

Best tutoring practice for tutoring organisations: key messages from the evidence

What are the best strategies to follow for effective tutor recruitment and training?

- When recruiting tutors, think carefully about eligibility criteria – and the level of expertise required.
- Consider both qualifications and experience, and how that might influence the amount of ongoing support that tutors in your organisation will receive.
- Consider the prior experience of tutors in delivering the model/s of tuition that your organisation will use – for example in-person, online, or a blended approach – and the additional training or support that may be required for delivery of that specific model.
- Ensure that tutors understand how to engage disadvantaged pupils and are aware of common barriers to accessing tutoring.
- For tutoring that has a focus on specific groups of pupils with additional needs, make sure that training is sufficient and specifically covers how best to work with those pupils.

How should tutoring be delivered in a school setting?

- Ensure tutors are well briefed on the remit of their role – what is and is not their responsibility – in relation to other professionals that a pupil encounters in a school setting.
- Ensure tutors are equipped to deliver tutoring within the school day, understanding that a pupil will be attending tutoring as one activity within a busy day, possibly in lieu of lessons with peers, or recreational activities.
- Tutors should work with schools to consider and review the most appropriate session frequency for pupils receiving tuition: young children may benefit from shorter more frequent sessions, while older pupils may be able to have longer, less frequent sessions, especially where clear information on areas to work on between sessions is given.
- The focus of the NTP is on supporting disadvantaged pupils, including those eligible for Pupil Premium funding: under this remit schools, who know their pupils best, will have flexibility as to which pupils receive tutoring. Consider any advice you may wish to give to schools to support their selection of pupils.
- During tutor training, think about how to equip tutors to work effectively with small groups of pupils.

How should tutors plan the content and structure of a tutoring session?

- Plan how to work with schools so that the content of tutoring sessions aligns with the school curriculum and focuses on the areas that pupils are particularly struggling with.
- Ensure tutors are aware of the remit of the NTP Tuition Partners programme and the focus on improving academic outcomes for disadvantaged pupils.
- Ensure that a tutor is consistently available to the pupil and can deliver all sessions as planned.
- Ensure that there is a system in place for monitoring the delivery of sessions and for identifying any issues with tutor availability.
- Consider implementing a mechanism to identify tutors who have expertise and experience in particular subskills and match them to schools where this a specific need for support in these areas.

How can positive relationships between tutors, teachers and pupils be encouraged and maintained?

- Ensure tutors are trained to identify when they should adapt previously planned content, following pupils' responses, to increase the level of engagement from their tutees.
- Consider setting up knowledge-sharing/peer-to-peer support mechanisms within your organisation, for example, to allow tutors to share their content plans for tutoring sessions and additional feedback on whether these were delivered as planned or adapted, and to what effect.
- Consider how best to support schools to explain the tutoring opportunity to pupils and parents.

How can information about pupils be effectively shared between teachers and tutors?

- Tutors should be trained and prepared to provide students with scaffolding and feedback in tutoring sessions and know how to best structure feedback to pupils of different ages and abilities.
- Tutors are supported to use school assessment data, as well as their own assessments, to identify the needs of all pupils in a group before beginning small group tuition. Tutors work with schools to set clear aims for a block of tutoring.
- Consider how your organisation as a whole and individual tutors are equipped to make modifications based on feedback received on tuition delivery. How is feedback effectively used by tutors for their ongoing professional development?