



Effective Tutoring Checklist

Before tutoring starts

- ◆ Consider the students starting point, it is important to know the level they are at so you can pitch your lessons appropriately.
- ◆ Agree a programme of study, which areas of specifications are to be Covered and the students strengths and weaknesses.
- ◆ Ask the client about the students preferred learning styles and specification areas they are less secure on.
- ◆ Plan the sequence of learning so that all necessary topics are covered and agree this with the client prior to tutoring.
- ◆ Discuss lesson timings that work for both you and the client and make commitments that you know you can keep.
- ◆ What are the next steps after the student sits their exams, is your tutoring part of a longer journey and is there an intention to study at a higher level.
- ◆ Only ever use a parents contact details for lesson links and online teaching, do not ask for or receive contact details for a student under the age of eighteen.

Your first lesson

- ◆ Remember to take your ID, references, DBS certificate and QTS certificate. The client is your employer and has a right to ask for this.
- ◆ Where the student is under eighteen, parents should always be present. A conversation with parent and student together is a good way to calm nerves and start to establish a rapport.
- ◆ For online lessons, ensure both you and the client have compatible and properly functioning IT. Ensure device settings are set up correctly, particularly for sharing learning resources, video and audio.



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Tutor lessons

- ◆ What are the tutoring goals, speak with the client about the students ability level and aspirations in terms of exam outcomes.
- ◆ Ensure lessons are arranged well in advance, including sending out invites. Be prompt to lessons with all resources at hand.
- ◆ At the start of lessons it is good practice to do a quick welfare check, ask the student if they are ready to learn, if you have a concern and the student is under eighteen, ask to speak to their parent or carer.
- ◆ Plan well-structured lessons that compliment and build on classroom learning.
- ◆ Resources should be considered, engaging and directly linked to the learning aims.
- ◆ Students should feel challenged in their learning and have the opportunity to recall knowledge, be tested on what they have learnt and apply their understanding.
- ◆ Tutors should be supportive and positive, encouraging students but also being honest about knowledge gaps and plan this into future learning.
- ◆ Provide time at the end of lessons for students to reflect on what went well, ask questions they have about the learning and a brief discussion about the next lesson, this will really help you sequence and plan your teaching.

Feedback and forward planning

- ◆ Keep an open dialogue with parents, periodically checking in to update on the students learning journey and completing wellbeing checks.
- ◆ Provide honest and constructive feedback.
- ◆ Respond to changing needs or parental/student feedback, their voice is important!
- ◆ Adjust your programme of study based on the learning journey so far, being flexible and dynamic will bring success.