

# Developing Quality Tuition

Effective practice in schools

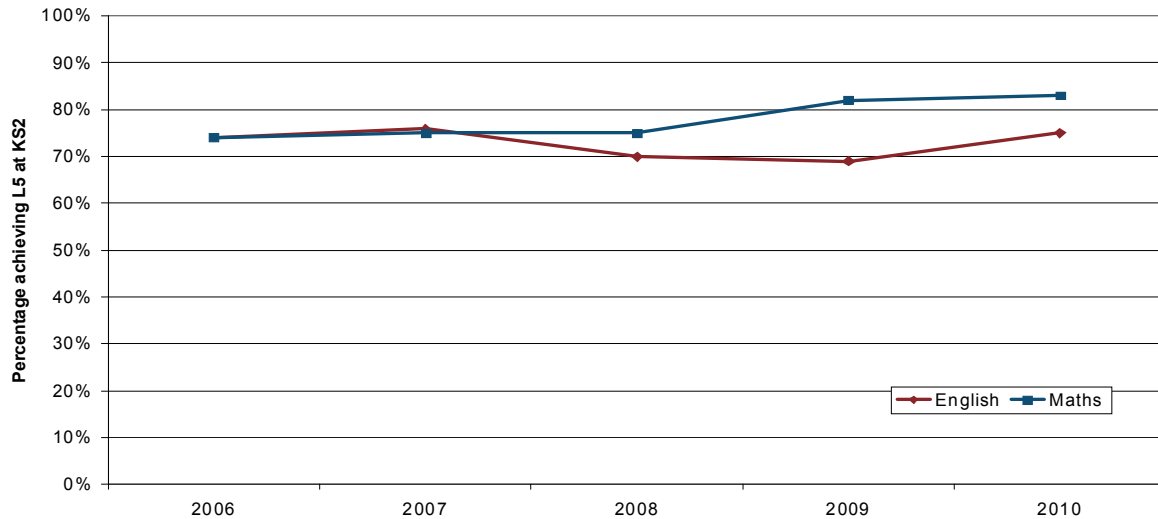


Academically More Able

## How Schools Tailor Tuition for their Academically More Able Pupils

Currently academically more able learners are described as “those who have abilities in one or more academic subjects such as mathematics or English.” For the purpose of this study ‘academically more able pupils’ were identified as those who entered the Key Stage above national expectations in English or mathematics.

**Pupils who were L3 at KS1 - L5 attainment at KS2**

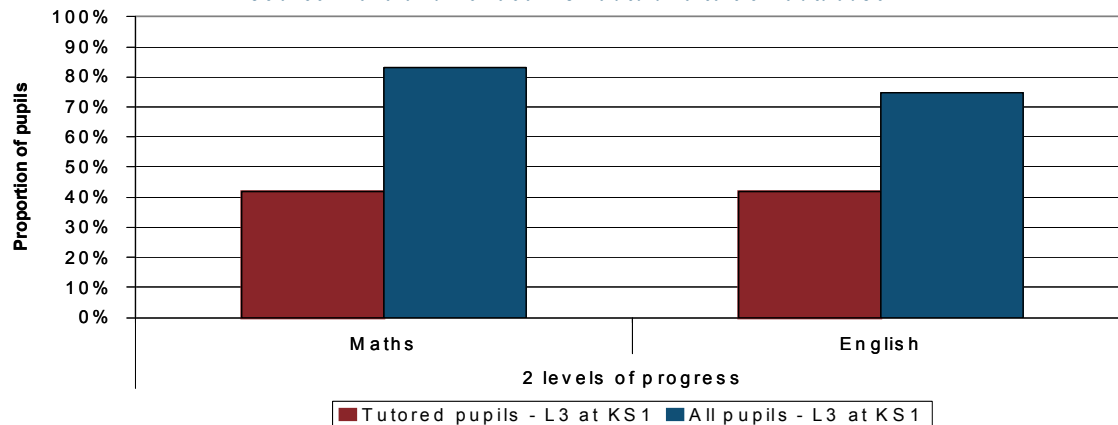


Pupils who were high attaining at Key Stage 1 have not always made as much progress as other pupils subsequently.

Surprisingly, our national tuition data seems to imply that, unlike for some vulnerable pupil groups, tuition does not appear to have as much of an impact on the academically more able pupils. However, we have learnt from our school visits that, when appropriately planned and targeted, the more academically able can benefit significantly from tuition. We have also learnt from these visits that this group of academically more able pupils is distinctively different from more vulnerable groups, with specific learning needs.

**2010 KS2 attainment of pupils who achieved L3 at KS1**

*source: 2010 unamended KS2 data and tuition database*



## How do schools tailor tuition for their academically more able pupils?

*“I expect 100% precision from these pupils...always....you have to...” (Tutor)*

### Findings from the schools visited

#### Senior leaders and teachers identified the following common characteristics of academically more able pupils:

Pupils often:

- enjoy a creative and sometimes more cross curricular approach to teaching and learning; they often have a passionate interest in a particular area, for example a specific period of history or aspect of science.
- become more acutely aware of their progress and rapidly become despondent if they start to fall behind their peers.
- have less emotional maturity, despite being academically more able.
- have more diverse learning preferences and approaches and therefore need a wider variety of teaching strategies.
- find it difficult to fit in and work with their peers.
- only do the minimum amount of work, if not sufficiently academically stretched; they need to be ‘pushed to deeper thinking’.
- have a disparity between their cognitive ability and their written outcomes as they can become impatient with the process of writing.

*“I think the creative work has been key ... he’s thinking beyond ‘just doing’ his writing” (Parent)*

#### To meet these specific needs, tuition for academically more able pupils had the following features:

- Tutors had secure knowledge of their subject and how it related to other areas of the curriculum.
- Tutors had an excellent understanding of progression within their subject, particularly in relation to achievement at the higher levels.
- Tuition sessions were creative and focused on higher order thinking and extension of subject vocabulary.
- The tutors all fostered a ‘partnership approach’ when tutoring the more able; this allowed pupils to develop collaborative working skills with an adult that could be transferred back into the classroom.
- Tuition sessions were planned to foster independence: the best tutors ensured that the direction of the sessions and dialogue within them was increasingly pupil-led.
- All tutors placed emphasis on planning and completing extended, in-depth writing.
- Outcomes from tuition sessions were fed directly back into the classroom to celebrate the pupils’ success and to ensure the high standards were recognised and maintained.

*“In Year 7 the work was like Year 6... I’d already covered that work” (Girl now in Year 8)*

*“They (tutors) push you to get higher grades because they believe you can do it” (Year 8 boy)*

This publication is available for download at: <http://www.education.gov.uk/schools/pupilsupport/inclusionandlearnersupport/onetoonetuition/b0056257/one-to-one-tuition-guidance-and-resources/resources>

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