

TUTORING POLICY AND GUIDANCE

This policy will be reviewed annually or in response to changes in legislation		
Created	May 2009	Vice Principal
Last Review	April 2023	Vice Principal
Approved	April 2023	Principals and Heads
Next Review	April 2024	Heads and Compliance Manager

This Policy applies to all year groups at Thomas's Schools, including the EYFS. Thomas's London Day Schools operates as a united group of schools with a similar ethos and values and as such is referred to as a singular body.

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This Policy should be read in conjunction with Thomas's Assessment Policy, Curriculum Policy, SEND Policy

1. INTRODUCTION

At Thomas's, we recognise that every parent will want to do their best to support their child. In some instances, it may be suggested or it may occur to parents to seek additional support for their child, beyond the education that he or she will receive at school. In certain circumstances, this may be justified and helpful. Careful tracking may reveal a discrepancy between a child's attainment and potential, which may be minimised by a limited amount of additional intervention. However, we believe firmly in making a distinction between tutoring for "good" and "poor" reasons.

Essentially, 'good tutoring' will have most of the following characteristics. It will be:

- instigated in response to an issue raised (usually) by the school;
- put in place with the knowledge and approval of the school;
- targeted to meet a specific need, such as a learning difficulty or a specific lack of knowledge (e.g. brought about by a change of school or country);
- put in place for a limited number (normally one or two) of sessions per week;
- put in place for a specified and limited period of time;
- reviewed and evaluated for effectiveness;
- withdrawn when no longer deemed (by the school) to be necessary.

'Poor tutoring' may have some or all of the following characteristics. It may be:

- put in place by parents, without consultation with the school;
- based on a desire to 'keep ahead', rather than in response to a specific need;
- based on a fear that other families are doing it;

- put in place across a range of subjects, several times a week and at weekends;
- open-ended, not limited by time, with no definable objective or outcome.

Good tutoring, for a limited period of time, may help a child to secure knowledge or skills which may not otherwise be revisited for some time in the school curriculum; it may boost confidence and lead a child who is underperforming to reach his or her potential.

Bad tutoring can have the opposite effect: without consultation with the school, different methods may be taught to those in the classroom, thus confusing the pupil; if tutored across a range of subjects, a child may learn to become dependent on a tutor, impeding his or her ability to pay attention in class and to think for himself or herself; if put in place many times a week and at weekends, extra tutoring can devour a child's free time, which should be spent reading, playing, developing independent work habits, forming wider interests and flourishing fully as a human being.

2. PROCEDURES

2.1 Parents

If any parent has a concern that their child should receive additional teaching, they should raise this first with their child's Form Teacher or Subject Teacher. It may be that the school is already able to provide appropriate support, such as differentiated teaching in the classroom, or break time 'subject clinics', for example, which may be sufficient to meet an identified need.

If it is agreed that there is a specific need for additional teaching, the parent should complete an Application for Additional Teaching (Appendix 1) and return it to their form teacher or Head of Learning Support. This application must be agreed by the Form Teacher or Subject Teacher and approved by the Head of Learning Support and the Head. If the application is approved, the parents will be informed within seven working days whether or not a member of staff at the school is willing and able to undertake such additional teaching. If no member of staff is available, parents are of course free to apply to outside agencies. The school always requests, however, that any external tutor is required to make contact with the child's Form Teacher or Subject Teacher before starting additional lessons with their pupil and makes every effort to work with the school once lessons have begun.

2.2 Members of Staff

Under their contractual obligations, members of staff may not undertake any additional, paid work during term time, without the prior written consent of the Heads. This is to safeguard the needs of the pupils at the school and to ensure that teachers' professional duties take priority over any private tutoring. In order to meet this requirement, members of staff may only provide additional teaching, where an Application for Additional Teaching has been received and approved. If a member of staff is asked by a parent to provide additional teaching, he or she must therefore refer the parent to this policy and require the parent to complete an Application for Additional Teaching. In each case, the Head will decide which member of staff will provide additional teaching.

This policy applies to term time only and not to school holidays. Staff may not tutor pupils from other schools during term time and, on no occasion, must they tutor or provide teaching for any children who are applicants to a Thomas's school.

Where tutoring is permitted, this must take place on school premises.

Members of staff will be prompted and are required to complete annually a Declaration of Additional Work either listing all tutoring and other paid activities, or declaring that they are not undertaking any additional paid work during term time. If, having made such a declaration, a member of staff begins to undertake additional teaching during the same academic year, he or she must complete and return a revised Declaration before such teaching begins.

Remuneration will be at the same rate as for taking a school club. This is in order to create a level playing field amongst colleagues and to ensure that no financial incentive exists to tutor individual children, rather than offering a school club. Members of staff may not accept payment directly from parents, nor may they claim additional pay for teaching carried out during contractual hours. To make a claim, they should complete and submit a club register at the end of each term. Income earned in this way will be paid through the monthly payroll and will attract income tax.

The same amount, plus National Insurance, will be charged to parents, on the school bill, as an extra at the end of each term (2022-2023: £18.50 for 30 minutes, £27.50 for 45 minutes or £36.50 per hour). If more than one child is tutored at a time, then the cost will be divided by the number of children attending.

4. APPENDICES

Appendix 1: Application for additional teaching

APPENDIX 1: APPLICATION FOR ADDITIONAL TEACHING

If a parent believes their child requires additional teaching outside timetabled lessons, they should raise this first with their child's Form Teacher or Subject Teacher.

If it is agreed that there is a specific need, the child's parent should complete this form and return it to the School Office for approval by the Head.

If additional teaching is approved, you will be informed within seven working days whether or not a member of staff is available to teach your child.

Name of Pupil:		Form:	
Application for additional teaching initiated by:			
Reason/focus for additional teaching:			
Signed by: Parent:		Date:	
Approved by subject teacher:		Date:	
Noted by Form Teacher/Tutor:		Date:	
Approved by Head of Learning Support:		Date:	
Academic Lead to complete:			
Member of staff to undertake additional teaching:			
Location		Frequency (i.e. once/twice per week)	
Duration (i.e. half a term; one term)		To be reviewed (date):	
Approved by Head:		Date:	
Outcome (to be filled in by teacher at the end of the term or programme):			
Date:			
Further teaching required? Yes		Complete new Application Form	
No		Return this form to the School Office	