



Handbook for Refresher Training

**National
Tutoring
Programme** 

Training delivered by

 **Education
Development
Trust**

Contents

1	Foreword	3
2	Your learning journey	4
2.1	Welcome to the course	4
2.2	The benefits and aims of the course	5
2.3	How is the learning structured?	6
2.4	End of course assessment	7
2.5	Training Support and Frequently Asked Questions	8
3	Appendix and additional resources	9
3.1	Action plan	9
3.2	Lesson proforma	10
3.3	Links to subject specific content	11

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, 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, so we are excited to add School-Led Tutoring to this list.

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 and accessible platform to make it as simple as possible for you to complete the Course and support your pupils.

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.

Yalinie Vigneswaran

Programme Director
Education Development Trust

2 Your Learning Journey

2.1 Welcome to the course

The National Tutoring Programme (NTP) supports schools by providing access to high-quality tutoring to help pupils whose education has been affected by the Covid-19 pandemic. You may be taking part in this course as a refresher after completing your Academic Mentor or School-Led Tutor Training over the last two years.

As part of the National Tutoring Programme, Education Development Trust is delivering the Refresher Training Course, which is an evidence-based, self-directed and accessible course focusing on best practice in tutoring and mentoring. 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 aim of the Refresher Course is to allow Academic Mentors and School-Led Tutors to engage in the most up to date research and best practice. In addition, this year the course includes subject and phase specific content. This content is optional and allows for participants to choose which units are most relevant to their current practice.

2.2 The benefits and aims of the course

The aim of the course is for participants to have a robust understanding of tutoring best practice, how to deliver tuition flexibly, and to be able to deliver high-quality tutoring sessions. The course is online and self-directed, based on the latest research evidence in effective tutoring. It contains interactive elements, videos and activities. It also includes a discussion board for sharing best practice and networking. The course is user-friendly with learning outcomes clearly sign-posted, and is easily accessible on all devices.

The course includes an action plan template for participants to complete. We want you to be able to remember and implement some of the strategies you learn. The action plan (Appendix 3.1 and downloadable on the learning platform) will help keep you on track to implement your learning in school with your pupils.

At the end of the course there will be a short assessment. Successful completion of the assessment is endorsed by the Chartered College of Teaching. The Chartered College of Teaching is the professional body for teachers, here to celebrate, connect, and support you and your school.

Membership of the Chartered College of Teaching will support 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 as an expert
- Contribute to shaping the future of your profession

CHARTERED
COLLEGE OF
TEACHING

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 members-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
- 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
- Recognition as a professional; as a practising teacher, once 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.

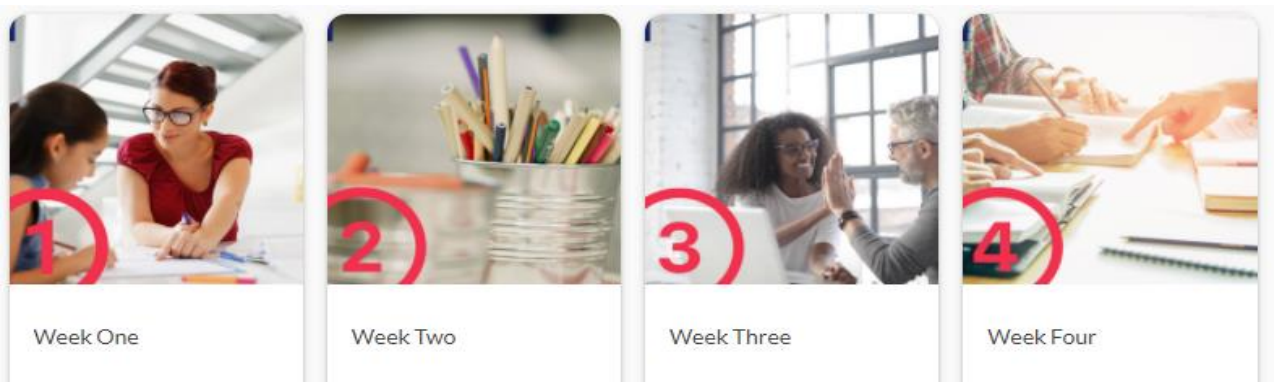
Teaching assistants and other tutors not employed as teachers are eligible to join as professional affiliates.

By joining as a professional affiliate, for just £3.96 a month, you can benefit from:

- CPD resources on the members-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
- 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.

For more information and to join your professional body, visit chartered.college/join today.

2.3 How is the learning structured?



The course is broken down into 4 weeks of content. You can work through the content at a faster pace if you wish. The Refresher course is about 5 hours of content. Although we allow 4 weeks to complete the content on the platform you may work through it at a faster pace.

As a guideline we would expect:

By the end of Week 1 – you will have completed the core content

Week 3 – you will have completed any optional content

Week 4 – you will revise and then take the assessment (you will only have 3 attempts to pass the assessment)

The Refresher curriculum will cover the following core topics

- Tutoring implementation best practice
- SEND overview and practical application
- Literacy across the curriculum
- Numeracy across the curriculum
- Equality, Diversity and Inclusion, promoting diversity

and optional topics

- Remote learning
- Providing support in alternative provisions
- Speech and language therapy

The curriculum will also include Subject and Phase Specific content:

Secondary Subject Specific Content

The following will be covered for Mathematics, English, Science, Humanities and Languages:

- Planning high leverage teaching strategies
- Assessment for learning
- SEND, adapting to suit individual needs in a subject
- Common misconceptions
- GCSE exam questions and strategies
- Useful resources

Primary Subject Specific Content

The following will be covered for Primary Numeracy, Literacy and Science:

- Planning high leverage teaching strategies
- Assessment for learning
- SEND, adapting to suit individual needs in a subject
- Common misconceptions
- Useful resources

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 course. The course assessment questions will also cover content that would have been undertaken as part of previous Academic or School-Led training as a review.

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 only be allowed to take the assessment three times.

2.5 Training support



We have a dedicated team of customer support advisors 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

We will also be sending out post training surveys and monthly newsletters. The surveys will help us to improve the programme and feedback is valuable to us. The monthly newsletters will be a chance for us to share more practical tutoring tips, best practice and provide networking opportunities. So please do look out for these in the future.

3 Appendix and Additional Resources

3.1 Training Action Plan

Purpose: To create an action plan for your personal development as a tutor and support implementation of your training

Directions:

1. Use this form as a template to develop your Action Plan
2. Modify the form as needed to fit your particular needs
3. Make sure to share your plan with your line manager in school
4. Keep copies handy to bring to meetings to review and update regularly.

Session Title	Action Steps	Timeline	Success Criteria	Potential Barriers
<i>Copy from the course titles</i>	<i>What will be done?</i>	<i>By when? (Day/Month)</i>	<i>How can you identify your success?</i>	<i>What might stop you from achieving this action? How can you overcome this?</i>
For example: SEND practical application	1. Read through any pupil's EHCP plans and ask line manager any questions 2. Plan a strategy to meet one of your pupil's needs.	In first week of tutoring.	1. Pupil will be able to fully participate and engage in the session.	May need additional help if pupils do not respond to these techniques. Will raise this with line manager if it is an issue.
1)				
2)				
3)				
4)				

3.2 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. However, if there is not one readily available for tutoring, the below example may be helpful.

Mentor student/group	
Learning objective(s)	
Success Criteria:	
Plan to achieve the learning outcomes. Remember: <ul style="list-style-type: none"> • I do • We do • You do <ul style="list-style-type: none"> • Model • Question • Scaffold 	Starter (retrieval practice): [minutes] On arrival:
	Objectives shared with student(s)
	Main learning: [minutes]
	Consolidation of learning: [minutes]
	Consolidation task:
Literacy and numeracy focus/support Homework Task/ Flipped Learning Task Evaluation Notes on Progress	Plenary:
	Key vocabulary:

3.3 Links to Subject Specific Content

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

Secondary Subject	Useful Links and Websites
English	<p>General</p> <p>Strategies for effective lesson planning</p> <p>Writing Resources</p> <p>Exam board exemplars of KS3 and GCSE assessment with examiner's comments (e.g. AQA, WJEC, Edexcel)</p> <p>Spoken language</p> <p>Examination Boards exemplar material for spoken language</p> <p>301 prompts for argumentative writing</p> <p>500 prompts for narrative and personal writing:</p> <p>Twitter for new pedagogical developments (e.g. window writing, table writing etc.!)</p> <p>Teaching Speaking skills 2 – overcoming classroom problems.</p> <p>OER – The importance of Speaking and Listening</p> <p>The Confident Teacher - interactive resources: Personal accounts from POV of English teachers</p> <p>4 Strategies: Teaching kids how to revise</p>
Geography	<p>Geographical Association Teaching Resources</p> <p>Understanding the numbers of life expectancy</p> <p>Refer to Geography GCSE subject content and pages 8-10 which outline requirements for fieldwork and the use of mathematics and statistics in Geography.</p> <p>Thinking through geography</p> <p>Why 'thinking through geography' is important</p>
History	<p>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'</p> <p>Fordham, M. Medium term planning - part 2, getting the question right</p> <p>Harris, R. (2005) 'Does differentiation have to mean different?'. Teaching History 118</p> <p>Burn, K., McCrory, C. And Fordham, M. (2013) 'Planning and teaching linear GCSE: inspiring interest, maximising memory and practising productively', Teaching History 150</p> <p>Activities designed to develop historical thinking can be found on the Schools History Project websites.</p> <p>Harris, R., Burn, K. and Woolley, M. (2014) The Guided reader to History Teaching and Learning. Routledge.</p>
Mathematics	<p>Mr Barton Maths</p> <p>UKMT</p> <p>Brilliant</p> <p>Nrich</p> <p>Video debate from the Institute of Education.</p> <p>Interleaved Mathematics Practice</p>
MFL	<p>Teachit Language Resources</p> <p>MFL Resources, Tools and websites to aid with distance / remote learning and continuity of learning</p>

	<p>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</p>
Religious Education	<p>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</p>
Science	<p>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. Marlijnje 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</p>



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