Your volunteer handbook

Supporting disadvantaged students to get to top universities

Updated April 2022

Welcome to your volunteer handbook

Thank you very much for joining us as a volunteer tutor at The Access Project. We couldn't support our young people without you!

This handbook provides key information to help you as you come on board and get started tutoring. We recommend reading through as you get ready to tutor and returning to it whenever you have questions.

All your initial questions about what to expect from volunteering with us and how that fits into our mission to support disadvantaged young people are answered under the How the programme works section on page 4.

Tutoring for the first time can be a daunting prospect, but it is a skill you will develop over time. Set yourself and your student up for success by utilising the advice in our Resources and planning section on page 9, which follows our Quality Assurance framework. Once you get that exciting match with a student, Starting tutorials on page 21 will take you step by step through tutoring online and having a great first tutorial.

Looking after our students and volunteers is of the utmost importance to us, so under Help and guidance on page 30 you'll find important safeguarding reminders and answers to frequently asked questions to support you. Turn to the back for who to contact in case of any further questions.

"The girl that I tutored over the last two years had times when she didn't believe in her ability, and I was pleased that I could reassure her how good she was, and help her grow in confidence."

Eleanor tutors A level Maths. "I've tutored several people over the years," she said. "Some have gone on to study Maths at university, others have gone on to do Chemistry or Medicine. The girl that I tutored over the last two years had times when she didn't believe in her ability, and I was pleased that I could reassure her how good she was, and help her grow in confidence."

Eleanor studied Maths at university and uses her skills a lot in her role at Aspect Capital. "It's not the most diverse subject – so it's nice that I feel I can contribute to improving this through tutoring at The Access Project."

Table of contents

How the programme works

Our programme 5
Our University Access Officers. 6
Tutoring with us 7
Top tips for tutoring. 8

Resources and planning

What should I cover. 10
Where to find resources 11
Kerboodle 12
Volunteer portal. 13
Structuring a tutorial 14
Tutorial activities 15
Tutoring tools. 16
The seven Ps. 18
Effective questions. 19
Improving questioning. 20

Starting tutorials

Getting matched with a student. 22
Your first tutorial. 23
First tutorial checklist 24
Our online tutoring platform 25
Using the online classroom. 26
First tutorial - goal setting. 27
Platform practice sheet. 28
Tutorial planning sheet. 29

Help and guidance

What makes a good tutorial. 31
Frequently asked questions. 33
What if my student...? 34
Safeguarding in tutorials 35

Contact

Who to contact if...? 36

How the programme works

Our programme

We support students from disadvantaged backgrounds to access top universities, through a unique combination of tuition and in-school mentoring. We work with them to make good applications, get the grades and transition to university.

Who we work with

We are currently partnered with 35 schools across London, the West Midlands, East Midlands, and West Yorkshire, supporting over 1,900 students. From September 2022, we will also deliver our programme in the North West of England.

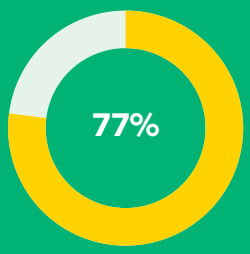
We work with students at our partner schools who are studying for their GCSEs or A levels. Most schools have a four-year programme working from Year 10 to Year 13 and some schools focus solely on Years 10 and 11 or Years 12 and 13. To ensure we are helping the students who would benefit most from being on our programme, students apply to take part and are selected to join based on a range of sociodemographic and academic criteria alongside short interviews and input from school staff.

Our impact

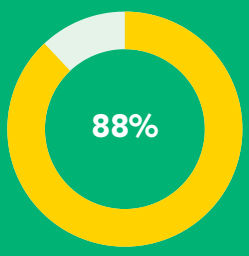
Our students are twice as likely to place at a top university compared to statistically similar students. Being on our programme doubles a student's chances of securing a place at a top university.

The Access Project students that placed at a top university

Statistically similar students not on our programme



of students achieved a grade 6 or above in their tutored subject at GCSE



of students said that they had gained confidence, independence and were more positive about their future

Our University Access Officers

University Access Officers (UAOs) are colleagues based in school who deliver the mentoring side of our programme. They work in one or two schools supporting up to 100 students.

Supporting our students

UAOs provide students with expert advice through one-to-one mentoring, workshops and university trips. This support builds university readiness by developing their knowledge about university, independence and academic self-efficacy, which complements the attainment-raising tuition support provided by you as a volunteer.

Our UAOs support students from Years 10 to 13, delivering mentoring provision throughout the whole academic year. The focus of this support shifts across different year groups to reflect the varying needs of students throughout the university application journey. A typical half-term will involve delivering several workshops and one-to-one mentoring sessions with each student across one or more year groups. It can also involve preparation activities for university trips, events, or additional workshops and support.

The day-to-day activities for a UAO involve mentoring students, liaising with school staff, responding to tutor enquiries and supporting their volunteer-student pairings. In addition, UAOs will be gathering data for reports and contributing to broader projects within the programme team. Days are dynamic and busy and often involve being active in school with less desk-based time.

Being a UAO is a demanding but highly rewarding role!

"The best thing about being a UAO is getting to know students and them opening up to us. Being able to boost their confidence and help them believe in themselves.

"My UAO has really helped to keep me motivated and resilient through my UCAS application process, providing me with all the support. Even with some last-minute notices, she was able to put in a meeting for me so that I could go through my personal statement with her.

"The best thing about having a UAO is that it allows me to be open about my future choices in a safe and comfortable environment.

Supporting our volunteers

UAOs are responsible for matching their students with tutors and they try to find the best match for their student. Once matched up, UAOs help support the volunteers who are tutoring their cohort of students and will be the first point of contact for questions you may have about your student or tutoring in general.

Other support UAOs give can include helping students maintain tutorial attendance, liaising with teachers for topic suggestions, or dealing with safeguarding concerns. You will be introduced to your UAO and get details on how to contact them when you are matched up with a student.

Tutoring with us

Before you start

- ☑ Two character references confirmed
- ☑ Completed online safeguarding course Level 1
- ☑ Attended 2.5-hour interactive tutor training session
- ☑ Completed DBS check (enhanced child workforce certificate).

Ready to tutor

- ☑ We will send you an email to confirm once you have completed all the required steps and are now ready to tutor
- ☑ You'll be invited to join our volunteer portal, where you can ask questions, share resources and connect with fellow volunteers.

I was lucky to have tutors and a support network at school. I wanted to pay this forward, supporting young people to get the grades that they are capable of.

Andrea has been tutoring with The Access Project since the first COVID-19 lockdown last year. She found out about us through her work.

Matching

- ☑ You can tutor in a subject where you have a qualification above the level you are supporting. For instance if you have a degree in a related subject, you can tutor it at A level and if you have an A level (or equivalent) in that subject, you can support it at GCSE
- ☑ The main matching period is from September to the end of the year. Some replacement matches will be made throughout the academic year.

Tutoring

- ☑ You will tutor your student one-to-one. Each week you'll hold a one-hour tutorial with at least 30 minutes of preparation time
- ☑ Tutoring has the biggest impact when students reach 20 tutorials in an academic year. We therefore ask that volunteers commit to tutoring for the full academic year (September to July). Tutorials will take place each week during term time and, where possible, we encourage tutorials to continue over half-term and some other breaks
- ☑ Your tutorials will be held online using our dedicated online tutoring platform (see pages 25 to 26). It's best to deliver your sessions in a quiet, neutral space where you won't be disturbed. You'll get your login details for the platform when you are matched with a student.

I was one of the volunteers at the London 2012 Olympic games – and The Access Project was mentioned in one of their emails as a good volunteering opportunity.

Vicky has been volunteering with The Access Project for over seven years now.

Top tips for tutoring

1. A new experience for your student

Attending tutorials may be unlike anything your student has done before and working in a one-to-one setting with an adult who isn't a teacher may be daunting. You can make this process easier by being patient and focusing on building a positive rapport with your student. Consistency plays an important role with this, so we recommend agreeing a regular time for your sessions and reminding your student the day before.

2. Know their focus

It is important to understand your student's needs and goals. You can start this from the first tutorial by completing the first tutorial goal setting sheet (page 27) and discussing their strengths and weaknesses. Ask them for their exam board so you can stick to the right topics and past papers. Tailored support is a big advantage of one-to-one tutoring, so you can follow your student's suggestions as well as covering topics recommended by their teacher (more on page 10).

3. Have a clear goal

For each tutorial, we advise you to set an objective. Your objective for a tutorial should be something measurable - what will your student be able to do by the end of the session? Rather than cover a whole topic, objectives work to break a topic down into manageable steps. Objectives help to direct your planning for each session and as a way to check your student's progress. See more on page 14.

4. Preparation is key

We ask our volunteers to spend at least 30 minutes preparing for each tutorial. This ensures you're up to speed on the tuition topic you'll be covering and that you have activities ready to help your student learn and progress. Use our recommended resources and activities on pages 11 to 13 to make this as easy as possible. Tutorials are much more enjoyable to deliver if you feel comfortable and ready to deliver them!

5. Structure your tutorials

Utilise a three-part structure for each tutorial – starter, main activity and summary. Starters allow you to recap or introduce a topic, and your summary allows you to check your student's learning against your objective (more on page 14). Building in high quality questions ensures your student is demonstrating their knowledge and developing higher level thinking skills (see page 19).

6. Stay safe

You'll be part of our team in helping look after the safety and wellbeing of our students. One important part of this is our weekly email every Friday which asks you to confirm if your tutorial took place that week. By responding to this email, you are helping UAOs to monitor attendance, identify concerns, and ensure students are getting the support they need to participate fully. See more on page 35.

Resources and planning

What should I cover?

What's on The Access Project Google Drive?

The Access Project Google Drive, or G Drive for short, is our hub for all the tuition resources and guidance documents we provide our volunteers.

- Subject specific resources: There are subject specific pages as starting points for each subject and level. Our topic frameworks break down a subject into topic areas and there are matching topic cards with suggested activities for each area.
- Planning resources: You'll find the tutorial planning sheet, activity ideas, how to write strong objectives, and example plans
- Webinars: Watch for help on a variety of topics for different students and subjects
- Tutoring online: We've got support and demos for using our online classroom.

Other topics to work on

- Your student is your greatest resource! Ask them what areas they are confident in, and to highlight areas in which they feel they would like additional support
- Past exam papers – help prepare your student for future papers
- Red, amber, green – use this system to assess your students comfort level using either the exam syllabus and the topic framework.

Where else can I find support or ideas?

You can find support in our monthly volunteer newsletter, Access All Areas. We will be sharing top tips for tutors and any valuable resources from the previous month. We also encourage you to check in regularly on the Volunteer portal as new resources and ideas can come in at any time from your fellow tutors!

Teacher selected topics

We ask our student's teachers to identify the topics your student most needs to work on, based on their performance in class and assessments. These topics will be emailed to you by your University Access Officer, each accompanied by a topic sheet with specific information and links. Topics are requested twice during the academic year (once in the autumn term and again in the spring) and will be shared with you where possible. The pace you go through these topics will completely depend on your student's ability. Once you are confident that your student is comfortable with even the most complex questions in that area, then you will know you are ready to move on to a new topic.

Maths - S3	Statistics	Draw and interpret a scatter diagram	Insecure	Open Resource
Maths - S4	Statistics	Draw and interpret twoway tables	Insecure	Open Resource
Maths - SLAV3	Perimeter, Area and Volume	Find the area of composite shapes, including ones involving circles and part circles	Insecure	Open Resource

Each topic has a unique code that corresponds to the topic framework in the subject area of the G Drive

Each topic is related to a subject area

Each topic is described in relation to specific skills and knowledge

Teacher provides a baseline assessment of the student's current confidence in this topic

Each topic has a link that will take you either to Kerboodle or the relevant topic section of the G Drive

Where to find resources

In addition to the G Drive and the topics teachers select for your student, there are lots of fantastic websites out there to support you to plan effective tutorials.

Resource	Great for...
Times Educational Supplement (TES)	The website offers an extensive collection of resources made and shared by teachers, many of which are free. • Find worksheets, questions, slide decks, lesson plans and more tailored to your subject and level. • Register for free to access and download resources.
BBC Bitesize	Focused on GCSE level, the website is designed for students to work through independently so can be a useful resource to make a complex idea simple to understand. • Breaks ideas down and takes students through topics in smaller steps.
Exam board websites	These websites are a great place to find out what your student is expected to know. • Look for the specification (summary of knowledge and skills your student will need) and specimen papers which will show exam questions • If you're unsure of your student's exam board, ask them or your UAO • You'll find relevant exam board links on your subject specific page (available on the G Drive).
Videos (such as Khan Academy and YouTube)	Videos can be a great way to demonstrate key principles or bring variety to a lesson. Ask your student to summarise key points after watching. • Recommended channels include Primrose Kitten for GCSE Science, Mr Bruff for GCSE English, or Crash Course for videos ranging from the humanities to the sciences.
Memrise and Duolingo	Ideal for those tutoring French and Spanish. • Help students learn vocabulary and hone their skills between sessions.
PhysicsandMathstutor.com	Ideal for STEM tutors (but also useful for Geography, Economics and even English!) • Provides revision materials and past paper questions by topic.

Kerboodle

Kerboodle hosts a wide range of resources to help you plan and deliver your tutorials. You will have access to digital textbooks (the same textbooks that your student may be using in school), worksheets, topic checklists, lesson plans and past papers. There are also interactive quizzes to supplement the textbook in your tutorials.

How do I get started?

You will receive all the information and support you'll need to get started with Kerboodle via email once you are matched with your student. Your student will also be able to access Kerboodle and you can follow our guide to adding them and assigning work here.

Use Kerboodle to plan your tutorials. The digital textbooks contain numerous activities or questions you can use to structure your tutorial. You can also find exam questions using the resources and other worksheets via the lesson plans tab.

Kerboodle is great for finding worked examples such as exam-style questions. Upload the question to our online tuition platform to begin working through the answer with your student.

Which subjects are available on Kerboodle?

Kerboodle packages are currently available for all our GCSE subjects, though be sure to check that you are accessing the correct exam boards resources!

Packages are also available for A level STEM subjects (Chemistry, Biology, Physics, Maths, Psychology) as well as Geography, French and Spanish. We do not currently have packages for A level English, History, Economics and Politics, though we are hoping to expand this in the future.

You can still use the topic resources on the G Drive and we encourage you to use them in parallel with the resources on Kerboodle.

Kerboodle support

For any questions on how to utilise Kerboodle or for additional support, please contact: volunteering@theaccessproject.org.uk. Don't forget to look at our Kerboodle FAQ document.

The volunteer portal has been enormously helpful. It's good to see what other volunteer tutors are doing and share best practice.

Jo has been tutoring with The Access Project for just over a year.

Volunteer portal

The volunteer portal is your space to connect with other tutors, share resources and offer support to one another. The portal is separate from our online tuition platform.

You will be invited to join the portal once you have completed the onboarding process.

What can I do on the portal?

Join discussions on your topic

Once you have logged in, you will have access to and be able to engage with discussions on your tutored subject. Discussions are also a great place to find useful resources or top tips from other tutors to help with planning your tutorials.

Find resources

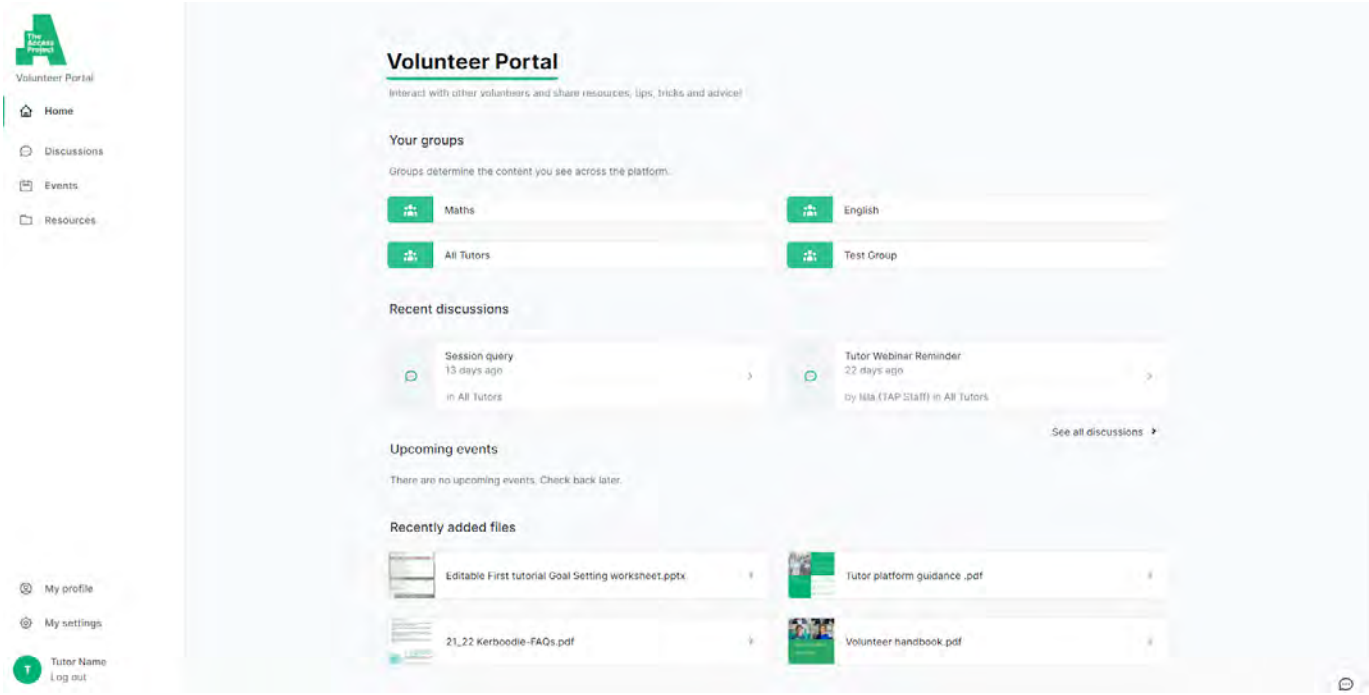
You will find a range of downloadable and editable resources provided by us. We encourage you to share your own resources too in the discussions, or other resources/websites you have found useful for your tutorials.

Check out events

Keep an eye out for our bookable events on the portal, including live webinars with information and ideas to try out in your tutorial.

Let us know what you think!

We created the portal following feedback from our tutors and so we would love to hear what you think about its features. Is there anything you'd like to see more of? Let us know!



Structuring a tutorial

We suggest the following tutorial structure of a starter activity, main activity, and summary activity. This is not the only way to structure a tutorial, but this works well!

Objective setting

Setting a clear and focused objective at the start of your tutorial will enable you to check that your student has made progress and understands the topic.

Starter activity

The starter activity is a good opportunity for you to check your student's retention from the last session. When introducing the topic of the session, a good starter activity will allow you to check your student's confidence level and highlight any areas of weakness to be worked on.

Main activity

The main activity leads students through content and should include activities to meet objectives. There may include direct instruction and expertise from you as the tutor, but it is a good idea to include a combination of tutor and student-led work. Don't be afraid to set independent work for your student and provide feedback to them afterwards.

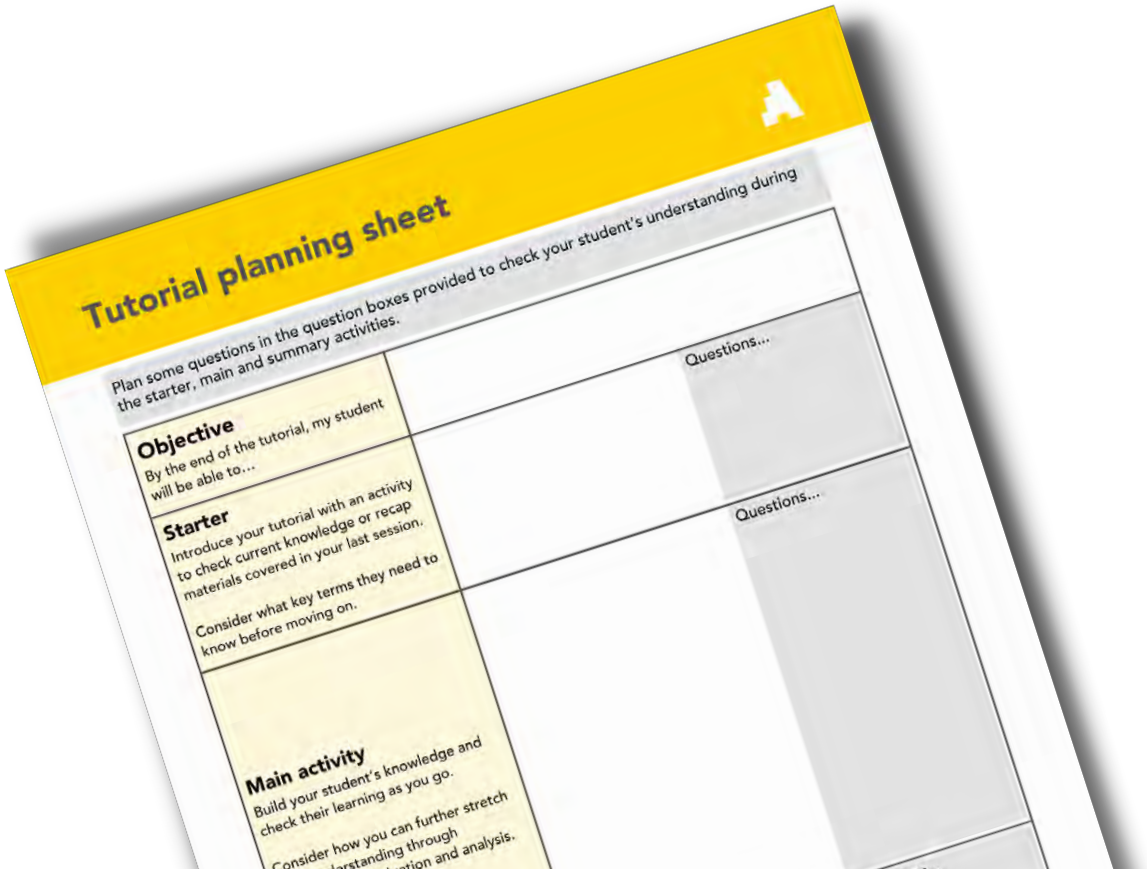
Summary activity

The summary activity is a good time for ensuring that objectives have been met. You might decide to use the summary portion of your tutorial to ask your student to reflect on their progress and identify areas to work in the next session. At the end of your tutorial, you can also highlight some takeaways for revision.

Next session

Add the time/ date/ focus for the next session as well as any lesson objectives not covered.

You can see the tutorial planning sheet on page 29


Tutorial planning sheet

Plan some questions in the question boxes provided to check your student's understanding during the starter, main and summary activities.

Objective
By the end of the tutorial, my student will be able to...

Starter
Introduce your tutorial with an activity to check current knowledge or recap materials covered in your last session.

Consider what key terms they need to know before moving on.

Main activity
Build your student's knowledge and check their learning as you go.

Consider how you can further stretch

Questions...

Questions...

Tutorial activities

When choosing activities for your tutorial plan, ask yourself how each activity is building towards your objective for that session. Try different things and find what works for you!

What elements of tutorials do students value the most?

Our students told us that the following have had the biggest impact on their progress:

- Opportunities to practice exam-style questions
- Interactivity and taking an active role in their tutorials
- One-to-one guidance, particularly how content is tailored to their specific needs.

Starter activities

- Red, amber, green: rate all the parts of a topic to assess what your student needs help with. Review at the end of the topic to check progress
- Articulate: Give your student keywords from the topic you're working on. They have two minutes to describe as many as possible or put them into sentences
- Word of the day: Choose a keyword from the topic and ask your student to define and explain it. Revisit at the beginning of the next tutorial
- Nine box squares: Write nine key words, used in the previous tutorial, in boxes. Challenge your student to make a sentence of at least three words.

Main or summary activities

- Past paper questions: Ask your student to attempt one or two past paper questions on the topic you are covering. They can do this independently, or in discussion with you so you can follow their thought processes. This will help you check their understanding and help you plan what to cover next
- Unseen text: Ask your student to read a text they don't know (such as a subject relevant article). Once they've read it, ask questions to check their understanding. You might ask about the meaning or the literary techniques the writer has used
- Categorisation: Prepare a collection of things (for instance shapes in Maths) and ask your student to categorise them as they wish (such as separating by lines of symmetry)
- Organising: Give your student a section of an essay or steps in a solution and order them. This will help them consider the importance of structure in their writing and can provide support if they are struggling with a particular process or method
- Use the mark scheme: Your student marks their work and highlights areas where they lost marks. You could ask them to mark some example answers (found on the exam board website)
- Glossary: Build a bank of key terms and definitions for a topic.

Tutoring tools

Tools	Websites
Interactive whiteboard Engage your student with some interactivity! An online whiteboard allows your student to annotate documents or show their working. Create diagrams and mind maps or use sticky notes in a shared space.	• Classroom whiteboard • Stormboard • Miro • Jamboard

Uses

- Everything: Get your student to write down everything they remember from the previous tutorial. As a summary, ask your student to add what they have learned
- Brainstorm everything your student knows about a topic.

Tools	Websites
Worked example Give your student plenty of opportunities to practise. Work through an example together, prompting them as you go. You will find lots of examples to use on both.	• Kerboodle • TES

Uses

- Rate the responses: Find a couple of worked examples on a similar topic. Ask your student to identify the strengths and weaknesses of each response and explain how they would approach the question.

Tools	Websites
Flashcards Summarise and reinforce knowledge gained in each tutorial and create resources for future support.	• Quizlet • Anki

Uses

- With your student, build up a bank of flashcards over the course of your tutorials to help with revision.

Tutoring tools

Tools	Websites
Quizzes Test what your student already knows and ask them to recap what you covered in the last tutorial.	• Quizlet • Anki

Uses

- Challenge your student to an against-the-clock quiz for a quick energy boost!

Tools	Websites
Maths tools If tutoring Maths or Sciences with a Maths component, some specialist tools can help bring it to life online.	• Axis lines in classroom • MathsPad • Desmos

Uses

- Use the MathsPad protractor to practice measuring angles
- Visualise functions using the interactive graphic calculator on Desmos.

"I didn't go to a great school, and not many people went to university. I wanted to give more people the opportunity to reach their full potential.

Clare has been tutoring with The Access Project for over two years. She is currently tutoring Parese, one of our students from St Thomas More School, in Maths. "I first heard about The Access Project from someone at work who mentioned it," Clare tells us.

As we often see, the impact of tutoring also has a positive effect on other aspects of life for the young people we work with. "I'd like to think that the techniques we talk about around revision are applicable to wider things in life: looking at problems and finding ways to pull them apart. She seems a lot more confident."

The seven Ps

1. Probing questions

Practise your questioning technique and command words so you can become a confident questioner. Remember to not spoon feed answers!

2. Productive silences

Create the expectation that you will wait until your student has a go at the answer. Silences always seem longer in your head – make sure you give your student adequate thinking time.

3. Prompt answers

If your student is struggling, you could start the sentence for them ("How might we know if a source is biased?", "A source could be biased if the author is…"). Alternatively, provide a nudge in the right direction ("Almost but not quite – what about trying it this way?").

4. Proceed one step at a time

Take your ultimate objective and break it down into smaller incremental steps. Build towards an activity that requires your student to put these smaller steps together.

5. Provide examples

Use a worked example to show your student how to perform a skill or technique. You can complete examples with various levels of support – together as a pair, independently but your student can ask questions throughout, or completely independently with feedback after completion.

6. Presentation by student

This gives your student a tangible sense of what they have learned and achieved. Before the activity, think about what you want your student to do or how you want them to present the activity. For example, do you want them to write the answers down or give them verbally? Do you want full sentences or for them to show their working?

7. Positivity

Students benefit from encouragement and positivity, especially as this may be their first time learning in a one-to-one environment. Praise effort and engagement as well as results.

My tutorials are having a good impact on my performance in school. At the end of last year we had an end-of-year test and got a C. But this year, after my tutorials, I got an A.

Abdul is getting tutored in Chemistry. His tutor has supported him to participate more in class. "I do better in exams and in lessons. I am more confident with my answers. I don't doubt myself as much as I used to".

Effective questions

Questions make up a key part of your tutorials as they are a really effective way to check and expand your student's understanding. Questioning can help you assess your student's learning, both in what they are bringing to the session and what they are taking away from it. Each tutorial should contain several well-considered questions to support your student.

What makes a good question?

Bloom's taxonomy organises learning into domains from the factual to the abstract. This is designed to help you recognise the type of thinking skill you are asking your student to apply and to build towards high-level thinking skills, like synthesis and evaluation. All types of questions can be valuable, but those that go beyond information recall have greater learning potential. See more examples: Bloom's Taxonomy Teacher Planning Kit

Factual knowledge

↓

Abstract reasoning

Knowledge	• What is...? • How would you describe...?
Comprehension	• How would you compare...? • Can you explain what is happening...?
Application	• What would result if...? • What facts would you select to show...?
Analysis	• What is the relationship between...? • What ideas justify...?
Synthesis	• Can you propose an alternative...? • What outcome would you predict for...?
Evaluation	• What data would you use to support...? • Can you assess the importance of…?

A question matrix can help your student get a deeper understanding of a topic, creating a range of questions that increase in level of challenge from "What is…?" to "How might…?" See examples: The Question Matrix

	Present	Past	Possibility	Probability	Prediction	Imagination
Event	What is...?	What did…?	What can…?	What would…?	What will…?	What might…?
Situation	Where/ When is…?	Where/ When did…?	Where/ When can…?	Where/ When would…?	Where/ When will…?	Where/ When might…?
Choice	Which is…?	Which did…?	Which can…?	Which would…?	Which will…?	Which might…?
Person	Who is…?	Who did…?	Who can…?	Who would…?	Who will…?	Who might…?
Reason	Why is…?	Why did…?	Why can…?	Why would…?	Why will…?	Why might…?
Means	How is…?	How did…?	How can…?	How would…?	How will…?	How might…?

Improving questioning

Planning questions

- Writing down some key questions using the guide above before your tutorial ensures you have high quality questions ready when you need them
- Plan questions or an activity to gauge your student's current understanding. For example, using a picture as a prompt to ask: "What do you know about…"
- When using a video resource, create some questions to accompany it. This can help give your student focus while watching and also reinforce the key points afterwards
- Avoid leading or closed questions like "Is that clear?" or "Do you understand?" as they don't show proof of understanding. Try instead questions where your student has to evidence their comprehension, such as "Can you summarise what we've just discussed?" or "What are the three steps you'll complete in this activity?"

Expanding on questions

- "Why?" is one of the most powerful questions a tutor can have in their toolkit, especially as a first step to developing your questioning technique
- Use the text editor in the classroom to write down questions you might otherwise have only asked out loud. This can act as a helpful prompt to let you build on the questions with further probing
- Look for opportunities when you can stretch and challenge your student to reach those high-level thinking skills. Ask them for extra examples or to explain their answer further. Challenge their assumptions ("Is this always the case?", "Who might disagree?") or get them to consider consequences ("How does x affect y?")

Responding to questions

- Allow your student to write their answer first before reading it out. It helps build in thinking time and can also support less confident students to respond. If you do this in the text editor, you can also conduct some live marking and easily give feedback
- Ask students to fully articulate their responses, using full sentences and appropriate subject terminology. If your student has come to their answer after prompting questions, having them say it all together in one go can help confirm their understanding
- Your reaction to your student's responses plays a crucial role in the effectiveness of questions as learning tools. Reassure and support your student so that any mistakes are truly experienced as learning opportunities.

Sometimes my tutor gives me advice from her own experience – for instance how equations will help in real life scenarios.

Aabidah is in Year 10 at one of our schools in London. She's just started her journey on The Access Project, and is being tutored in Maths.

Starting tutorials

Getting matched with a student

Once we have a suitable student who is looking to be tutored in your chosen subject, we will send you an email to review and confirm the pairing. Keep an eye out for this in your inbox!

Once you have accepted your match, you will receive:

- Your login details to our online platform
- An invitation to use our Kerboodle resources, if applicable
- Invitations to webinars from our platform provider, or from us, for more information about tutoring online
- Topics from the student's subject teacher. This is subject to timing and availability.

If you are tutoring an A level student, you may receive their personal contact details from us.

What to do next

- Login to the online platform, and become familiar with the dashboard (as pictured on page 25)
- Use the platform to message your student and to schedule your first tutorial
- Set up your Kerboodle login.

You will then be ready to start your first tutorial!

"Seven weeks. 15 tutorials. Two grades higher. I couldn't believe my eyes when I opened up my results on Results Day to see that I had jumped two whole grades just after seven weeks of hard work and determination.

Ayesha is one of our students in West Yorkshire and was really shocked at what a big impact her time with The Access Project had on her grades!

Your first tutorial

We hope you're looking forward to meeting your student and getting your first tutorial underway. We know that the first tutorial can be a daunting prospect and that both you and your student will want to get off to a good start.

Getting to know each other

- The first tutorial is a great way to get to know your student
- They may be interested to know where you went to university, where you work or what you like about your job
- Your student might be fairly quiet or shy in your first tutorial, so plan activities that will help them to open up, using positive and encouraging language throughout.

What's it like for your new student?

- Every student will approach their first tutorial differently. Some may be confident and excited to get started, others might be very nervous. Most will be a combination of the two
- When working online, you may want to start the session by having a look at the platform controls with your student
- Talk them through using the interactive whiteboard controls, adding shared resources. As well as getting you accustomed to working online, this should also be a good way of building rapport as you navigate around the platform together
- We do encourage students to have their webcams on but in some cases this is not possible. You can ask your student if they are okay with turning their webcam on in the first session so that you can see each other.

Getting started

- You'll want to get a picture of your student's strengths and weaknesses
- You can discuss areas that your student likes and dislikes about their subject, what they find easy and challenging. This will help in planning your future tutorials
- To assess their ability, give your student some questions to do which slowly increase in difficulty, letting them know it's okay if they can't answer them all
- For essay-based subjects, it's useful to get a sense of your student's writing ability. Ask them to write a paragraph on a subject of your choosing and discuss together.

Setting goals

- Agreeing the shape of your tutorials with your student can help them to take ownership of their learning and boosts their motivation
- Work through the goal setting worksheet on page 27 to frame this conversation.

First tutorial checklist

Before

- Familiarise yourself with our online platform - you will be sent this information from us after you've been matched with your student
- Remember: our online platform providers host webinars for more information about how to make the most of the platform, and we have some training videos included in our G Drive resources
- Use the platform to arrange your first tutorial with your student
- Locate the first tutorial goal setting sheet in the handbook on page 27 or G Drive.

During

- Work through the Goal Setting sheet with your student
- Use the platform together to make sure you are both comfortable with it using the Platform Practice sheet on page 28
- Decide on a regular day and time for your tutorials going forward
- Book this time out and encourage your student to note it in their own calendars.

After

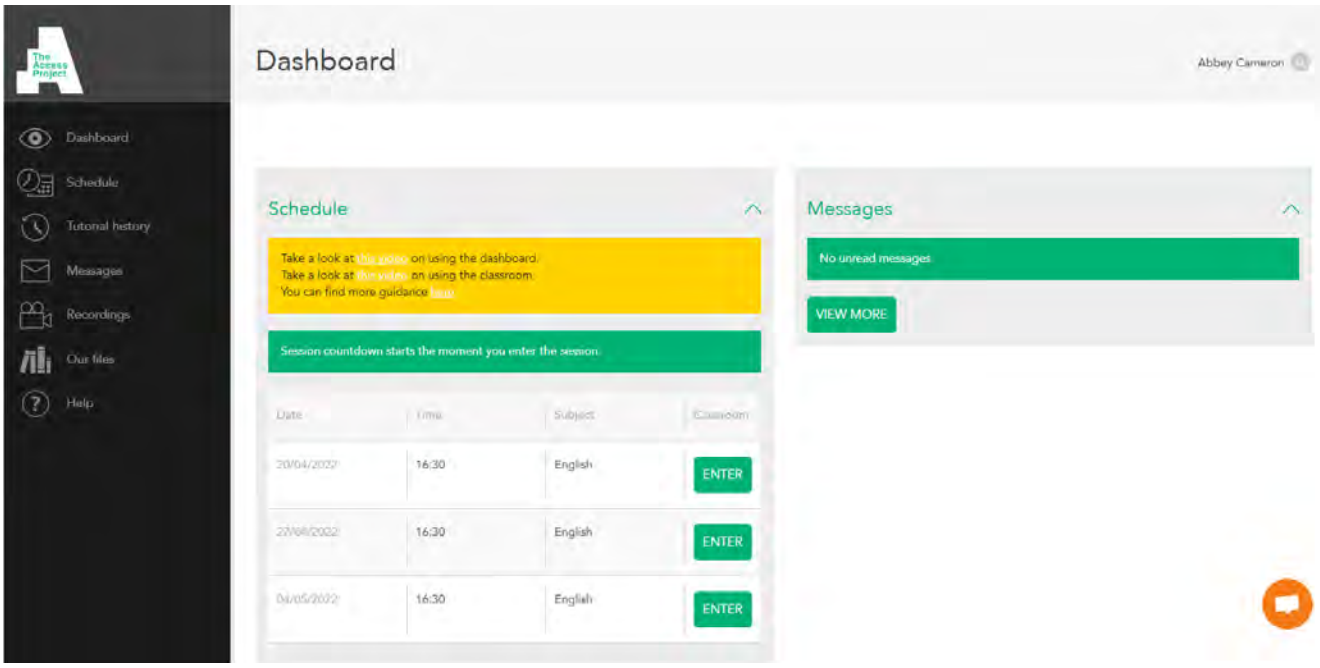
- Confirm the date and time of your next tutorial to reinforce routine
- Use the planning sheets and resources provided to prepare for your next session
- Look out for your first safeguarding email to be received the following Friday.

Our online tutoring platform

The platform is interactive and allows you to work together with your student on a shared white board, share your screen, take notes together and more. More information and walkthrough videos of the dashboard and classroom can be found on our G Drive. To help you get started, you will be able to join a webinar hosted by the platform's developers.

Accessing the online platform

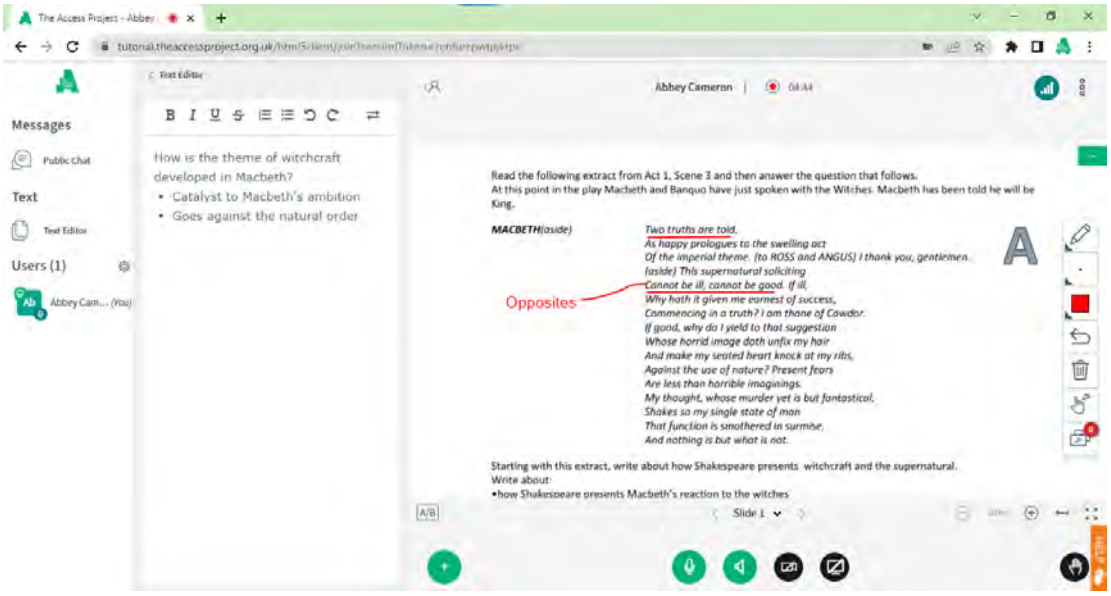
You will be able to login using your email address and password. Below is an example of the online platform dashboard, which you will see when you log in to the platform.



Using the online platform

- You should schedule your tutorials here. You can schedule tutorials for multiple weeks at once
- When you schedule a one-hour tutorial, the classroom timer has an extra 15 minutes built in to allow for finishing up. The platform will automatically log you off at the end of your scheduled time
- Enter the session to start your tutorial and the session timer will begin. If you would like to set up resources ahead of time, you can enter early to do so, and then re-enter at the time of your tutorial
- You can upload files to the platform to use interactively in your sessions. You can do this as you start the session or while the session is in progress
- Find detailed instructions and video guides showing you how to use the features of the platform in the Help section.

Using the online classroom



Features

- Use the pen, text and shape tools to annotate your resources or write on the whiteboard. You can change the colour and size of the pen. If you are using the text function, you'll need to draw a box over the area you want to annotate. If you want to clear all annotations, click on the bin. You can download whiteboards or annotated documents
- You can zoom in to your whiteboard or make it full screen
- You and your student will be able to make notes or paste key terms, ideas or quotations in the text editor. You can download these in your preferred format at the end of the session
- You can upload resources as PDFs, word documents or images by pressing the plus sign, or by dragging and dropping a file. Uploaded documents will replace the default whiteboard, so include blank pages in your document if you want to have empty screens to write on when using your resources.
- If you would like to learn more about the features offered from our online platform, please book one of the webinars from our platform providers or contact our online team.

Troubleshooting common issues

- The platform works best on the latest version of Google Chrome. If you prefer, you can also use Firefox or Microsoft Edge. If you are using an iPad or other similar Apple product, you can use Safari
- Close applications and websites that you don't need to have open during your session, to maximise your internet connection strength and improve audio
- For any platform or technical issues, ask for help from the platform support team using the orange live help chat on the bottom right-hand side of the screen. You can also use this live in a tutorial
- We strongly encourage both tutors and students to use a webcam if they can. If there are any webcam issues, then please let us know
- You can also contact onlinetuition@theaccessproject.org.uk for further assistance.

First tutorial - goal setting

The basics

My name is / I like to be called / my pronouns are...	
Subject I am going to be tutored in…	
My exam board (for instance Edexcel, AQA or OCR. Ask your teacher if you are unsure)	
What I need to take to my tutorials…	

My study goals

When will my final exams be taking place?	
What is the content/focus of my exams? (such as specific papers, selected texts or modules)	
What grade am I working at now?	
What grade do I want at the end of the year?	
What do I want to improve in my subject? (Think of some specific topics or skills you want to get better at. Set three clear goals and the time when you want to have completed them)	
Which piece of work am I most proud of so far in my subject? (Bring this to your first tutorial)	

Our tutorial goals

What is our target number of tutorials?	
When will we hold tutorials?	
How will we communicate with each other to organise our tutorials?	
Which topics and skills should we work on together this term?	
What do we want to achieve in our tutorials?	
What can I do to make sure I'm getting the most out of my tutorials?	

We strongly encourage tutors and students to use a webcam, if you both can. If there are any webcam issues, then please let us know. Use headphones to avoid any background noise. UAOs can help to source these if the student requires.

Read through the platform practice sheet on the next page to make sure you are both happy and set up for your next tutorial.

Platform practice sheet

	Done
Switch on your webcams. You can move your cursor to the side of the video to adjust the size	
Open the text editor to write shared notes. These can be downloaded at the end of the session using the last button at the top of the editor bar	
You should both try annotating on the whiteboards, where you can draw and use the text boxes to make annotations.	

For the tutor

Open the files you would like to use on your laptop (or the device that you are using) and drag and drop it to the whiteboard space to share it. You will both be able to see it	
Use the hand icon to find the pen tool on the right to highlight or annotate parts of the document. Your student should be able to do this too	
Use the fit to width and full screen options to adjust the size of the uploaded document. Both you and your student can do this	
Click on the actions button in the bottom right of the classroom, followed by manage files. Here you can make files downloadable and click confirm to return to the classroom	
Use the download icon in the bottom left-hand corner of the whiteboard to download the file and annotations. Both you and your student can do this, and the file will then be saved in the downloads folder of the device you're using	
Share your screen using the icon along the bottom of your screen	
You can then click on your student's name, followed by "make presenter". They will then also be able to drag and drop files into the classroom and use the share screen icon to share their screen.	

Online support

Click the orange help button. You can use this chat service to contact the online support when needed	
• Use the connectivity icon in the top right of the classroom to check your connection status. If you need to boost your connection: ◦ Disable webcam sharing and desktop sharing ◦ Close other browser windows, tabs and applications ◦ If you share a WiFi source with others, it helps if they are not carrying out demanding tasks such as streaming or gaming ◦ Move closer to the WiFi router	

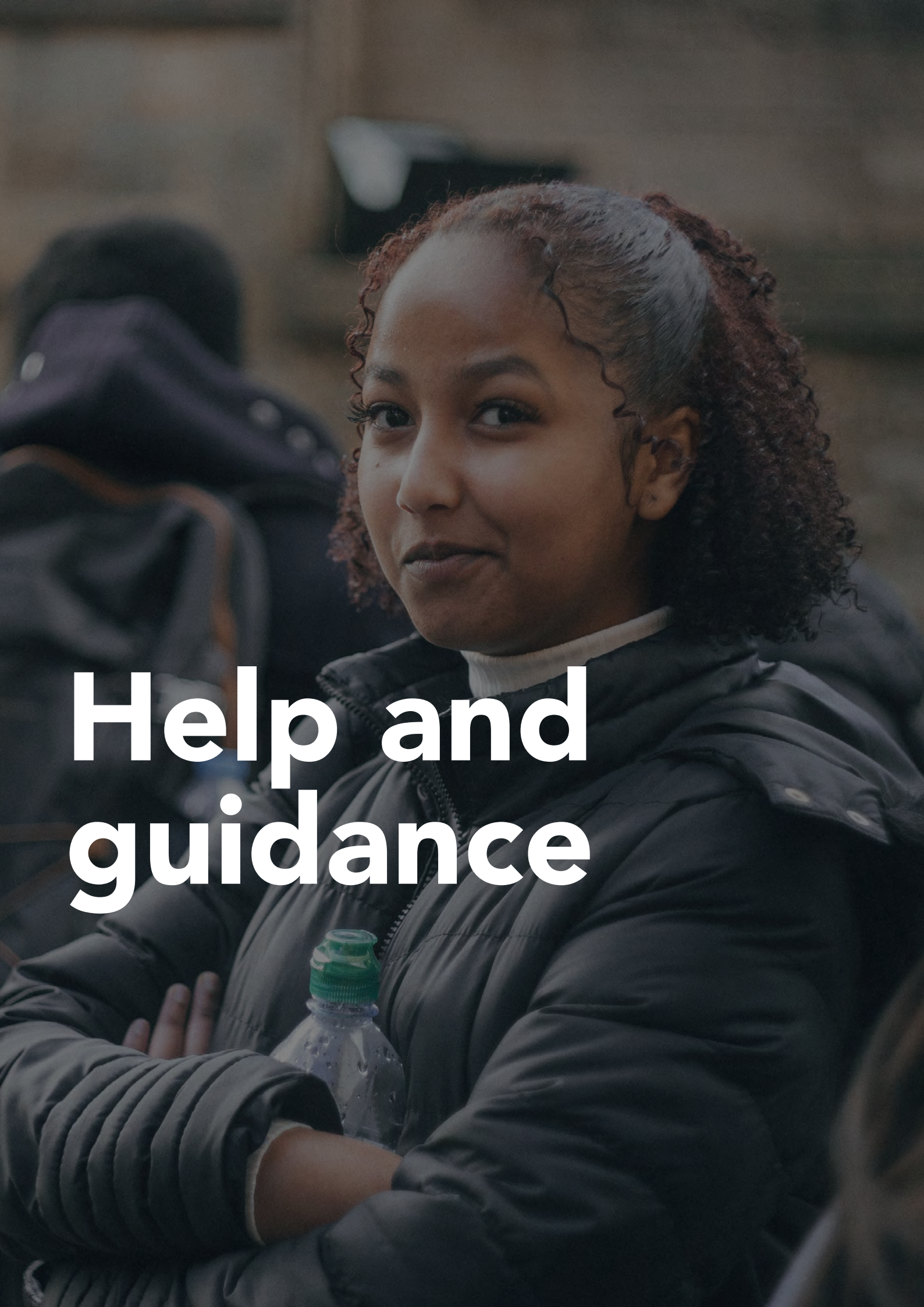
Outside of the classroom, look at the guidance documents linked on the dashboard or the help section for more information

You are always able to contact our online team should you require further assistance: onlinetuition@theaccessproject.org.uk

Tutorial planning sheet

Plan some questions in the question boxes provided to check your student's understanding during the starter, main and summary activities.

Objective By the end of the tutorial, my student will be able to…		
Starter Introduce your tutorial with an activity to check current knowledge or recap materials covered in your last session. Consider what key terms they need to know before moving on.		Questions…
Main activity Build your student's knowledge and check their learning as you go. Consider how you can further stretch their understanding through explanation, evaluation and analysis.		Questions…
Summary Finish with an opportunity for your student to evidence their learning and check their progress against your objective. Consider how you can test and recap the student's learning, encouraging them to evidence their progress.		Questions…
Next session Add the time/ date/ focus for the next session as well as any lesson objectives not covered.		



Help and guidance

What makes a good tutorial

Drop ins: getting advice on your tutorials from our expert team

Though tutoring one-to-one, you are not alone as a volunteer tutor. Our team are on hand to help you make your tutorials the best they can be. We aim to see a range of subjects, year groups and tutor experiences. Your UAO or a Quality Assurance team member may be in touch throughout the academic year to arrange a drop in.

UAO drop ins

Our UAOs try to review as many sessions as possible each term. These will help you as a tutor, and also allow us to review student progress. They cover the whole session, and you will receive the feedback via a call or email.

A UAO or member of the Quality Assurance team will get in touch to let you know which tutorial they will watch

They will watch the tutorial (a recording if online) and identify points for feedback

You will receive detailed verbal and written feedback and guidance

If you think you would benefit from a tutorial drop-in, you can contact your UAO and they may be able to review one of your sessions. We cannot guarantee that you will receive a drop-in but will endeavour to do so where possible.

> **I couldn't recommend volunteering with the Access Project enough. Beyond helping me while away the evenings in lockdown it has been incredibly rewarding and given me an excuse to dive back into a subject I love.**
> Claudia started volunteering with The Access Project during the pandemic.

What makes a good tutorial

Tutor behaviours

- Tutor confidence
- Planned scheme of work
- Quality questions
- Patient and positive

+

Session characteristics

- Clear structure
- Well organised
- Clear objectives
- Prepared activities

=

Session outcomes

- Assessment
- Student challenged
- Student interaction demonstrates understanding

Frequently asked questions

What if I can't make a tutorial?

- If you can't attend your tutorial, please ensure you give your student 24 hours' notice where possible and make every attempt to reschedule for another day in the same week
- If you can't get hold of your student and you need to urgently cancel on the day of the tutorial, contact your UAO as well as your student to make sure the message reaches them.

When should I schedule my tutorials?

- Where possible, schedule tutorials for the same day and time each week to create a routine. Share dates and times of your tutorials with colleagues to keep the time free
- If you or your student is struggling to get the online platform to work, please ask for help using the platform's live help chat and contact our online tuition team. This might be an issue with the platform, or we might need to provide the student with additional equipment.

How should I communicate with my student?

- Be proactive in contacting your tutee and avoid leaving it to the student to make the first move
- Sometimes it might take a few messages before you receive a response - please don't give up! A reminder message the day before the tutorial might help with attendance too
- We would also recommend encouraging your student to sign up to the optional text reminders regarding their tutorials
- Please remember to contact your student via our online platform. This is the only way you should contact your student if they are studying for their GCSEs. If they are an A level student, you may be able to contact them via email or text message if we share those contact details with you.

Where can I get ideas for tutorial content?

- Ask your student to see if there are any topics they'd like to cover and use the G Drive to find information relevant to the student's year and subject. You will be advised on topics from their subject teacher twice a year where possible, but it's best to remember that your student is the best resource for topic setting!
- If you feel a small amount of homework would be beneficial to your student, you are welcome to set some. We suggest no more than 20 to 30 minutes of work in total. Please bear in mind that students will already have homework assigned by their subject teachers.

What if my student...?

What if my student doesn't use their webcam?

Students can sometimes feel uncomfortable using their webcam for online learning, but we find having it on is a great way to build rapport with your student. Here are some tips for promoting students to use their camera:

- Ask your student about their previous online learning experiences. Your student may be used to varied expectations of using their camera, so talking about it in your tutorials can help build mutual understanding on this topic
- Encourage part-time use with activities that require a camera. For example, you could ask questions and get them to hold up numbers for answers, or pictures for explanation as a starter activity
- Set an example as a tutor by having your own camera on
- Build up camera use week by week. You can do this by varying the activities that require camera use and make them longer in each session. This will help your student to grow in confidence as they get used to tutorials with you. It would be helpful to let your student know about intended camera use at the beginning of the session
- Remember to praise when your student uses their webcam! A thank you can go a long way in making the student feel comfortable and confident using a webcam.

We do not force students to have their camera on. We believe it to be best practice to have it on, but there may be legitimate reasons as to why your student cannot use a webcam in your tutorials (for instance, no private space at home or connectivity issues).

What if my student asks me for university advice?

- You are welcome to talk about your own experiences and time at university to give your student greater insight. Please be unbiased in your reflections in order to remain professional and supportive of your student's future
- If your student asks you for advice regarding their university application, you may direct them to speak to their UAO as they are already advising our students on university applications.

What if my student doesn't show up or communicates poorly?

- Student's attendance is monitored by the form you will fill out weekly, as well as by their UAO in school
- Message your student via the platform to remind them of your scheduled tutorial, or use email or text message if we have shared their details with you
- Ask the student if there is another time you could schedule your sessions to allow them to be more organised. Their school timetable may change throughout the year
- If the problem persists, contact your UAO. Changes in behaviour or attendance could signal a safeguarding issue.

Safeguarding in tutorials

Before you start tutoring with us, you'll need to complete your online child safeguarding course. Follow our code of conduct below to ensure you're keeping yourself and your student safe in tutorials.

Authorised online platform
You must only use our platform for online tutorials, as it has been specially chosen for its compliance with our Safeguarding policy. You must not move to an alternative platform, even if there are technical difficulties. If technical difficulties occur, use the live help chat or contact our online tuition team

Recording tutorials
Tutorials will be recorded and monitored and can be reviewed should the need arise. This is for the safety of our tutors as well as our students

Location
Choose a quiet room where you won't be disturbed during your session. Have a neutral background (be aware of any personal items that might be visible when using your webcam)

Time
Tutorials take place after school (usually from about 4pm) and start no later than 6.30pm. In exceptional circumstances, please consult your UAO to arrange tutorials outside these hours.

Contact
Please only use forms of contact that we have provided. Keep contact within reasonable hours; 8am to 7pm. Once your pairing has ended, you should not contact your student as we can no longer safeguard your communication

Social media
Social media connection with your student is not appropriate, including LinkedIn. If your student adds or follows you, please remove or block them and let us know. Please keep your student anonymous (no name or school name) if sharing about your experience on social media. See our guide for more.

Conversation topics
We would like you to have a friendly professional relationship with your student. While it's natural to want to share some personal information when getting to know your student and building rapport, be careful to keep conversation as professional as possible

Gift giving/receiving
If at the end of the year you want to give your student something to say well done, please let your UAO know in the first instance. Please make sure that it costs no more than £15, is educational (such as a book you enjoyed when studying), and can be shared as an e-gift. You should not exchange postal addresses with your student under any circumstances

Missing tutorials
We will contact you every Friday to see if you had any tutorials in the previous week. Please fill in the form promptly. If you are going to miss a tutorial, let us know using the form or by contacting your UAO.

If you are ever unsure about this code of conduct or worried about your student, contact your UAO. You can also find all our Safeguarding policies and guidelines on our website.

Contact

If you have a safeguarding concern

- Our Designated Child Protection Officer at stayingsafe@theaccessproject.org.uk
- Call our Safeguarding line on 020 4513 5999, press one (Monday to Friday, 09:00 to 17:30)
- Please report any safeguarding concerns straight away using our online form
- If you think a child is in immediate danger, call the police on 999. If there is any kind of emergency during your tutorial, you must call The Access Project on 020 4513 5999
- For additional safeguarding advice, the NSPCC Helpline on 0808 800 5000 is available 24/7.

If you have a question about your student or tutorial content (such as tutorial topics)

- Your UAO - you'll get their email address when you are matched with your student.

If you missed a session, will miss a session or your Safeguarding in 30 seconds form isn't working

- Your UAO - you'll get their email address when you are matched with your student.

If you have a question or issue with the online tuition platform or would like to request support with IT issues (such as requesting hardware for yourself or your student)

- Our online tuition team at onlinetuition@theaccessproject.org.uk.

If you have a question about Kerboodle or any of our resources

- Our Volunteering team at volunteering@theaccessproject.org.uk.

If you have a general question about volunteering with us or a question while you are becoming ready to tutor or are not yet matched

- Our Volunteering team at volunteering@theaccessproject.org.uk
- Call our volunteering line on 020 4513 5999, press two (Monday to Friday, 09:00 to 17:30).

For general inquiries

- Contact us at info@theaccessproject.org.uk
- Call our main line on 020 4513 5999 (Monday to Friday, 09:00 to 17:30).

Your experiences and successes as a volunteer are worthy of celebration.

We love it when you share your experiences - whether that's a shout out on social media, sharing news with friends and family, or with any membership networks you may be connected to. Word of mouth helps us to recruit 11% of our volunteers.

If you need anything from us to help you spread the word please contact us at volunteering@theaccessproject.org.uk, tag us on our socials or send us a DM.

@AccessProjectUK

TheAccessProjectUK

theaccessprojectuk

The Access Project

theaccessproject.org.uk

volunteering@theaccessproject.org.uk

The Access Project