

Tutor Strategy



For many pupils within WPAT, compensating for the negative impact of school closures will require a sustained response. Evidence based research (SSAT - Schools, Students and Teachers network) indicates 5 losses through COVID - 19, which will cause a significant deterioration of the mental health state of our pupils and therefore future learning and recovery will be lost. These losses are:

Routine:

Such as the start of the school day, travelling to school, arriving at your classroom, 5-day week.

Structure:

Such as when and how pupils learn, when lunchtime is, when to sleep etc.

Friendship and Social Interaction:

Such as being together, a sense of belonging, the everyday use of language and interpretation.

Opportunity:

Such as the sticky knowledge that we can impart, experiences, skills and networks to access the next phase of learning and education.

Freedom:

Such as the time and space to be themselves, the sense of control especially within EYFS provision.

As well as the overriding need to ensure the safety of pupils and staff, there is a growing recognition of the psychological impact of COVID – 19. It is therefore important that wellbeing forms the foundation of any approach to reopening schools. On this firm foundation, our pupil’s future learning will stand.

This strategy document will act as a living document, one that is returned to and reflected upon as time moves on. It will help shape a return that is responsive to the needs of our pupils, staff and parents in the WPAT school communities.

As we welcome back all pupils in September, our schools wider curriculum will be reduced during the autumn term to allow a clear focus and additional learning time on core subjects. Staff class timetables will identify priority teaching areas and be closely monitored by senior leadership teams.

Time will be available to identify any children needing additional support around mental-health and well-being and to allow this to take place.

We are calling this our recovery curriculum, which acknowledges that there have been losses to children as they have stayed at home. All of our schools have prepared extensive recovery plans for the autumn term.

Following the negative impact of COVID-19 it is imperative that pupils are now given the right support, especially the disadvantaged who are likely to have been disproportionality more so. Research evidence (EEF & Sutton Trust) suggests that high quality support in small groups or one-to-one is an effective catch up strategy, which is why WPAT will look to employ and deploy Tutors (via the EEF National Tutoring Programme & also using in house personnel) to minimise the impact of the disruption to education as a result of the pandemic through the use of carefully targeted additional adult support.

WPAT realises that success is about positive relationships. As a result we have decided that the adults who will have the most impact on children’s learning are those that know them and their families, know the staff and know the school and required expectations. Therefore, we plan to increase the hours of support initially through a mixture of additional TA, HLTA and tutor hours.

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These hours will be allocated based on the needs of the children as identified from prior data, assessment for learning during 'lockdown' and baseline diagnostic assessments that have been and will be undertaken as children return to school. The tutor strategy is in place to provide an extra academic boost to identified children. This personalised support approach will provide more focused attention, frequent feedback, the early identification and correction of misconceptions and improve children's understanding.

Much of the additional support will be focused on appropriate, regular sessions to meet specific needs, such as vocabulary development, reading fluency etc. The diagnostic assessments will inform the intervention strategy used.

Headteachers will be overseeing the tutors, mentors and TAs and working closely each week with class teachers and tutors to ensure tutoring is beneficial and that the impact of the work is sustained in class.

Planned Strategies

Strategies planned include where appropriate:

- **Pre and Post Teach** – This involves over-learning by providing children with exposure to key concepts, vocabulary, strategies and ideas that are about to come up in the lesson, and going over them again after the lesson. This strategy allows children to successfully participate in and benefit from quality first teaching in the classroom alongside their peers. In addition it allows children to keep up with others and access age related learning objectives. Evidence supports this as a highly effective strategy which benefits a range of children, including vulnerable groups, such as, SEND or EAL.
- **Shadow Teaching** - for allocated groups with clear objectives and closely monitored impact and a package of tried and tested interventions. The tutors will have a smaller group of children and can ensure specific objectives are addressed during the lessons. The tutors do not deliver a differentiated curriculum, this approach is about rapidly identifying and filling in the gaps so they can work at ARE.
- **[EEF National Tutor Programme](#)** – A government funded programme that will be available from November 20. This is a national package that gives access to heavily subsidised tuition from an approved list of tuition partners or financial support in the employment of a post graduate academic mentor. This will allow us to increase capacity across the MAT and provide 121 tutoring via tutor partners used on an adhoc basis or a permanently employed tutor/academic mentor.

Other Targeted Support Strategies

- High Quality One to one and small group tuition for reading, writing and maths (assess, plan, do, review model)
- Tutors employed delivering bespoke Maths and English programmes
- Intervention programmes for pupils who have fallen furthest behind include research based interventions
- Use of TAs to deliver pre teach and post teach session directed by class teacher

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Wider School Strategies

- Extension of the school day for targeted groups
- Half termly 'pupil review' meetings with parents and carers
- Robust attendance monitoring - overcoming barriers to engagement through pastoral and early help targeted support
- Support provided for over the summer learning for identified individuals
- Robust 'Remote Learning Plan' in place and training for new staff and pupils rolled out
- EEF guidance reports and toolkit used as part of on-going CPD