

ART TUTORIAL AND INTERVENTION RECORDS

Editable proformas for one-to-one discussion, additional support, agreed actions and review

RESOURCE	11 - Student tutorials, intervention and follow-up
LEVELS	Suitable for GCSE and A Level Art & Design
RECORDS	Individual tutorial, short intervention, catch-up, underperformance, higher-grade challenge and follow-up
COMMENTS	Dedicated space for student and teacher viewpoints
ACTIONS	Agreed actions, responsibility, review dates and outcomes
FORMATS	Editable Microsoft Word and print-ready A4 PDF

Purpose

Use these forms to keep tutorial and intervention conversations purposeful, proportionate and easy to revisit. Each record connects the student's view, visible evidence, agreed action and review date.

KEY PRINCIPLE Record enough to support the next step. Keep the language specific, supportive and connected to evidence the student can locate or create.

Independent teacher resource. It is not produced or endorsed by an examination board. Use it with your centre's safeguarding, data-protection, attendance, assessment and student-support procedures.

TEACHER RESOURCE 11 / TEACHER GUIDANCE

How to use the tutorial and intervention records

Choose the lightest record that fits the conversation

These are supportive working records, not grade estimates or disciplinary forms. Complete only the sections needed, let the student contribute and return on the agreed date.

1 SELECT	Choose the individual tutorial, short intervention, catch-up, underperformance or higher-grade challenge form.
2 LISTEN	Give the student time to describe progress, barriers, confidence, support needs or ambitions in their own words.
3 LOCATE	Refer to visible work: sketchbook pages, digital files, shoots, studies, experiments, annotations or outcomes.
4 AGREE	Set a small number of specific actions, identify who is responsible and state what evidence is expected.
5 DATE	Set a realistic review point. Avoid open-ended actions such as "improve sketchbook" without a date or product.
6 FOLLOW UP	Record what happened, what is now visible and whether the action is complete, continuing or revised.

PROPORTIONATE RECORDING A brief issue may need only the short intervention record. Use a fuller action plan when support will continue across several lessons or involve another colleague.

Sensitive information

Do not place unnecessary medical, safeguarding or personal detail in a general tutorial record. Follow your centre's reporting routes and store named records securely.

TEACHER RESOURCE 11 / INDIVIDUAL TUTORIAL RECORD

Individual Art & Design tutorial record

A structured record for a planned one-to-one discussion

Use at a meaningful project point. Refer to specific work and leave with a small number of agreed, reviewable actions.

STUDENT	COURSE / LEVEL	SUBJECT PATHWAY	DATE
PROJECT / COMPONENT	Current project, portfolio component or examination task		
TUTORIAL FOCUS	Reason for the tutorial and the question or priority discussed		
EVIDENCE REVIEWED	Sketchbook pages, files, shoots, studies, experiments, annotations or outcomes considered		
CURRENT POSITION	Strengths, progress, gaps, confidence, independence and any relevant missed work		
STUDENT COMMENTS	What is going well? What is getting in the way? What support or challenge would help?		
TEACHER COMMENTS	Record the evidence discussed, the main priority and any support, access or challenge agreed.		

Agreed actions and review

AGREED ACTION	RESPONSIBLE	REVIEW DATE	EVIDENCE EXPECTED

REVIEW ARRANGEMENT ☐ In lesson ☐ Tutorial ☐ Email / platform ☐ Other

TEACHER RESOURCE 11 / SHORT INTERVENTION RECORD

Short Art & Design intervention record

A concise note when one focused issue needs timely support

Keep this record brief. Name the issue, what was discussed, the immediate action and when it will be checked.

STUDENT	COURSE / LEVEL	TEACHER	DATE
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REASON ☐ Progress ☐ Attendance ☐ Organisation ☐ Confidence ☐ Quality ☐ Deadline ☐ Other

CONCERN / FOCUS	What is visible, missing, delayed or causing difficulty?		
STUDENT VIEW	The student's explanation, concern, question or requested support		
TEACHER RESPONSE	Clarification, modelling, resource, adjustment, challenge or referral agreed		
IMMEDIATE ACTION	The specific task to begin or complete next		
EVIDENCE EXPECTED	Page, file, study, shoot, test, annotation or outcome that should be visible		
ACTION OWNER	SUPPORT REQUIRED	REVIEW DATE	OUTCOME RECORDED ON

AT REVIEW ☐ Complete ☐ Partly complete ☐ Not complete ☐ Action revised

TEACHER RESOURCE 11 / CATCH-UP FOLLOWING ABSENCE

Art & Design catch-up plan following absence

Prioritise essential evidence without recreating every missed lesson

Sequence manageable actions and record what access, materials or teaching input the student needs.

STUDENT	COURSE / LEVEL	PROJECT	DATE AGREED
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ABSENCE / MISSED PERIOD	Dates or lessons missed; follow centre procedures rather than recording unnecessary personal detail
WORK / EVIDENCE MISSED	Essential demonstrations, practical work, research, recording, experiments or deadlines affected
PRIORITY 1	First essential action and the evidence it should create
PRIORITY 2	Second action, if needed, and the evidence it should create
PRIORITY 3	Optional further action only if it is genuinely necessary
SUPPORT / ACCESS	Materials, equipment, room access, demonstration, digital files, technician or teacher input required

Catch-up actions and checkpoints

AGREED ACTION	RESPONSIBLE	REVIEW DATE	EVIDENCE EXPECTED

WORKLOAD CHECK Agree the minimum essential catch-up first. Review before adding lower-priority tasks or extending the plan.

TEACHER RESOURCE 11 / UNDERPERFORMANCE ACTION PLAN

Art & Design underperformance action plan

Turn a broad concern into visible evidence and manageable next steps

Use supportive, factual language. Focus on what can be seen, the barriers described and the actions that may improve progress.

STUDENT	COURSE / LEVEL	PROJECT	PLAN DATE
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CURRENT EVIDENCE	Work present now: pages, files, studies, shoots, tests, annotations, outcomes or deadlines met
GAP / PRIORITY	What important evidence, depth, refinement, independence or completion is not yet visible?
STUDENT VIEW	What does the student identify as the main barrier, uncertainty or support need?
TEACHER VIEW	Evidence-led summary of the priority without attaching a speculative grade
SUPPORT AGREED	Teaching input, access, resources, modelling, check-ins or other appropriate support

Actions, responsibility and review dates

AGREED ACTION	RESPONSIBLE	REVIEW DATE	STATUS / OUTCOME
REVIEW STATUS ☐ Improving ☐ Continuing support ☐ Plan revised ☐ Escalate through centre process			

TEACHER RESOURCE 11 / HIGHER-GRADE CHALLENGE PLAN

Art & Design higher-grade challenge plan

Deepen investigation, refinement, independence and resolution

Use the current assessment criteria and visible work to agree challenge. The plan should strengthen thinking and evidence without prescribing the student's creative response.

STUDENT	COURSE / LEVEL	PROJECT	PLAN DATE
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STRENGTHS TO BUILD ON	The most convincing ideas, research, recording, experiments, decisions or outcomes already visible
CHALLENGE FOCUS	Where greater depth, risk, control, selectivity, connection, independence or refinement could be evidenced
STUDENT AMBITION	What does the student want to extend, resolve, communicate or understand more fully?
POSSIBLE ROUTES	Questions, processes, sources, scales, sequences, presentation tests or comparisons worth exploring
SUCCESS EVIDENCE	What new or strengthened evidence should be visible at review?

Challenge actions and review

AGREED ACTION	RESPONSIBLE	REVIEW DATE	STATUS / OUTCOME

TEACHER RESOURCE 11 / AGREED ACTIONS TRACKER

Agreed actions and review-date tracker

Keep tutorial and intervention commitments visible in one place

Transfer only the essential actions from completed forms. Update the status and outcome on the review date rather than creating duplicate records.

STUDENT	COURSE / LEVEL	SUBJECT PATHWAY	TEACHER
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DATE	RECORD TYPE	AGREED ACTION	OWNER	REVIEW DATE	STATUS

STATUS KEY Not started | In progress | Complete | Revised | Referred through centre process

TEACHER RESOURCE 11 / FOLLOW-UP REVIEW

Follow-up review and outcome record

Close the loop on agreed actions

Complete on or soon after the review date. Refer back to the original action and record what is now visible, not only whether the student says it is finished.

STUDENT	ORIGINAL RECORD DATE	REVIEW DATE	TEACHER
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ORIGINAL RECORD ☐ Tutorial ☐ Short intervention ☐ Catch-up ☐ Underperformance ☐ Higher-grade challenge

ACTIONS REVIEWED	List the agreed actions and original evidence expected
EVIDENCE NOW VISIBLE	Sketchbook pages, files, shoots, studies, experiments, annotations or outcomes located at review
STUDENT COMMENT	What changed? What helped? What remains difficult or needs further challenge?
TEACHER COMMENT	Outcome of the review and any change in support, priority or expectation

OUTCOME ☐ Complete ☐ Partly complete ☐ Not complete ☐ Action revised ☐ Further record needed

Next actions, if required

AGREED ACTION	RESPONSIBLE	REVIEW DATE	STATUS / OUTCOME
STUDENT ACKNOWLEDGEMENT	TEACHER ACKNOWLEDGEMENT	NEXT REVIEW DATE	RUNNING RECORD UPDATED

TEACHER RESOURCE 11 / RUNNING TUTORIAL RECORD

Running tutorial and intervention record

A concise chronological overview for one student

Record key points only. Keep fuller discussion and sensitive information in the appropriate centre-approved location.

STUDENT	COURSE / LEVEL	SUBJECT PATHWAY	TEACHER
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DATE	TYPE	FOCUS / EVIDENCE	AGREED ACTION	REVIEW DATE	OUTCOME

RECORD TYPES T = Tutorial | I = Short intervention | C = Catch-up | U = Underperformance | H = Higher-grade challenge | F = Follow-up

Continue the same student record across the course

STUDENT	COURSE / LEVEL	ACADEMIC YEAR	PAGE NUMBER
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REVIEW DISCIPLINE An outcome can be brief, but should say what changed: completed evidence, revised action, continued support or a new review record.

TEACHER RESOURCE 11 / FURTHER GUIDANCE

Adaptation, inclusive use and responsible storage

Keep records useful, student-centred and proportionate

The editable forms are starting points. Duplicate, shorten or adapt them to match your department and the support systems used by your centre.

USE NEUTRAL LANGUAGE	Describe visible evidence, actions and support. Avoid labels, assumptions or punitive wording.
INCLUDE THE STUDENT	Record the student's view accurately and check that agreed actions are understood and manageable.
SUPPORT ACCESS	Adapt completion methods for literacy, language, disability, attendance, working-memory or technology needs.
PROTECT INDEPENDENCE	Clarify the next step without designing the student's creative response or over-directing assessed work.
FOLLOW CURRENT RULES	Use current specification, authentication, assessment, reasonable-adjustment and standardisation procedures.
REFER APPROPRIATELY	Use safeguarding, pastoral, SEND, attendance or senior-team routes when the issue sits beyond a classroom tutorial.
STORE SECURELY	Keep named records and shared access in line with centre data-protection, retention and safeguarding policies.

WEBSITE Find further free GCSE and A Level Art & Design teacher resources at portfoliotoastar.co.uk.

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