



# Pearson Tutoring sees primary school pupils progress and grow in confidence

## Tutor

Janet Williams

## Tuition subjects

English KS2 and Maths KS2



## Background

Janet Williams was a primary school English and Maths teacher for 35 years and taught Classics prior to that for six years before she started tutoring in 2021. She tutors KS2 children in English and Maths. We spoke to Janet about her experience and why she became a tutor for Pearson Tutoring.



## I wanted to help pupils catch-up after the pandemic

I started tutoring because it was obvious that some pupils had really missed out because of the pandemic. I felt I could make a difference as many children were presenting obvious gaps whilst they learnt remotely, and I wanted to help.



## My teaching background enables me to plan and structure the sessions effectively based on the children's needs

I use the Tutors' Guild material from Pearson as a starting point for the sessions and supplement it with my own material which works really well. Using the Bramble platform to deliver the lessons makes it easy to load materials and pupils can either work independently or collaborate with others depending on the activity. Even though children do not mind writing, they much prefer typing on a screen which is also where Bramble works well because of its interactive platform.

I enjoy planning and always have which is helpful because you do need to think about how you organise your week to suit the school and children you are working with. There can be up to fifteen sessions for one group of pupils alone but it's easy to structure a lesson in the hour with a starter and two main activities, followed by a concluding five minutes. I usually give the pupils a doodle page and they can doodle for three minutes which is helpful to keep them engaged and also use activities like a wordsearch to make the sessions fun.



### **Making the sessions fun helps keep the children engaged and focused**

The first session gives a good picture of the students' abilities and needs. The children can be a little apprehensive at first, but they do become more relaxed as time goes on, which is important for their progression. Children like praise and want to feel that their tutor cares about them and wants them to do well - which I genuinely do. Some of the pupils I tutor are working below the expected level and need additional support; my goal is always to boost their confidence by making the sessions fun to keep them engaged and making progress.

I was tutoring some Year 5 children and I saw them make good progress with some of the less able pupils doing especially well. I taught modal verbs to a pupil who needed extra support and they really benefitted as I could focus on their individual needs, and I also noticed a real improvement in reading with a group of Year 5 boys. I also helped a Year 6 group to get to grips with punctuation, including inverted commas and I was very pleased to see them make progress and gain confidence which is reflected in the classroom.

I have watched pupils grow in confidence and schools have noticed this too.

I find that the pupils are generally more relaxed in the tutoring sessions than they might be in a classroom situation.



### **It's important to work closely with schools to help build on the pupils' progress in class**

Timings for the tutoring sessions can vary and depend on the pupils' and schools' schedules. Some prefer mornings and others prefer during lunch or after school. The Pearson Tutoring sessions are flexible so they can be moved around to find the right time for the school and the pupils.

Most of the children I tutor are in school and I provide them with tutoring sessions about 15 minutes after school has finished. This gives them the chance to have a little break and a snack before the session starts; one school even provided cereal bars before lessons which worked well.

I find that the pupils are generally more relaxed in the tutoring sessions than they might be in a classroom situation. It's lovely to see they are comfortable talking to me about what they have been up to as well as asking questions about the work they are doing. I like to make sure I set some time for feedback after the session as I like to give schools some areas on which they could work with the children to build on the progress they are making.



### **I am delighted and remarkably surprised at the pupils' progress**

I think the additional support that tutoring offers is incredibly important. I am delighted and remarkably surprised at the pupils' progress – the attention they have received has done wonders. Pupils may not initially want to have additional tutoring lessons but ultimately realise what they have learnt and what progress they have made. I have watched pupils grow in confidence and schools have noticed this too.

Meeting the children and returning to teaching has been the best and I have loved using my skills to help pupils and this is such a rewarding experience.

