



## **High Support Tuition Policy ~ September 2023**

*\*Pupil Records include: Review Meeting minutes, Directions Form, SIMS interventions. Personalised Learning Profile, EHCP/PEP or Case Studies.*

### **Setting Up Tuition**

High Support Tuition (HST) is provided when working in class groups for an individual student is no longer successful. Reasons are specific to that pupil and are recorded on pupil records\*. Placing a student on HST is used as a last resort to establish a successful pattern of engagement for hard to reach students. The intention for students to return to class groups always remains possible and is decided based on the most appropriate provision for each individual student.

HST is not 'promoted' or offered when joining the school, as all pupils are expected to access a full-time timetable in school unless Senior Leadership Team (SLT) decides that it is not a best fit for a pupil. It is entirely at SLT's discretion and after consideration of context and circumstances.

If the pupil does not engage with HST, a multi-agency approach is then used to support the pupil and family/guardians to find routes back to learning. All interventions are recorded on their pupil records\*.

### **Transitioning back into groups**

HST is under constant review to ensure transitioning back to groups or increasing provision is always considered. For pupils in year 11, if a return to a group is not possible during their final year, plans will be put in place to look for appropriate college courses or work experience in year 12/ post 16.

Review meetings are regularly held and the pupil, parents/guardians and other involved agencies are invited. For the hardest to reach pupils, meetings may be once every half term or sooner if required. Part of the review meeting will be to discuss what options are open to the pupil to return to groups and next steps for the pupil or school.

If a student's transition back to group is unsuccessful then a meeting will be set up to review why it was unsuccessful and targets identified to support the student to achieve. These targets are then used to set up HST again or provide an alternative provision for the pupil.

## Tracking Progress

- When High Support One to One Tuition is initially being set up this is recorded on SIMS/Class Charts.
- Any assessments completed on HST are placed in the assessment folder in the pupil's file.
- Summative assessment (Baseline grades and target grades/exam results) are recorded in the tracker mark-book on SIMS and their Personalised Learning Profile.
- A learning diary or progress plan is kept in the pupil's work folder or in the assessment folder in the pupil files. This identifies work completed and next steps. Pupil's work is marked by the tutor (with annotations where needed) and kept in good order for other teachers to access easily.
- Formative assessments are carried out on an on-going basis. Verbal feedback is given to the pupil during the session, or next steps written upon the work. All formative assessment follows the schools marking policy. Progress Maps are completed which track specific skills in each subject that are acquired and identify gaps in learning. This is essential if the pupil is only partially accessing the Long-Term Planning / Medium Term Planning (LTP/MTP) resources taught in class groups in school.
- If a pupil disengages from learning, levels of engagement may be lower than earlier assessments or expectations indicated. Progress may not be visible on tracker scores at this stage. Progress is measured by successful engagement with other agencies, an increase in attendance and work completed (which may be at a lower level at this stage) with an aim to raise attainment at the earliest opportunity. This is recorded in detail on pupil records.
- Equally a pupil may begin to make progress which is above previous expectations and academic levels identified. This is because barriers to learning will have been removed. Aspirational targets are provided which may be met or exceeded and results are accurately tracked on tracker scores on SIMS.
- Each pupil has an individualised plan that ensures the most progress can be made using the above strategies. This is highlighted in the Personalised Learning Profile.

## Planning

*A personalised learning approach is taken to planning, where the content covered and style of teaching matches the individual needs of the pupil. The material used comes from:*

- KS3/KS4 curriculum and school MTP/resources
- GCSE workbooks and school MTP/resources
- Functional Skills resources (LTP/tasks/progress maps)
- Personal Development resources
- Material provided by subject teachers in school

- Creating a project-based approach using the personal interests of the pupil that fulfil KS3/KS4 learning objectives. It can also be used to build relationships and trust to develop a readiness for learning.

Lesson content is chosen to provide the greatest impact to their learning and attendance, focusing on closing gaps in learning. Once the student is ready to return to class teaching in school, they will then follow the MTP in class.

### **Marking Work**

Marking ensures future teaching matches the level of learning of the pupil. It also provides the student with a clear indication of the next steps in order to develop their skills and knowledge.

Marking follows the format of:

WWW: What Worked Well

EBI: Even Better If

NS: Next Steps

The teacher completes first marking in Pink. The Student makes corrections and reviews in Green.

### **Additional Annotation**

This is used if any teacher needs to see clearly the level of understanding of the student so they can effectively assess what teaching material to provide next.

The initials are used where needed, next to the text during marking to indicate level of learning. It is used only for clarity of providing further teaching materials NOT to annotate everything.

VP: Verbal Prompt - this is where the tutor has needed to provide a prompt to start work or the meaning of a word, information or question.

AU: All Understood - the pupil has worked through the material and needs no further tuition to teach the concept - just further work to practice skills acquired.

PU: Partly understood - the pupil understands part of the material/concepts -so needs further practice/tuition.

NU: Not understood - The concept/material needs presenting in a different way/lower level to ensure progress.

Ind: Independent - the pupil completed it with no help at all.

## **Behaviour Management and Socialisation**

The HST approach can lead to increased personal responsibility from the pupil as all barriers to learning are addressed. The personalised learning approach aims to remove or accommodate all barriers to learning over time allowing the pupil to reflect on their own learning styles and how to make more productive choices rather than destructive ones.

All pupils on HST will have an individual risk assessment. This informs the location of tuition and the style of teaching used. All tutors are skilled in restorative practice and de-escalation to ensure safety and safeguarding remains the first priority at all times.

Social opportunities are provided where it is safe to do so. The teacher teaches one pupil at a time or small groups of 2-3, which provides students with an opportunity to work with others. If off-site locations are used this can provide opportunities for students to work in a public place (a library), with other professionals (community centres) or work alongside higher education students (at Edge Hill University Campus). Off-site locations can enable students to overcome barriers due to disaffection with schools as well as experience the wider world and opportunities outside school in preparation for leaving school.

The tutor will regularly contact home with a text or phone-call to report on the pupil's progress and engagement. Positive and negative feedback supports the pupil in understanding the consequences of their choices and it can encourage greater engagement from the pupil and family.

The Personalised Learning Profile includes "My Story". This is a chance for the pupil to share their experience of school back to primary. The supportive setting allows them to reflect back and consider what choices they made in the past and wish to make in the future. It provides insight: how they perceive learning and school. This feeds into behaviour management strategies and teaching styles on tuition and future provision.

Near the start of tuition, a pupil may complete an Initial Skills Review to focus on what they wish to do when they leave school, or for younger pupils a Learning Self-Assessment. This is used to inform how the teacher motivates the pupil to engage with learning. It may be updated to indicate changes in motivation.

A Behaviour Plan or Behaviour Contract may be used to support behaviour difficulties. Targets are set then reviewed.

Ongoing behaviour is tracked on the learning diary, progress map or SIMS/Class Charts behaviour points. This can be shown to the pupil and discussed to inform the future choices they make.