



How small group tutoring can benefit pupils' attainment

Helping your pupils close their learning gaps



National Tutoring Programme

We understand that not every pupil will have made the progress expected since the pandemic. That's why, as part of our commitment to helping all pupils to make progress, we're proud to have been chosen as an approved partner for the National Tutoring Programme (NTP), providing small-group, high-quality tuition from qualified teachers, for core GCSE and Year 6 subjects.



- ➔ The benefits of small-group tutoring
- ➔ Proven strategies to aid learning
- ➔ Quality tuition from qualified teachers for improved outcomes
- ➔ Standardised tuition materials and assessments to aid progression
- ➔ Regular feedback to help you monitor pupils' progress
- ➔ Discover The Pearson Tutoring Programme
- ➔ References

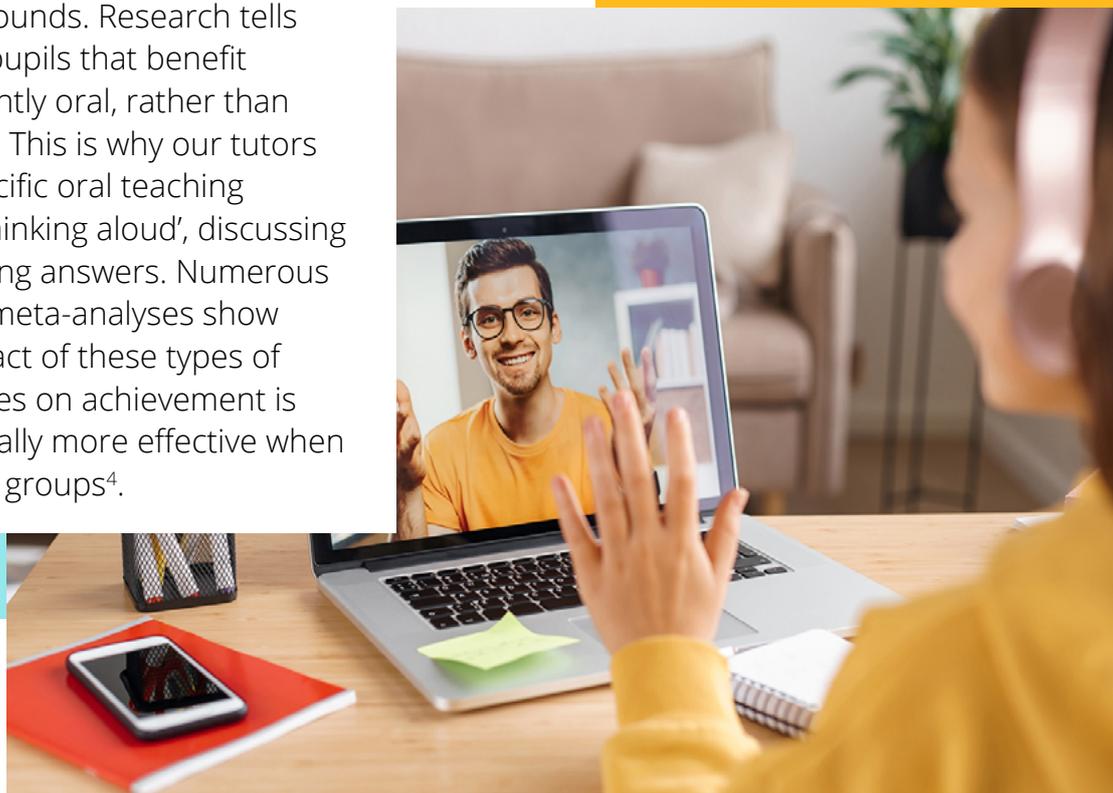
The benefits of small group tutoring

Research demonstrates that small-group tuition can boost pupils' progress by several months¹ and that small groups can really benefit from collaborative learning² (unlike one-to-one tuition). What's more, 'learning together' encourages pupils to form a supportive bond that can continue long after a tutoring session.



Proven strategies to aid learning

We know that many of the pupils that you choose for our small-group tuition are likely to come from socioeconomically disadvantaged backgrounds. Research tells us that these are the pupils that benefit most from predominantly oral, rather than written, interventions³. This is why our tutors are trained to use specific oral teaching techniques, such as 'thinking aloud', discussing and explaining/critiquing answers. Numerous research studies and meta-analyses show that the potential impact of these types of metacognitive strategies on achievement is high, and they are usually more effective when taught in collaborative groups⁴.





Quality tuition from qualified teachers for improved outcomes

All our tutors are trained teachers, and have also been through a Pearson tutoring professional development programme. That's because, like the Education Endowment Foundation, we know that 'the quality of the teaching in small groups may be as, or more, important than the precise group size'¹. And, research has demonstrated, time and again, that experienced well-trained tutors mean improved outcomes for pupils⁵.



Standardised tuition materials and assessments to aid progression

To ensure your pupils get the most out of their 15 sessions, our tutors will be using a pre-tutoring test, so that they can immediately understand your pupils' strengths and weaknesses and choose the best starting point for their tutoring. Tutors will also have access to Pearson's specially designed tutoring materials to structure every tutorial, splitting content into short standalone topics, and enabling the easy targeting of the tutoring to pupils' specific learning needs⁶. During sessions, tutors will be providing high-quality task-related feedback to pupils that is clear about how they can improve⁷ as well as spaced learning techniques to help them retain, and make the most of, everything they have learnt during their tutoring⁸.

Regular feedback to help you monitor pupils' progress

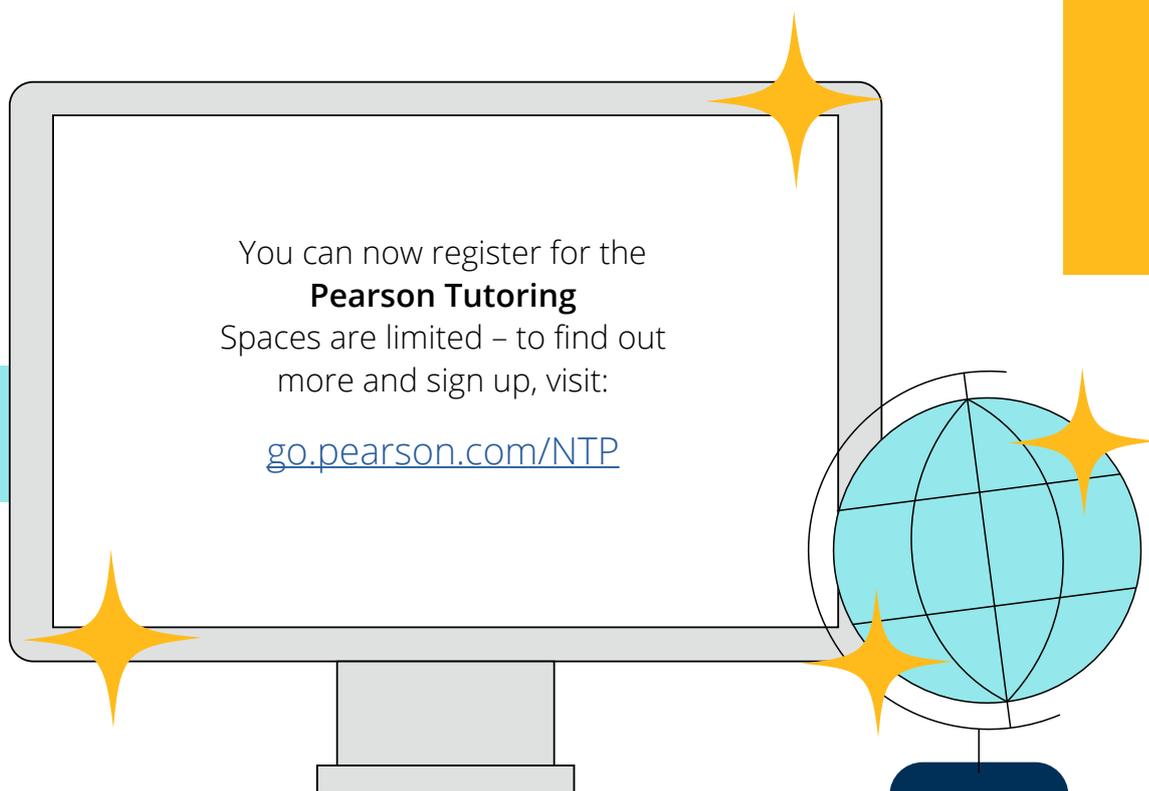
We know how important it is for you, as the pupils' teacher, to help define the tutoring, and also monitor pupils' progress. This is why we have a dedicated block setup meeting for you to meet with the tutor when the tutoring begins. The tutor will also keep you up to date throughout, with our brief informative tutoring session feedback via Bramble. Tutors will also lead a revision session followed by a final post-test of pupils and discuss with you the progress they have made over the course of the tutoring.



Your next step

Discover the Pearson Tutoring Programme

At Pearson, we are confident that working in small groups, with our teacher-qualified and specially trained tutors, will give your pupils exactly the boost they need.



References

¹ See <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/>

² Gillies, R. M. (2003) 'Structuring cooperative group work in classrooms. *International Journal of Educational Research*, 39(1), 35 –49.

³ See <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/>

⁴ See <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/>

⁵ Chappell, S., Nunnery, J., Pribesh, S., & Hager, J. (2010) *Supplemental education services (SES) provision of no child left behind: A synthesis of provider effects (Research brief)*. Norfolk, VA: The Center for Educational Partnerships at Old Dominion University.

⁶ Torgerson, C. J., Bell, K., Coleman, E., Elliott, L., Fairhurst, C., Gascoine, L., Hewitt, C.E., & Torgerson, D. J. (2018). Tutor Trust: Affordable Primary Tuition. Evaluation report and executive summary. London: Education Endowment Foundation.

⁷ Shute, V. J. (2007). Focus on formative feedback. ETS (*Educational Testing Service*) *Research Report*, Princeton, NJ.

⁸ See <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/spaced-learning/>

* In-person sessions will be delivered from January 2021, if government guidelines allow. We also provide the option of switching from in-person to online at short notice if required.