Pearson Tutoring
Implementation Guide

Welcome to Pearson Tutoring

We want to ensure the implementation of your tutoring programme is as smooth and impactful as possible and have created this guide to help support you.

Planning is key

In order for you to have the most positive tutoring experience, maximise student engagement and gain the best possible results, we recommend a robust plan and have outlined the following as areas to consider when creating your plan:

- Student selection

- 1:1, 1:2 or 1:3 tutoring – which would your students benefit most from?

- Student selection and lesson options support

- Frequency and timing of tutoring

- Where is tutoring taking place?

- Maximising pupil engagement

- Post programme

- Administration of your Tutoring Programme

- Tutor communication

- Staff Communication

- Managing responsibilities and workload.

Student selection

The first, and possibly most important decision to make when starting your plan is deciding which students you believe will benefit the most from tutoring. Think about what you want tutoring to help them achieve - are you targeting intervention or wanting to give high attainers an extra boost to maximise their grade?

Things to consider:

- Tutoring in small peer groups may reduce potential sense of stigma

- Students who participate less in a classroom setting may thrive in small groups of online tuition

- Students with special educational needs may find onscreen interaction easier to focus on, which could increase their attention span

- Onscreen interaction allows for a mix of verbal and nonverbal interaction, which can be preferable for some students.

1:1, 1:2 or 1:3 tutoring – Which would your students benefit most from?

- Evidence suggests 1:1 intensive tutoring delivers the most effective results, and that impact reduces with group sizes of 3 or more

- The optimum number for impact and cost effectiveness is 3

- Small groups can also help to reduce any stigma– consider the group pairings

Student selection and lesson options support

Our GCSE baseline diagnostic tests for English Language, Maths and Science are freely available from our website, and can be used to help decide which of your students need extra support.

Download the GCSE baseline diagnostic tests for
English Language, Maths and Science ▶

To help decide which lesson options to choose for your sessions, we have provided overview maps for each subject, which can be found (along with sample lessons and pre-tutoring tests by subject and stage) on the resources section of our website.

Download the overview maps ▶

Frequency and timing of tutoring

Frequency

Research suggests that regular sessions of an hour 2 or 3 times a week over a 6–12-week period have the most impact and that groups of 3 are likely to maintain a high impact and represent good value for money.

Thinking about how often you want your tuition to take place is key to the success of your plan – other things to consider are:

- Are you looking for an intensive burst of tuition in the lead up to assessment?

- Are you looking for a slower paced regular model – use our tuition school planning guide to support with scheduling

- Evening, weekends and holiday periods are also an option for engaged students

- How much time do you have before key assessments?

Download our tuition school planning guide ▶

Timing

The timing of your sessions can be critical to securing and maximising student engagement. We would recommend taking time to think about when would work best – for example before or after school, or during lesson time.

Things to consider:

- How will timings be received by individual students/parents? Think about how to present the timing of sessions positively, for example Breakfast and/or Post School Tutoring Clubs

- If during the school day, consider rotating tuition sessions to avoid missing the same subject each week (as often practiced with extra-curricular music lessons)

- Incorporate tuition into school timetable and try and accommodate student wishes around timetabling

- Try to mitigate afterschool, lunchtime sessions or being removed from a subject they enjoy, which could be perceived as detention or punishment and affect attendance and engagement.
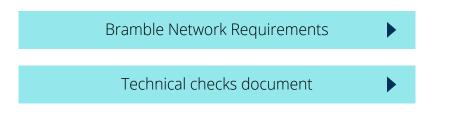
Depending on individual needs, tuition can be used as part of subject intervention – perhaps removing a student from a Maths class they are struggling in and adding them to a small group of online tuition may have more impact.

Where is tutoring taking place?

Pearson tutoring gives you the flexibility to run your sessions at any time and in any place. However, to be able to take full advantage, you should carefully consider and check the following:

- **At home tutoring:** Think about access to equipment, parent and student engagement. Get students to log in to teams meeting or google classroom platform prior to the session. This allows them to access their tutoring session whilst still connected to the school, so you know they are present and can support any connection issues

- **In school tuition:** Think about space and suitable settings i.e., possible noise disturbance, computer access and supervision requirements. Will there be multiple tuition groups in the same room? Will the same students in the same group be sat next to each other or separated to aid concentration?

Please ensure that you share the following documents/links with your IT team and students' parents/guardians as appropriate.

Bramble Network Requirements ▶

Technical checks document ▶

NB: It is each school's responsibility to ensure all technical checks are carried out before their first tutoring session/s.

Maximising pupil engagement

Maximising student engagement is critical to the success of your sessions.

Listed below are some suggestions and examples of things you can do to help promote the positives of tutoring to students, teachers and parents:

Students and parents

- Ensure students/parents agree to the programme prior to enrolling them, ensuring their buy-in and a commitment (from parents) to supporting engagement during sessions. We have an engagement letter template that you can adapt for your own use

Download our engagement letter template ▶

- To encourage attendance and engagement consider communicating weekly/daily session information to students and parents via text or email

- Organise in-house sessions or inductions to help prepare students and clearly lay out expectations (learner code of conduct (Page 26 in Pearson's Safeguarding Policy). Invite parents to join these sessions. You may also wish to arrange "dummy" tuition sessions on Bramble to ensure all technical requirements are met (especially if students are using their own devices at home)

Download our Safeguarding Policy ▶

- Provide information about the tutor before the first session; show students the tutor's picture and profile so they know who they are meeting

- Encourage students to complete pre and post-tests and feedback for each individual session so they can monitor their own progress.

NB: Pearson will instruct Tutors to put on cameras at the beginning and end of each session to support with relationship building.

Please share the following videos with your students before they use Bramble for the first time:

> How To Use Bramble as a Student ▶

> Your Session Recordings on Bramble ▶

> Bramble Bird's Eye Walkthrough ▶

Teachers/in School

- Run an internal teaser campaign demonstrating the potential impact on student grades, for example: "Last year Student's assessment scores increased by 67% following tutoring – would you like an opportunity to make this much progress?"

- Make tutoring an important story that teachers can chat to students about even if they are not receiving tutoring in their subject (market internally to all school staff)

- Create Student Tutoring Ambassadors to help to support marketing and engagement for the next cohort of tutees.
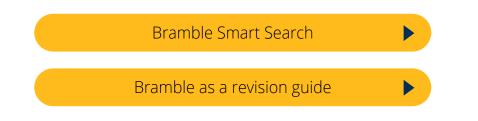
The use of incentives can also help mitigate any challenges – a free breakfast or snack, attendance competition for the duration with recognition for achievement.

- Consider reward and recognition linked to attendance, progress, engagement at the beginning, middle and end of the programme

- Run a competition to encourage attendance or engagement between tutor groups. Attendance can be viewed via Bramble - our student dashboard provides instant attendance and engagement data to help monitor your students' progress.

> Your Student Dashboard on Bramble Booking ▶

Post programme

Encourage students to return to their session recordings for revision and retention purposes – please see the Bramble Smart Search and how to use Bramble as a revision guide.

> Bramble Smart Search ▶

> Bramble as a revision guide ▶

Administration of your Tutoring Programme

Careful consideration should be given to which school staff are going to be involved in and responsible for the administration of your tutoring, which will include:

- Initial student set up

- Session scheduling

- Creation and Timetabling of tuition blocks

- Tutor selection and communication

- Session rescheduling and more.

Tutor communication

Good communication with tutors is also essential to the success of your programme.

Our tutors are encouraged to communicate openly (via email) with the teachers looking after the administration of tutoring, to establish good working relationships and create a touch point for Administrative, Academic and Pastoral purposes.

Staff Communication

Staff responsible for the administration of your tutoring will need to ensure they communicate effectively with your subject leads and teachers about the operational implications of the tutoring programme and expectations from a staff perspective.

They will also need to ensure academic feedback from the programme is passed on to subject leads/form mentors as appropriate.
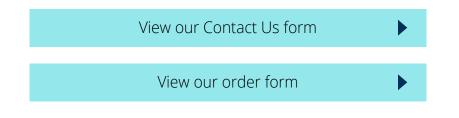
Managing responsibilities and workload

We have listed below some final points that should be taken into consideration in your implementation plan:

- Plan your tutoring schedule around year group commitments and assessment periods

- Please allow enough time to plan tuition roll out

- You may wish to consider a gradual roll out with fewer groups to make things more manageable

- Assess additional workload when deciding the number of tutoring groups any one teacher will be looking after; for example, if a teacher is looking after 10 groups, they will potentially be dealing with 10 different tutors, and should be aware they may need to deal with messages from tutors over and above what they do daily

- Consider staff managing a small number of tutoring groups so they have more time to engage with the students, tutors and parents to encourage engagement and understand any barriers

- How much teacher involvement will be required to remind, encourage and coordinate pupil attendance as well as supervising students during the sessions if taking place in school.

Further support and how to contact us

To find out more about tutoring and the funding options available for your school, please use our contact us form. Alternatively, if you are now ready to place your order, you can access the order form here.

View our Contact Us form ▶

View our order form ▶

For more information, please see the Frequently Asked Questions section of our website.

View our Frequently Asked Questions ▶

Do you have a question that you cannot find the answer to?

Please contact us via our Support Portal and we will get back to you as soon as possible (usually within 48 hours).

Support Portal ▶