



Sarum Hall School

TUTORING POLICY

Date: June -20

Review: Date: June -21

Our position on tutoring at Sarum Hall is very clear; we do not support tutoring.

Sarum Hall prides itself on recruiting and retaining highly qualified staff that possesses the knowledge, skills, expertise and experience required to prepare and guide pupils through the curriculum, including the challenging process of the 11+ examinations and interviews.

The pupils are extremely well prepared for the 11+ examinations and are introduced to each stage of the process at the most appropriate time. They are taught the necessary knowledge, skills and techniques at school and sufficient examination practice is given as part of our curriculum. Additional tutoring and 11+ examination practice out of school is not necessary and can indeed prove counterproductive.

Senior schools are skilled at identifying the 'tutored child' and girls are likely to be penalised. The London 11+ Consortium have endeavoured to make the assessment 'tutor-proof'.

Tutoring is an unregulated industry and there may be some adults who are not suitable to work with children, particularly in a one to one situation.

Staff of Sarum Hall may not tutor Sarum Hall pupils for remuneration.

In our experience, 11+ tutoring has created some of the following difficulties:

Practice Tests

- When pupils have already completed practice tests with their tutor, it negates the result achieved when the test is taken at school; giving a misleading indication of progress and achievement.
- Tutors will often introduce pupils to practice tests too early, when they have not acquired the skills and knowledge necessary to tackle them. This leads to a decline in the child's self-confidence as they begin to believe that the tests are impossible.
- Tutors frequently give pupils advice on methods and techniques that directly contradict those given by their teachers at school; this leads to confusion for the child. The resulting anxiety causes the child to lose confidence and thus jeopardises their chances of success in the examinations.

English

- Senior schools often link the composition to the comprehension. Thus success in the composition is reliant upon the pupils' understanding of the characters and events described in a specific text, as well as upon their recognition of the author's writing style and techniques.

- The exam is intended to analyse how children respond to an essay title that has not been pre-prepared. Therefore, the children's essays should be spontaneous as opposed to being formulaic.
- Some tutors have given pupils set words, phrases, paragraphs, parts of speech and figures of speech to learn; instructing the pupils to include them in their essay, no matter what the title is. This leads to the children focussing so heavily on ensuring that they include this set language that they are not concentrating on developing the plot. Such essays lack imagination; are stilted; lack fluency; contain age-inappropriate vocabulary and generally bear little relation to the subject matter outlined in the title. As it is very easy to identify such evidence of tutoring, the secondary schools have informed us that a considerable number of marks will be deducted for this practice should it be evident in the essays written by the children.
- Some tutors have taught children incorrect techniques for structuring comprehension answers, often leading to lack of detail and depth. This inevitably leads to the pupils losing vital marks in the examination. A great deal of work takes place at school teaching children the correct way to interpret and answer questions thus they do not need to be taught alternative, confusing methods.

Maths

- Tutors who are not trained to teach this age group will often use inappropriate methods, more suited to secondary school and the use of calculators.
- There is very little algebra at this level so the children need to attempt questions using other methods; as in English it will be obvious to the markers that a child has been receiving outside help if they attempt to use complex algebra rather than the logical methods expected from this age group.
- It is particularly important in maths that children should be able to deal with unfamiliar questions and be willing to try something out. If they have already worked through the practice papers in advance with a tutor they do not get the opportunity to think on their feet in an exam situation. This causes great anxiety if the first time they are left to their own devices is the day of the actual exam at the senior school.

Linked guidance, policies and procedures:

[Keeping Children Safe in Education \(KCSIE\) statutory guidance](#)

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

Relevant school policies:

Keeping Children Safe in Education, Child protection Policy and Code of Conduct.