



**HSBC/DCSF
Private Tutoring Scheme**

Outline Project Plan

HSBC / DCSF Private Tutoring Scheme

Project Plan

Aims of the Private Tutoring Scheme for Children in Care in Gateshead

1. To identify and remove barriers to learning.
2. To raise attainment and promote achievement at all levels of educational ability.
3. To reduce the gap between the attainment of LAC and the attainment of other children and young people in Gateshead (with the ultimate aim of surpassing the attainment of other children and young people from similar socio-economic backgrounds).
4. To encourage and support looked after children and young people to have high educational aspirations.
5. To work closely with schools and carers to ensure a co-ordinated approach to raising achievement.
6. To identify the most effective practice for delivering individual tuition to children and young people in care

Criteria for Identifying Children and Young People to Participate in the Scheme

The scheme will focus on children and young people who:

1. have fallen behind at school because of absence or disruption to education through frequent changes of school;
2. have been identified as gifted or talented and are strongly motivated towards a particular area of learning;
3. have attainments that are very inconsistent across the curriculum, particularly if under-attaining in literacy or numeracy compared with attainment in other areas;
4. have low academic self-esteem and consequent low aspirations;
5. have been identified as a potential high achiever but are not reaching expectations.
6. would benefit from a period of intensive support prior to taking external examinations (GCSE, A-Level);
7. are failing to make reasonable progress but are likely to respond positively to individual attention and personalised tuition;
8. are struggling to acquire basic literacy and numeracy skills.

Process of Identification

The process of identification and selection will be managed by the virtual school head.

Identification would be based on scrutiny of data available about all children in care together with consultation with staff of the REALAC Team who have a good oversight of the educational needs of most, if not all, of this group. There would be a particular focus on children and young people approaching critical stages in their education.

Where necessary, to clarify suitability further information will be sought from designated teachers and Social Workers. They will, anyway, be consulted about the identification and it would be open to them to make their own recommendations for inclusion.

While a process of referral would be established allowing referral by designated teachers and social workers, this would not be used as the main basis for selection because of its potentially capricious operation.

In some cases, it might be necessary to arrange additional assessment to aid selection but, in general this would be avoided because the group are already subject to high amounts of assessment.

Assessment

Once a child or young person has been identified for inclusion in the scheme, there will be a process of assessment to clarify their needs and establish baseline measures.

As indicated above, additional individual assessment will be avoided as far as possible and assessment will be based on information already available in schools or to the Social Worker. In the main the scheme will depend on teacher assessment with advice and guidance from the virtual head, the REALAC Team or other advisory staff (e.g. Educational Psychologists) as needed.

Where additional assessment is required this will normally be arranged through the school although in some cases it may be appropriate to involve the REALAC Team's teacher or Educational Psychologist. In any event the REALAC Team would support the virtual head in ensuring consistency of practice.

Frequency of Tuition

Tuition would be provided at least weekly and sometimes more frequently than this where the needs of the child or young person justified it.

Where the need is for an intensive period of tuition, for example, to develop literacy skills, 2-3 sessions per week may be justified for a fixed period. Multiple sessions per week may also be justified in the lead up to external examinations or where the

support is directed at developing improved work habits and learning skills. However, establishing what is the best pattern of delivery will be a key aim of the pilot scheme.

The private tuition would be offered for a fixed number of weeks but with the option of extending, based on a review of the impact. The basic programme of tuition would be a one hour session a week spread over 12 weeks with a review at week 9. It is recognised that for some children and young people a pattern of several weeks of tutoring followed by a break for consolidation would be most effective. For others, continued tuition may be necessary to maintain progress. Maintaining motivation will be a factor in many cases which will influence decisions about duration.

Not all children would benefit from a full hour so, in some cases shorter sessions might be arranged. However, this would introduce inefficiencies and would only be arranged exceptionally. Conversely, some children would benefit from longer sessions, particularly when approaching external examinations and, exceptionally this might also be arranged.

Recruitment of Tutors

Gateshead already employs a number of tutors who provide tuition for children and young people who are out of school either because of medical problems or emotional and behavioural difficulties. Some of the children and young people these tutors work with are in care and it may be that they will be best placed to provide some of the tuition. However, Gateshead considers that the best option for recruiting tutors in general is by commissioning a private agency to supply them.

Matching Tutors to Children and Young People

In selecting tutors the following factors will be considered:

- Training and experience relative to age.
- Relevant specialist qualification, e.g. in relation to learning difficulties.
- Subject specialism.
- Knowledge and understanding of mental health issues, relevant to children and young people in care (e.g. attachment disorder).
- Assessment of risk in relation to characteristics of child and tutor.
- Gender and cultural factors.
- Knowledge of learning in English Language, where relevant.
- Successful experience of working with children and young people who can be hard to engage.
- Awareness of the care system and the range of circumstance that result in children and young people coming into care.

Monitoring the Quality of Tuition and Outcomes

In practice, the range of needs of the children and young people that will be involved in the scheme is such that much evaluation will be based on single case study. That is, targets will be set on the basis of individual need and progress monitored for each child against their targets.

Where children can be grouped for statistical purposes, for example, where the aim is to improve literacy levels, evaluation will be based on the gains of the group against an objective measure such as a reading test.

For young people taking external examinations, evaluation against prediction based on prior attainment would give a strong measure of impact although it would need to be recognised that, for this group, given the disruption to their lives that they will have suffered, achieving their predicted level may well represent success. Interpretation will be critical.

Other measures of impact might include attendance levels, exclusion rates (fixed term only – permanent exclusions are very rare for this group in Gateshead).

Soft measures of impact will be based on survey data from teachers, carers and the young people themselves.

Quality of tuition will be monitored using the following information:

- Engagement of children and young people in the tuition.
- Evaluation returns from the children, young people; carers and teachers.
- Appraisal of teaching and learning plans.
- Records of outcomes of tuition sessions.
- Quality and consistency of communication between tutor and school staff.
- Progress in relation to target.

Numbers of Children and Young People Who Might Benefit

At any one time around 220 children and young people would be eligible to benefit from the private tuition. However, not all children are expected to access the tuition. This might be for a variety of reasons such as:

- level of achievement is already good and private tuition would offer little if any added value
- circumstances prevent participation
- unwillingness to participate; or
- lack of relevance to needs during period child or young person is in care

Nevertheless, the expectation is that the majority of children and young people would be able to access private tuition for a period and that some would receive intensive

tuition related to their needs. (As an early estimate we expect around 150 to access tuition and perhaps 50 to access intensive tuition).

Initially the priority will be on children and young people in the care of Gateshead. Given the complications that can arise with cross boundary placements; there is a strong argument for delaying access for children in care of other authorities until the scheme is more established. If circumstances allow, the aim would be to involve children in the care of other authorities from the start of the second year. This would be subject to review at the end of the first year.

Dissemination

Dissemination would take place at a number of levels. However, the key to effective dissemination will be the establishment of an ongoing partnership with the other local authorities piloting the private tuition scheme. Learning from and sharing practice with this group will be the first stage in disseminating effective practice.

The second stage of dissemination will take place at a regional level through established regional liaison meetings, through seminars arranged locally and through participation in regional conferences.

At a national level dissemination would also be through seminars and conferences relevant to the subject matter of the scheme. Potentially Gateshead could arrange seminars and conferences open to participation from across the country but this is something that is probably best managed jointly by the participating local authorities.

Dissemination would also take place through articles and papers published locally, regionally and nationally in professional publications and publications with a more general appeal. The Internet would also be used for dissemination using Gateshead's own or other appropriate websites.

The final level of dissemination would be based on direct contacts from interested parties such as other local authorities. This might range from telephone discussion through the exchange of documentation to visits by other local authority staff to Gateshead.

Provisional Costings

In addition to the cost of tuition, there will need to be funding allocated for administration. Additionally, if the scheme is to be a success there needs to be sufficient capacity for monitoring and provision of advice in relation to teaching and learning and for some supplementary assessment. While the virtual head will provide some of this capacity, it is anticipated that some additional capacity will be required. The proposed allocation of funding is as follows:

		£
Tutoring costs		80000
Administration	0.4 fte clerk/wp operator	7000
Advice and monitoring	0.2 fte teacher	8000
Supplementary assessment	0.1 fte educational psychologist	5000
Materials		5000
Promotion & publicity		2000
Contingency		2000

Outline Action Plan

Theme	Topic	Milestone	Target Date	R/A/G
1. Procedures and documentation	Selection criteria	Criteria agreed	End September 2007	
	Selection and referral process	150 young people identified as potential participants	November 2007	
	Assessment procedures	Selection and assessments, e.g PEPs, REALAC, Designated Teachers, Social Workers, Fischer Family Trust etc, in place	December 2007	
	Risk management	Risk assessments in place where appropriate	January 2008	
	Matching criteria	Profile matching of tutors and young people based on identified need and risk assessment in place	January 2008 and ongoing	
2. Administration arrangements	Record keeping & Reporting	System of reporting and record keeping established with admin support	November 2007	
	Budget monitoring	Budget monitoring and commissioning arrangements in place	December 2007	
	Liaison arrangements & Communication	Publicity, Referral and Review systems in place	By end February 2008	

Theme	Topic	Milestone	Target Date	R/A/G
3. Publicity	Head teacher briefing Governor briefing Designated teacher briefing Social worker briefing FosterCarers briefings	Briefings completed	January 2008	
	Newsletter	Newsletter established Article in local Fostering News	December 2007	
4. Commissioning and Recruitment	Commissioning procedures identified	Commissioning tender arrangements in place	November 2007	
	Local recruitment of home tutors	Recruitment process in place	November 2007	
	Identification and commissioning of professional agency to meet needs of tutoring pilot completed	Agency commissioned to deliver private tutoring project.	January 2008	
5. Lesson planning and recording of teaching and learning	Tutors identified	Matching criteria established and working	January 2008 and ongoing	
	Initial planning and target setting meeting established Record sheets and lesson plans submitted to Virtual Head	100% of initial meetings taking place All documentation established and in place	February 2008 and ongoing	

Theme	Topic	Milestone	Target Date	R/A/G
6. Monitoring and evaluation	1st session follow up call established	90% of reviews taken place on time.	January 2008 and ongoing	
	9 week review established			
	12 week review established			
	Evaluation questionnaires/interviews established	90% satisfactory feedback received	July 2008	
	Appraisal of teaching and learning plans	Completed for all young people accessing tutoring	January 2008 and ongoing	
7. Assessment and allocation of resources	Children and young people engaged in tuition	68% of looked after children having engaged with tuition	July 2008	
	Records of tuition session outcomes	Record and recording system established	January 2008 and ongoing	
	Communication system between tutor and school staff evaluated	Communication system established and working effectively	January 2008 and ongoing	
	Review of risk assessment procedures established	Alternative options explored for those unable to access 1:1 tuition.	October 2008	
	Review impact against external exam results	Improved results against predicted grades	July and August 2008	

Theme	Topic	Milestone	Target Date	R/A/G
8. Dissemination	<p>Regular communication with other pilot authorities.</p> <p>Local dissemination of practice</p> <p>Regional dissemination through Education Protects</p>	<p>Information exchange and dissemination established between pilot authorities.</p> <p>Newsletter established and ongoing</p> <p>Feed back given termly to North East authorities</p>	<p>November 2007</p> <p>January 2007 and ongoing</p> <p>October 2007, March 2008</p>	

Private Tutoring Scheme Year 1 2007/08												
Tasks	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	August
Procedures and Documentation Selection Referral Risk management Assessment												
Administration arrangements Record keeping Liaison arrangements Communication												
Publicity Briefings Newsletter												
Commissioning and Recruitment Internal recruitment External commissioning												
Teaching and Learning Allocation of tutors Target setting Lesson Planning 12 week cycle established												
Monitoring and evaluation Baseline criteria and targets Week 1 contact Week 9 reviews Progress against target												
Assessment Baseline criteria and targets 12 week assessment Against external exam results												
Dissemination Other pilot authorities Local dissemination Regional dissemination National dissemination												