, most often take the form of coaching learning with time spent discussing and modelling high-value strategies which can be applied again across a variety of contexts.

### Key points

- One-to-one tuition should be targeted at those pupils who are 'stuck' or 'slow moving' in all year groups across the relevant key stages.

### Implications for your work

- Ensure that the school has systems in place to target appropriate pupils and to monitor their progress.
- You will need to be assured that the school is using one-to-one tuition in all year groups across the relevant key stages.

## Who can benefit from one-to-one tuition?

First and foremost, one-to-one tuition is appropriate for the pupil who has been taught a skill in the classroom, and subsequent efforts have failed to secure it. The response of the rest of the class should reassure the teacher that the topic was well taught, and that the barrier to learning is personal and particular to the pupil. The teacher will probably know – and the tutor will certainly need to establish – whether the block is due to a failure to grasp a concept, a difficulty in transferring the concept into practice, or whether the learning has faltered because an essential piece of prior knowledge was missing. It is not uncommon that current learning has been hampered by a previous misconception. For a number of very low-attaining pupils, a lack of experience inhibits their progress. This is sometimes the case among pupils new to English, those who have a limited vocabulary for their age, or those who have not had much opportunity to participate in sustained talk or reading.

Typically, then, one-to-one tuition addresses personal and internalised processes and involves equipping the pupil with appropriate strategies, new ways of thinking about a problem, self-help routines and fixing old misconceptions. It should most often take the form of coaching. Much of the time should be spent discussing high-value strategies which can be applied again and again in other contexts.

## Key points

- One-to-one tuition does not replace quality first teaching.
- Identifying pupils who may benefit from one-to-one tuition should happen within the context of effective provision mapping.

## Implications for your work

- The school should have reflected on quality first teaching across all year groups: a pupil receiving tuition in any given year may have misconceptions in either English or mathematics from their learning experiences in a previous year.

## When is one-to-one tuition not appropriate?

One-to-one tuition is a powerful teaching opportunity but it is not the only one nor necessarily the best one for all pupils at all times. The first question the school must ask is whether one-to-one tuition really is the best way to address the particular challenges faced by the individual pupil.

It is not appropriate, for example, to use one-to-one tuition to compensate for poor quality first teaching. In the long run, this would be an expensive way of securing the expected learning. If several pupils in the class have failed to grasp a new idea or skill, that should be a matter for revisiting the topic in the classroom or for coaching those pupils in a group. If the problem is not one of understanding but of application, then it is best taught through guided work or other group interventions which are designed to help groups of pupils with similar difficulties to apply what they have learnt at the very moment they apply it in their own work.

One-to-one academic tuition is not intended primarily for pupils who face personal rather than academic challenges. Stress and health problems, for example, are unlikely to be resolved through academic tutoring. Some pupils need specialist help which should be part of the school's existing provision for special educational needs rather than a general tuition programme like this. Schools should consider the balance between the potential benefits of one-to-one tuition for these pupils, and the range of other support strategies available for them. Where pupils have other additional needs, tutors will wish to be aware of such factors and take account of them.

Teachers should also consider carefully the needs of those pupils learning English as an additional language (EAL). It is essential that a pupil's level of English acquisition is appropriate before they are considered for tuition. Many attainment gaps for EAL learners can be addressed by good-quality whole-class teaching and small-group intervention focusing on modelling language use and opportunities for collaborative learning. However, one-to-one tuition for EAL learners can make a distinctive contribution by addressing specific learning gaps, for example in grammar or mathematical concepts.

## Key points

One-to-one tuition focuses on progression:

- to support all pupils who are predicted to make less than two levels of progress from Key Stages 1–2 and less than three levels from Key Stages 2–4;
- to help schools identify and tackle underperformance of individual pupils and groups of pupils.

## Implications for your work

- One-to-one tuition should be integrated within the school's provision mapping.

## What makes one-to-one tuition particularly effective for pupils?

Evidence of the impact on pupils' learning in the Making Good Progress pilot suggests that one-to-one tuition, when carefully planned, engages pupils in their learning in a way which is not always possible to achieve in the classroom. For some pupils who are 'stuck' or 'slow moving', one-to-one tuition offers a highly personalised approach to the curriculum which can address their individual needs and gaps in their learning at the time when it is most needed.

Highly tailored tuition sessions are delivered by a qualified tutor at a pace that is both appropriate to the pupil and provides a balance between challenge and support to help pupils feel secure in their learning. Within the session, misunderstandings are quickly identified and addressed at the point of misconception. Pupils who experience one-to-one tuition say they feel 'special' and have the opportunity to engage in focused dialogue with the tutor, talking about their difficulties in a safe environment without the distraction of others. This is particularly true of less confident pupils who value this quality time with an adult as they start to take control of their learning.

The success of one-to-one tuition is increased when the tuition builds on what the pupil already knows, and when it takes into account their strengths as well as their weaknesses. Pupils need to clearly understand what they need to improve, why they need to improve, how they have improved, what they can do as a result of tuition that they couldn't do before and how tuition will support them back in the classroom. Tuition also helps pupils to review and reflect on their role in whole-class and small-group sessions.

### Key points

- It is important that teachers and tutors enable pupils to relate their learning to their work in whole-class and small-group sessions.

### Implications for your work

- The school should be aware of, and have planned to secure, the progress that one-to-one tutees make in the short, medium and long term.

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

There is no standard syllabus or formula for the content of the tuition sessions, since each pupil has individual needs. The one-to-one tuition sessions will be designed by the tutor, in discussion with the pupil's teacher, to ensure that the pupil's needs are met and fit in with what they are learning in the classroom.

For effective tuition to take place, the tutor will need to plan for a range of varied activities to engage the pupil and support the learning. This requires the tutor to have a thorough understanding of what the pupil needs to be able to do to move forward and how to teach this. Throughout this process the tutor will ensure that the pupil knows what they need to be able to do next and how this may be achieved. The planning process will be flexible in approach to enable the tutor to respond to pupils' changing needs as learning develops through the sessions and to ensure that there are opportunities to reflect on the learning that is taking place, rather than just on the completion of activities. In developing the sessions the tutor will want to promote an environment where the pupil feels confident, willing to participate fully and take risks.

During one-to-one tuition, the tutor will model and articulate good learning which focuses on process and effective strategies rather than just the product. The identification of misconceptions

and intervention at the point of misconception is crucial to support reflective thinking rather than corrections. Pupils need opportunities to talk, rehearse ideas and ask questions. By asking the pupil to articulate their strategies and reasoning the tutor can help to hone them.

The tutor will actively encourage the pupil by praising successes and pointing out what is right, distinctive or successful in the pupil's work or approach. Involving the pupil in assessment will help them to acquire self-checking and self-help skills which can be applied to other contexts outside the tuition session.

### Key points

Tuition must be delivered by a qualified tutor who can:

- plan for a range of varied activities to support pupils learning
- respond to pupils changing needs as learning develops
- ensure that learning is taking place rather than focusing on the completion of activities
- enable pupils to articulate their learning strategies.

### Implications for your work

- The process of monitoring and evaluation needs to be sufficiently rigorous to provide evidence of the impact of one-to-one tuition on pupils progress and engagement.
- A focus on the quality of the learning and teaching experiences in tuition sessions, and in subsequent whole-class or small-group teaching and learning, should be evident.

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

For pupils to engage successfully in one-to-one tuition they will need to have a clear understanding of why they are having tuition and what the expected outcomes are for them.

During tuition it is expected that pupils will recognise that they need help with a particular aspect of reading, writing or mathematics and that the purpose of the tuition is to secure their learning in these areas.

It is essential that the pupils appreciate that what they learn during tuition can be used back in class and that this will help them with their own learning. They should also be encouraged to feel confident to take risks during the tuition sessions as this will make them feel more confident to take risks in class. Part of this risk-taking will be the recognition and understanding that making mistakes is an important part of learning. When the tutor corrects their errors it is to help them to understand ideas and concepts.

As pupils become more confident in one-to-one tuition they will develop skills that will enable them to work independently. Key to their growing independence will be the strategies pupils use to reflect on their learning during the session. By engaging in self-assessment they will begin to recognise their own progress – what they have improved on and what needs further work.

## Key points

- It is important that pupils receiving tuition are able to build on their learning and begin to 'keep up' with their peers.

## Implications for your work

- The focus of one-to-one tuition is on gains in learning, achievement and attainment for all pupils in school: particularly underachieving groups of pupils and, especially, those groups vulnerable to underachievement.

## Tuition in Every Child a Writer local authorities

From September 2009, 69 local authorities will be funded to run the Every Child a Writer (ECaW) programme to improve standards of writing in primary schools at Key Stage 2. All LAs will be funded from September 2010. By focusing on Years 3 and 4, ECaW schools are expected to support their children to reach a secure level 3 by the end of Year 4, putting them on the path to making two levels of progress over the key stage. Schools should be using the Support for Writing materials, deploying leading teachers to improve quality first teaching in Years 3 and 4 and providing one-to-one tuition for those children who can benefit from individual support.

Funding is available for six children in each ECaW school through Standards Fund Grant 1.5 as part of the Prime Minister's commitment to tuition.

Local authorities and schools are expected to work together to:

- deliver one-to-one tuition for six children per school across Years 3 and 4 (not six in each year);
- engage with parents and carers so that they understand why their child is receiving tuition and what they can do to support that learning;
- ensure good communication and knowledge-sharing between the class teacher and tutor so that the benefits of the tuition sessions are taken forward in classroom teaching;
- focus tuition on the aspects of writing that will help children make the most progress.

## Key points

- From September 2009, 69 local authorities will be funded to run the ECaW programme to improve standards of writing in primary schools at Key Stage 2. All LAs will be funded from September 2010.

## Implications for your work

- Identify whether the LA is one of the 69 LAs funded to run the ECaW programme.
- In ECaW local authorities, some primary schools will be delivering tuition as part of the ECaW programme, and as part of the general offer for one-to-one tuition in English and mathematics.
- School leadership teams will need to consider how best they deploy tuition, and how they deploy systems of long-term progression, monitoring and evaluation, and provision mapping.

## Steps to support the planning and delivery of effective tuition

### Step 1: Pupils identified for tuition

Pupils are identified for tuition based on teacher assessment, a review of overall provision mapping, and knowledge of the pupils' capacity to undertake tuition.

The class teacher identifies with the pupil their strengths and specific gaps in learning.

Parents, carers and pupils meet with class teacher to discuss and agree to tuition.

### Step 2: Class teacher identifies targets

The class teacher identifies specific areas for improvement based on Assessing Pupils' Progress (APP), observation and discussions with the pupil.

Appropriate targets for the tuition sessions are identified with the pupil and set.

### Step 3: Class teacher liaises with tutor

The class teacher meets with the tutor to discuss targets and approaches suitable for the pupil before the tuition begins. The Individual Tuition Plan (ITP) is agreed and completed.

### Step 4: Ongoing tuition

The tutor supports the pupil to achieve targets set by the class teacher.

Targets are reviewed as part of the assessment process within tuition and adjusted as appropriate to pupils' needs.

The tutor and class teacher continue to liaise during the tuition period.

### Step 5: Tutor and class teacher review at the end of tuition

At the end of the tuition period the class teacher and tutor meet to assess progress made against targets.

Targets are set by the class teacher to secure gains and further challenge the pupil after tuition has finished.

Progress is reviewed by the school leadership team to inform future pupil selection for one-to-one tuition and intervention planning.

Parents, carers and pupils meet with the class teacher to review progress made during tuition.

## Key points

- One-to-one tuition is a high-impact strategy which schools can use as part of their toolkit to tackle identified School Improvement priorities.

## Implications for your work

- Effective provision mapping is a key component.
- Senior leadership needs to be assured of effective and secure practice in teacher assessment across all key stages.

# The role of the School Improvement Partner: one-to-one tuition

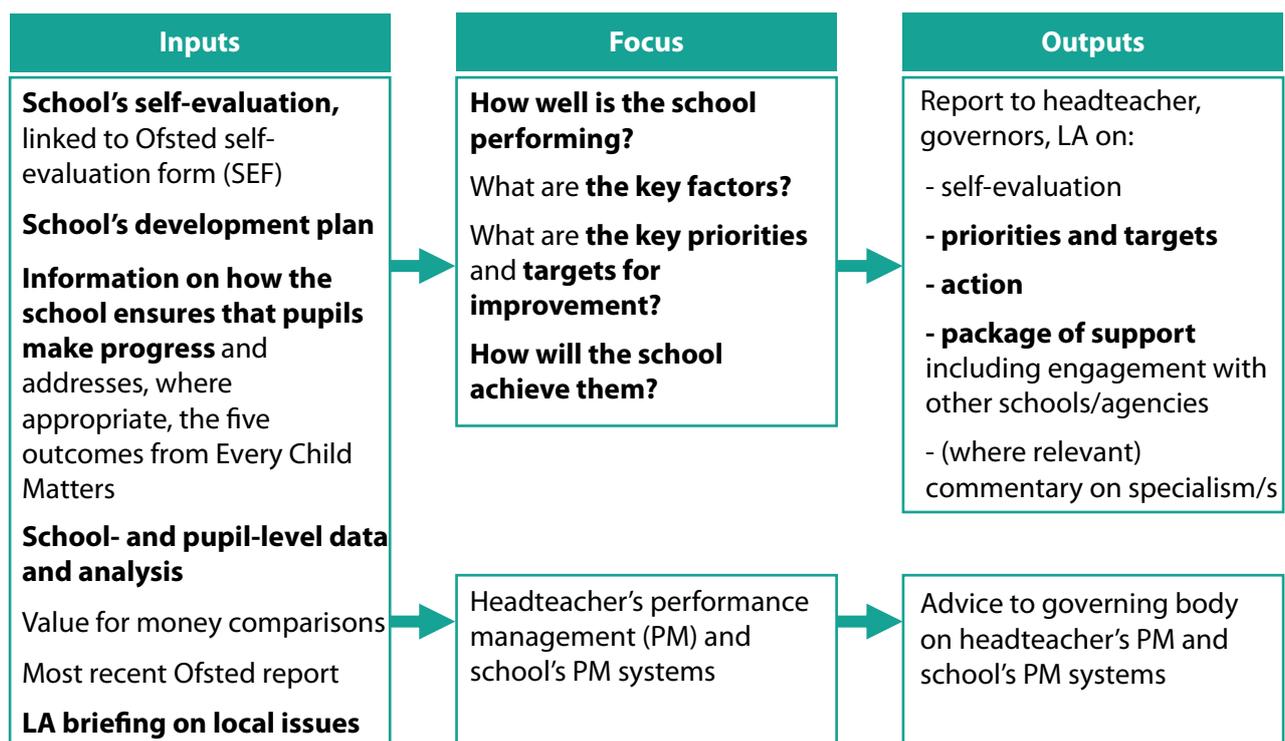
One-to-one tuition is an important national commitment to pupils' progress in English and mathematics at Key Stages 2 and 3, and for National Challenge schools, Key Stage 4. It should, therefore, fit naturally into the range and scope of the work of the SIP to:

- **focus on pupils' progress and attainment across the ability range;**
- have **respect for the school's autonomy** to plan its development, starting from the school's self-evaluation and the needs of the pupils;
- offer **professional challenge and support** so that the school's practice and performance are improved;
- apply **evidence-based assessment** of the school's performance and its strategies for improving teaching and learning.

## The work of the School Improvement Partner

The SIP has a limited number of exchanges with the school's leadership about how well the school is serving its pupils and how the school needs to improve.

These exchanges will vary from school to school, but have a common core. The planning for the delivery and the impact of one-to-one tuition links clearly to key aspects of this core:



# Building one-to-one tuition into the dialogue with school leadership

The following series of questions is intended to give an indication of how **one-to-one tuition** can be integrated within the SIPs' agenda, and reflects how questions can be adjusted from time to time to cover school performance in relation to specific government policies and local issues.

The relationship with one-to-one tuition is highlighted in bold italics.

## How well is the school performing?

- ***What do the data and documentation on pupils' targets, attainment, well-being and progress say about the ambition of the school?***
- ***Are there significant variations and underperformance, or areas of outstanding strength within the school,*** including but not limited to those identified by Ofsted/the LA?
- ***What evidence is there that the school is addressing the range of outcomes identified in Every Child Matters?*** How good is pupils' attendance and behaviour? How is this affecting standards and achievement?
- ***How well are different groups doing?*** (Children in care; boys; girls; those of different ethnic or socio-economic groups; gifted and talented pupils; those with a disability or special educational needs)
- ***How well is the school helping pupils to make the level of progress expected across each education stage and beyond?***
- ***What evidence is there that the school is tailoring its curriculum offer and teaching and learning to the particular needs of individual pupils?***

## What are the key factors?

- ***How robust is the school's self-evaluation? Does the school regularly measure pupils' progress and have ambitious targets for and expectations of what each of them will achieve? Has the school interpreted the evidence correctly and are its judgements sound?***
- ***How effective is leadership and management?***
- ***How does the school judge the quality of teaching and learning?***
- ***How effective are the school's core systems and policies? (Assessment of pupils and target setting; CPD across the school; performance management; behaviour; curriculum; middle-management and leadership)***
- ***To what extent is the school taking account of the priorities, strategies and actions in the local Children and Young People's Plan in its own strategic planning?***
- ***Is the school making the best use of its resources?***
- ***Is the school working effectively with external partners?***

## What are the priorities and targets for improvement?

- **Is the school choosing the right priorities for the next academic year, based on an assessment of the progress of different groups and the strengths and weaknesses of the school?**
- **Are the statutory and other school (e.g. specialist) targets for the next two years based on aspirational expectations of what individual pupils might achieve? Are they realistic yet challenging?**
- **What aspects of practice could be shared with others beyond the school so as to contribute to raising attainment and achievement more widely.**

## How will the school achieve them?

- Does the school have the capacity to improve?
  - **Are the leadership team and governing body choosing and effectively implementing high-impact, sustainable strategies for School Improvement?**
  - **Does the school's plan set out the strategies which the school is actually using?**
  - **Is the school's plan deliverable? Is it focused on tackling underperformance and other areas of weakness? Is it monitored and evaluated?**
  - **What support from outside does the school need?**
  - Is the school using its specialist status to support learning for its own pupils, pupils in partner schools and groups in the wider community?
- **Is the school considering how pupils can benefit from extended services, for example study support, and encouraging parental and community involvement in children's education?**
- How is the leadership team working with other children's services, for example using the Common Assessment Framework (CAF)?

## Headteacher's performance

What progress has the headteacher made towards achieving the previous performance management objectives set by the governing body?

- What would be suitable objectives for governors to set the headteacher for next year?
- **How are the school's performance management systems contributing to raising attainment, achievement and pupils' wider well-being?**

Audience: School Improvement Partners  
Date of issue: 11–2009  
Ref: **00966-2009PDF-EN-01**

Copies of this publication may be available from:  
**[www.teachernet.gov.uk/publications](http://www.teachernet.gov.uk/publications)**

You can download this publication and obtain further information at: **[www.standards.dcsf.gov.uk](http://www.standards.dcsf.gov.uk)**

© Crown copyright 2009  
Published by the Department for  
Children, Schools and Families

Extracts from this document may be reproduced for non-commercial research, education or training purposes on the condition that the source is acknowledged as Crown copyright, the publication title is specified, it is reproduced accurately and not used in a misleading context.

**The permission to reproduce Crown copyright protected material does not extend to any material in this publication which is identified as being the copyright of a third party.**

For any other use please contact  
[licensing@opsi.gov.uk](mailto:licensing@opsi.gov.uk)  
[www.opsi.gov.uk/click-use/index.htm](http://www.opsi.gov.uk/click-use/index.htm)



department for  
**children, schools and families**



When you have finished with  
this publication please recycle it