Handbook for QTS School-Led Tutors

National Tutoring Programme

Training delivered by

Education Development Trust

Contents

1. Foreword

I am delighted to welcome you to the National Tutoring Programme Training Course, designed and delivered by Education Development Trust, as part of the National Tutoring Programme.

Education Development Trust is an international charity which aims to transform children's life chances by improving education around the world.

Research shows that tutoring can boost progress by up to five months[1], with extensive evidence showing that tutoring is one of the most effective tools to support learning and accelerate pupil progress. We have a strong track record in leading highly successful and impactful professional development programmes in the UK[2] and are delighted to continue our provision of high-quality training as part of the National Tutoring Programme.

We have designed the National Tutoring Programme Training Course to give you a strong foundation to be able to integrate tutoring into your everyday practice. We've drawn on the best research and built a user-friendly, accessible platform to make it as simple as possible for you to complete the course and support your pupils.

Upon successful completion of your training and assessment, you will receive certification and recognition from the Chartered College of Teaching as a School-Led Tutor. For those who are eligible, you will also be able to apply for partial pre-accreditation towards Chartered Teacher Status. You will have an opportunity to connect with other participants on the course, and afterwards be a part of a community of practitioners across the country who will continue to receive access to further resources as you navigate the impact of the pandemic on your pupils' outcomes.

We wish you and your pupils the best as you continue on your tutoring journey.

Fiona Rutherford

Programme Director

Education Development Trust

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[1] Education Endowment Foundation. 2021. "One to One tuition." *Teaching and Learning Toolkit*. **https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition**

[2] Education Development Trust, 2021. *Annual Impact Report 2020/21,* **https://www.educationdevelopmenttrust.com/EducationDevelopmentTrust/files/55/55eb6a38-2097-4d8e-840e-4783c98aeaf9.pdf**

2. Your Learning Journey

2.1. Welcome to the Course

The National Tutoring Programme (NTP) supports schools by providing access to high-quality tutoring and academic mentoring to help pupils whose education has been affected by the Covid-19 pandemic. Evidence shows that the disruption has negatively impacted all pupils, but particularly those from disadvantaged backgrounds and that the gap has widen between those pupils and their peers[3].

School-Led Tutoring is designed to help close the attainment gap and for support tutor to become a permanent fixture in the school system to tackle low outcomes. As pupil premium pupils have been particularly affected these are the main priority for the funding and support, however, schools are free to use their discretion and professional judgement as to which pupils would benefit most from the support.

Schools will receive a ring-fenced grant which they can use to source their own external tutors, or they can use the money to support existing staff to provide tutoring. This can include teaching and learning staff such as teachers, teaching assistants, and initial teacher training (ITT) candidates, or external educators such as retired teachers or local tutoring organisations.

As part of the National Tutoring Programme, Education Development Trust is delivering the School-Led Tutor Training Course, which is an evidence-based, self-directed and accessible course focusing on best practice in tutoring. This handbook will cover the training course designed and delivered by Education Development Trust. For any questions about funding or eligibility for the programme, please visit the Department of Education website **here**.

The School-Led Tutor Training Course has two QTS (Qualified Teacher Status) pathways, one for Early Career Practitioners (ECP) and one for Experienced Practitioners (EP). Both QTS courses have been designed to focus on the difference between teaching and tutoring, as well as sharing evidence based tutoring and small group teaching best practice. The QTS ECP course provides greater depth in core areas, including the science underpinning how children learn, and theories surrounding behaviour and motivation. The table on page 6 will help you to see the learning content in your chosen ECP or EP pathway.

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[3] Education Endowment Foundation, 2022. *The Impact of Covid-19 on Learning: A review of the evidence.* **https://educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources/best-evidence-on-impact-of-covid-19-on-pupil-attainment**

2.2. The Aims and Benefits of the Course

Aims

The aim of the course is for participants to have a robust understanding of tutoring best practice and how to deliver tuition flexibly, and to be able to deliver high-quality School-Led Tutoring.

Benefits for pupils

Research has found that tutoring can provide up to five additional months progress for pupils, helping to improve their educational outcomes and preventing them from falling behind their peers[4]. There is also plenty of evidence linking better educational outcomes with improved life prospects such as higher earnings[5], longer life-expectance and fewer health issues[6]. By engaging with this course and improving your tutoring practice you are likely to be improving the life prospects of your tutees.

Benefits for tutors

The course has been designed using the latest research evidence in effective tutoring and pedagogy, with QTS and Non-QTS participants from previous tutor training programmes reporting the training to have been useful, with valuable opportunities to reflect on good practice[7]. Additionally, school staff involved in delivering in-school tutoring programmes have experienced increased job satisfaction[8].

The course is online and self-directed, allowing you to engage with the learning content when best suits your busy schedule. It contains interactive elements such as quizzes, videos and discussion boards allowing you to be an active participant in the learning and development process. The discussion boards also give the opportunity for the sharing best practice and networking with fellow tutors.

Upon successful completion of the course, you can gain formal accreditation towards Chartered Teacher Status with the Chartered College of Teaching. Returning participants who are learning on our Refresher Pathway may also be eligible for advanced accreditation. You can learn more about this in **Section 6 Accreditation with the Chartered College of Teaching**.

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[4] Education Endowment Foundation. 2021. "One to One tuition." *Teaching and Learning Toolkit*. **https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition**.

[5] OECD (2020), *Education at a Glance 2020: OECD Indicators*, OECD Publishing, Paris, **https://doi.org/10.1787/69096873-en**.

[6]. Davies, N.M., Dickson, M., Davey Smith, G., Van Den Berg, G.J. and Windmeijer, F., 2018. The causal effects of education on health outcomes in the UK Biobank. *Nature human behaviour*, *2*(2), pp.117-125.

[7] ImpactEd, 2022. *School-Led Tutoring Programme: Interim Evaluation Report.*

[8] ImpactEd, 2022. *School-Led Tutoring Programme: Interim Evaluation Report.*

2.3. How is the Learning Structured?

The course is broken down into 4 weeks of content. You can work through the learning at a faster pace if you wish. The Early Career Practitioner (ECP) pathway should take approximately 9 hours to complete and the Experienced Practitioner (EP) pathway should take approximately 4 hours to complete. Although we allow 4 weeks to work through the course you may work through it at a faster rate, especially if you are completing the learning full time.

Below is the sequence we recommend taking through the learning to maximise your experience – although you can access the units in any order and return to them as you need. Where the table is split into two columns, this indicates differences between the Early Career Practitioner (ECP) pathway (blue column heading) and the Experienced Practitioner (EP) pathway (pink column heading) – please read the column that is appropriate for you. Where the table is not split into two columns indicates no difference between the ECP and EP pathways.

Week 1	
Early Career Practitioner (ECP) pathway	Experienced Practitioner (EP) pathway
Core units: • Introduction to the National Tutoring Programme • Pre-Diagnostic Survey • Tutoring Implementation Best Practice • SEND – Putting Theory into Practice • Literacy Across the Curriculum • Numeracy Across the Curriculum • EDI – Promoting Diversity Optional unit: • Remote Learning	Core units: • Introduction to the National Tutoring Programme • Pre-Diagnostic Survey • Tutoring Implementation Best Practice • SEND – Putting Theory into Practice • Literacy Across the Curriculum • Numeracy Across the Curriculum • EDI – Promoting Diversity
Week 2	
Early Career Practitioner (ECP) pathway	Experienced Practitioner (EP) pathway
All within this week are **optional**: • How Children Lean and the Science of Learning • Identifying Your Focus and Planning for Progress • Assessment and Monitoring • Keeping Learning on Track – Motivation and Behaviour • SEND and EAL: Adapting Learning Experiences • Alternative Provision – Best Practice • Phonics • Speech and Language Therapy	All within this week are **optional**: • Identifying Your Focus and Planning for Tutoring • Assessment and Monitoring • Motivating Learners • Alternative Provision – Best Practice • Phonics • Speech and Language Therapy

Week 3 – Primary
There are three versions of each unit – Literacy, Numeracy and Science. Complete the units according to your subject specialism.
All within this week are **optional**: • Planning High-Leverage Strategies • SEND – Adapting Learning to Suit Individual Needs • Combatting Common Misconceptions • GCSE Exam Questions and AfL Strategies • Formative Assessment and Useful Resources
Week 3 – Secondary
All within this week are **optional**: • Planning High-Leverage Strategies • SEND – Adapting Learning to Suit Individual Needs • Combatting Common Misconceptions • GCSE Exam Questions and AfL Strategies • Formative Assessment and Useful Resources
Week 4
Core units: • Post-Diagnostic Survey • Pre-Assessment Review • Assessment You will have three attempts to pass the assessment.

Pre and Post-Diagnostic Survey

At the start and end of the course you will complete a diagnostic survey, rating your confidence in different areas of tutoring on a scale of 1-5. The questions on the Pre-Diagnostic Survey and the Post-Diagnostic Survey are identical: your answers do not contribute to your final assessment nor the passing of the course.

You can use your Pre-Diagnostic Survey to identify areas of tutoring that you are less confident in. This will support you when creating your developmental Action Plan (see page 12 for more information on the Action Plan).

The Post-Diagnostic Survey will allow you to reflect on your progress and learning over the duration of the course and set developmental targets moving forward.

2.4. End of Course Assessment

At the end of the course there will be an assessment consisting of 20 multiple choice questions. The assessment questions will cover topics from all the compulsory content in the Non-QTS and QTS course. There will not be any assessment questions from the optional content sections.

The assessment at the end of the QTS course will also cover content which is assumed knowledge, linked to the statutory Teachers' Standards, and would have been undertaken as part of becoming a qualified teacher of a subject or phase. There will not be any assessment questions from the optional content sections.

You will need to get a score of at least 80% to pass the assessment. As soon as the assessment is completed you will be told if you have passed. If you do not pass you will be allowed to retake the assessment after 24 hours. You will be allowed to take the assessment three times.

Pre-Assessment Review

Prior to completing the Assessment, you can complete the Pre-Assessment Review. This is a valuable tool that will help you to understand how best to prepare for the final assessment task and will support you to review key vocabulary and concepts that have been covered throughout the course. There is a vocabulary list (page 19) in the resources section of this handbook for you to complete as you are learning.

3. Ongoing Support

3.1. Continuing Professional Learning

To maximise your impact on tutees, we encourage you to continually reflect on your professional development needs and goals. To support you in identifying your development goals, and integrate new learning into your practice, we have included a developmental Action Plan (see page 12 to see an example of the Action Plan) for you to complete as you progress through the course.

To support your continuing professional development, you have access to our optional online webinars and our monthly newsletter.

Optional online webinars

Alongside your online learning, you have the option of attending live training webinars. These webinars will build on learning from the online course and support you to deepen your understanding of key pedagogical concepts. They also give you the opportunity to discuss learning and share best practice with other School-Led Tutors. The webinars are designed and led by our Education Advisers.

After each webinar we will send out post-training surveys, which help us to improve the programme for both you and future School-Led Tutors. Your feedback is extremely valuable to us.

Newsletters

You will have access to monthly newsletters, which will be released at the end of each month. These newsletters are a chance for us to spotlight more practical tutoring tips, provide an insight into research-based best practice and provide networking opportunities. They will also contain information on upcoming webinar topics and dates, so please do look out for these in the future.

3.2. Technical support

We have a dedicated team of Customer Support Advisers on hand to answer any queries you may have. Please do visit our website for a list of frequently asked questions **here** or email **tutortraining@educationdevelopmenttrust.com**.

4. Frequently Asked Questions

Do I have to do each unit one week at a time?

Although the units are grouped into weeks, this is only a suggested timeline. You can do as much per week as suits you and progress through the units at your own pace, within the 28-day limit. All the units are available as soon as you have your training links, although we do strongly recommend doing them in order as the content is carefully sequenced to maximise your learning.

What happens if I fail?

The course content is carefully designed to prepare you to be successful at the assessment stage. There are opportunities throughout to consolidate your learning and we have used research in adult online learning to maximise your experience. In Week 4 there is also a Pre-Assessment Review, which reminds you of many of the key concepts. This can be used in conjunction with the Key Vocabulary List on page 19. Should you not pass the assessment on the first attempt, you have two further opportunities to take the assessment.

Why have I not received my training links?

Last year the most common reason for this was that the email had been directed to a junk folder. So, in the first instance, check there.

Should this not locate your email, please check all stages of the registration were correctly completed:

> First, you need to be nominated by the school leader who is responsible for the NTP at your school and added you to the school registration portal. Check with them that you have been nominated and which email address they used.

> Secondly, you then need to complete the onboarding form. Once this is done you will receive your training links.

If you are still having problems, please contact the Customer Support Advisers (details on page 9).

Find answers to more FAQs on our **website**.

5. Resources

Guide to resources included:

5.1. Action Plan

Purpose: To create an action plan for your personal development as a tutor and support implementation of your training. You can find more information about how to effectively use this in the Week 1 unit 'Introduction to the National Tutoring Programme'.

Below is an example. The actual downloadable version for your use can be found in in Week 1 on the online learning platform.

Session Title Copy from the course titles	Action Steps What will be done?	Timeline By when? (Day/Month)	Success Criteria How can you identify your success?	Potential Barriers What might stop you from achieving this action? How can you overcome this?
For example: Behaviour and Motivation	1. Use least invasive technique (non-verbal cues and group correction) for behaviour management. 2. Read school behaviour policy and ask line manager any questions	In first week of tutoring.	1. Positive behaviour management in sessions. 2. Clear and consistent use of school behaviour policy.	May need additional help if pupils do not respond to these techniques. Will raise this with line manager if it is an issue.

5.2. Planning for Tutoring

We have provided the following information to support you with planning your tutoring sessions.

If you are new to planning, we recommend that you use this as a checklist in combination with your learning from 'Identifying your focus and planning' unit in Week 2 of the online learning platform, and with the planning proforma provided in next section.

More information is provided below about the different aspects of planning shown on the checklist.

Learning objectives and success criteria

You should always begin any planning by deciding on the learning objectives; you need to know what you want your tutee to learn before you design any learning activities. Success criteria help all involved to understand what success looks like for each objective.

Review of prior learning

New knowledge can only be built on what is already known. Effective educators regularly review prior learning to ensure that necessary foundational knowledge is secure.

Teaching steps and models

Sequence your teaching in small, incremental steps and plan any models that will support learning.

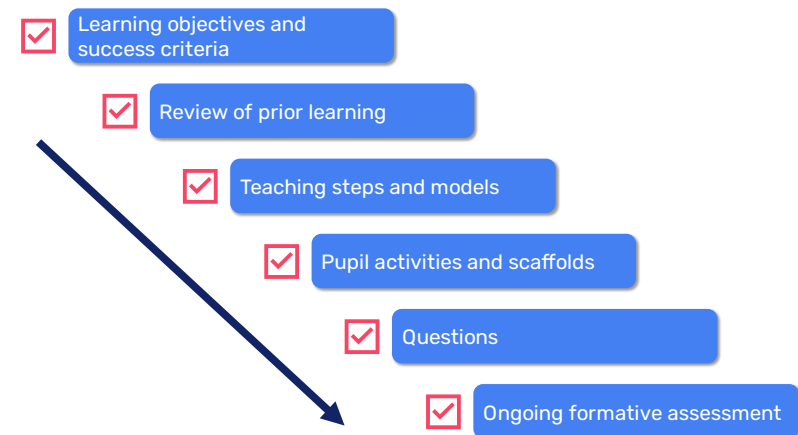### Pupil activities and scaffolds

Design activities that will ensure your tutee is thinking deeply about to-be-learned information. Consider how you will scaffold the learning activities to allow all learners to succeed.

Questions

Script out key questions you intend on asking. Decide what constitutes a good answer for these questions; don't accept anything less than fully correct.

Ongoing formative assessment

Never assume your tutee has understood what you have taught. Build deliberate assessment points into your session that allow you to check your tutee's understanding.

☑ Learning objectives and success criteria
☑ Review of prior learning
☑ Teaching steps and models
☑ Pupil activities and scaffolds
☑ Questions
☑ Ongoing formative assessment

5.3. Lesson Proforma

It is important that you feel able to use your learning from the National Tutoring Programme Training Course straight away. To make that even easier we have created a sample lesson planning proforma. The use of this is completely optional and you should use the lesson planning template your school provides or suggests. Should there not be one readily available or appropriate for tutoring the example below is a good start point.

Tutor student/group	
Learning objective(s)	
Success Criteria:	

Plan to achieve the learning outcomes. Remember: • I do • We do • You do • Model • Question • Scaffold *This phase may contain many short activities building on each other	**Starter (retrieval practice): [minutes]**
	On arrival: Objectives shared with student(s)
	Main learning*: [minutes]
	Consolidation of learning: [minutes]
	Consolidation task: Plenary:
Literacy and numeracy focus/support	Key vocabulary:
Homework Task/ Flipped Learning Task	
Evaluation Notes on Progress	

5.4. Links to Subject-Specific Content

Subject	Useful Links and Websites
Primary Literacy	9 Tips Guaranteed To Improve Your Child's Handwriting A demonstration handwriting tool The best sitting position for handwriting Positioning the paper correctly for handwriting Supporting pencil grip development Letter formation Crickweb - free online games Literacy shed
Primary Numeracy	How important is number sense? Cardinality and counting Concrete, pictorial, abstract Primary calculation guidance NCTEM White Rose Maths Maths no problem
Primary Science	Enquiry Skills Teacher assessment frameworks at the end of key stage 1 Teacher assessment frameworks at the end of key stage 2 The CALM approach to curriculum catch up Closing the Word Gap in science: 6 ways to build scientific vocabulary Science Museum Wow Science

Secondary Subject	Useful Links and Websites
English	**General** [Strategies](#) for effective lesson planning **Writing Resources** Exam board exemplars of KS3 and GCSE assessment with examiner's comments (e.g. [AQA, WJETC, Edexcel](#)) **Spoken language** Examination Boards exemplar material for spoken language [301 prompts for argumentative writing](#) [500 prompts for narrative and personal writing](#): Twitter for new pedagogical developments [(e.g. window writing, table writing etc.!)](#) [Teaching Speaking skills 2 – overcoming classroom problems.](#) [OER – The importance of Speaking and Listening](#) The Confident Teacher - interactive resources: [Personal accounts from POV of English teachers](#) [4 Strategies: Teaching kids how to revise](#)
Geography	[Geographical Association Teaching Resources](#) [Understanding the numbers of life expectancy](#) Refer to [Geography GCSE subject content](#) and pages 8-10 which outline requirements for fieldwork and the use of mathematics and statistics in Geography. [Thinking through geography](#) [Why 'thinking through geography' is important](#)

History	[Byrom, J. and Riley, M. (2003) 'Professional wrestling in the history department: a case study in planning the teaching of the British Empire at key stage 3'](#) [Fordham, M. Medium term planning - part 2, getting the question right](#) [Harris, R. (2005) 'Does differentiation have to mean different?', Teaching History 118](#) [Burn. K., McCrory, C. And Fordham, M. (2013) 'Planning and teaching linear GCSE: inspiring interest, maximising memory and practising productively', Teaching History 150](#) Activities designed to develop historical thinking can be found on the [Rethinking History](#) and [Schools History Project](#) websites. [Harris, R., Burn, K. and Woolley, M. (2014) The Guided reader to History Teaching and Learning. Routledge.](#)
Mathematics	[Mr Barton Maths](#) [UKMT](#) [Brilliant](#) [Nrich](#) [Video debate from the Institute of Education](#) [Interleaved Mathematics Practice](#)
MFL	[Teachit Language Resources](#) [MFL Resources, Tools and websites to aid with distance / remote learning and continuity of learning](#) [Primary Languages Network](#) [Quizlet](#) Teaching a lesson focused on drama/music (example [here](#)) [Edexcel resource on incorporating culture into the classroom – German example, can be adapted to other languages](#) Schemes of Work [Rachel Hawkes New Curriculum/Lessons/SoW KS3-4](#) (browse through "Resources Menu" Blog on [MFL Questioning](#)

Religious Education	This clip is one of many on TrueTube which give a young person's view of issues/concepts and places of worship Learning Spy blog: Lessons from lessons planning Learning Spy blog: Learning vs Performance
Science	Osborne, J. (ed.) .(2010) Good Practice in Science Teaching: what research has to say. McGraw- Hill Education. CLEAPSS resources give teachers ideas for exciting and engaging practical activities that fire pupils' imaginations. Resources for Rethinking a database of resources on a wide range of scientific topics. Marlinjne Noordink: Pedagogical approaches – A blog on pedagogical approaches. Science upd8 – great site for inspiring pupils / creative ideas. Engaging Science: you can sign up to this website's free newsletter. Catalyst: Secondary Science Review is a GCSE-level magazine. Assessment in science education Assessment for learning in science

5.5. Key Vocabulary

This list shows many of the key terms you will meet throughout the course, should you want to use it to capture definitions as you are learning. It is not an exhaustive list and the Pre-Assessment Review is more comprehensive.

Key vocabulary	Definition
Abstract example	
Asynchronous	
Cognitive overload	
Concrete examples	
Dual coding	
EAL	
EHCP	
Equality	
Equity	
Extrinsic motivation	
Feedback	
Formative assessment	
IEP	
Interleaving	
Intrinsic motivation	

Least invasive techniques	
Long-term planning	
Medium-term planning	
Modality effect	
Pictoral example	
Principles of Instruction	
Representation	
Respond-Report-Record-Refer	
Retrieval practice	
Scaffolding	
SEMH	
SEND	
Short-term planning	
Spaced practice	
Summative assessment	
Synchronous	
The MARGE model	
The redundancy effect	

6. Accreditation with the Chartered College of Teaching

Gain formal accreditation for your learning with the Chartered College of Teaching.

The Chartered College of Teaching is the professional body for the teaching profession, supporting a professional learning community of over 48,000 members across the world to become more evidence-informed in their practice.

The Chartered College of Teaching provides formal recognition for completion of the National Tutoring Programme, including partial credits towards Chartered Teacher Status. Participants can receive these credits by successfully completing the short assessment at the end of the course.

From Autumn 2022, anyone who has completed the National Tutoring Programme Training Course will also have the opportunity to gain enhanced accreditation by completing two tutoring-focused examinations.

- The OSTE examination is a scenario-based examination designed to assess your knowledge and understanding of formative assessment strategies in tutoring.
- The Written examination is designed to assess knowledge and understanding of how evidence-informed pedagogical approaches apply within tutoring.

These examinations are ideal for anyone completing the refresher training and provide further certification and an additional 20 credits towards Chartered Teacher Status for eligible individuals. These new examinations will be launched by the Chartered College of Teaching next half term. Email **charteredteacher@chartered.college** to register your interest. Find out more about membership of the Chartered College of Teaching. Membership of the Chartered College of Teaching supports you to:

- be appreciated for your high level of responsibility, autonomy and accountability
- be equipped with the knowledge of the latest research in pedagogy
- be empowered to decide what works
- feel valued and trusted by the school community and your peers as an expert
- shape the future of your profession.

Practising teachers with Qualified Teacher Status can join as members and those supporting teachers can join as professional affiliates. From just £1.96 a month, you can benefit from:

- CPD resources on the member-only site MyCollege
- videos of classroom practice and research articles on the Early Career Hub, all aligned to the Early Career Framework
- termly print copies of our peer-reviewed journal Impact

- CPD packs - everything you need to deliver professional development sessions and develop your practice
- compact guides, research reviews, and research in a nutshell. We summarise the research and how you can use it in your everyday practice
- access to the world's largest education and research database and summaries of every policy and research document released
- exclusive invites to events, networks and webinars across the country
- professional recognition - as a member, you are entitled to use the letters MCCT after your name.

Teachers also have the opportunity to become Chartered, with 10 credits towards this gained from successful completion of the assessment at the end of the National Tutoring Programme Training Course. Through undertaking robust and rigorous assessments that work to your timetable and development needs, teachers are supported to achieve the highest standard of professional excellence. For more information and to join your professional body, visit **chartered.college/join** today. Later in 2022[9], the College will be launching a new Associate category of membership, specifically designed for teaching assistants. Teaching assistants supporting teachers and learning in the classroom will be eligible to join as Associate members. By joining as an Associate member, for just £1.25 a month, you can benefit from:

- CPD resources on the member-only site MyCollege
- access to classroom practice videos, recorded interviews with a range of educators and summaries of academic and practitioner research on areas such as supporting children with special needs, behaviour management, knowledge of the curriculum and cognitive science
- electronic access to our peer-reviewed journal Impact
- compact guides, research reviews and research in a nutshell. We summarise the research and how you can use it in your everyday practice as a teaching assistant
- access to the world's largest education and research database and summaries of every policy and research document released
- exclusive invites to events, networks and webinars across the country.

Tutors not employed as teachers or teaching assistants are eligible to join as professional affiliates. By joining as a Professional Affiliate, for just £3.96 a month, you can benefit from:

- CPD resources on the member-only site MyCollege
- videos of classroom practice and research articles on the Early Career Hub, all aligned to the Early Career Framework
- termly copies of our peer-reviewed journal Impact
- CPD packs - everything you need to deliver professional development sessions and develop your practice
- compact guides, research reviews and research in a nutshell. We summarise the research and how you can use it in your everyday practice

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[9] Associate membership for teaching assistants will be available from December 2022, until then teaching assistants can join as a Professional Affiliate.

- access to the world's largest education and research database and summaries of every policy and research document released
exclusive invites to events, networks and webinars across the country.

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