Trial tutoring lesson: what should you look for?

Practice worksheet - Choosing tutoring · Parents · School-age learners

Name: _____ Date: _____

Show your working. Answers and explanations follow on a separate page.

Use these situations to practise making a decision. The model responses are examples, not a score or a diagnosis of your child.

Write an answer and your reason before opening the explanation. Check the reasoning as well as the final answer.

1. A tutor demonstrates three questions; the child watches. What evidence is missing?

2. 19 children travel in cars with five seats each. How many cars are needed?

3. The learner gets the answer after being given the operation. What should the note include?

4. A child calls a character kind. What follow-up checks reasoning?

5. The child cannot read the shared screen. What do you check first?

6. What should you confirm if the trial tutor is temporary?

7. Replace "the trial was great" with an observation.

8. Does one successful lesson prove a lasting improvement?

Your decision record

Trial tutoring lesson: what should you look for?

Record observations or mark unknown. Use a second copy for another option. Keep student work and contact details private.

Date, subject and tutor

Learning question brought to the trial

First attempt: what the child did independently

Help given during the first attempt

Tutor explanation or feedback

Fresh attempt: what the child could then do

Child's comment

Practical question and answer

What remains unknown

Next learning step

Review date

Answers and explanations

Answer key - Choosing tutoring · Parents · School-age learners

Trial tutoring lesson: what should you look for?

1. A learner attempt on a suitable fresh question.

A clear explanation alone does not show what the child can use.

2. Four cars.

Three cars carry only 15; the remaining four children need another car.

3. The operation was supplied.

Calculation and choosing an operation are different parts of the task.

4. Ask which detail supports that description and why.

A label needs a connection to evidence in the passage.

5. Adjust the display or writing arrangement and check readability.

This may be an access problem rather than a lack of understanding.

6. Who will teach regular lessons and how information is handed over.

Consistency cannot be inferred from one substitute teacher.

7. Example: the child drew the groups on the fresh task with one reminder.

The note identifies an action and the help involved.

8. No; check later fresh work under comparable conditions.

Immediate supported success and lasting independent use are different evidence.