<u>The National Tutoring Service</u>

Levelling-up education's playing field

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<u>What:</u>

The National Tutoring Service is a proposed nationwide collaborative effort to mobilise undergraduates and graduates to help improve the achievement of disadvantaged pupils in the core subjects of English and Maths across the UK.[2]

There is an opportunity for Governments across the UK to back a coalition of tutoring organisations, universities, students and schools to help tackle stark education gaps in the wake of the Covid-19 school closures. A realistic aim would be to enrol 100,000 students into the service benefitting 100,000s of pupils. A national tutoring service would have multiple benefits: boosting volunteering among undergraduates, offering employment for graduates, and helping teachers in their efforts to level-up education's playing field.

<u>Why:</u>

A stark achievement gap persists between poorer pupils and their more privileged counterparts in Maths and English, and other subjects.[3] Recent years have witnessed a boom in private tutoring outside normal schooling hours, fuelled mainly by middle-class families able to afford extra tuition.[4] Studies of summer learning loss suggest we should prepare for a large slide in reading levels in 2020 due to school closures, with poorer pupils lagging behind by as much as six months when they return to class.[5]

<u>What's in it for pupils</u>

One-to-one tutoring is one of the few education strategies with a substantial evidence base showing it raises pupil attainment at scale.[6] Randomised trials in England show undergraduate tutoring works: pupils made an extra three months' progress during the school year in recent trials of the Tutor Trust programme.[7] Other tutoring organisations have published evidence that their programmes improve pupil outcomes.[8] Tutors can

also act in a pastoral capacity, supporting pupils to become more confident learners, promoting pupils' self-efficacy, and identifying any mental health needs.[9]

While online tutoring offers a pragmatic solution in the current context, the evidence suggests this is far less effective than face-to-face activity.[10] To support pupils in hard-to-reach areas such as social mobility cold spots, we suggest organisations ideally use a blended approach. This would include perhaps launching a programme at a university followed by virtual tutoring sessions and finishing with a close event in person.

What's in it for schools

A National Tutoring Service could provide a significant boost to teachers' efforts to improve the progress of the most disadvantaged pupils. We suggest central Government recommends the service as one evidence-informed approach that pupil premium funds could be used for in schools.[11] Schools decide which disadvantaged pupils would benefit most from tutoring. Primary schools could focus on disadvantaged pupils in Key Stage Two, to support vulnerable pupils as they prepare for end of primary school tests. Secondary schools could focus on disadvantaged pupils in both Key Stages Three and Four. Research shows that gaps widen during the early years of secondary school.[12]

We recognise the commitment and dedication schools have in serving their most disadvantaged pupils. The service would be run by organisations who already have a track record supporting schools and understand the time constraints and pressures teachers are under. A senior teacher in each school would be required to champion any tutoring support and consider the logistics of delivering the programme. The service will be coordinated and administered by tutoring organisations to ensure teacher workload is not increased.[13]

What's in it for tutoring organisations

A national service would promote the work of effective charities, social enterprises and private providers already delivering a range of successful programmes deploying students as tutors and coaches. These include Action Tutoring, IntoUniversity, Tutor Trust, CoachBright, the Tutorfair Foundation, and the Access Project among others.[14] We estimate that several thousand students are currently deployed as tutors for disadvantaged pupils across the country.

The service would boost tutoring capacity in areas of the country where it is needed, and across different education phases. It will enable organisations to extend their reach through online tutoring for example. Recent graduates, corporate volunteers, retired teachers and sixth form pupils could be recruited as well. With graduate employment rates set to fall in the Covid-19 recession, the service could also offer graduates useful roles as they seek employment. The service, over time, could be extended to organisations involved in university access and apprenticeship support. It might also be possible to cooperate with commercial players in the sector who already have the considerable tutoring reach.

What's in it for students

Volunteering for the service will appeal to students' sense of civic duty and giving back to others (this is offered by 'AmeriCorps' in the US among other volunteering oraanisations).[15] Students could be rewarded for their service in many other ways, for example:

• Discounted Fees

• Academic Credits

• Access to internships

• A Recognition Award which is named on their Higher Education Academic Report/ Graduate Transcript.

• Benefits on University Campus – Discounted Prices on Campus/ Library Book Extended Borrowing Time/ Cards to Allow Club Access Free

What's in it for universities

This will help universities meet their civic duties and commitment to social mobility, in addition to helping to establish a culture of volunteering on their campuses.[16] With existing links to charities and local schools, universities are well placed to promote the National Tutoring Service among students. In 2018/19 there were 2.4 million students at UK higher education institutions.[17]

The service could be promoted at university events such as Freshers' Week and Careers Fairs. Students could also be told about the opportunity through direct communication with their University (an email, letter, lecture).[18]

Trainee teachers

The National Tutoring Service could also be extended to PGCE trainees. These students are well-positioned (due to their periods of school placement) and well equipped (through their subject specialist knowledge) to deliver targeted tutoring for disadvantaged pupils in secondary schools at Key Stage 4 and Key Stage 5.[19] This would help students develop their skills. It could be a QTS requirement that trainees have undertaken one-to-one tutoring in at least one school placement. This is reflected one of the Teaching Standards teachers adhere to 'fulfil wider professional responsibilities.'

Ensuring minimum standards

A critical challenge for the service would be to ensure minimum standards are met for pupils across the country. With more time, the service might be based on one single tutoring model, with organisations bidding to undertake contracts. Major challenges for tutoring programmes can be high attritions rates among tutors, variability in quality, and lack of adequate preparation for tutors.[20] Maintaining continuity between classroom teaching and tutoring sessions can be critical to successful delivery.

But given the immediate pressures on schools following the Covid-19 crisis we believe a more pragmatic approach is warranted with each organisation implementing their own delivery model as long as they meet a number of requirements. This would include ensuring tutors command a good understanding of English and Maths, and providing adequate training and safeguarding arrangements. Each organisation would adhere to common outcomes and agreed metrics for measuring impact.[21]

External evaluations to assess the effectiveness of different models of tutoring would be essential, building on the evaluations already undertaken by the Education Endowment Foundation.[22] One possibility is supporting smaller rapid trials as soon as schools return gathering results in cumulative reviews.[23] These would investigate the effectiveness of tutoring both inside and outside the school day and emerging approaches. Peer Tutor for example uses a peer tutoring app to connect tutors with learners via live online lessons using content from leading educational publishers.[24]

The Government could assess the tutoring needs across different regions in detail, and agree the list of charities and social enterprises that qualify for potential support.[25] There is a strong geographical spread and reach of existing tutoring organisations (see below) but what is lacking is the ability to deliver at scale which requires government funding and signposting. There is also a booming industry in private tutoring businesses.

Funding could be allocated through Pupil Premium funds. In 2019/20, £2.41 billion in Pupil Premium funding was allocated to schools for around 2 million pupils in England, with £1,320 allocated for each primary pupil on free school meals, and £935 allocated for each secondary pupil on free school meals. Similar grants are allocated to schools in other parts of the UK. Depending on scale, spending on a National Tutoring Service would amount to a small proportion of the annual Pupil Premium budget, perhaps totalling £50-100 million. This might complement central funding for organisations to bid for.[26] One possibility is that school trusts, employers, universities or external donors could match-fund this support. An alternative approach would be to channel funding through regional tutoring hubs around the country.[27]

The Government could promote the National Tutoring Service across the country, developing branded materials for all universities to disseminate. Amid social distancing measures during the Covid-19 crisis, many tutoring organisations have adopted an online approach. Existing organisations, because of their current pool of tutors who are trained and DBS checked, would be able to mobilise quickly to scale up their operations by September 2020. This could initially be via online provision if social distancing is still a factor. An early development might be a shared online platform signposting tutoring organisations.[28]

<u>Appendices</u>

<u>Regional provision</u>

Region	Organisations known to already operate
North East	Tutorfair and Action Tutoring
North West	Action Tutoring, Tutorfair Tutor Trust and IntoUniversity
Yorkshire and the Humber	Tutorfair, IntoUniversity, Tutor Trust, Action Tutoring
West Midlands	CoachBright, The Access Project, IntoUniversity, Tutorfair and Action Tutoring
East Midlands	IntoUniversity, Tutorfair, The Access Project, Action Tutoring
South West	CoachBright, Tutorfair, Action Tutoring, IntoUniversity
South East	IntoUniversity, CoachBright, Team Up, Action Tutoring and Tutorfair
East of England	Tutorfair
Greater London	IntoUniversity, CoachBright, The Access Project, Action Tutoring, Get Further, Team Up, Literacy Pirates, AccessEd and Tutorfair

<u>Current capacity</u>

Organisation	Capacity in 2019/20 (unless otherwise mentioned)
Action Tutoring	2,526 pupils and 1150 tutors across 84 schools
IntoUniversity	42,500 pupils and 2000 volunteers across 267 schools.
Tutor Trust	2,400 pupils across 187 schools in 2018/19
CoachBright	1400 pupils and 700 university student tutors/coaches across 41 schools
Tutorfair Foundation	261 pupils and 26 tutors across 11 schools.
The Access Project	1520 pupils and 1350 tutors across 38 schools in 2019/20.

<u>Evidence on one-to-one tutoring</u>

- o Delivered well, face to face tutoring can lead to an extra five months learning gain for pupils during one academic year. Benjamin Bloom (1984) used it as the benchmark for the greatest rate of progress a learner can make.

- o The highest impacts are associated with tutoring by teachers, but effects have also been found for teaching assistants and undergraduates.

- o Professional development, training and structured guidance for tutors are essential to ensure impact, particularly those who are less qualified and experienced.

- o There is more evidence that tutoring works for primary age pupils; far less for secondary pupils.

- o To date, small or no effect sizes have been found from online tutoring.

Notes

[1] Lee Elliot Major is Professor of Social Mobility at the University of Exeter, Emily Tyers is a Teacher of Human Science at Ivybridge Community College, Robin Chu is CEO of CoachBright

[2] This note builds on idea for a National Tutoring Service. See: 'We need to up our game on social mobility' Lee Elliot Major, 4th April 2020, The Telegraph https://www.telegraph.co.uk/education/2020/04/04/need-game-social-mobility/. A National Tutoring Service is among several reforms suggested for improving social mobility in the forthcoming book What Do We Know and What Should We Do About Social Mobility? Lee Elliot Major and Stephen Machin to be published by Sage. https://uk.sagepub.com/en-gb/eur/what-do-we-know-and-what-should-we-do-about-social-mobility/book273671

[3] Efforts to close the achievement gap between poorer pupils and their more privileged peers in England had been stalling even before the Covid-19 pandemic. In February 2020, the Department for Education reported a slight increase in the 'pupil attainment gap index' in England for a second year. The fear post Covid-19 is that the gap will become wider, reversing the gains made over the last decade. See: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/863815/2019_KS4_revised_text.pdf.
For discussion on gap trends, see also Education Policy Institute (2019) Education in England: Annual Report.

[4] The Sutton Trust has produced a series of reports on the boom in private tutoring. For an overview on the tutoring industry see: Kirby P. (2016), Shadow Schooling: Private tuition and social mobility in the UK, Sutton Trust. For a discussion on the 'escalating education arms race' see: Elliot Major, L, and Machin S. (2018) Social Mobility and Its Enemies, Pelican Books. Pupils at private schools are twice as likely as state-educated pupils to receive private tuition.

[5] Summer learning loss has been documented across the world, with poorer children lagging further behind when they return to school. Low-income pupils are as much three months behind their better-off peers in reading achievement after the long summer vacation in the United States. Learning slides are also observed for maths. Other studies using different methodologies reach comparable estimates. See: Cooper H., Nye B., Charlton K., Lindsay J., Greathouse S. (1996). The effects of summer vacation on achievement test scores: A narrative and meta-analytic review. Review of Educational Research, 66(3), 227–268.

[6] For an overview on the benefits of one-to-one tuition, see: Elliot Major, L. and Higgins S. (2019) What Works? Research and evidence for successful teaching, Bloomsbury Education. See also: The Sutton Trust-Education Endowment Foundation Teaching and Learning Toolkit. London: Education Endowment Foundation. See also: https://robertslavinsblog.wordpress.com/2018/04/05/new-findings-on-tutoring-four-shockers/

[7] Torgerson, C. and Bell, K. and Coleman, E. and Elliott, L. and Fairhurst, C. and Gascoine, L. and Hewitt, C. and Torgerson, D. (2018) Tutor Trust : affordable primary tuition. Education Endowment Foundation.

[8] See for example: White, K., Eames, A. and Sharp, C. (2007), A qualitative evaluation of the IntoUniversity programme. NFER; Understanding IntoUniversity's impact on attainment: A qualitative research study (2019), Renaisi; Seleznyov S (2019), CoachBright Primary: Evaluating the effects of a maths coaching programme on Year 6 Pupil Premium Pupils, Institute for Effective Education and Luchinno P (2016); Action Tutoring's Small-Group Tutoring Programme: An Impact Evaluation using statistical comparison groups, National Institute of Economic and Social Research;

[9] See for example: Elliot Major, L. and Higgins S. (2019) What Works? Research and evidence for successful teaching, Bloomsbury Education. https://www.bloomsbury.com/uk/what-works-9781472965639/

[10] Some caution is needed for online tutoring with less evidence of effectiveness. See for example: Inns, A., Lake, C., Pellegrini, M., & Slavin, R. (2018). Effective programs for struggling readers: A best-evidence synthesis. Paper presented at the annual meeting of the Society for Research on Educational Effectiveness, Washington, DC. See also the evaluation of a programme that used online math tutors over the Internet from India and Sri Lanka to tutor pupils in England. This found no effect. See: Torgerson et al, (2016) Affordable Online Maths Tuition: Evaluation Report and Executive Summary, Education Endowment Foundation. The EEF is currently evaluating the MyTutor Schools Programme: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/mytutor/

[11] Schools choose how to spend their pupil premium money, publishing the details online. The Education Endowment Foundation's guide on pupil premium spending recommends a tiered approach including one-to-one tuition: https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf.

[12] See for example: Bradbury B., M. Corak, J. Waldfogel and E. Washbrook (2015) Too Many Children Left Behind: The U.S. Achievement Gap in Comparative Perspective, Russell Sage Foundation.

[13] The Department for Education is committed to reducing teacher workload. Findings from the Teacher Workload Survey (2019, p12) Research Report noted that most teacher respondents reported that they could not complete their workload within their contracted hours, that they did not have an acceptable workload, and that they did not achieve a good work-life balance. The Teacher Workload Survey is a large-scale nationally representative online survey of teachers, middle leaders and senior leaders. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/855933/teacher_workload_survey_2019_main_report_amended.pdf

[14] Action Tutoring works with pupils from disadvantaged backgrounds to ensure they reach at least national standards in English and maths, using high quality volunteer tutors, www.actiontutoring.org.uk IntoUniversity works in disadvantaged postcode districts with the aim to open the door to higher education for socially disadvantaged pupils, https://intouniversity.org/; Tutor Trust works to transform the achievements and life chances of British school children using one-to-one tuition. https://www.thetutortrust.org/; CoachBright works with young people from low-income backgrounds to improve their grades, confidence and independence so they can lead the lives they want through 1-1 tutoring/coaching. http://www.coachbright.org/; The Tutorfair Foundation aims to provide access to high quality tutoring for disadvantaged pupils, offering free tutoring which is funded through paid Tutorfair lessons. https://www.tutorfair.com/

[15] AmeriCorps encourages American citizens to engage in a sense of civic duty. Approximately 75,000 Americans join schemes each year in order to 'be the greater good' and 'get things done'. AmeriCorps works across a range of areas, including social disadvantage and education. AmeriCorps offers volunteers a number of benefits including a living allowance and gaining professional skills. Furthermore, the Segal AmeriCorps Education Award helps pay for college, technical schools, or to repay student loans. The Corporation for National and Community Service serves nearly 12,000 schools, including 1 out of every 4 low-performing schools. The aim is to improve students' academic achievement by increasing their engagement and providing one-on-one time with a concerned, involved adult. https://www.nationalservice.gov/programs/americorps

[16] UPP Foundation (2019), Truly Civic: Strengthening the connection between universities https://upp-foundation.org/wp-content/uploads/2019/02/Civic-University-Commission-Final-Report.pdf

[17] See: Higher Education Student Statistics: UK, 2018/19, https://www.hesa.ac.uk/news/16-01-2020/sb255-higher-education-student-statistics

[18] University events such as Freshers Fairs' attract high numbers of students. Such events would provide opportunities to promote the National Tutoring Service as students return to or join their universities in September. BAM (2014, p3) reported that they were able to support their brands to "get up close and personal with more than one million eager students at Freshers' Fairs all over the UK". This illustrates the volume of students attending such events. https://www.bamuk.com/wp-content/uploads/2014/02/BAM-National-Freshers-Report.pdf

[19] There are a number of different pathways into teaching, including the university pathway for graduates known as the Postgraduate Certificate in Education (PGCE). The duration of the PGCE is one year, and PGCE students are required to undertake placements in at least 2 different schools and complete 120 days of practical classroom experience. Secondary PGCE courses require students to have a specialism, which would be particularly beneficial to the National Tutoring Service – providing specialist tutoring for Key Stage 4 and Key Stage 5 students. According to *WhatUni?* There are 76 universities in the UK which offer over 700 PGCE courses. https://www.whatuni.com/postgraduate-courses/search?subject=pgce&sort=crh&pageno=8 . According to the Department for Education's Initial Teacher Training Census for the Academic Year 2018-2019 there were 29,255 new postgraduate entrants to teaching training in 2018.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/759716/ITT_Census_2018_to_2019_main_text.pdf

[20] Peer Tutor, an organisation in the North East, for example has now partnered with the publisher Collins to provide GCSE and A level content for Peer Tutors to talk through and work through example questions. https://www.peertutor.com/

[21] See the Office for Students (2019) Standards of evidence and evaluating impact of outreach https://www.officeforstudents.org.uk/publications/standards-of-evidence-and-evaluating-impact-of-outreach/

[22] Since it was established by the Government in 2011 the Education Endowment Foundation (EEF) has commissioned over 100 major trials evaluating programmes and approaches aiming to improve the educational attainment of the poorest pupils in English schools. The EEF has produced an evaluation of the Tutor Trust model.

[23] See for example: the development of a school based aggregated trials model linked to a prospective cumulative meta-analysis, https://durham.academia.edu/WayneHarrison

[24] Peer tutor is owned by the educational charity NCFE. See: www.peertutor.com; https://www.ncfe.org.uk/schools/peer-tutor

[25] During Covid-19, there have been notable examples of the government scaling up existing work to meet a social need. This includes the Ministry of Justice providing £600,000 to helpline services for victims of crime. The funding has scaled up the work of Victim Support, Rape Crisis, Survivors Trust, Safeline and the NAPAC.

[26] Costs vary for different tutoring organisations ranging from £150-£400 per pupil, falling to £100 per pupil for online tutoring. Costs would also need to cover central coordination, quality control, dissemination of any service, and any extra school costs.

[27] We believe it would be too risky to fund the service through a single national provider.

[28] See for example: https://about.bramble.io/