

New Pasture Lane Primary School



New Pasture Lane at a glance:



Tute's Purpose

Beginning with years five and six, but then rolling out across all year groups throughout the 2021-22 academic year, the intention for the New Pasture Lane Tute programmes was to provide intensive catch-up provision for students in Maths as a part of the National Tutoring Programme. Students were to focus on teacher identified areas of weakness in order to support them to reach expected levels of progress. Further catch-up programmes as well as challenge sessions for the 'most able' students are also planned for this year across multiple year groups.

Implementation

Each programme took place over 4 weeks, with students receiving daily lessons focusing on addition and subtraction, fractions, decimals and division. The lessons were well attended with good levels of progress and engagement from all students.

Pre programme findings: How did students feel before their tuition?

Students are asked to complete a survey during the first lesson of their programmes. This asks for their input on participating in NTP lessons and their aspirations for the lessons.

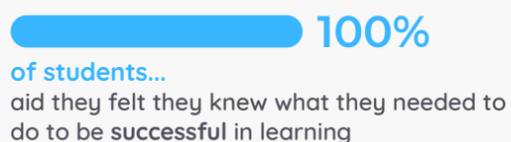
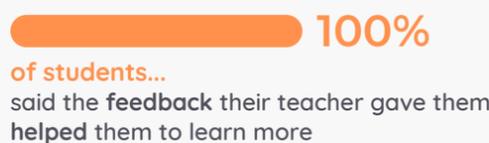
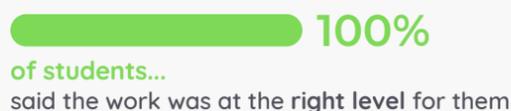
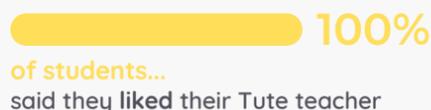
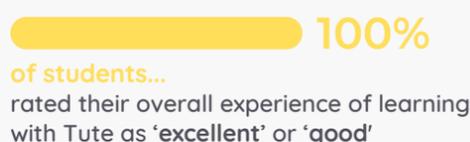
- 60% of students felt locked down had affected their learning and that they had missed a lot of learning as a result of the Covid-19 pandemic.
- The majority of students said they felt 'happy' or 'excited' about beginning their programmes, with some also feeling 'nervous' too.

When asked what they would like to achieve by taking part in these lessons, the most popular responses were:

- Build confidence
- Catch up
- Improve/get better at Maths

Student voice: How do students rate Tute?

At the end of their programmes students are surveyed again to ask for their input on their experiences with Tute, what they've enjoyed and how lessons might be further improved. This student voice opportunity is a key indicator for the impact of lessons on students.



Tute Teacher Perspective

"It was a pleasure to work with students from NEWP. They were excited about our learning journey and engaged throughout the whole programme from the first lesson. The students quickly mastered the Learning Cloud and effectively used its tools during the lessons. The programme allowed to fill the gaps in students' Maths knowledge and tackle some misconceptions that they had prior to joining the programme. During the lessons we worked on a variety of topics which were thoughtfully chosen and sequenced - that definitely helped to build students' confidence in Maths. We also used a collaboration of learning and teaching techniques, such as instruction, modelling solutions, discussions, and group and independent work. Students actively shared their prior knowledge about the topics and expressed their ideas both verbally and via whiteboard/ chatbox. Students made good progress in covered topics and I hope that they will continue to enjoy Maths."

Elena Matveeva
Tute Teacher

Impact: School perspective

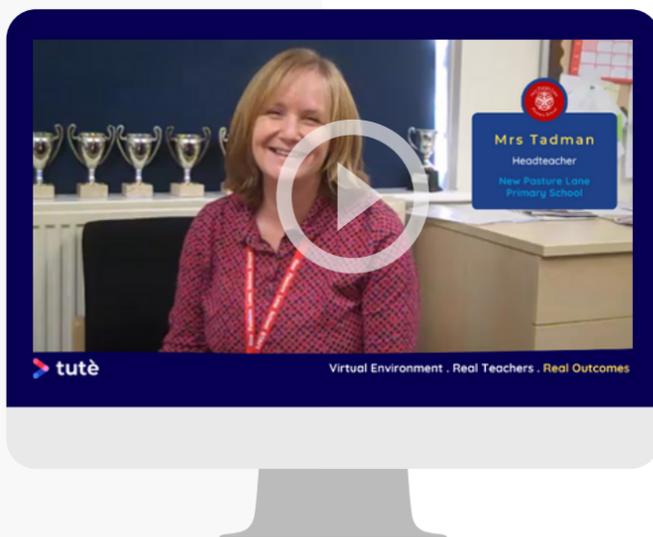
We're always keen to here from our schools and teachers and gain their feedback too. New Pasture Lane's Numeracy moderator made the following points:

"Students clearly enjoyed their sessions-both the learning and the environment."

"Great feedback on fraction learning given that this is a priority focus area."

"Excellent feedback- thank you for taking the time to collate all of the children's responses."

In the video to the right, Alison Tadman, Headteacher at New Pasture Lane Primary, tells us why their school recommends Tute as a Tuition Partner.



Post programme findings: How did students feel after their tuition?

When asked what Tute lessons helped students to do, they said:

- Catch up on learning
- Learn something new
- Build confidence
- Enjoy learning

The learning cloud features most loved by New Pasture Lane students were:

- 1 Talking on the microphone
- 2 The multiuser whiteboard and working with other students
- 3 The Chatbox

The parts of Tute's lessons loved most by New Pasture Lane students were:

- 1 Rating how confident I was during the lesson
- 2 Knowing the learning outcomes
- 3 Knowing the learning objective

Student Focus Group Feedback

New Pasture Lane students also took part in a focus group session to discuss their experiences of online education. The children talked about the things they'd been studying in Maths such as multiples, fractions, decimals, the column method and various techniques they'd developed to help them with these areas, e.g. the KFC (Keep-Flip-Check) method.

There was universal agreement that lessons had been helpful and that they had enabled students to improve their numeracy skills, specifically in the areas named above. Students said that these were often areas that they knew or were aware of previously, but the lessons had helped them to consolidate their knowledge, commenting:

"It has helped me a lot."

"I found fractions hard before Tute."

"It's helped with my fractions and decimals because I did find them very hard."

"It's helped me to do fractions better."

"I could barely do fractions before"

"Now I can do them better"

"And I've learned that with some fractions you have actually got to maybe change them around otherwise you might get the answer wrong."

"They've been very, very helpful"

"They've been helping me to get better at Maths."

The students talked about the differences between online and classroom learning:

"You can concentrate better (online)"

"It's not as noisy as in some classrooms"

"When you're in the classroom the teacher can see you, but when you're on a Tute lesson the teacher can't see you."

"Online other people can't cheat off you when you're doing your work."

"This is kind of easy because in class you're just sat on a chair! With this you're using computers."

All students believed they worked well together in their groups:

"It was fun"

"It's fun working out questions"

"We're classmates and we work well together...we can help"

"Answering questions together."

Students also talked about what they enjoyed in their lessons:

"I like it because I've never really seen Maths before, but it's taught me how to do it in a fun way as well and it's made me feel better, it's made me feel more confident in doing Maths."

"I agree definitely because it's made me feel more confident and I know how to do more fractions and decimals."

"I enjoyed everything!"

"I feel like I'll be able to get more maths done."

"In our tests sometimes we have fractions and decimals and I'll be able to get better scores"

"And when we do that maths, it just makes me feel better and confident."

Specific things that students liked about their lessons:

"The emojis"

"The teacher"

"It was really fun"

"Set status"

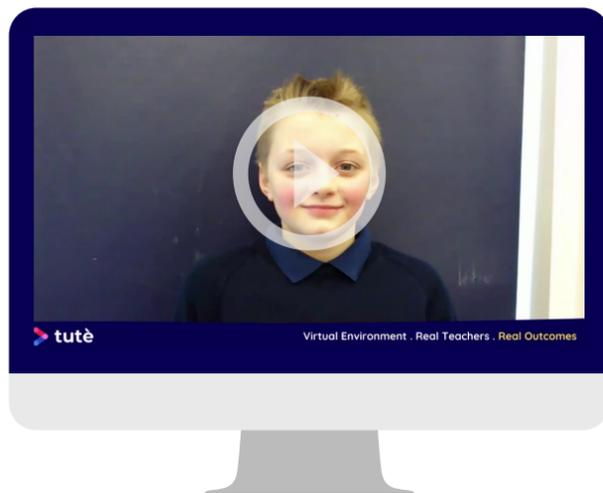
"I liked everything in there."

"The whiteboard"

"Doing the work on the screen"

The teacher was described as "polite" and "kind"

"Harder questions to get our brain working."



At the end of the focus group session, students were asked if there was anything else that they wanted to say or comment on:

"I'm sad because we've got no more Tute lessons."

"I'm sad that we don't have any more Tute lessons because they were really fun."

"I got on with them lessons really good. I found it nice to communicate to the teacher if there were any problems that we couldn't solve and then she'd help us out a bit."

"I didn't have any problems with Tute."

"All I can say is it's really fun and I want to do it again."

"In secondary school - would you be able to do Tute again there?"

"I've really enjoyed it."