

Appendix 4 Provider final report

Embedding Literacy, Language and Numeracy through a whole organisation approach

Organisation: **Fairfield Farm College** _____ Name: **Suzanne McGee** _____

Sector: **Numeracy** _____ Job title: **Skills for Life Co-ordinator** _____

Approximately 1700 words in total plus any appendices and the attachment of agreed resources and other outcomes

1. Background (250 words)

Description of the organisation and its point of departure for the project

Fairfield Farm College is an independent specialist provider for young adults with learning difficulties, the majority of our students are pre entry level developing skills towards level 1. The setting has both residential and day students, the majority being residential hence a 24 hour holistic curriculum that spans vocational skills, independence skills and work based learning with skills for life embedded across same.

Numeracy is one of the areas of Skills for Life that is perceived to be the least accessible not only to students but also in relation to staff. With the transition from Skills for Life to Functional Skill scheduled to be implemented in the next academic year and the changes that will bring there are even higher levels of concern in relation to levels of numeracy. Some providers are looking at separate provision for Numeracy and ITC as the student assessments become straight across the board as opposed to related to level of ability. Therefore for a smaller provider with limited funding and staff embedding these skills is becoming a very high priority. Fairfield has already successfully embedded Skills for Life within the curriculum, however specific numeracy skills can be highlighted as requiring more development.

With the emphasis at Fairfield being to equip our students with the best possible skills to achieve as independent a lifestyle as possible when they leave college, the ability to deal with their own finances is highly desirable. Coin recognition, value, addition, subtraction, budgeting and planning are all complex areas to cover when you have varying levels of ability, not only amongst students but amongst the staff. A need was then recognised by the college to develop these skills and raise awareness within staff of the opportunities that arise in all aspects of the curriculum to work with same.

2. What we did and how we did it (500 words)

After the initial meeting in order to discuss the action plan, a continuing professional development day was identified covering 5a and 5b. Numeracy champions attended this event with a view to cascading the training throughout the body of staff. One way identified to promote and cascade these skills was by the creation of resources by the champions that could be utilised throughout the college environment, both residential and within planned sessions. Staff discussed their ideas with Sue Mosely and each team then decided what they would look at developing and creating.

Sue then led a follow up session on the 1st February at which she met with each team in turn to discuss and review progress, it was decided that a training session would be held in house to promote an awareness of numeracy in general and also to show case the resources being developed. The SfLSP action plan was also reviewed and the need to assess staff levels of numeracy was also highlighted at this time.

The training session was held on 19th February and as an awareness exercise proved to be very successful. Champions showcasing their ideas were also met favourably and Fairfield staff were very positive in their comments about same. A questionnaire was also circulated during in house training in order to ascertain how staff felt about their levels of numeracy, again this was met with a positive response with 44 completed forms from a possible fifty five. The training session also incorporated active learning, in which staff were required to complete a spider gram of an event or task that the students undertake and then to match aspects of the numeracy curriculum to each aspect of same. This was extremely productive with staff becoming more aware of the opportunities presented within these areas for the development of money skills.

Resources showcased:

Price comparison chart for the farm shop – to be used to compare prices with local supermarkets and to place orders with same

Coin recognition resource – to enable student to recognise the different denominations and values

Price and Value – a book enabling the learner to match an item with price and then with the correct coinage in order to pay for same

Shopping key ring – a set of laminated cards on a keyring showing item required (pictorial) and price of same

Playing Cards – created with different values of coins depicted on each, to be used in a variety of games, e.g. snap, pairs etc

Tuck Shop – the implementation of a tuck shop in the college in order to promote the concept of real cash transactions, budgeting and responsibility

The third meeting with Sue involved a review of the resources created and a deadline agreed for submission of same. This resulted in very positive feedback for the work completed by the numeracy champions and also a chance to view resources created by other providers. Sue

also visited the Tuck Shop and assessed how this project was progressing, again the feedback was very favourable.

The final meeting included a session with all the numeracy champions, during which Sue updated all present with the progress being made in relation to the SfLSP as a whole and what the next stage of the process would be. It also gave the champions an opportunity to discuss their resources with each other and the impact that these resources are having on students and staff alike. During the meeting Sue also shared the resources created by other participants in the programme with a very positive outcome. Staff are already requesting copies of some of the resources and arrangements are already being put in place in order for staff to access and utilise same. It was agreed that the student's money skills are improving as a result of this initiative and that staff are now far more aware of the opportunities that exist in order to facilitate same.

3. What we produced/created: a description of the outcomes of the action plan (250 words)

Outcomes/final products could be for example a scheme of work, a course outline, a description of a process such as marketing; a financial analysis of a delivery model, a professional development module. (Please list any attachments in Box 7 below.)

A variety of resources have been created and produced as a result of this project.

A seasonal price comparison chart for the farm shop, including a provision for ordering from same. This resource also has a totals column for the price of the goods minus student discount to enable students to work out best value. (Appendix A)

A shopping key ring containing information pertinent to each individual student, depicting the item, quantity and cost. (Appendix B)

Coin playing cards – cards depicting different values in various coinage to be used in a number of different games. (Appendix C)

Matching book – enabling students to match produce and price, value of coins and change required. This resource differentiates between levels so can be utilised by any student. (Appendix D)

Coin recognition – cards depicting oranges grouped in various numbers, learner to match coins to the perceived value. (Appendix E).

Student Tuck Shop – ongoing project for this academic year. (Appendix F)

With the creation of the above we have addressed the major outcome of the action plan. Money skills have been highlighted across the college and all students and staff are involved in some way with the development of same. Because of the holistic approach throughout the twenty four hour curriculum these resources can be used in a residential and within a structured setting. The training session allowed staff the opportunity to share ideas and also assess their own skills in respect of numeracy and provided signposting of resources in order to help them develop their own skills. This has allowed all staff to gain in confidence in supporting numeracy which is cascading down to the learners, resulting in a more varied range of techniques and resources to action same.

4. What the impact was on learners, employers, teachers, the organisation (250 words)

Please include quotations from interviews with some of the above. Please include any quantitative data as per Table 8 (Data) below or in other format as appropriate.

This has had a very positive effect on the college as a whole. Learners are now using these skills on a daily basis not only within structured sessions but within residential and recreational periods as well.

The creation of the tuck shop has facilitated the development not only of numeracy skills, but those of work experience, independent living and skills for life. Learners' confidence has increased as they are using these skills on a daily basis in a real environment in real time with a tangible result. Coin recognition has increased; one student is now able to recognise 10p, 20p, 50p and £1s in order to pay for goods, matching the value of the coin to a product. Recognition of number facts has also increased, one student remarked that '25p and 35p was 60p 'it was 60p yesterday so it is again'.

The development of a specialist differential resource in order to help those at pre entry has also had an impact on learners. It has helped them to gain in confidence as they are making progress with these skills.

The creation of the resources and the training provided have allowed staff to exchange ideas and facilitation skills within a safe environment. Highlighting those areas where more support or development would be the most beneficial for all. Signposting of resources available to promote individual skills have also enable staff to utilise development tools discreetly and allowed same to follow an IDP.

5. What we learnt that is of use to others (do's and don'ts) (250 words)

Be holistic in your approach and involve as many staff members as possible. Splitting staff into groups of those with similar roles is divisive and can create bias prior to the start of any project.

Be very clear in your aims and concentrate on one aspect of the numeracy curriculum – one aim equals one focus.

Ask motivated staff to lead as champions, do not just identify staff according to skill level, look at those staff who are excited by challenge and who are flexible in their approach to subject delivery.

Be realistic in your aims – if you do not have staff available to proceed with a project rethink and look at alternatives.

Spread the workload – involve as many staff as possible at each level of the project, try to avoid one person carrying the majority of the workload. This can impede the perception of a team approach and the sharing of goals. You need to have time for those involved in the project to discuss their progress and concerns in order to ensure that all staff feel involved in the project and that they can make a difference to the outcome.

Ensure that any funding/budgeting is split fairly in proportion to the individual project, some are more costly than others. Also the majority of funding can easily be eaten up by providing staff cover for CPD days and sessions – it pays to keep accounting up to date.

6. Next steps (how the organisation intends to carry the work forward) (200 words)

This project has highlighted the importance of staff self confidence in relation to numeracy. In order to sustain and progress in this skill we need to look at providing some form of training or support for those members of staff who feel least confident in their ability to support numeracy. With the transition to functional skills also approaching we need to look actioning this in the immediate future.

The pilot for the tuck shop has been successful and we are now looking at ways to progress this in order for all students to take part. This will involve a more detailed look at how we can fund and support the enterprise in the coming academic year. The opportunity for the development of numeracy skills within this project has been huge; the impact on learners can already be seen in their approach to dealing with financial transactions. We are also hoping to start an account with a local cash and carry that will enable the students to choose and budget their own stock, either by physically doing the shopping or via the internet. This will provide even more opportunity for the students to develop their skills in readiness for their life outside Fairfield College.

7. List of attachments (including resources, appendices, photographs and other material)

Appendix A – Price comparison sheet for the Farm Shop

Appendix B – Shopping Key Ring

Appendix C – Playing Cards

Appendix D – Matching Book

Appendix E – Oranges

Appendix F – Tuck Shop

Appendix G – CPD Training Day Programme

Appendix H – Numeracy Questionnaire

Appendix I – Results of Staff Survey

8 Data

If it is appropriate to include learner data with your outputs, please use this format and include as many fields as possible.

There has been a marked increase in the number of short term targets achieved during the first two week period in which the tuck shop has been open and CPD and training days completed. There were 61 targets met within a period of six months, a further 14 were achieved during this period.