



Online Volunteer Tutoring

2021 Maths Academy



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BMCF
BETTY MESSENGER
CHARITABLE FOUNDATION

“Some of the content I learned in school I didn’t understand - but I got taught it again in the tutoring lesson and now I understand those topics much better. The experience was amazing and [my tutor] explained everything perfectly.”

Year 10 Student

“The tutoring has really boosted my daughter's confidence and she has gained more knowledge in maths. [The tutoring] was very helpful especially during the pandemic when the kids have missed some essential school lessons. The tutoring meant she regained some key skills.”

Parent

“An absolutely invaluable experience; I look forward to volunteering at Tutorfair again as well as recommending the Foundation to others!”

Tutor

Executive Summary

Tutorfair Foundation is an education charity on a mission to make tutoring fair by widening access for young people from less advantaged backgrounds. Since 2012, we have worked to connect a growing community of volunteer tutors with students in London and across the UK who need their support.

We work in partnership with schools, charities and educational programmes across the UK to access young people from low-income and otherwise vulnerable backgrounds who are unable to afford 1:1 or small group tutoring through the marketplace.

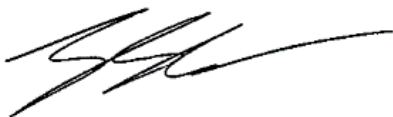
During summer 2020, a new partnership was established with Upward Bound UK (an education programme based in Islington, London) in order to deliver free, 1:1 tutoring to less advantaged Year 9 and 10 students whose education had been severely disrupted by the COVID-19 pandemic.

Several months later, this project was conceived as a continuation of this new partnership. Our aim was to deliver 1,000 hours of 1:1 tutoring to 100 students throughout academic year 2021, with the expectation that most (or all) of the students would be referred to us from Upward Bound's programme. Having supported the previous year's Summer School collaboration, the trustees of the Betty Messenger Charitable Foundation provided an extraordinarily generous grant to fund the entire project. We received the grant in early January.

By the end of September 2021, this project had engaged 63 incredible volunteer tutors and delivered 1,014 hours of 1:1 tutoring across 92 student placements. Participating students came from Upward Bound UK, from Hestia (a charity supporting victims of modern slavery) and from self-referrals through our website. Feedback from students, tutors, parents and partners has been overwhelmingly positive, with average student and tutor overall ratings at 4.6 and 4.4 out of 5 stars respectively. Maxine Bunting of Upward Bound says:

"The support that Upward Bound students have received from Tutorfair Foundation has made a real impact. Partnering with Tutorfair has meant we can offer our cohort the 1-to-1 support they need. This level of support would be out of reach for many of our students. We have received very positive feedback from our families about the quality of the teaching they have received."

I would like to say an enormous thank you to the trustees of Betty Messenger Charitable Foundation who made all of this work possible. This has been by far the biggest single project we have delivered since the pandemic began and has been the focus of so much of our drive and determination through the last 9 months. Thanks to your support we have reinforced existing partnerships, formed new ones and reached so many more young people at this difficult time.



Joss Serrailier
Foundation Director

Objectives and Outcomes

In December 2021, we set out to deliver 1,000 hours of 1:1 tutoring across 100 student placements. We expected to engage 70 volunteer tutors to achieve this – of which 30-40 were expected to be new to our programmes. By September 2021, we had delivered 1,014 hours across 92 student placements. 63 tutors took part, amongst whom 37 were new volunteers. Through the programme, we provided 49.5 hours of training to volunteers including small-group and one-to-one trainings. All training and tutoring took place online.

Objective	Target	Outcome	Performance
Number of student placements	100	92	92.0%
Number of tutors engaged	70	63	90.0%
Number of hours' one-to-one tutoring provided	1,000	1,014	101.4%
Number of hours' one-to-one tutoring per student	10	11	110.0%
Average student attendance	90.0%	89.6%	99.5%

Student Participants

Of the 92 student placements, 54 were filled during term-time (March-July) and 38 were filled during summer (July-September). Some students took part in both elements of the programme, taking up a term-time placement and a summer-time placement. 77 placements were filled up by students referred to us from Upward Bound UK. These young people are Year 9 and 10 students from low-income backgrounds who live and/or go to school in the borough of Islington. The remaining 15 placements were taken up by referrals from Hestia (a charity working to support victims of modern slavery) and self-referrals received through our website from young people across London from low-income or otherwise vulnerable backgrounds.

Changes to Planned Delivery

Over the course of the year, several changes were made to planned delivery in response to changing circumstances – mostly due to the unexpected school closures in January and February 2021. These changes included:

- **Project timeline** – some tutoring began in early January, but school closures meant that students' appetite for tutoring was limited until March 2021, when the programme was started in earnest. Originally, the programme was due to run from January to June/July 2021. It was shifted back by 2 months and finished instead in September 2021.
- **Year groups** – the initial plan was to deliver tutoring exclusively to Year 10 students who would be sitting their exams at the end of the next academic year. However, there was significant demand from several Year 9 students as well who were eventually included on the programme.
- **Subjects** – the initial plan was to deliver 1:1 tutoring only in maths. However, some families were adamant that they would prefer tutoring in either English or Science, so in a small number of cases (fewer than 10) this was arranged instead of maths tutoring.

Overall Experience Ratings

Both students and tutors were invited to rate their overall experience out of 5. On average, students rated their overall experience as 4.6, with 57% of respondents choosing a rating of 5. On average, tutors rated their overall experience as 4.4, with 41% of respondents choosing a rating of 5.

Students' Average Overall Experience

4.6 / 5

Tutors' Average Overall Experience

4.4 / 5

Student Feedback

96% of students agreed that their tutor was “friendly, patient and explained things well.” As we would expect, student feedback was very clear in this area, with only one student “not sure” about their tutor.

Students' approval of tutors

96%

Students' approval of technology

72%

Students gave a 72% approval rating based on the statement that the technology worked well during every lesson. As expected, this was the lowest-scoring area of feedback from students and tutors.

96% of students feel more knowledgeable after the tutoring, reporting that they ‘learned new things’ as a result of their lessons. 82% of tutors felt that their student correctly applied new concepts.

Students feel more knowledgeable

96%

Students enjoyed learning with their tutor

89%

89% of students reported that they enjoyed the lessons and enjoyed learning with their tutor. 86% of students report that they would like to continue the tutoring in the coming year if possible.

89% of students reported feeling more confident about the subject in which they had been tutored. Several students and parents commented that the tutoring had strengthened key skills that had been weakened during the pandemic.

Students feel more confident about their subject

89%

Students feel more confident about school

88%

88% of students who took part in the summer school provision report that they felt more confident about returning to school in September as a result of their tutoring.

About the Tutors

Before beginning their placement, tutors are asked whether they have 'significant experience' of tutoring and whether they have volunteered as a tutor before. 79% of volunteers on this programme were experienced tutors and 59% had not volunteered before. We are delighted to have such a high level of skill and experience in our community and to be introducing so many new tutors to volunteering in education.

Experienced tutors

50/63

New to volunteering

37/63

Tutor Feedback

97% of tutors felt that their training was "informative and effective," helped them to deliver lessons and made clear how they should respond in the event of any Safeguarding concerns during their lessons.

Tutors' approval of training

97%

Tutors' approval of technology

73%

73% of tutors felt that the online classroom technology worked well "every time it was used." Similar to students' feedback, this was the area in which tutors were least likely to be satisfied by their experience.

82% of tutors felt that their student "engaged well with teaching and learning" through the course of the programme. This is a credit to the tutors themselves as well as the students and their parents/guardians.

Students engaged well with tutors

82%

Students successfully applied new learning

82%

82% of tutors reported that their student was able to correctly apply new concepts that they had learned during the programme.

97% of tutors (all but one) said that they enjoyed their experience and would recommend it to other tutors. 100% of tutors reported that they were well supported by a responsive team at the Foundation.

Tutors enjoyed their experience

97%

Student Voices

At the end of their tutoring, students were asked to describe in their own words what effect (if any) they thought that the experience had had on them. Not all students provided a response, but amongst those that did there were common themes of feeling more confident in class, enjoying meeting new people and feeling a deeper understanding of the subject. Some of their responses are included here:

It's made me more confident when answering questions in class as well as during exams.

Student

It had a good effect on me because now I feel more confident in speaking to strangers.

Student

It has made me more capable of understanding and completing questions as well as learning new things.

Student

It has given me a better understanding of maths. I feel more confident in solving problems and also in algebra. I think I am beginning to actually like maths.

Student

I have met new people and I have become more open to answering in front of the class.

Student

After all the disruption and my dyslexia I really needed the extra help. This programme is really important.

Student

This programme aided me in my maths and showed me that there are more simple methods of doing things. I really enjoyed it and I'm ready to start the new year.

Student

It helped me with my working out and using logic in maths.

Student

Tutorfair foundation



63 Queensmill Road
London SW6 6JP
020 3800 1550
foundation@tutorfair.com