Testwood School

tutè story

Testwood at a glance:

Location: Southampton	
Pupils on roll: 800	
Phase: Secondary	
Key stage: 3 and 4	
Subject delivery: Core, MFL, Humanities	
Ofsted Judgement: Good (2019)	
Products used: Tute NTP	
%SEND: 5.1%	
%PP: 31%	
%FSM: 27.8%	

Funding

Testwood School has made use of the Covid 19 Catch-Up Premium and National Tutoring Programme to offer a wide range of interventions for students. Small group tuition has been utilised to support those students who were identified as having significant gaps in learning and to ensure that they acquired the same learning content as their peers. Tute has formed one component of Testwood's comprehensive 'Catch-Up Strategy' which was informed by national guidance from the Department for Education and the Education Endowment Foundation. A detailed account of Testwood's Catch-Up Strategy is available via their website.

Tute's Purpose

The purpose of using Tute lessons for students was to provide focused small group tuition for students in year 10 and year 11 across a range of subjects. The intention was to support student in addressing gaps in their learning and in revising for examinations.

Implementation

21 groups of students were offered blocks of 19 lessons in English, Maths, Science, History, Geography and Spanish. Students accessed their lessons after the end of the school day (4:05pm) in small groups of up to 3 students.
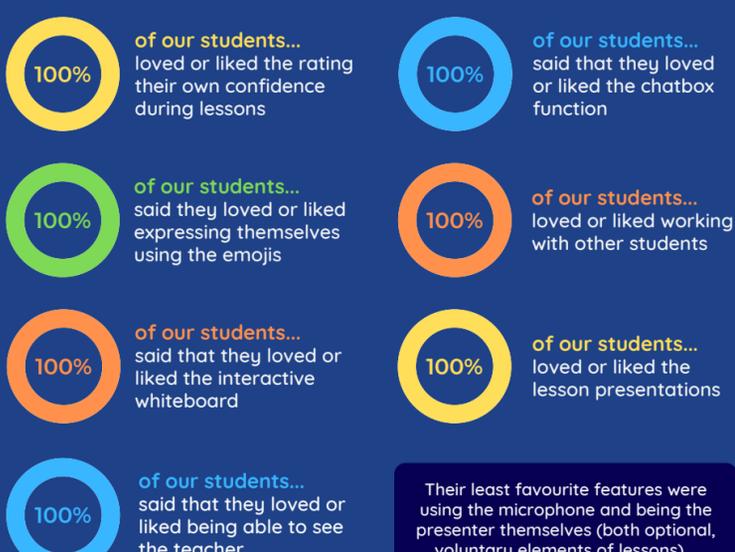
Impact:
How did students survey pre and post programme?

Students were surveyed before and after their lessons to gauge their perceptions of their lessons at the start of the programme and to review their experiences at the end. Students' responses show that their lessons were **better** than expected.

| Expectations vs impact of Tute lessons	Pre-NTP survey	Post NTP survey	Variance
Tute would/did help them catch up on their learning	56.7%	75%	+18.3%
Tute would/did help them enjoy learning	50%	100%	+50%
Would/did enjoy learning online	50%	75%	+25%

What are students' favourite Tute lesson features?

100% of our students... loved or liked the rating their own confidence during lessons

100% of our students... said that they loved or liked the chatbox function

100% of our students... said they loved or liked expressing themselves using the emojis

100% of our students... loved or liked working with other students

100% of our students... said that they loved or liked the interactive whiteboard

100% of our students... loved or liked the lesson presentations

100% of our students... said that they loved or liked being able to see the teacher

Their least favourite features were using the microphone and being the presenter themselves (both optional, voluntary elements of lessons).

Student voice:
How do students rate Tute?

100% of students... feel **safe** in Tute lessons

100% of students... said that they **liked** their Tute teachers

100% of students... felt their answers were **valued** in lessons

100% of students... said they made **progress** in their lessons

100% of students... said that the work was at the **right level** for them

100% of students... **enjoy** learning online with Tute

100% of students... said they felt that they knew what they needed to do in order to be **successful** in their learning

100% of students... said that teacher **feedback** in their lessons helped them to learn

100% of students... feel more **confident** in their subjects than they did before Tute lessons

How does Testwood rate Tute's services?

The quality of the teaching and learning delivered by Tute:
Good

The quality of Tute's teaching and learning resources:
Good

The Learning Cloud (Tute's online classroom):
Good

The service provided by our administration team:
Good

Booking programmes/ enrolling students:
Good

Receiving your login details:
Good

Tracking student attendance:
Good

Communication:
Fair

Understanding usage/invoicing:
Fair

100% of students said that tuition through the NTP was a good idea
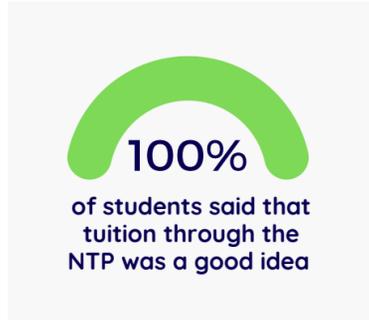
Student voice:
What do students say about Tute lessons?

'Good experience, good teacher'

'It's nice as you feel heard during the tutoring. In the storm which is the average classroom sometimes not all of your questions can be answered'

'My question would get answered'

'It was good. Donald was very nice and supporting would recommend to others'

'It was very helpful, got to cover more topics than we do in class that we might not have time to do at school. Teacher was very nice and helpful and good at explaining'

'It was a helpful insight to things I can improve on'

Year 11 student focus group

A number of Year 11 students also took part in a student focus group. Students had studied a range of subjects (English, Science, Geography and French) and were asked about their views on the programmes they had engaged with.

Student said they had primarily used the sessions for 'revision,' 'going back over topics' and to 'learn' more in the subjects that had been selected for them.

Whilst students mainly agreed that their lessons had 'helped, 'they had 'learnt some stuff' or 'helped me understand certain topics,' there was a recurrent issue identified by the students in the time of day at which lessons had been allocated. Many found the after-school slots were 'rubbish' with some citing that they had 'other things' they needed to do or that they were 'too tired' after a full day of school. Some students suggested that they would have preferred to have chosen a more suitable day or time and another suggested that 'replacing another lesson' would have been better and another suggested 'earlier times' would be best.

Students confirmed that they preferred the chatbox to using microphones (no students logged into this session with a microphone) and said that this was because they 'didn't want to' talk over the microphones. Students also confirmed the emojis, whiteboard and polls as preferred learning cloud features. They liked that these features because they made it 'easier to answer' or 'easier to use' and 'because it was more interactive.'

Students indicated that they had worked in variable group sizes (all sessions were booked at a 1:3 ratio, but not all students attended the allocated sessions). Students who had other students in their groups confirmed that they enjoyed working in groups ('I liked having other people on with me') and the majority of students said that they would actually have liked more students in their groups.

Students were asked to compare their learning online experience to learning online. There were various responses to this; some students said that they felt the 'have to do more work online' and that they 'can ask more questions online' which they saw positively, stating 'it's better; less boring.' One student disagreed and said that they found learning online 'completely different' and 'more boring' than being in a classroom because there were 'less people.'