



High Support Tuition Policy

September 2021

Please see the Learning Pathway which gives an overview how pupils access High Support Tuition.

Setting Up Tuition:

High Support Tuition (HST) is provided in unusual circumstances when working in groups is not possible. Reasons for are specific to that pupil and recorded on pupil records. As this approach could reduce progression in social skills and confidence in a learning environment, it will only be used as a last resort with the intention to return to groups at the earliest opportunity.

For these reasons, HST is not 'promoted' or offered when joining the school. 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 it is not possible to obtain the pupil's engagement, a multi-agency approach is then used to support the pupil and family to find routes back to learning. All interventions are recorded on their pupil profile and pupil monitoring. Review meetings will still be held in school to monitor progress.

Transitioning back into groups:

HST is under constant review to ensure transitioning back to groups 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.

Pupils have reviews each half term and other agencies involved with the family/pupil are invited as well as the pupil and parent/guardian. For hardest to reach pupils, meetings may be once a month to review provision. 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.

Once a date is set to transition back to groups, all the completed records by the High Support Teacher will be handed over to the School Tutor and Keyworker (or other

organisation if the pupil is moved). These are then used to inform teachers and the pupil how to ensure the transition back into groups is successful.

If the transition is unsuccessful a meeting will be set up to review why it was unsuccessful and lessons learned. These are then used to set up HST again or provide an alternative provision for the pupil.

Tracking Progress:

- When 1:1 tuition is initially being set up this is recorded on SIMS.
- Any assessments completed are recorded on SIMS and completed forms placed in the assessment folder in the pupil's file.
- Summative assessment of their engagement and levels of learning are recorded in the tracker mark-book on SIMS and their Personalised Learning Profile.
- Detailed notes for sessions are kept in the pupil's folders. The format used is a Learning Diary, Session Notes or Home Based Learning records depending on the style of tuition and needs of the pupil (see top of each form for details). Pupil's work is marked by the tutor and kept in good order for other tutors to access or for the next session. This includes behaviour points and progress in learning.
- Formative assessments are carried out on an on-going basis with each piece of work completed; either through verbal feedback 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 skills acquired and gaps in learning.
- Outside agencies or family members are involved where needed to bring pupils back to learning. Before attendance or levels of engagement are resolved attainment may be lower than expectations so progress may not be visible on tracker scores at this stage. At this point progress is measured by successful engagement with other agencies or an increase in attendance with an aim to raise attainment at the earliest opportunity. This is recorded on SIMS/CPOMS, Tutor notes, Personalised Learning Profile and minutes of meetings. Phone-calls home may be recorded on the hard copy of the pupil file. Safeguarding issues are recorded on CPOMS. For some pupils a case study is provided to record successes and progress they have made.

Planning

A personalised learning approach is taken: which means the content covered and style of teaching matches the individual needs of the pupil. The material used may come from:

- KS3/KS4 curriculum books and school MTP/resources
- GCSE workbooks and school MTP/resources
- Functional Skills tasks from workbooks and specifications
- Material provided by other 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.

What is chosen is decided from recent assessments and marked work that indicates next steps for the pupil. The route chosen will provide the greatest impact to their learning and attendance. If they are returning to class teaching in school; they need to follow the MTP closely.

Marking Work

Good marking ensures future teaching material matches the level of learning of the pupil: their skill level and the content to cover. It also ensures the student understands what to do next to develop their skills and knowledge.

- A pink pen is used to mark work and write comments.
- A green pen is used for the student to mark their own work.
- Subheadings are used to provide feedback:
 1. what went well,
 2. even better if,
 3. next steps

“Next Steps” are completed in future work so the student learns to follow through on advice given.

For Further information read the school’s Marking Policy

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.

V.P: 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.

A.U 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.

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

N.U 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.

The High Support Teacher is expected to contact school immediately if the work provided is not appropriate or further resources are needed so it can be adjusted before the next session.

Behaviour Management

The 1:1 approach can lead to increased personal responsibility for the pupil as there are no other factors the pupil can give for not being able to learn. 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 creative choices rather than destructive ones.

As the tutor teaches one pupil at a time it provides the opportunity to develop strong relationships with parents/carers in the home. Usually in every session the tutor will 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 can encourage greater engagement.

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 on 1to1 allows them to reflect back and consider what choices they wish to make in the future and informs how they behave. It also provides insight to the tutor how they perceive learning and school which feeds into behaviour management strategies and teaching styles on tuition and future provision.

Near the start of tuition a pupil usually completes an Initial Skills Review to focus on what they wish to do when they leave school, or for younger pupils a Learning Self-Assessment which indicates how good they perceive they are at each subject. This is used to inform how to motivate the pupil to engage with learning. It may be updated to indicate changes in motivation.

A Behaviour Plan may be used to support behaviour in 1to1 tuition or to aid transition back into groups. Three targets are created to focus on and they are then reviewed.

The Learning Diary records their ATL (attitude to learning) and BFL (behaviour for learning) each session. This is often shown to the pupil and discussed each session so they can be more self-reflective about their engagement. This is used instead of the 5 point system on SIMS.

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

Safety and Safeguarding

When a member of staff sees pupils off-site the following steps are put in place:

- All spaces used for tuition have an open door, window or other adult present.
- The individual needs of the student are taken into account to ensure they feel at ease during the session.
- If there is any possibility behaviours may occur which pose a risk to other students or staff, the tuition time is postponed or redirected until behaviours can be addressed.
- Tuition on placement only happens if other adults are present on-site.
- Home visits are only carried out if the school indicates it is a safe and appropriate to do so. If necessary protocols will be put in place to ensure safety prior to the visit. A member of staff cannot be present with a pupil inside the home unless another adult is present.
- No visits are carried out after 5pm.
- Staff undertaking home visits inform school of the exact location and their mobile phone contact (which they keep on their person).

APPENDIX-:

- **Learning Pathway for teachers**
- **Learning Pathway for website or parents**
- **Learning Diary**
- **Session Notes**
- **Home Based Learning (HBL planning sheet)**
- **Initial Skills Review**
- **Learning Self-Assessment**
- **Personalised Learning Profile (PLP)**

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