

Self-evaluation checklist for middle and senior leaders

This table is to be used as a tool to help you to successfully implement tutoring programmes within your school. The key questions will help enable you as a leader to have a secure knowledge of where the gaps are and how teachers and pupils have engaged with the process. The RAG rating section will highlight which areas you need to focus on to ensure maximum impact from the programme.

R – Focus area needs immediate attention in order to meet targets within timeline
 A – Work has begun to answer key questions but will require further work
 G – Action has been completed within timeline

Focus	Key Questions	Resources	Timeline	RAG
Selection	<ul style="list-style-type: none"> ➤ Have we selected pupils who are facing the greatest challenges? ➤ Have we met with the tutoring provider to clearly set expectations on who is getting what tutoring, why and when? 	<ul style="list-style-type: none"> ➤ Whole school data and inclusion files ➤ Whole school provision map ➤ Baseline assessment 	<ul style="list-style-type: none"> ➤ Before the intervention starts 	
Planning	<ul style="list-style-type: none"> ➤ Have we ensured teachers and tutors meet before the tutoring starts so that they can document pupil context, plan materials and set expectations? ➤ Have we provided adequate time and resources for the teacher to meet these additional responsibilities? 	<ul style="list-style-type: none"> ➤ Planning documents and all subject/whole school policies ➤ Timetables 	<ul style="list-style-type: none"> ➤ Teacher-tutor relationship is set up before the intervention starts ➤ Half-termly schedules organised 	
Assessment	<ul style="list-style-type: none"> ➤ Have we supported teachers in understanding how to share formative assessment from the classroom with tutors? ➤ Where pupils are not making progress, are we using this to change or refine the content of the tutoring? 	<ul style="list-style-type: none"> ➤ Assessment and feedback policy ➤ Pupil Progress reviews and tracking ➤ All intervention data 	<ul style="list-style-type: none"> ➤ Assessment and monitoring timetable to be set at the beginning of the year/term 	
Monitoring	<ul style="list-style-type: none"> ➤ Have we put processes in place to ensure that tutoring is working for at risk pupils and they are making accelerated progress? ➤ Do I have oversight of the attendance record for tutoring sessions? 	<ul style="list-style-type: none"> ➤ Whole school data and inclusion file ➤ Attendance record 	<ul style="list-style-type: none"> ➤ Ongoing liaison with relevant staff members ➤ Attendance - ongoing 	
Feedback	<ul style="list-style-type: none"> ➤ Have we taken action in response to what feedback tell us about the progress children are making? ➤ Do I have regular check-ins with the tutoring provider where I can raise issues and get them addressed swiftly? 	<ul style="list-style-type: none"> ➤ Monitoring and feedback schedule ➤ Pupil Progress reviews and tracking ➤ Tutoring feedback forms 	<ul style="list-style-type: none"> ➤ Ongoing 	
Behaviour Management	<ul style="list-style-type: none"> ➤ Are teachers and tutors ensuring any behaviour issues with pupils are adequately addressed? 	<ul style="list-style-type: none"> ➤ Behaviour policy ➤ Behaviour reviews 	<ul style="list-style-type: none"> ➤ Ongoing feedback from teachers and middle leaders regarding behaviour – include in SLT meetings 	
Safeguarding	<ul style="list-style-type: none"> ➤ Have I put processes in place to ensure safeguarding procedure is being followed and that any issues are identified and addressed effectively? 	<ul style="list-style-type: none"> ➤ Safeguarding policy and procedures 	<ul style="list-style-type: none"> ➤ Ongoing 	