

NTP Tuition Partners – school guidance on at-home delivery of online tutoring

The existing evidence base supports that tuition – delivered in a school setting – is likely to have a positive impact on improving educational outcomes for disadvantaged pupils. Issues with technology, a suitable workspace, and lower attendance rates are likely to mean that the impact of online tutoring in a pupil’s home will be lower – with disadvantaged pupils likely to face many more access barriers for this model than their more advantaged peers, potentially leading to a further widening of the attainment gap.

Despite these drawbacks NTP recognises that some at-home delivery in certain accepted circumstances is likely to be beneficial and will help ensure sustained delivery of the programme for pupils who may experience significant disruption to their school attendance over the academic year. This is solely online delivery: the NTP does not support delivery to pupils at home in person in any circumstances.

How does in-school tuition delivery particularly support disadvantaged pupils?

- **Ensuring attendance** - Attendance is likely to be lower for tutoring that happens outside of the school day. This issue is exacerbated for at home delivery, with attendance likely to be even lower. Lower attendance will lead to less added value from tutoring and, if pupils don’t attend at very short notice, schools may end up paying for tutoring which has not taken place.
- **Ensuring access** - There is an equity of access issue for tutoring that takes place at home. Pupils from disadvantaged backgrounds are less likely to have the necessary technology or quiet work area for effective tutoring to happen. Due to family circumstances they may also have parents or carers who are not able to support their attendance at sessions. We must ensure that disadvantaged pupils are not further disadvantaged by delivery happening outside of school. Schools should therefore consider how best to support their disadvantaged pupils by providing tuition in school wherever possible.
- **Ensuring school input** –Schools should carefully consider how best to input into the content of tutoring sessions for their pupils and ensure they have the necessary capacity for supporting the number of pupils that they want to receive tutoring.

When could online tuition delivery to pupils at home be suitable?

The table below outlines the accepted circumstances for online tuition to a pupil at home to be considered as a suitable option on a case-by-case basis and as part of discussions between the tuition provider, school and pupil’s family. Even under these circumstances, at-home tuition may not be appropriate for all pupils.

We expect schools, tuition providers and families to consider the technology available in a pupil’s home and for pupils and their families to receive guidance as to how to access online tuition from home.

We also expect schools, tuition providers and families to work together to arrange tutoring at an appropriate time for pupils: for example, immediately after the school day, or if tutoring is taking place at a weekend, broadly in line with school hours, rather than at late hours or irregular times.

Not all Tuition Partners are able to offer at home online tuition – NTP have only approved this where TPs are online providers, have prior experience of delivery at home online tuition and have the

necessary safeguarding processes in place. Schools should check directly with a Tuition Partner if they have been approved to deliver at-home online tuition.

The NTP will review how at-home online tuition is progressing, particularly attendance rates, throughout the academic year.

Accepted circumstances for at-home delivery
<ul style="list-style-type: none">• Continuous disruption to the same year group or class resulting in a pupil having to isolate at home multiple times (but not unwell).• A pupil out of school for shielding (for example, due to their own pre-existing health condition.)• Full school closures are mandated – school premises are not available to pupils for an extended period. This may require at home delivery for some pupils, although vulnerable pupils could still attend school and tutoring for those pupils could continue on school premises.• Pupils have additional needs which mean that going into school whilst wider disruptions are occurring are not possible (e.g., SEND pupils who have autism) and they are remaining at home for an extended period.• A pupil is in a virtual school; it is not currently possible to place them in any school or alternative provision setting and the Tuition Partner can ensure that their tutors are suitably able to support any additional needs these pupils may have (as well as pupils having suitable access to technology and supervision at home).• Schools are unable to schedule tuition for all pupils within the school day, or before or after-school and all options to arrange tutoring in this way have been explored. The primary reasons for additional flexibility here will be:<ul style="list-style-type: none">-a pupil needing to use set public transport to get home and there is no option to travel home if staying after school-schools have shorter opening hours due to staffing constraints or COVID restrictions.Once scheduling options for delivery within the school day or before/after-school have been exhausted then flexibility for individual pupils can be offered as required.

In what circumstances is online delivery to a pupil at home not suitable?

- As a standard online offer for all pupils. The evidence supports in-school tuition as a promising intervention; therefore, we expect at-home tuition to be an option only for some pupils in certain accepted circumstances and for delivery to return to in-school once this is possible.
- The pupil does not have access to suitable technology at home and can't be provided this by schools.

How can schools support in-school tutoring as a priority intervention?

- Schedule tutoring within the school day at staggered times throughout the week, wherever possible. Schools may choose to do this on a rota so that a different lesson is missed each week, but with core English, maths and science lessons prioritised to be attended.
- Prioritise intervention alongside other in-school interventions provided to pupils and dedicate staff time to planning and providing input on the focus areas for pupils and content of sessions.
- Closely monitor attendance and motivation and address any issues related to this.
- Carefully consider how many pupils it is possible to coordinate tutoring for and discuss all NTP school requirements and expectations with tuition providers.
- Further detail and references can be found in the [best tutoring practice for schools guidance](#).