



Quality Assurance, Reporting and Progress Tracking Policy



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Background

APPLA tuition is a non-statutory organisation that became a limited company in 2017. Safeguarding and promoting the welfare of children and young people who access our tutoring services is paramount in all the work we do and in all the decisions we take. All APPLA policies and procedures should be understood in this context. We recognise the right of all children and young people, regardless of any 'protected characteristics', to grow and develop in circumstances where they feel safe and supported, so that they can achieve optimal outcomes throughout their childhood, their teenage years and into adulthood.

Our team of carefully selected tutors provide friendly, quality tuition that is tailored to each individual student. We know that a small amount of support can make a huge difference to the lives of our students - now and in the future - and we work hard to deliver a service which is geared towards boosting confidence and boosting grades. APPLA tuition tutors work with individuals on a one-to-one basis as well as in small groups. We have supported students in home and school environments since 2017. We became an accredited and approved Tuition Partner for the Department for Education's National Tutoring Programme in 2021. In the same year we delivered in excess of 5000 hours of tuition and reached more than 700 students.

Our key principles and practices for effective tuition outcomes are based on scientific literature. We monitor our service continuously to ensure a high standard of quality is maintained.

The purpose and scope of this policy

To implement processes to deliver high quality tuition, accurate reporting, efficient progress tracking and effective communication. This policy describes how and when quality indicators are used for continual evaluation and improvement of the service to ensure a high-quality standard is maintained, including monitoring of student progress, tutor performance and user feedback.

Roles and Responsibility

The Management Team at APPLA tuition, which includes the Managing Director, Business Manager and Account Manager are responsible for:

- Recruiting suitable tutors to deliver a high-quality tutoring service
- Providing training in safeguarding, data protection regulations and APPLA tuition processes, see Recruitment policy document
- Information governance
- Communication processes
- Handling feedback
- Tutor performance reviews
- Reporting and Progress tracking
- Evaluation of service quality
- Improvement Actions

It is the responsibility of every APPLA representative to ensure that:

- They understand and comply with APPLA tuition policies
- They always maintain a professional conduct
- They provide accurate records of student attendance, ability and progress
- They forward reports to the APPLA Management Team in a timely manner
- They contact a member of the Management Team ASAP if they have any concerns

We have a dedicated Account Manager for each school contract who is the main point of contact for any contract wide queries and is responsible for overseeing quality delivery of each programme. Their duties include but are not limited to:

- Representing the link between our business and our schools
- interaction with the school leadership teams to ensure harmony of service delivery
- analysing reports/progress
- handling school and student/tutor feedback
- adapting tuition to the needs of the school
- liaising with school IT technicians to ensure effective online tuition delivery
- liaising with the school's designated safeguarding lead regarding safeguarding procedures
- liaising with the admin team where necessary to ensure all relevant data is correctly reported to the office.
- Line manager for tutors assigned to each contract



The Business Manager oversees all our processes to ensure that quality assurance is met, including:

- Administration
- Checking service level agreement deadlines are met
- Checking quality of tutor notes from tuition sessions
- Ensuring all tuition notes are inputted to data base
- Scheduling management reviews, tutor reviews (including spot checks/observation)
- Scheduling student progress reviews
- Providing progress reports from data base
- Audit Scheduling
- Sending out user feedback reminders
- Monitoring feedback logs and action timescales
- Review effectiveness of any improvement actions
- Annual audit of all policies and processes
- Audit of DBS checks
- Audit of training and tutor reviews

This policy applies to anyone working on behalf of APPLA tuition, including senior managers, paid staff, volunteers, sessional workers, agency staff and students.

References

This policy is based on legislation, policy and guidance that seeks to provide a safe quality tuition service with accurate reporting procedures and continual evaluation of the service to ensure a high-quality standard is maintained, including:

- Working Together to Safeguard Children 2018
- General Data Protection Regulations 2018 (GDPR)
- Recruiting and Hiring GOV.UK
- National tutoring programme

This policy statement should be read alongside other related documents, including:

- Safeguarding policy document
- Whistleblowing policy document
- Information policy document
- Recruitment policy document



Quality assurance

APPLA tuition strives to provide a high-quality tutoring service through effective organisational management, good communication processes, implementing policies that comply with national guidelines and regulations and continual service evaluation. We are committed to good working relationships with our schools, students, and their families.

The Management Team meet regularly to discuss quality indicators, identify any improvement actions, and review any measures that have been put in place to improve the service. Quality indicators include user feedback, student progress, tutor performance data and audit findings. Quality assurance is included in every aspect of the service:

Recruitment

APPLA tuition are committed to a fair recruitment and selection process that safeguards the students that they tutor and promotes the provision of quality tuition. Tutors are carefully selected via a rigorous recruitment process described in the Recruitment policy document.

Training

APPLA tuition provides training on safeguarding, data protection regulations and delivering high quality tuition, to all their tutors. All APPLA tuition representatives are required to comply with APPLA tuition policies. We host annual refresher courses where tutors are reminded of the core components of their training and advised of any changes to policy (legal, schools or internal).

Information governance

APPLA tuition are committed to accurate record keeping, secure storage of information and secure destruction of personal records. We apply the General Data Protection regulations (2018) to any personal information held in our systems, see Information policy document. All policies and user information are regularly reviewed to ensure that the information contained in the documents are relevant and up to date.

Communication processes

Service agreements: An initial meeting will take place between the Account Manager and the person requesting tuition (e.g., parent or school representative) to determine tutoring needs and define the terms and conditions of the agreement. We use standardised forms for the key meetings that take place during our onboarding process to ensure we always get the details and information that we need to seamlessly tailor tuition to meet the needs of the client. Service agreements typically include targets/format for delivery, response time for queries, report format and frequency, any special individual requirements and a review date for the service agreement.

Attendance and progress reports: Student attendance and progress are logged electronically and emailed to the designated school representative in line with the service agreement.

Tutors: The APPLA tuition management are in regular contact with their tutors in person, via telephone and email to maintain the communication channels that promote the highest level of service.

We encourage an active and open dialogue between tutors and senior members of staff and hold tri-yearly reviews (December, April, August) to ensure tutors have the regular opportunity to meet one-to-one with senior management to review performance, discuss goals, aspirations and job satisfaction and to pro-actively identify possible barriers to successfully delivering against expectations in the coming key part of the school year (January assessments, End of year exams or new school year).

The Account Manager is the first port of call for any tutor concerns to be resolved quickly and effectively. Where this is not possible, the wider Management Team is utilised to find a resolution.

Service Users: General queries can be addressed to office@APPLA.com or by using the online contact form. Communication lines will be established in the initial meeting with the Account Manager.

Feedback on service

A feedback form is available through the website and a yearly reminder of the opportunity to provide feedback is circulated amongst all users. Feedback is welcomed and acted upon to help us maintain a quality service.

Under our default service level agreement, all feedback is responded to within 2 working days of being received. Where required, actions will be taken within one week of feedback. Where resolution is not possible within one week, mitigating factors will be logged in the feedback data base along with a schedule for action. Updates are provided to the user as the query is progressed.

We use feedback cycles as catalysts for improvement. Our feedback informs our future strategy and subsequent feedback is used as one of our measures of success.

Review of tutors

The APPLA Management Team regularly review performance of tutors by:

- Evaluating tuition notes provided by tutors
- Monitoring student progress
- Monitoring online student reviews
- Monitoring received comments from students, teachers and parent/guardians
- Spot checks/senior tutor observations of lessons

In the event of a tutor not meeting our quality standards an emergency performance review will take place to assess the source of underperformance. If it was e.g., personal reasons we would offer support and where necessary counselling. If it was competency related, we would retrain or replace the tutor. Any actions arising from emergency performance reviews are assessed for effectiveness at the next scheduled tutor tri yearly review.

Tri yearly Tutor Performance Reviews ensure the quality of our staff is maintained and improved upon. Data-led and self-led action plans are put into place to drive constant professional development. Senior management will support tutors with guidance/advice and suggestions of actions which have helped others improve. Review meetings establish how tutors are performing against their goals and against company expectations.

Each tutor has a file which monitors their progress over time including performance data, feedback, areas of excellence, areas for improvement, actions proposed and success with actions.

Audits

We conduct audits on all aspects of our service to identify areas of good practice, opportunities for service improvement and assurance as to the quality of our work. These can be qualitative and focus on compliance e.g., DBS checks, training up to date, reviews performed, timescales in service level agreements met or quantitative e.g., progress data.

Reporting

Our reporting processes ensure that high quality reports are delivered on time to all our users. There is a standardised notes template which tutors are required to complete for every lesson. The quality of this information is audited weekly to ensure that it is satisfactory. The information from the tutors' notes is then inputted into our database where it can be analysed and turned into reports.

Our reports are standardised to make progress tracking more efficient and to ensure data is accurate and comparable across all our interventions.

We generate reports from our database in line with the service level agreement for each contract.

Progress tracking

The APPLA Management Team regularly review progress of students by:

- Monitoring attendance
- Review of school assessment data
- Evaluating tuition notes provided by tutors
- Monitoring online student progress where applicable
- Monitoring received comments from students, teachers and parent/guardians

We evaluate external and internal data to track student progress:

We use data from school PPEs/QMAs as our main metric for objectively assessing the progress of the students we are working with.

We compare data on our students to national and regional data, which is available through the Department for Education. We control for demographics, e.g., we compare data on Y11 pupil premium students against the national or regional picture for Y11 PP students to measure the impact of our intervention.

Our internal data originates from the tuition notes provided by our tutors. A record of the topics covered each session is kept, along with attainment scores. Tutors are trained to score each student out of 10 based on their competence with a given subject. This is standardised using our progress assessment chart (fig. 1). Our database is updated within one week of a session taking place.

Progress monitoring is centred around individual topics (rather than overall subject progress). We monitor whether progress is being made by our students using database algorithms. When students are not making progress (by either school data or our own internal 1-10 scale) we commence an internal assessment to determine how to address any issues that might be at hand and to plan swift intervention.

Progress monitoring records are kept on file as per the Information policy document and are available to share with the student's designated representative, i.e., teacher from school contract or parent/guardian for home tuition.

If our data base flags an area of concern related to student progress, a special intervention plan will be drawn up by the tutor with support from the Account Manager and considering information from the school.

Tests of statistical significance are carried out on our data to determine the validity of any conclusions that are drawn from it.

Progress Assessment Chart

10	I have mastered this skill
9	
8	I am consistently answering most questions on this topic
7	
6	I can consistently answer simple questions on this topic
5	
4	I am beginning to grasp the core concepts of this topic
3	
2	I have a very limited understanding of this topic
1	
0	I have no knowledge of this topic

The numbers in between stated levels are for competence assessment scores that lie in between two levels.

fig.1

Document Control Page	
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