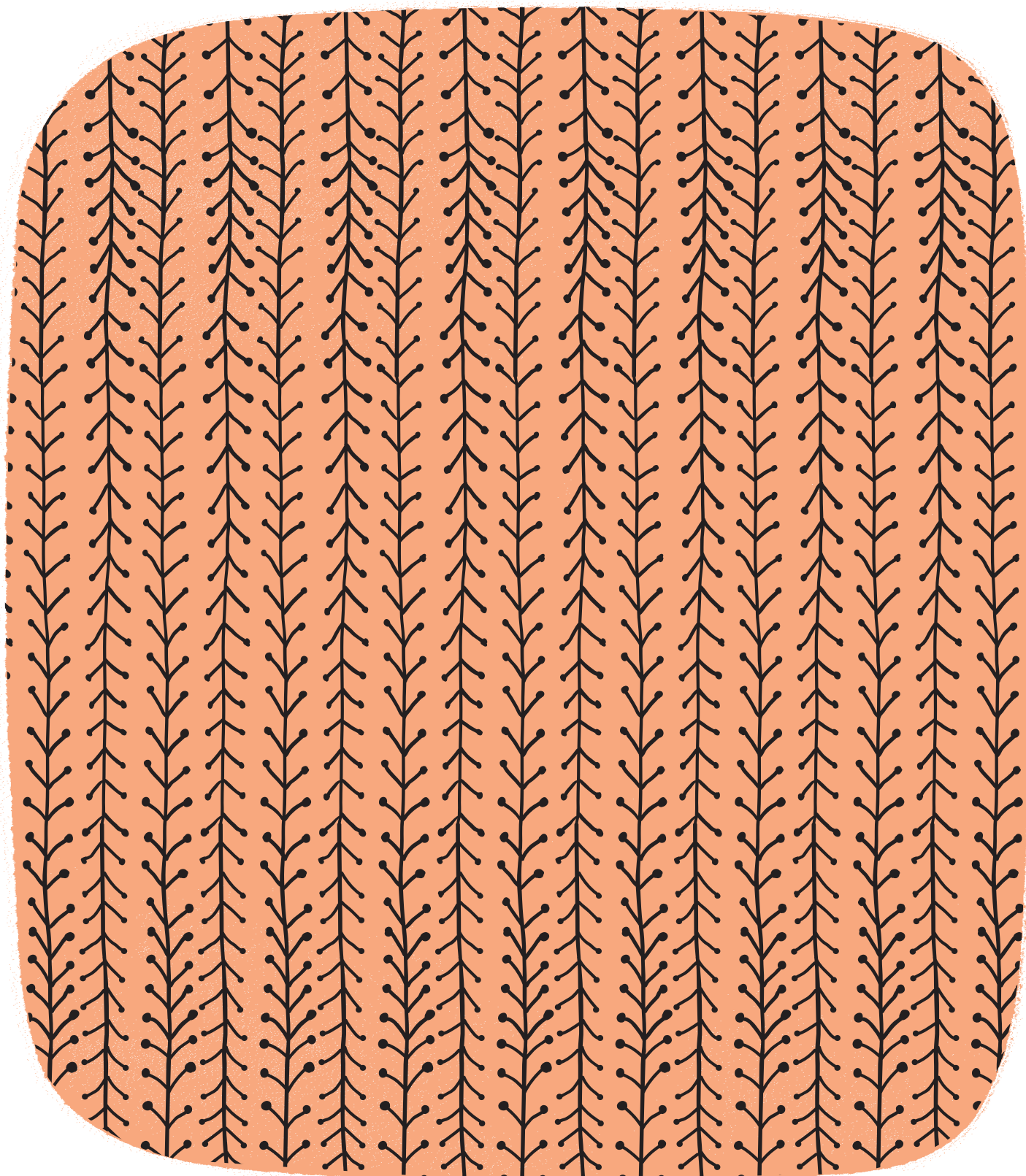




Case Study: Working with Schools

KINGS OAK SCHOOL



Tutor Doctor has been working with Kings Oak School for the past two years, during which time we have matched over ten different students who have been excluded from mainstream lessons. We work to a schedule that meets each pupil's needs and, where appropriate, tutoring takes place in student homes, helping to further develop parent or carer engagement.

The challenge of selecting the right expertise for each student is one we relish.

STUDENT CASE STUDY*

A Year 10 student who required one to one tuition in Maths, English and Science

Student has high functioning autism and finds mainstream school life very challenging. He had been excluded from lessons for disruptive behaviour and initially needed support in English and Maths.

This was then increased to include science and computer science sessions. Student is currently receiving over three hours tuition per day. We carefully matched subject specialist tutors with SEND experience who worked with the student to regain their trust and helped the student to make meaningful progress in all subjects. The ultimate aim is to help the student transition to a new school.



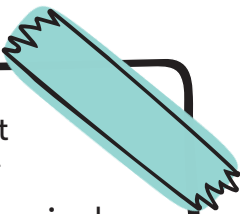
Tutor Doctor Greenwich worked with Kings Oak school and student's foster carer to:

- Match tutors carefully in the first instance and regularly review to ensure the plan was having an impact. For example, the first science tutor we placed wasn't gelling with him so we made a change to a new tutor who had more SEND experience.
- Share experiences across the student's tutoring and administration team.
- Deliver tailored and engaging tutoring sessions, each with a strong purpose.
- Provide regular feedback and produce progress reports for each session.

*Please note that student names have been removed for privacy reasons.

SAMPLE SESSION REPORTS FOR YEAR 10 STUDENT

MATHS





***** started the session watching a video on the topic from Corbett maths to help recap from our last online session. Shortly after, ***** attempted questions focused on multiplying double digit numbers by single digit numbers and made great progress on this. To challenge ***** further, we worked on multiplying triple digit numbers by double digit numbers, this was challenging for him and he needed more modelling and practise. ***** started to get the hang of the strategy after attempting a few questions together and he was able to improve his accuracy on these questions, well done. Make sure that you are careful with where you place the numbers as any slight mis-judgment can change your answer. Well done and keep up the excellent work!



Targets: The tutor is working to fill any gaps within statistics, probability and proportion. He will also support ***** computer studies and work with him on any additional maths topics specifically needed within coding.

SCIENCE



Began the session with a recap of the circulatory system and I asked **** to let me know how he got on with his homework. He had not completed all of it and upon going through it was apparent he had Googled the answers rather than watching the video and using the website I suggested. However, we watched the video together and then I asked the questions again in a different format. ***** was able to answer them and also describe the process of the circulatory system along with identifying section of the heart and correctly labelling. Going back over this took up the first half of the session but I feel that **** is more confident in this subject now. We will have quick recap at the beginning of next week.

COMPUTER SCIENCE

Number systems in computer systems.

Reasoning about Addressing schemes, and the relevance to Boolean expressions and the relationship between passing data by value, and passing data by reference.

I have been very impressed with *****'s attitude to learning in recent sessions, he is consistently doing all homework set.

Targets: Richard will try to stretch ***** a little each session to keep him inspired and growing. He feels with the right support, particularly in maths, ***** is capable of GCSE Computer Science, and then potentially A-level.

ENGLISH

In this lesson we worked through another writing task inspired by a picture (***** chose one of a car factory) including a range of literary devices and all five senses, as well as thinking about how to describe thoughts and emotions. We then worked through questions 1 and 2 of the reading paper; ***** did well, and picked up the idea of question 1 easily. We will work on further examples of q 1 and 2 until he is able to tackle independently, before moving on to q 3 and 4.

Lois, his English tutor, has asked me to share how impressed she has been with his learning over this half term. He has made great improvement in his willingness to write set pieces of work. Well done *****.

Targets: To build *****'s confidence in writing.