Enhanced Learning Tutoring Initiative
Queen Margaret University, Edinburgh

The potential of university-led tutoring in high schools to increase confidence in pupils and make steps towards narrowing the attainment gap.

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This interactive workshop will cover ...

- An overview of ELTI to date
    - The model
    - Successes
    - Challenges

- An exploration of the efficacy of university-led tutoring
    - Sector research
    - ELTI evaluations

- A longer-term strategy

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An overview of ELTI to date

- The model

- Successes we have celebrated

- Challenges we have faced

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Background

- 2020: emergency response to the school closures resulting from Covid-19

- Funded by STV Children's Appeal and a local charitable trust

- **Disadvantaged and care-experienced young people**
- **68%** had done no school-work during lockdown
  - **67%** reported feeling low, anxious or stressed (MCR Pathways, 2020)

- Widening of the attainment gap (Major et al., 2020)

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Years 1 & 2 (2020-2022)

- **Year 1 - 2020/21**
  - East Lothian Tutoring Initiative
    - 6 secondary schools and local community groups

- **Year 2 - 2021/22**
  - Enhanced Learning Tutoring Initiative (East Lothian & Midlothian)
    - 12 secondary schools and local community groups
  - Senior phase pupils most affected by Covid disruption
    - 20 subjects at National 4 to Higher levels
    - 10-week blocks, one hour per week
    - One-to-one or small groups (up to 3)
  - Mainly online tutoring sessions
  - MyTutor

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THE AWARDS 2022 SHORTLISTED

OUTSTANDING CONTRIBUTION TO THE LOCAL COMMUNITY

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Year 3 (2022/23)

- Responding to the challenge of ***engaging and retaining*** pupils in the tutoring

- More intensive engagement with pupils and greater focus on relationship building
  - Pre-tutoring groundwork
  - Engagement with parents and carers
  - Pupils offered a longer period of tuition
  - More in-person sessions offered

(Education Endowment Fund, 2021)

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Year 3 - 2022/23

	2021/22 Block 1		2022/23 Block 1	
Session attendance rate	59%		70%	
Pupils retained at end of block	57%		83%	
Attendance Day 1/Week 1	School 1 31%	School 2 11%	School 1 79%	School 2 74%

Block 1 (October – December 2022)
Number of pupils: **242**

Our young people

- Pupils from a low-income background

- Pupils living in the 20% most deprived areas as defined by the Scottish Index of Mass Deprivation (SIMD)

- Pupils who are care-experienced

- Pupils who are young carers

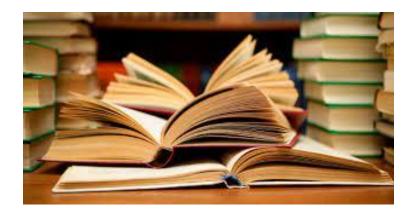- Young people who do not currently attend school

(Andrew et al., 2020)

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Our tutors

- Majority are *near-peer* (Major et al., 2020)
  - Recent graduates or 4th year undergraduate students

- Rigorous **quality assurance** (Major et al., 2020; Education Endowment Fund, 2021)
  - Recruitment process
  - Comprehensive initial training programme
  - Safeguarding processes
  - Ongoing training and development
  - Support and supervision

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Our ethos

Academic Attainment

Relationship and Nurture

Academic Attainment

- Working in partnership with schools – the best tutoring aligns with classroom teaching

- Tutoring is personalised to the individual pupil

- Delivering high-quality, curriculum-relevant sessions
    - Training in facilitation techniques and the Scottish curriculum
    - Provision of quality resources & materials

(Education Endowment Fund, 2021)

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Relationship & Nurture

- Understanding pupil experiences

- Tutor-pupil relationship

- Training includes:

  - Adverse Childhood Experiences

  - Nurture Approaches

  - Relationship Building Skills

  - Safeguarding & Boundaries

(NHS Health Scotland, 2017; Education Scotland,2017)

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Response & Development

- Pupil/tutor/school feedback

- Advisory Group

- Evaluation

Looking ahead to Year 4

- Build on our successes in Years 1-3

- Implement lessons learned from evaluation

- Develop
  - S1 to S3 with a potential outdoor learning element
  - Links with MCR Pathways
  - Enhanced communication with parents & carers

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GROUP DISCUSSION

What other university-led school tutoring initiatives are you aware of across Scotland?

- ▪ What are the similarities to & differences from ELTI's model?
- ▪ What do you think is of merit in ELTI's model?
- ▪ What good practice are you aware of with other models?

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Feedback

Evidence: Research and Evaluation

- Research on tutoring

- ELTI Operational Evaluations

- ELTI Learning Partner Evaluations

The need for tutoring

- **MCR Pathways Lockdown Survey:**
  - 80.5% found it hard to get back into the school routine
  - 76.2% were worried about being behind with schoolwork
  - 79.6% were worried about their grades
  - 66.6% said they needed extra help with learning
- **Generation COVID: Emerging Work and Education Inequalities (Major, Eyles & Machin 2020):**
  - 3.8% of lowest earners accessed private tutoring compared to 15.7% of highest earners
  - 30% Private school pupils received 4hrs online lessons/day, but   only 6% state school pupils received the same

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Requirements and Benefits of tutoring

- **Education Endowment Foundation:**
  - Evidence suggests more instruction leads to increased learning, but effective tutoring for teenagers takes time to build positive relationships between tutor and tutee
  - Training and preparation for tutors is important so they know how best to structure sessions to suit pupils of different ages and abilities
  - Tutors should be able to access school assessment data, so they can identify the needs of pupils
  - Tutors should have information from schools to help set clear aims for a block of tutoring
  - Tutors should be supported so they are able to develop in their role.

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ELTI Operational Evaluations

Of those pupils who responded to the survey for tutoring period **Jan to April 2022**

71% reported increased confidence

85% reported a better understanding of the subject

92% said they would take part in the tutoring again

Feedback from Pupil Survey (April 2022)

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Feedback from Pupil Survey (April 2022)

It takes me away from a rushed class environment and lets me do it at my own pace.

The extra support has boosted my confidence in school.

The tutoring has had a major impact on increasing my grade.

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Positive 'anecdotal' evidence

- Community work – reaching pupils disengaged from mainstream education
  - Engaging in learning for first time in a long time
  - Gaining qualifications Nat 3 and Nat 4
  - Transitions back to school

"One of our young people has completely re-engaged with a national qualification for the first time ever, very much made possible by ELTI's work" (Community Organisation link)

Thanks to their patience, understanding and kindness, they have transformed not only my daughter's subject capability, but also her confidence and ability to interact with others.

(Parent feedback)

Other Operational Evaluations

- ELTI Advisory Group:
  - Used to inform development of initiative
- Tutor debriefs:
  - Used to develop training and tutor support provision
- Teacher debriefs:
  - Used to develop communication and relationships with schools

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ELTI 'Learning Partner' Research

- ## Year 1
  - **Evaluation of the East Lothian Tutoring Initiative (ELTI), School of Education, University of Strathclyde; Sosu, E.M., Orr, S., Cassidy, C., Kennedy, A. and Klein M. (2022)**

    - c333 pupils, that is, 12% of overall pupils from six East Lothian High Schools were offered tutoring
    - the most common subjects were Maths (120 pupils) and English (90 pupils)
    - Highest representation of pupils offered tutoring were those registered for free school meals, and those from a more deprived postcode (SIMD)
    - on average, those from higher SIMD received more tutoring sessions compared to those from more disadvantaged backgrounds
    - 80% of those offered tutoring said they found it 'useful' or 'extremely useful'
    - Those surveyed indicated that they 'benefited positively from the tuition in terms of increased ability, confidence and preparedness for exams'

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ELTI 'Learning Partner' Research

- **Year 2**
  - **Initial report from Queen Margaret University Research Team**
    - 72% of tutored pupils included in analysis maintained or improved their grades from predicted to final result
    - Tutor/Tutee relationships are important and the tutor needs to be trusted to be able to meet individual needs
    - Taking time to work at the tutees pace is important and very different to school experience.
    - Learning is not about answering questions/exam correctly, it is about understanding.
    - Being a tutee is hard work.
    - Most people do not really know what tutoring is … it is not boring … it is hard work!
    - Tutoring builds confidence.

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ELTI 'Learning Partner' Research

Year 3: Queen Margaret University Research Team

- **Quantitative analysis** will look at differences between initial predicted grades, prelim results and final results
  - This will be analysed in relation to pupil attendance at tutoring

- **Qualitative analysis** will look at evaluation surveys, rich data from pupil interviews and focus groups, and interviews with tutors and link teachers.

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GROUP DISCUSSION

Tutoring and other interventions focused on closing the attainment gap; building confidence; and encouraging Positive Destinations:

- What other interventions are you aware of?
- What are the benefits of these compared to tutoring?
- How can tutoring work together with other interventions to best meet the needs of young people?

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Feedback

Beyond year 4…what is needed

- The correct model
- Sustained funding
- Partnerships/collaboration

Robertson Trust Report

- Calls for mentoring and tutoring to be available and targeted at young people at risk of poverty in Scotland

- High quality tutoring can significantly reduce inequalities in educational attainment

- Free tuition sparse in Scotland

- Mentoring is an effective intervention for improving confidence and raising aspirations amongst young people affected by poverty

(The Poverty Alliance, 2021)

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Conversations across the sector

- Lots of excellent tutoring and widening participation programmes

- Concern over sustainability of budgets

- Goodwill of staff under threat

- The need to reduce the attainment gap needed more than ever post covid

- Links between mentoring and tutoring

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A possible model

- 4 partners across Scotland (North, South, East and West)
- Use ELTI as a base model
- Agree curriculum targets according to need
- Agree research methodologies/evaluation
- QMU deliver training to all tutors

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GROUP DISCUSSION

How can you be involved in tutoring in Scotland?

How can the model be adapted and developed to have a wider reach across Scotland?

How could tutoring tie in with the wider view of education in Scotland?

How can long-term funding be secured?

- https://padlet.com/lisavettese/elti-scapp-session-v6fsh9bi2ws6uxud

Feedback

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