

## Investing in Children Membership Award™

### Evaluation of TUTE Education



#### Introduction

Tute Education is a DfE-accredited online education provider, trusted by local authorities, schools, and non-mainstream settings to deliver high-quality live lessons for pupils who need an alternative way to access education, whether temporarily or for the longer term.

Tute enables commissioners to meet their statutory duty to provide suitable education. They provide structured, engaging, online education across key stages 1–5, designed to meet individual learning needs and help every child achieve their potential. Lessons are delivered live by qualified teachers in small, inclusive groups and supported by robust safeguarding and quality assurance frameworks.

For the purpose of this evaluation, I initially attended a Student Council meeting in February. The following pupils were present: B, C, L, M, S, S and O along with staff member Megan and briefly Hollie. I then met with C, O, M, L, P, S, Y and B at another meeting in March, along with staff member Sarah.

During both meetings, the pupils had the opportunity to take part in discussions via the chat, or by turning on their microphones and engaging that way. Both methods created a mechanism for dialogue, and the staff members did an excellent job in facilitating this. One pupil said: ***“I don’t like that if I have to put the mic on, I can hear how bad it sounds because of the mic”*** while others said: ***“We should have the mic’s on so we can speak”***.

#### Evidence of Dialogue and Change

##### **Evidence of Dialogue resulting in Change from Children and Young People**

###### **Student Council**

The Student Council provides pupils with a formal and structured platform to share their views and experiences. Representatives from across year groups and pathways meet online on a monthly basis with staff to raise concerns, suggest improvements, and highlight what is working well or creating barriers to engagement.

***“Our first meeting was in October 2025”.***

The Council enables pupils to contribute meaningfully to discussions around learning, wellbeing, communication, and the wider student experience. Feedback is gathered in a planned and systematic way, recorded accurately, and followed up through clear action points, rather than relying on informal or ad hoc processes.

Pupils are encouraged to present both their individual perspectives and the collective views of their peers, ensuring a broad and representative range of voices is heard. This approach ensures that pupil voice is consistent, inclusive, and embedded within

organisational processes, with clear pathways for feedback to be reviewed, considered, and acted upon at a strategic level.

Additionally, M requested that microphones be switched on for the meeting. This adjustment was implemented immediately and remained in place for the rest of the session, allowing pupils to participate more fully in discussions. It was also available during our second meeting a month later.

It was clear that both the staff team and pupils contribute to deciding what is discussed at each meeting. Both bring agenda items, and discussions flowed well in each session.

***“We can bring things to the meeting”.***

### **One Page Profiles**

Feedback from pupils consistently highlighted the challenges of building relationships and feeling understood within an online learning environment, particularly for those with SEND, anxiety, or experiences of disrupted education. Pupils reported that tutors often did not know them as individuals at the start of their learning journey, which could heighten anxiety and reduce engagement.

***“Teachers don’t always know us at the start, which can make us anxious”.***

***“I want my teacher to understand me”.***

In response, they introduced One Page Profiles as a standardised tool to capture what matters most to each pupil, how they prefer to be supported, and what helps them feel safe, confident, and ready to learn. This approach ensures that pupil voice is embedded directly into daily practice, enabling staff to understand each learner as an individual from the outset. As a result, trust and relationships were strengthened, and barriers to engagement within the virtual environment were reduced.

The profiles are continuously developing in line with what the pupils suggest. For example, during our first meeting, pupils suggested alternative templates based on their interests. ***“We should be able to pick what our profile looks like!”*** These additional templates were then created and shared with the group at the next meeting.

***“They look great!”***

***“I would like one with unicorns on!”***

***“There should be a section on for you to put your nickname and pronouns”***

Although the templates are not live just yet, it was great to see pupils’ suggestions being implemented.

## **Student Surveys**

Pupil voice is also gathered through structured half-termly surveys, providing all pupils with a regular and accessible opportunity to share their views on learning, wellbeing, and inclusion. The surveys are designed to be inclusive, enabling pupils to respond independently and honestly, including those who may find verbal feedback or group discussion more challenging. This approach ensures that pupil voice reflects a wide range of experiences across the cohort, rather than only those who are most confident speaking out.

Responses are collected consistently and reviewed systematically, allowing pupil feedback to be captured in a planned, repeatable way. Insights from the surveys inform ongoing reflection, development, and improvement at an organisational level. Data is available on request to support further evaluation or planning.

Survey feedback highlighted that some lesson materials were difficult to access, particularly for pupils with dyslexia and other literacy-related needs. Pupils reported challenges with visual overload, text-heavy slides, and presentation styles that increased cognitive load and reduced confidence. In response, lesson templates were reviewed and adapted across the organisation.

***“They are so much better now”.***

***“There is a maximum number of slides per lesson now, before there used to be too many!”***

Changes included the use of neutral backgrounds, clearer formatting, improved spacing, and a stronger focus on readability and visual clarity, in line with dyslexia-friendly recommendations. These adjustments ensured that lesson materials were more accessible for all learners, reducing unnecessary barriers and embedding pupil feedback into core teaching resources rather than relying solely on individual adjustments.

## **The Student Hub**

The Student Hub provides pupils with an ongoing, accessible platform to share their views, ask questions, and raise ideas outside of formal meetings or surveys. It offers a central space where pupils can engage at their own pace, making pupil voice continuous rather than time-limited. Through the Hub, pupils can submit feedback, respond to prompts, and contribute ideas in ways that suit different communication preferences, including for those who may find live discussion challenging.

This approach ensures that pupil voice is inclusive and not dependent on confidence, attendance at meetings, or verbal participation. Feedback gathered via the Student Hub is informal but consistent, creating an additional route for pupils to express their views and ensuring their voices are embedded in everyday organisational practice. Pupils can also contact the school directly via two dedicated email addresses, providing further accessible routes for engagement.

Pupils highlighted a desire to feel part of a clear, fair, and consistent community, particularly within an online learning environment where expectations and relationships can feel less visible. Feedback emphasised the importance of fairness, belonging, and clarity around behaviour and interactions for both pupils and staff. In response, the SHINE values were developed to provide a shared framework for how the community operates, outlining clear expectations around Support, Honesty, Inclusion, Nurturing, and Engagement. These values were shaped directly by pupil input, ensuring that community, fairness, and consistency are explicitly embedded within organisational culture. ***“I like the values”***.

When asked about recent changes to the Hub following their suggestions, pupils reported:

- ***“Yes, they have improved the layout”***.
- ***“They have also reduced unnecessary things and made the language clear”***.

These improvements demonstrate that pupil feedback is actively considered and used to make the Hub more user-friendly, accessible, and effective as a platform for engagement.

During our second meeting, a discussion took place regarding the surveys. Pupils suggested alternative ways for gathering student voice:

***“There should be a suggestions button added to the hub, so that you can click on it and give your views”***.

Everyone agreed with this suggestion and indicated they would prefer this approach to completing surveys. There could also be an opportunity to include a “question of the week” or “question of the month” feature.

## **Form Groups**

Form groups provide pupils with a safe, familiar space in which to share their views and experiences on a regular basis. Taking place within consistent groupings and with trusted adults, form groups allow pupils to express themselves in a low-pressure environment where relationships and routines are already established.

These sessions create opportunities for pupils to discuss how they are feeling, raise concerns, and share ideas in a way that feels accessible and supportive. The smaller group setting particularly benefits pupils who may find whole-group or formal feedback processes challenging, ensuring their voices are still heard. Form groups therefore act as an important bi-weekly mechanism for pupil voice, embedding listening and dialogue into regular provision rather than limiting it to formal consultation points.

Pupils shared that the Student Hub could sometimes feel overwhelming, particularly due to the volume of written information and the way content was presented. This was most frequently raised by pupils with SEND, anxiety, or those who find processing large amounts of text challenging. In response, the Student Hub was reviewed and adapted to reduce cognitive load and improve accessibility. Changes focused on

simplifying language, reducing unnecessary text, and improving clarity and navigation. These adjustments ensured that pupil feedback directly informed how information is presented, making the Hub easier to use and more accessible for a wider range of learners.

***“It is so much better now”.***

All the pupils stated:

***“Anytime you need a break, you can set your profile to ‘is away’ or ‘is not away anymore’ and have some time out”.***

***“Also, the option to set yourself away is great”.***

***“The teacher will check in with you to check you are ok”.***

## **Group Mentoring**

Group mentoring provides pupils with a structured yet supportive space to share their views within a small, consistent group. Led by a trusted adult, these sessions allow pupils to discuss their experiences, concerns, and ideas in an environment designed to feel safe and manageable.

The smaller group size supports pupils who may find larger settings or formal feedback mechanisms overwhelming, enabling them to contribute in ways that feel comfortable and appropriate to their needs. Pupils are encouraged to reflect, discuss, and listen to others, ensuring a range of perspectives is heard. Group mentoring therefore offers an additional, inclusive route for pupil voice, capturing views through relational, discussion-based approaches alongside more formal systems.

Pupils highlighted that meeting new teachers in an online environment could feel anxiety-provoking, particularly when they were unsure what to expect from lessons or teaching style. Feedback indicated that not knowing staff in advance increased nervousness and acted as a barrier to engagement. In response, teacher introduction videos were created to allow pupils to see and hear their teachers before lessons. This initiative reduced uncertainty, supported pupils to feel more prepared and reassured, and directly reflected pupil feedback around anxiety and transition into online learning.

## **Teacher Profiles**

During discussions about pupil profiles, students suggested improvements to the way teacher information is presented. While some teachers currently have videos available for pupils to watch, students reported that these do not always work reliably. They recommended providing a written version of the video content alongside it to ensure accessibility for all learners.

At our initial meeting, pupils proposed creating more child-friendly profiles by compiling a list of questions they would like to know about their teachers such as, ‘what is your favourite colour?’ and ‘what is your favourite subject to teach?’ etc... These questions could then be shared with staff to guide the development of profiles that are engaging,

accessible, and relevant to pupils' interests. This approach ensures that teacher profiles reflect pupil voice and meet the diverse needs of learners, supporting better preparation and confidence in online learning environments.

During our second meeting, Sarah showed the group some 'Teacher Spotlight' profiles that have now been developed. The profiles covered areas pupils had previously suggested, such as their roles within the school – (what they teach, enjoy the most about teaching, and their favourite topic and why). Information about them such as; do they have any pets, what they do in their free time and favourite book, film or TV show. Fast facts – mountain or beach, early bird or night owl, sweet or savoury, book or film, plus favourite takeaway, along with Did you know section – fun fact. These profiles were positively received and are due to go live over the next few months.

### **Extra-Curricular Clubs**

Extra-curricular clubs provide pupils with opportunities to engage, develop skills, and express their interests outside the formal curriculum. These clubs create inclusive spaces where pupils can share ideas, collaborate with peers, and explore new activities in a supportive environment.

Pupils have requested a variety of clubs, and in response, the school will be piloting new sessions in the summer term. These clubs will run every Wednesday and will initially include two options: a Creative Club and a STEM/Science Club. This approach ensures that pupil voice directly informs the development of enrichment opportunities, making them engaging, relevant, and responsive to pupil interests.

Everyone was pleased to hear that clubs will be happening soon, and discussions regarding clubs were addressed during both meetings.

***“Can't wait for the clubs to start now”***

### **Student Voice Month**

During the initial meeting, Megan informed pupils about upcoming plans for Student Voice Month in March stating that the school will use this month to share the changes and improvements made as a direct result of pupil feedback, demonstrating how their voices shape learning and the wider school experience.

One key focus was **The Learning Cloud**, where pupils highlighted challenges with lesson materials:

You Said	We did	Pupil's feedback	Recommendations
<p><b><u>The Learning Cloud</u></b></p> <p><i>“Some lesson slides have too much text and are hard to follow”</i></p> <p><i>“Busy backgrounds and layouts find it difficult to focus”</i></p> <p><i>“The way information is presented can feel overwhelming and knock my confidence”</i></p>	<p>The school reviewed and redesigned lesson templates across Tute.</p> <p>They now use clearer formatting, neutral backgrounds, better spacing, and more readable layouts so lessons are easier to access for everyone.</p>	<p><i>“The backgrounds used to be really busy and the layout. Too much text so they have redesigned them.”</i></p> <p><i>“It’s much better for the students now and not the teachers!”</i></p>	<p><i>“Sometimes we run out of time and don’t get through the slides”</i></p> <p><i>“There should be a limit on the number of slides that are used... maybe 25 in a 45-minute lesson!”</i></p> <p><i>“The default slide isn’t always on the screen at the start”</i> (Stating expectations and behaviours.)</p>

Pupils informed me that this took place and areas where pupils had a voice that led to a change were shared with the whole school.

### **Additional evidence of Dialogue resulting in Change provided by the organisation**

There are several areas of dialogue that continue to take place and shape school life. These are detailed below in the recommendation section of my report.

### **Recommendations**

#### **Recommendations from children and young people**

##### **Clubs**

Additional suggestions for future clubs were shared directly by pupils, including:

- **PE Club** – *“Most of the time we sit down. Maybe the teacher could put on some kind of PE video that we can do!”*
- **SIMS/Game Club** and **Riddle Club**
- **Theatre Club** – *“Seen as there is going to be a drama club”*
- **Chess Club**
- **Quiz Club** and **Movie Club**
- **Language Club**

These suggestions should be considered when planning future enrichment opportunities, ensuring that pupil voice continues to shape the development of clubs and activities in ways that are engaging, relevant, and inclusive.

### **Meeting Improvements**

Pupils also contributed suggestions to improve the accessibility and experience of online meetings. One idea shared in the chat was:

***“Well, me and E came up with the idea. The teacher should be able to see the children but the children can’t see each other.”*** – M

Megan acknowledged this suggestion and confirmed that settings exist to allow cameras to be on while maintaining privacy from other participants. A further point was raised about technical limitations; some devices or laptops do not allow the camera to be used. This will be considered when planning future meetings to ensure that all pupils can participate fully, whether or not their device supports a camera.

Another suggestion focused on the personalisation of online profiles. Pupils proposed that, instead of using initials, they could design an avatar to serve as their profile picture. This idea reflects pupil interest in increasing engagement, ownership, and visual identity in digital learning spaces. Pupils were made aware that the IT team are currently exploring whether this is possible.

### **Pupil Profiles**

Pupils expressed that they are not always involved in the creation of their profiles, which are often written by previous teaching staff. They agreed that it would be more beneficial for them to have the opportunity to design their own profiles to run alongside the staff-created versions.

***“This one doesn't have like enough questions to get to know you.”***

This approach would give pupils greater ownership of their learning journey, ensure their perspectives and preferences are represented, and complement the information provided by staff. Co-created profiles support more personalised teaching and stronger pupil–teacher relationships, embedding pupil voice directly into individual learning experiences.

### **liC recommendations**

I have no further recommendations.

### **Conclusion**

The evidence presented demonstrates that children and young people’s voices are actively heard, valued, and acted upon across multiple levels of the organisation. Through formal structures such as the Student Council, surveys, the Student Hub, form groups, and group mentoring, as well as informal feedback mechanisms, pupils

are able to share their experiences, concerns, and suggestions in ways that are inclusive and accessible.

This dialogue has directly resulted in meaningful change. Examples include the implementation of One Page Profiles to strengthen relationships and engagement; redesigning lesson templates to reduce cognitive load and improve accessibility; the introduction of teacher introduction videos to ease anxiety around online learning; and improvements to the Student Hub and enrichment opportunities to reflect pupil preferences. Pupils' ideas continue to shape future developments, including new clubs, online meeting settings, and personalised digital and teacher profiles.

Overall, these initiatives illustrate a strong culture of listening and responsiveness. Pupil voice is not tokenistic but embedded into organisational practice, informing strategic decisions, enhancing wellbeing, and fostering a sense of ownership, inclusion, and community. The continued collaboration between staff and pupils ensures that learning environments, both online and in-person, are designed to meet the needs, preferences, and aspirations of all learners.

When I asked the students if they felt they have a voice that leads to change, they said:

***“Yes, definitely”***

***“Sometimes”***

***“Yes 100%”***

***“Yeah, at times because they can't do everything but I'm sure they will!”***

***“I think TUTE is really good at trying to involve students' ideas and opinions for example, every term we have to fill in a form to tell TUTE how we are doing!”***

***“Yeah, I agree, TUTE gives a lot of opportunities for student feedback, especially with student voice month recently”***

***“I think TUTE is good because it includes everyone, no matter where you are from, they listen and are respectful”***

***“The teachers are very nice and inclusive and listen to everything you say”***

***“Definitely feel heard. Being able to join the council, compared to the 1<sup>st</sup> session when there were just 2 people, it feels like more people are being heard and changes are actually being made”***

I therefore have no hesitation but to recommend Tute Education receives the Investing in Children Membership Award™.

Well Done!

## **Endorsement by Young People**

This report has been endorsed by the young people.

***Eleanor Seed***  
***Awards Manager***  
***May 2026***

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### **Investing in Children**

Investing in Children Membership Award™ is a registered Trademark™.  
Investing in Children is a charity (number 1213379) registered in England and Wales:  
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