

BP Student Tutoring Scheme: Guidance for supporting teachers (Primary)

Student Tutors are allocated to schools in Aberdeen City and Aberdeenshire that have specifically requested one or more tutors. Schools stipulate the subject areas they wish support in, the skills ideally they would wish tutors to bring and the dates/times that would be most suitable.

Student Tutors are selected based on a professional and relevant application and interview to the scheme. They are PVG checked and attend a Briefing Session which outlines tutor responsibilities and gives broad guidance on Child Protection.

Tutors work directly with pupils under the supervision of a classroom teacher at all times. Tutors are neither probationary teachers nor student teachers, and therefore tutors should never be given sole responsibility for a cohort of pupils at any time. Tutors are not expected to discipline pupils or undertake preparatory work nor marking. Teachers and tutors will gain the most benefit from the scheme if the following points are observed:

1 **Prior to placement** commencing a brief induction should be provided to tutors by each Link Teacher concerning:

- Introduction to Link and/or Classroom Teacher(s)
- Health & Safety Briefing & Fire and Evacuation Procedure Briefing
- Identification of named Child Protection contact

2 **The classroom teacher should also talk with the tutor:**

- Identify their strengths and then apply these to areas of interest* within the curriculum e.g. a photography student working with a variety of classes in art and technology.
- Get to know the students as individuals to ensure tasks or responsibilities set are feasible as ability to undertake tasks* will vary from student to student e.g. most tutors are happy to assist pupils in group work or individuals as directed, some may wish to undertake part or a full lesson, if appropriate to do so.
- Ensure they are happy with what they are being asked to do and check this on a regular basis thereafter.

3 **The tutor should be introduced to the pupils** in order to explain that the tutor is a current University/College student and that they are there to help the pupils. The introduction might also refer to the subject that the student is studying, in order that he/she can share their academic experience as appropriate.

4 **The tutor works with the teacher and pupils over a period of 8 weeks.** This continuity enables the tutor to develop a relationship with the teacher and pupils and allows mutual trust and confidence to develop. It is therefore important that pupils have a regular timetable and are working with their normal teacher when the tutor is present.

On a weekly basis an Attendance Sheet must be signed by the Classroom Teacher, alongside comments to acknowledge the work done by the tutor, allowing them to chart their progress and an ideal opportunity for staff to check things are on track.

5 **Any issues during placement** in the first instance should be discussed within school with the Class/Link Teacher and tutor, if unresolved reported to the BP Student Tutoring Co-ordinator who will address these individually with the student.

6 **Feedback will be sought** by means of an online questionnaire at the end of placement and schools that complete this will be issued with a Certificate of Participation signed by their Director of Education.

Tutors who have undertaken the scheme in the main advise that teachers and pupils were friendly, helpful, respectful and welcoming, as if they were another member of staff. Staff indicated they were glad to have an extra pair of hands and welcomed tutor presence and the subject knowledge they shared. The pupils appreciated having someone else to help with questions and responded well to new ideas and being challenged. Both teachers and pupils in many cases were keen to learn about the tutor FE/HE experience. Pupils looked forward to their tutor, a 'new face', coming into class each week and were often disappointed when the placement came to an end! Many tutors are considering a career in teaching so appreciate teachers sharing their insight into the profession and the reality of teaching on a day to day basis.

****Tutor commitment and activities***

- Individual/group support with e.g. maths, reading, spelling, phonics, writing, arts and crafts, experiments and I.T.
- Share expertise in P.E, languages, music and science within teacher led activities or in some cases lead e.g. an art lesson or coaching basic gymnastics.
- Assist pupils with particular needs e.g. Additional support needs or English as a second language.

Other specific activities tutors have been involved with:

- School trip to Zoology Museum,
- Accompanied children to swimming lessons.
- Visited nature garden.
- Made pancakes for Shrove Tuesday
- Made sandwiches as part of a healthy food lesson.
- Recording students for an audio presentation book
- Took photos during certificate ceremonies.
- Class fund raising for a trip.
- Lead a group on a 'treasure hunt'.
- Helping a group of children create a questionnaire for parents.
- Making props for class assembly and helping play rehearsals.
- Assisted in playground at break-times.
- Project work: Vikings and Egyptians, building a Goblin Car.
- Involvement in Citizenship groups.