Tuition Services

Quality Assurance

randstad

Quality Assurance

To ensure high quality tuition is provided, and that pupils are making expected progress, Randstad has a rigorous Quality Assurance process that is designed to identify best practice and highlight where support may be needed to benefit all tutors and pupils. Randstad is dedicated to supporting all tutors in their professional development and this process helps to shape our programme of support and CDP.

There are several ways in which this is carried out, as outlined below.

1) **Compliance Checks -** All new tutors are required to pass compliance checks and provide necessary documentation to demonstrate their suitability to work for Randstad as a tutor.

2) **Interviews** - before full onboarding takes place, our team will conduct an interview to gain an understanding of relevant experience and suitability for the role. This will include scenario based questions.

3) **Onboarding** - This page sets out all the necessary information and expectations to ensure this is clearly communicated before starting to work with us. All new tutors are invited to a welcome webinar where the key points will be shared and discussed.

4) **Pupil assessments** - Tutors are required to complete a baseline assessment with all pupils at the start of a block of tuition. This provides vital information to support tutors in understanding the pupil's current level of understanding and areas to focus on. Subsequent assessments then highlight progression and help shape a personalied learning journey for each pupil. Where expected progress is not being made, we will support tutors in what can be changed to promote this moving forwards.

5) **Tutor Observations -** To ensure tuition is of the quality expected, Randstad conducts random observations of tutors throughout the year. Online observations are conducted via online recordings, whilst in person tuition is observed by one of our team of Observers across the country. If you are selected for an observation, we will notify you in advance and provide feedback and support if necessary. Best practice will be shared with all tutors and general areas for development will feed into our ongoing CPD to benefit all tutors.

6) **Satisfaction Surveys -** A short survey will be emailed out to all stakeholders towards the end of each term (tutors, schools, Parent & Carers and pupils). This will cover all areas, such as pupil progress and enjoyment, as well as the quality of communication. Trends will be analysed and feed into our cycle of continuous improvement.

7) **Focus Groups** - Following the results of the satisfaction surveys, we will meet with representatives of all stakeholders (tutors, schools, Parents & Carers) to discuss the themes identified and listen to feedback and ideas for service improvements. We will reach out to all tutors to ask if you would be interested in being part of one of our focus groups.

8) **Timesheet data** - tutors are required to complete a timesheet following each session and submit within 24 hours. This includes vital information such as the level of pupil engagement, attendance and progress. We can then monitor this and offer support where needed.

What does this look like for tutors?

As an example, the table below offers an example of what the QA and support could look like. Pease note, attendance to drop in webinars, CPD sessions and focus groups is optional, but all tutors will be required to complete assessments and satisfaction surveys.

Information and data gathered via all the methods outlined above will be analysed and feed directly into our ongoing continuous improvement cycle to ensure the quality of tuition, the service and support we provide to all stakeholders.

Summer holidays	Aut 1	Half Term	Aut 2	Christmas	Spring 1	Half term	Spring 2	Easter	Summer 1	Half term	Summer 2
Tutor registers Receives handbook Attends welcome webinar	Attends drop in webinar Starts tuition - completes pupil Assessment 1		Satisfaction survey 1 Attends drop in webinar Attends CPD session Completes pupil Assessment 2		Attends focus group 1 Observed, feedback given - relevant CPD provided Completes pupil Assessment 3 RS contact re low progress and attendance		Satisfaction survey 2 Attends CPD session Completes pupil Assessment 4		Attends focus group 2 Attends drop in webinar Completes pupil Assessment 5		Satisfaction survey 2 Completes pupil Assessment 6 Write end of tuition block summary report with recommendations for the future

What does good tuition look like?

We pride ourselves in offering excellent tuition to all pupils. To help tutors understand what this means, we have outlined what we believe good tuition looks like. It also sets out what we are looking for in tutor observations.

Outstanding tutoring follows the same principles of outstanding teaching, as outlined by the DfE's standards:
(see https://www.gov.uk/government/publications/teachers-standards)

- Set high expectations which inspire, motivate and challenge pupils
- Promote good progress and outcomes by pupils
- Demonstrate good subject and curriculum knowledge
- Plan and teach well structured lessons
- Adapt teaching to respond to the strengths and needs of all pupils
- Make accurate and productive use of assessment
- Manage behaviour effectively to ensure a good and safe learning environment

Qualities of an outstanding tutor:

- Passionate about their subject and learning
- Positive attitude
- Approachable - able to build rapport with pupils, Parents & Carers, schools and Randstad staff
- Emotional intelligence
- Well organised and self disciplined
- Provides constructive feedback
- Reliable and trustworthy

Preparation and planning

Lessons:
- Know your subject and the curriculum
- Building on prior learning - using baseline assessments to guide planning
- Clear learning objectives based on assessments and pupil needs
- Incorporate the pupils' likes and hobbies to promote engagement
- Engaging activities designed around the lesson objectives
- Engaging visuals/resources that are easy to understand and promote learning

Admin/ Organisation
- Find out about the pupil in advance - Parent/Carer communication
- Sending any links at least 24 hours before the lesson
- Send any learning resources in advance
- Testing the IT systems and equipment in advance to minimise loss of learning time during sessions
- Confirming times and dates of sessions with relevant stakeholders in advance

Communication
- Friendly, respectful and professional
- Liaise with parent/carer in advance for timings, pupil needs, IT
- Let Randstad/ school know of any missed sessions or issues that arise, such as disengagement in learning, a lack of progress and sudden changes in behaviour.

Delivery
- Building Rapport
- Pace - mixture of learning, discussing, applying, assessing and reflecting
- Effective behaviour management
- Keeping students engaged and on task
- Online learning best practice
- Positive reinforcement
- Effective questioning
- Formative assessment throughout the session - adapting the plan if necessary
- Dealing with misconceptions
- Awareness of cognitive load
- Providing follow on work to help embed learning between sessions

Assessment and reporting

- Effective use of baseline assessments to plan a series of lessons - using the assessment tool
- Completing timesheets within 24 hours of the session on the Community to summarise engagement, progress and learning
- End of placement reporting

Safeguarding

- Protect the child
- Protect yourself
- Report a concern
- Deal with a disclosure correctly
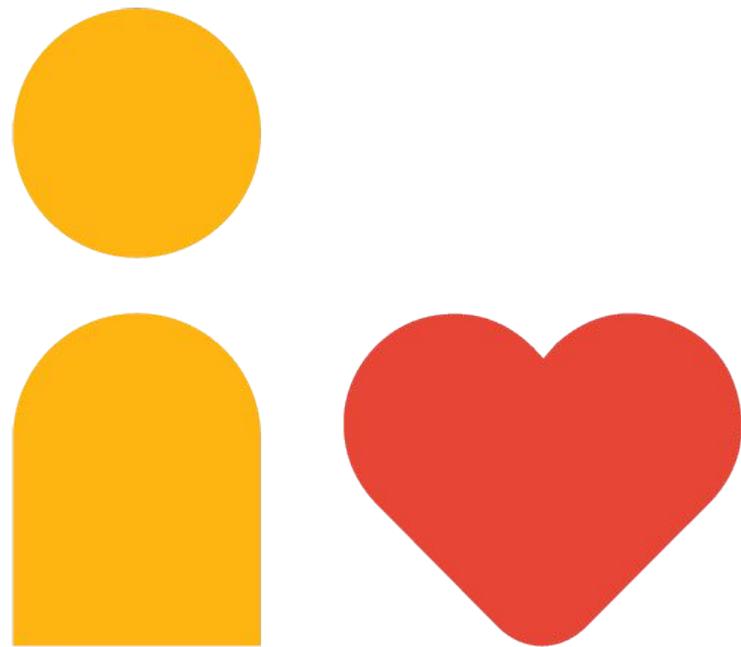
Tutor Observations

To help us monitor the quality of tuition provided, identify best practice and areas for additional support, we will conduct observations of both online and in person tuition throughout the year. Tutors will be randomly selected and notified in advance. For online tuition, session recordings will be viewed and assessed against the framework below. In person tuition will be conducted by one of our assessment team across the country using the same framework.

If selected, following the assessment you will be provided with feedback and support on areas for improvement if necessary. We aim to observe a sample of around 10% of all tutors over the year, and if selected you will only be observed once during this time. Best practice and trends in areas for improvement arising from observations will feed directly into our CPD programme and be shared anonymously with all tutors to support professional development for all.

Observation Criteria Matrix

During observations, you will be graded against the criteria below. Whilst not an exhaustive list, it serves as a useful guide to demonstrate what we'd expect to see at each level.

	Outstanding	**Good**	**Satisfactory**	**Inadequate**
All resources are well prepared and shared	Highly relevant, engaging and interactive resources created in advance and shared with pupils. Tailored to the pupil's needs and demonstrate excellent use of a variety of mediums to promote engagement and understanding.	Engaging and relevant teaching resources prepared in advance and tailored to the pupils' needs to support understanding.	Some relevant materials prepared in advance to support learning.	Unrelated, poor quality or no resources prepared for the session.
Tutor Subject Knowledge	Tutor has a deep knowledge and understanding of key concepts (hinterland) and vocabulary beyond the curriculum content being taught.	Tutor has a solid knowledge and understanding of key concepts and vocabulary.	Tutor has some knowledge and understanding of key concepts and vocabulary.	Tutor has a limited knowledge and understanding of key concepts and vocabulary.

Observation Criteria Matrix

	Outstanding	Good	Satisfactory	Inadequate
Rapport with pupil	Tutor demonstrates a genuine interest in the pupil, finding out as much relevant information as possible about them in advance, asking many questions and showing excellent emotional intelligence in responses.Respectful communication.	Tutor demonstrate an interest in the pupil, finding out some relevant information about them in advance. Asks questions and shows emotional intelligence in responses, Respectful communication.	Tutor demonstrates some interest in the pupil, asking some questions and showing some emotional intelligence in responses. Good communication showing respect	Tutor shows no or little attempt to get to know the pupil or show interest in them. Pupil's name or basic information not known. Little respect shown and poor communication
Clear lesson objectives shared with pupil	Objectives are Specific, Measurable, Attainable, Relative and Timely and designed to support the pupil to progress towards achieving their overall goals. Objectives clearly shared at the start of the session, referred to throughout and at the end to reflect on progress and learning.	Objectives are Specific, Measurable, Attainable, Relative and Timely and designed to support the pupil to progress. Objectives are shared with the pupil and discussed so they understand what they are working towards.	The session has an overall objective or session aims. The pupil is made aware of this in some way.	No obvious learning objectives or aims set or shared with the pupil for the session. The pupil is unaware of what they are learning and why.

Observation Criteria Matrix

	Outstanding	Good	Satisfactory	Inadequate
Learning is tailored to pupils' needs	Tutor has an excellent knowledge and awareness of the pupil's specific needs and goes to considerable effort to address these through personalised planning and delivery of the session.	Tutor has a good awareness of the pupil's needs and incorporates this into the planning and delivery of the session.	Tutor shows an awareness of the pupil's needs and incorporates this into the planning and delivery of the session in some way.	No attempt made to address pupil's needs. Lack of awareness of needs, current level or learning goals of pupil.
Tutor IT skills	Tutor is very confident in using online platforms and other relevant IT resources. The use of IT is well planned and enhances the learning experience and pupil progress.	Tutor is confident in using online platforms and other relevant IT resources.	Tutor is able to use online platforms on a basic level to successfully deliver a lesson. They may encounter some issues but can generally resolve these independently.	Tutor struggles with basic IT skills such as using an online platform.

Observation Criteria Matrix

	Outstanding	**Good**	**Satisfactory**	**Inadequate**
Pupil progress	Pupil demonstrates mastery (or working towards) of the lesson objectives in both understanding and application across a wide variety of contexts. Pupil on track to exceed overall learning goals.	Pupil demonstrates good understanding of the lesson objectives and can apply these in context. On track to meet overall learning goals.	Pupil demonstrates some understanding of the lesson objectives and is able to apply these with support. Showing signs of progress towards overall learning goals.	Pupil demonstrates little or no understanding of the lesson objectives. They struggle or are unable to apply these in context. Pupil not on track to meet overall learning goals.
Questioning	Tutor asks relevant and well considered questions to check pupils' understanding, broaden and deepen the topic under discussion. Tutor models clear thinking, speaking and listening skills.	Tutor uses questions often to check understanding and misconceptions.	Tutor uses some questions occasionally to check for understanding.	Tutor asks few, irrelevant or no questions to the pupil to check for understanding.

Observation Criteria Matrix

	Outstanding	Good	Satisfactory	Inadequate
Delivery Style	A genuine passion for the subject demonstrated. Supportive and encouraging to maximise pupil engagement and progress. A range of styles used to suit the needs of the pupil used at different stages of the session.	An engaging delivery style used to promote pupil engagement and understanding. Enthusiasm for the subject being taught demonstrated. Different styles of delivery may be used to good effect at different parts of the session.	A friendly delivery style with an attempt to engage the pupil and promote progress and understanding.	Disengaging delivery style lacking energy, pace or interest in the subject being taught.
Pace	The pace of delivery is carefully considered to suit the pupils' individual needs and is expertly adapted throughout the session in response to these.	The pace of delivery suits the pupil's individual needs and is adapted where needed.	The pace of delivery is sufficient to suit the pupils' needs.	Session either too slow or too fast to support pupil engagement or progress. Little or attempt to adapt the pace in response to the pupils' needs.

Observation Criteria Matrix

	Outstanding	**Good**	**Satisfactory**	**Inadequate**
Quality of activities planned	Activities are linked directly to the learning objectives and have been carefully planned to promote mastery in engaging and creative ways. Carefully planned and considered activities address the pupil's needs and promote maximum impact on progression.	Activities are linked to the learning objectives and promote understanding through application of knowledge and skills. Planned in advance to match the pupil's needs.	Some activities provided to allow the pupil to apply skills and knowledge discussed in the session.	Few, irrelevant, non engaging or no activities planned.
Behaviour Management	A range of effective strategies deployed with consistency and confidence. An excellent understanding of the pupil demonstrated in dealing with behaviour issues.	Effective use of strategies used when required. A good understanding of the pupil demonstrated in dealing with behaviour issues.	Some behaviour management strategies used when required although these could be inconsistent and not always relevant to the situation.	Little, poor or no use of behaviour management strategies when required. Challenging behaviour not addressed appropriately.

Observation Criteria Matrix

	Outstanding	**Good**	**Satisfactory**	**Inadequate**
Pupil Engagement	Excellent pupil engagement throughout the whole session. Pupil on task, highly motivated and demonstrating an enjoyment of learning.	Good pupil engagement in most of the session. Pupil generally on task, motivated and showing some enjoyment of learning.	Pupil engagement in some of the session. Pupil sometimes on task, and completing tasks with encouragement.	Pupil disengaged in the majority of the session, not on task or showing any interest in taking part.
Feedback to pupil	Tutor delivers appropriately timed highly relevant written and verbal feedback that focuses on moving learning forwards. Feedback is carefully considered to promote pupil motivation and self-esteem.	Tutor delivers written and verbal feedback that focuses on moving learning forward. Pupil motivation and self-esteem considered when providing feedback.	Tutor delivers feedback that focuses on moving learning forward shows some consideration of the impact on pupil self-esteem.	Poor quality or no feedback is provided. Feedback may have a negative impact on pupil motivation or self-esteem.