

## Clinics – a guide

Teachers at St Albans School put on a very large number of clinics. If used well, they can be very helpful to those who are experiencing difficulties with their work.

- They are meant for **tailored** help for specific problems, with teachers responding to requests for help on particular areas of knowledge and skills. They are **not** an opportunity for individual pupils to be retaught whole lessons-worth of material
- Therefore, attendance at a clinic cannot make up for not paying attention in lessons.
- It follows that those who really benefit from clinic attendance are those who have tried their best to do the work set and turn up having already identified what the stumbling-blocks are for them.
- Teachers cannot be expected to take pupils through a piece of homework in such a way that they are essentially doing it for them. This would actively harm a pupil's progress.
- Instead, teachers will offer **targeted** help. Pupils should be prepared for teachers to try to help them to get to the right, or a better, answer by questioning and prompting them; in this way, they will be better prepared to answer for themselves in future.
- No benefit will be gained by pupils who simply turn up to the room where a clinic is taking place only in order to tell their parents that they 'went to a clinic'.
- Attendance at clinic is voluntary. It cannot take precedence over co-curricular commitments; teams, casts and musical groups must have set times to practice together. If a pupil's co-curricular commitments fall at such times that it is impossible for them to get to a clinic in a particular subject, they should let both the Head of the relevant Department and the teacher in charge of the activity know; it may be possible to arrange a rota or other compromise.
- If attendance at clinics is impossible, pupils should approach their subject teachers to ask for individual help at specific times. Pupils are not entitled to weekly one-to-one tutoring, and teachers' availability is limited by their teaching and other commitments, but teachers are expected to respond positively to reasonable requests for help, especially in acknowledging the virtues of pupils taking ownership of their own learning.