

## Trainer pack

# Using the self- assessment process to improve the quality of English and maths provision

## Module 17

**Course information**      **Length of session:** 3-4 hours, depending on activities required by participants. Trainers can customise, shorten and lengthen the session to suit the audiences and settings. The session as it stands is intended to be 3 hours long (not including breaks).

**Audience**      **Job roles:** Senior and curriculum managers with responsibility for English and maths and the self-assessment process.

**Sector / setting:** All teaching and learning settings.

## Aims

To support managers with the development of the self-assessment report (SAR); and

To consider how to use the SAR as a monitoring and quality assurance / improvement tool.

## Outcomes

By the end of the session participants will have:

- familiarised themselves with the SAR requirements;
- reviewed their own SAR to identify whole organisation responsibilities to learners' English and maths development;
- engaged in an approach that links together the delivery of all subjects related to English and maths; and
- explored the advantages of involving all staff in the English and maths SAR process.

## Notes to trainer

### Terminology

Whilst this CPD focuses on functional skills (English, mathematics and ICT), participants will come from a range of backgrounds and with varying experience. You may need to spend a little time ensuring you have a shared vocabulary. In particular, several terms are in current use for describing adult literacy, language and numeracy. These include basic skills (a term still used in some settings); adult

literacy, language and numeracy – variously abbreviated to LLN, ALN, ALAN; and Skills for Life. The term ‘English, maths and ESOL’ will replace these terms, but expect participants to use terms with which they are familiar. Note that some sources of information used in this training employ previously current terminology.

In this module, the terms ‘numeracy’, ‘application of number’ and ‘maths’ will be used interchangeably, and will generally be used to mean the same thing, unless otherwise stated. Likewise ‘communication’, ‘literacy’ and ‘English’. The term ‘Providers’ will be used instead of references to colleges, training organisations and employers.

## Module overview

Activity		Content
1	Starter: Word association	Ice breaker as participants arrive
2	Introduction	To each other and to the session; self-reflection log
3	Context for self-assessment	Government policy and inspection process
4	Self-assessment: why?	Directly relating SAR and self-assessment to Ofsted quality framework
5	Self-assessment: what’s the process?	Review cycle and principles of self-assessment
6	Developing your English and maths self-assessment report	Content and possible format of SAR How English and maths provision is described How this supports equality and diversity
7	Self-assessment: who’s involved?	Consideration of staff and teams that should be involved in the self-assessment process
8	Self-assessment: what’s the evidence?	Consider different sources of evidence
9	Self-assessment: making judgements	Making judgements and determining grades with reference to Ofsted criteria When is a strength really a norm?
10	Self-assessment checklist	How to make sure that the self-assessment process is robust An in-depth look at some of the action points and key questions for self-assessment
11	Summary and review	Next steps

**Trainer experience or qualifications required**

**Must have:**

- at least three years' experience of teaching adult literacy, language and / or numeracy in government-funded provision;
- at least one year's experience in a management role;
- at least one year's experience of training;
- a Certificate in Education or equivalent;
- familiarity with the self-assessment process; and
- familiarity with the range of sectors offering English, maths and ESOL provision.

**Resources and reference material for trainers**

**Trainer notes**

*Framework for Excellence Outputs Guide*, Skills Funding Agency, January 2011

<http://skillsfundingagency.bis.gov.uk/publications/latest/Detail.htm?id=4e086b18-117e-4bc8-bf18-aceca1d3ef6e>

*New Challenges, New Chances*, BIS, 2011

<http://www.bis.gov.uk/assets/biscore/further-education-skills/docs/f/11-1380-further-education-skills-system-reform-plan>

*Raising Standards Guides: A Contextual Guide to Support Success in Literacy, Numeracy and ESOL*, QIA 2008 (This publication is based on the previous CIF but is nevertheless valuable source material.)

<http://sflip.excellencegateway.org.uk/resources/raisingstandardsguides1.aspx>

*Self-assessment: updated guidance for the further education system*, LSC 2008

**Ofsted publications**

*Common inspection framework for FE and skills providers 2012*

<http://www.ofsted.gov.uk/resources/common-inspection-framework-for-further-education-and-skills-2012>

*Handbook for the inspection of FE and skills from September 2012*

<http://www.ofsted.gov.uk/resources/handbook-for-inspection-of-further-education-and-skills-september-2012>

*A good education for all*

<http://www.ofsted.gov.uk/resources/good-education-for-all-key-changes-for-further-education-and-skills-providers>

*Ofsted Good Practice Database*

<http://archive.excellencegateway.org.uk/page.aspx?o=goodpracticedatabase>

**Resources for reference during the session**

Trainer notes

*A good education for all*

<http://www.ofsted.gov.uk/resources/good-education-for-all-key-changes-for-further-education-and-skills-providers>

*Handbook for the inspection of FE and skills from September 2012*

<http://www.ofsted.gov.uk/resources/handbook-for-inspection-of-further-education-and-skills-september-2012>

**Pre-course activity for participants**

Participants are asked to bring their organisation's SAR to the session, ideally for SSA 14 (Sector Subject Area 14: Preparation for life and work).

**Useful websites**

See HO 8.

Excellence Gateway

<http://excellence.qia.org.uk/page.aspx?o=nav-home>

Further Education Public Information (Framework for Excellence)

<http://fepi.skillsfundingagency.bis.gov.uk/>

Skills Funding Agency FfA website

<http://ffepublication.skillsfundingagency.bis.gov.uk/Data+Explained.htm#intro>

Ofsted <http://www.ofsted.gov.uk>

FE Choices

<http://fechoices.skillsfundingagency.bis.gov.uk/Pages/home.aspx>

**Before the session the trainer needs to:**

Organise the following resources:

Flipchart and pens; sticky notes

Laptop, digital projector and white screen for PowerPoint

Print copies of the Participant pack, which has all

handouts and PowerPoint slide notes (but not the resources).

TN 3: it would be useful to have copies of New Challenges, New Chances, Ofsted documents and to be able to link online to other sites.

TN 4: print on card and cut out **R 1** – one set per table / group.

TN 5: print copies of resource **R 2** which has model responses for bubblegram activity in **HO 5** – one per participant.

TN 6: note that participants should have brought copies of their own organisations' SARs. In case they haven't and there are not enough SARs to share, it might be an idea for you to acquire one or two SARs from your own organisation or an organisation with which you have contacts. Note also that **HO 6** is 8 pages long.

TN 7: print on card, enlarge if possible and cut out either R 3a (jigsaw) or R 3b (wall) for a graffiti wall exercise. Alternatively you could draw the wall on flip chart paper.

TN 8: print on card and cut out the evidence cards in **R 4**. Print or acquire sufficient copies of the **Ofsted handbook** for 2012 for each table to have one copy for reference. Note that the whole document is 65 pages long but that Section B is from pages 39-52 (13 pages).

TN 10: print on card and cut out action point cards on **R 5**. If required you could print copies of these action cards on paper to give to participants as a handout.

## Session plan

### Aims

To support managers with the development of the self-assessment report (SAR);  
and

To consider how to use the SAR as a monitoring and quality assurance /  
improvement tool.

### Outcomes

By the end of the session participants will have:

- familiarised themselves with the SAR requirements;
- reviewed their own SAR to identify whole organisation responsibilities to learners' English and maths development;
- engaged in an approach that links together the delivery of all subjects related to English and maths; and
- explored the advantages of involving all staff in the English and maths SAR process.

**TN – trainer notes   HO – handout   R – resources   PPT = PowerPoint slide**

Time	Content	Resources		
		No.	Style	Title
5m [5m]	<b>TN 1. Starter: Word association</b>  The value of self-assessment. Statement re the SAR's relevance to Ofsted	PPT 1-2  Sticky notes	Slides	As bread is to butter...
15m [20m]	<b>TN 2. Introduction and welcome</b>  Introductions: trainer and participants.  Aims and intended outcomes ( <b>PPT 3-4</b> ).  Point out sticky notes on tables, and flipchart for comments and queries  Introduce reflection sheets ( <b>HO 1</b> ).	PPT 3-4  Flipchart Sticky notes  HO 1	Slides  Handout	Aims and outcomes  Reflection log
10m	<b>TN 3. Context for self-assessment</b>  Review government maths and English	PPT 5-7  HO 2	Slides and handouts	New Challenges, New

Time	Content	Resources		
		No.	Style	Title
[30m]	policy, new common inspection framework and new SFA provider stats site.	HO 3 HO 4		Chances FE choices Ofsted CIF
5m  [35m]	<b>TN 4. Self-assessment: why?</b>  Using <b>R 1</b> , participants order cards to form a statement about self-assessment from Ofsted. The correct version is on <b>PPT 8</b> .  Participants to come up with an alternative statement, focusing more clearly on English and maths in the organisation.  Focus on the relationship of SAR to Ofsted.	R 1  PPT 8	Resource cards  Slide	Purpose of self-assessment  Ofsted statement
10m  [45m]	<b>TN 5. Self-assessment: what's the process?</b>  Review the SAR cycle and principles of self-assessment. Use blank template ( <b>HO 5</b> ) for participants to describe this.  Have suggested answer ( <b>R 2</b> ) to compare.	HO 5  R 2	Handout  Resource – handout	SAR cycle – blank for completion  Completed SAR for comparison
30m  [1h 15m]	<b>TN 6. Developing your English and maths self-assessment report</b>  Using the SAR they have brought with them (or sharing others), ask groups to identify key content in their SAR [10 minutes].  Using <b>HO 6: Self-assessment report (SAR)</b> for English and maths, draw attention to how it supports both the provider and the inspectorate.  Ask groups to consider and compare content with their own SAR. Focus on the two data areas, A and B.  Feedback [20 minutes] should focus on the requirements of the SAR, the implications for quality assurance and	PPT 9  HO 6	Slide  Handout	SSA14 description  SAR for review



Time	Content	Resources		
		No.	Style	Title
	quality improvement, and any organisational implications.			
15m  [1h 30m]	<p><b>TN 7. Self-assessment: who should be involved?</b></p> <p>Thinking about the whole organisation, ask participants to consider who from their own organisation should have some ownership of SAR. Consider support and front-line staff not just managers.</p> <p>Use the wall graffiti (<b>R 3a</b> or <b>R 3b</b>) to record thoughts.</p>	R 3a or R 3b	Resource	Wall graffiti: jigsaw (R 2a) or bricks (R 2b)
15m  [2h]	<p><b>TN 8. Self-assessment: what's the evidence?</b></p> <p>Encourage participants to identify SAR evidence, using evidence cards made form <b>R 4</b> and referring to the SAR in <b>HO 6</b> and the <b>Ofsted handbook</b> for 2012.</p> <p>Looking at specific CIF questions, think about what evidence your organisation has, to show how this is being met.</p> <p>Individual activity with participants discussing on tables.</p>	R 4  HO 6  Ofsted Handboo k (1 copy per table)	Resource cards  Handout  Printed resource	Evidence cards  SAR
15m  [2h 15m]	<p><b>TN 9. Self-assessment: making judgements</b></p> <p>Using previous evidence (<b>R 4</b> evidence cards, <b>HO 6</b> SAR, <b>Ofsted handbook</b>) consider how make grade judgements.</p> <p>Consider the tips / advice in <b>HO 7</b>.</p>	R 4  HO 6  Ofsted Handboo k (1 copy per table)  HO 7	Resource cards  Handout  Printed resource  Handout	Evidence cards  SAR  Handout of sample inspection findings  Self- assessment tips
20m	<p><b>TN 10. Self-assessment checklist</b></p> <p>Use activity for participants to gauge their own SAR readiness in the context</p>	R 5	Resource cards	Action point statements for self- assessment

Time	Content	Resources		
		No.	Style	Title
[2h 35m]	<p>of maths and English. Action points are on <b>R 5</b>, the instructions are on <b>PPT 10</b>.</p> <p>Draw attention to <b>HO 8</b> which is a useful checklist for the quality of the self-assessment.</p>	PPT 10	Slide	Activity instructions
		HO 8	Handout	Handout of an SAR checklist
15m	<p><b>TN 11. Summary, evaluation, next steps</b></p> <p>Reflect on aims and outcomes (<b>PPT 3-4</b>) – have these been achieved? Are there any outstanding issues to cover?</p> <p>Complete Reflective Log (<b>HO 1</b>) and confirm one short-term action point.</p> <p>Point out the handout of websites and other resources (<b>HO 9</b>).</p> <p>Complete evaluation forms, if used.</p>	PPT 3-4	Slides	Aims and outcomes
		HO 1	Handout	Reflective log
		HO 9	Handout	Resources
[2h 50m]				

## TN 1

### Trainer notes

Time	Content	Resources		
		No.	Style	Title
5m  [5m]	<b>TN 1. Starter: Word association</b>  The value of self-assessment. Statement re the SAR's relevance to Ofsted	PPT 1-2  Sticky notes	Slides	As bread is to butter...

#### Purpose

Icebreaker while participants are arriving **PPT 1** (Welcome) and **PPT 2** (icebreaker instructions).

#### Activity

Word association – As 'bread' is to 'butter', 'self-assessment' is to ...? Each person to write ideas on a sticky note.

#### Key information

Quotes from the Ofsted Handbook for the inspection of further education and skills 2012 clearly relate self-assessment with **quality assurance** and **quality improvement**.

#### Notes defining self- assessment, the self-assessment process and the self-assessment report (SAR)

Taken from *Quality improvement and self-assessment*, LSC, May 2005

#### Self-assessment

The chief purpose of self-assessment is to support the provider's own work on quality improvement and to measure progress against its own mission and goals. The use of self-assessment by other organisations (e.g. Ofsted, SFA), though important, is secondary.

By assessing their teaching and learning programmes and wrap-around support

services, providers reflect on how well their learners succeed, how well the needs of employers and communities are being met and the effectiveness of equal opportunities and health and safety policies. Self-assessment also enables providers to quantify their capacity to bring about improvement and their success in doing so.

The requirement for providers to undertake self-assessment began as a preparation for inspection, although it is an essential business process in its own right. It soon developed to meet the dual purposes of serving the provider's needs as well as for inspection.

### **Self-assessment process**

The self-assessment process must be effectively led and managed and should be an integral part of the organisation's management.

This requires the creation of a climate of trust in which the members of a provider's staff are constructively self-critical about their performance. Governors, boards of directors, trustees, chief executives and senior managers should be committed to the aims of self-assessment and actively involved with it. Self-assessment of their own performance will demonstrate leadership by example.

Management at all levels will actively participate in the self-assessment process as part of their responsibilities for raising standards and improving the overall effectiveness and efficiency of the provision. They will approve the final self-assessment report and will continue to evaluate the effectiveness of the self-assessment in securing improvement.

The nature of self-assessment will vary according to the scale and nature of the provision for which each provider is responsible. Providers will need to demonstrate understanding of what they do well, what needs improving and how improvement can be monitored, achieved and evaluated. Whatever the precise approach, the key test of the resulting self-assessment report is its ability to demonstrate how high quality is sustained and improvement is ensured.

### **Self-assessment report (SAR)**

The SAR should directly relate to and drive the provider's development / action plan to demonstrate how strengths are sustained and improved and how key areas for improvement are addressed.

The outcomes of the self-assessment are a basis for action. Effectiveness will need to be measured by the regular monitoring and evaluation of progress against objectives. The self-assessment report should include an evaluation of the extent to

which actions identified in the previous report have secured improvement.

The provision and analysis of robust data will be a vital foundation of self-assessment. Providers are expected to draw upon a wide range of performance data to inform their self-assessment report and compare their performance with others through use of nationally available benchmarking data.

The involvement of individuals or organisations external to the provider can be helpful in assuring the rigour of a self-assessment and in strengthening objectivity. External involvement may also raise significant issues or questions, which had not previously been considered. It will also test the clarity and the effectiveness of the analysis in the self-assessment reports and confirm whether it conveys clearly what the provider intends.

## TN 2

### Trainer notes

Time	Content	Resources		
		No.	Style	Title
15m	<b>TN 2. Introduction and welcome</b> Introductions: trainer and participants. Aims and intended outcomes ( <b>PPT 3-4</b> ).	PPT 3-4 Flipchart Sticky notes	Slides	Aims and outcomes
[20m]	Point out sticky notes on tables, and flipchart for comments and queries Introduce reflection sheets ( <b>HO 1</b> ).	HO 1	Handout	Reflection log

### Purpose

- So that participants feel comfortable with the outline of the session, and that it meets their expectations;
- For trainer to gauge participants' levels of knowledge and experience; and
- For the trainer to identify those participants whose knowledge is limited and who may need extra support with the activities.

### Activity

Trainer to introduce self.

Participants to introduce themselves, their work contexts, what they would like to gain from the day and their experience of self-assessment and / or inspection – whether related to literacy, language and numeracy (LLN), key skills, functional skills or a combination of these.

Outline the aim and objectives of the whole session using **PPT 3-4** and deal with issues by asking participants to note these on sticky notes and place on a pre-prepared flipchart. The trainer may choose to address these straightaway or later in the session when it may be more appropriate. Trainers should check at the end of the session that all issues have been discussed.

### Aims

To support managers with the development of the self-assessment report (SAR); and

To consider how to use the SAR as a monitoring and quality assurance / improvement tool.

## Outcomes

By the end of the session participants will have:

- familiarised themselves with the SAR requirements;
- reviewed their own SAR to identify whole organisation responsibilities to learners' English and maths development;
- engaged in an approach that links together the delivery of all subjects related to English and maths; and
- explored the advantages of involving all staff in the English and maths SAR process.

Introduce the reflection sheet **HO 1**. Tell participants that throughout the training they will be given a few minutes to reflect on what they have just discussed and note any issues and actions they need to take when they return to their centre. For example, there may be people with whom they wish to keep in contact following the training – this can be noted on the same sheet.

## TN 3

### Trainer notes

Time	Content	Resources		
		No.	Style	Title
10m	<b>TN 3. Context for self-assessment</b>	PPT 5-7	Slides and handouts	New Challenges, New Chances
[30m]	Review government maths and English policy, new common inspection framework and new SFA provider stats site.	HO 2		
		HO 3		
		HO 4		
			FE choices	
				Ofsted CIF

### Purpose

To set the current strategic context for self-assessment; and

To check participants' awareness of recent publications that will impact on their provision and QA processes.

### Key information

There are three important things to be aware of as background to self-assessment:

- Government FE strategy publication December 2011, New Challenges, New Chances. <http://www.bis.gov.uk/assets/biscore/further-education-skills/docs/f/11-1380-further-education-skills-system-reform-plan>
- A new SFA website where all provider data relating to success and achievements is published for learners, employers and other providers to see. (Further Education Public Information <http://fepi.skillsfundingagency.bis.gov.uk/>)
- The new Common Inspection Framework (2012) <http://www.ofsted.gov.uk/resources/common-inspection-framework-for-further-education-and-skills-2012>

### Activity

Give out handouts below and show **PPT 5-7** to briefly introduce these documents:

**HO 2:** New Challenges, New Chances (BIS December 2011)

<http://www.bis.gov.uk/assets/biscore/further-education-skills/docs/f/11-1380-further-education-skills-system-reform-plan>



**HO 3:** Further Education Public Information (new Skills Funding Agency website)  
<http://fechoices.skillsfundingagency.bis.gov.uk/Pages/home.aspx>

**HO 4:** Revised Ofsted Common Inspection Framework (CIF), 2012  
<http://www.ofsted.gov.uk/resources/common-inspection-framework-for-further-education-and-skills-2012>

## TN 4

### Trainer notes

Time	Content	Resources		
		No.	Style	Title
5m	<b>TN 4. Self-assessment: why?</b>  Using <b>R 1</b> , participants order cards to form a statement about self-assessment from Ofsted. The correct version is on <b>PPT 8</b> .  Participants to come up with an alternative statement, focusing more clearly on English and maths in the organisation.	R 1  PPT 8	Resource cards  Slide	Purpose of self-assessment  Ofsted statement
[35m]	Focus on the relationship of SAR to Ofsted.			

#### Purpose

To elicit perceptions of self-assessment from participants; and  
To encourage a positive attitude to self-assessment.

#### Key information

Emphasise for participants that self-assessment is the key to self-regulation and demonstrating capacity for improvement.

The next activities will look at content, the ongoing review of self-assessment, evidence and who should be involved

#### Activity 1

Returning to the icebreaker in TN 1, the trainer should share common (and less common) words and thoughts from the sticky notes then hand out laminated cards made from **R 1** (Ofsted quotation cut up into words). One set per table (up to six people). The task is to order the words into a sentence that defines the purpose of self-assessment – allow 5 minutes for this.

#### Correct response

*Ofsted does not require a provider to produce a self-assessment report in any prescribed format. However, thorough self-assessment and effective action planning is essential to tackle identified areas for improvement, including provision that is satisfactory but not improving, and should be an integral part of an organisation's quality improvement arrangements.*

From: Ofsted *Handbook for the inspection of further education and skills, 2012*, page 31, para 111. See **PPT 8** <http://www.ofsted.gov.uk/resources/handbook-for-inspection-of-further-education-and-skills-september-2012>

### Notes

Make the point that we come to 'self-assessment' with a range of prior experiences and pre-conceptions about what this actually means, but the key association should be with quality improvement.

The Provider Self-Assessment Report plays a significant part in performance review, contract renewal and continuous improvement. It is also used by Ofsted when scheduling inspection frequency and focus. It helps determine when, how and by whom organisations should be inspected and on which specific areas of a Provider's provision the Inspection should focus.

### Activity 2

Hand out paper and marker pens. Each table has five minutes to adapt the definition (or come up with a completely new one) which specifically looks at the **purpose of self-assessment of English and maths across an organisation**. Ask one table to look at numeracy, one at literacy and one at language. Alternatively ask all to focus on numeracy.

### Notes

Suggested definition might be:

“As English and maths skills underpin all programmes, an organisation must be clear how all staff will have a responsibility to support learners' development needs and measure learners' progress.”

## TN 5

### Trainer notes

Time	Content	Resources		
		No.	Style	Title
10m	<b>TN 5. Self-assessment: what's the process?</b>  Review the SAR cycle and principles of self-assessment. Use blank template ( <b>HO 5</b> ) for participants to describe this.	HO 5	Handout	SAR cycle – blank for completion
[45m]	Have suggested answer ( <b>R 2</b> ) to compare.	R 2	Resource – handout	Completed SAR for comparison

### Purpose

To encourage participants to see the value of self-assessment not simply through identifying strengths and weaknesses but through its shared use as a quality improvement tool.

The actual process of self-assessment is as important as the recording of it in the SAR and will be key if providers are to be ready for short-notice inspections.

### Key information

Introduce the concept of how different parts of the organisation need to be aware of learners' English and maths needs and consequently how that will impact on **their** self-assessment and development planning.

It is important that the SAR is not seen as a static document.

It is important that the SAR is not seen as just senior management team (SMT) property.

### Activity

Get participants in groups to devise a 'self-assessment cycle' with its component parts using the template on **HO 5**. Discuss the process of self-assessment and development planning.

Compare with the completed example template provided in **R 2**.

### Notes

The example template is a suggestion not a definitive model. Stress the importance of this being a working document that should form the basis of team meetings and a reporting tool for management.

## TN 6

### Trainer notes

Time	Content	Resources		
		No.	Style	Title
30m	<p><b>TN 6. Developing your English and maths self-assessment report</b></p> <p>Using the SAR they have brought with them (or sharing others), ask groups to identify key content in their SAR [10 minutes].</p> <p>Using <b>HO 6</b>: Self-assessment report (SAR) for English and maths, draw attention to how it supports both the provider and the inspectorate.</p> <p>Ask groups to consider and compare content with their own SAR. Focus on the two data areas, A and B.</p>	PPT 9	Slide	SSA14 description
[1h 15m]	<p>Feedback [20 minutes] should focus on the requirements of the SAR, the implications for quality assurance and quality improvement, and any organisational implications.</p>	HO 6	Handout	SAR for review

### Purpose

Participants will consider what content they should include in a SAR. This will include data and how well they meet the inspection framework. The SAR will also need to determine performance grades.

### Key information

Remind people of how English and maths is inspected as one area across the organisation.

English, maths and ESOL are inspected as part of Sector Subject Area 14. See **PPT 9** for details.

Coverage is:

#### **SSA 14 Preparation for life and work**

- 14.1 Foundations for Learning and Life
  - 14.1a Literacy
  - 14.1b Numeracy
  - 14.1c ESOL
  - 14.1d Literacy and numeracy

	14.1e Independent living and leisure skills
	14.1f Access programmes
	14.1g Citizenship
14.2	Preparation for Work
	14.2a Employability training

### Activity 1

Participants have been asked in advance to bring along their own organisation's SAR for SSA 14. In groups, participants review their SARs. Ask them to identify what they consider to be key content and feed back to whole group.

Anyone who has not been able to bring their own SAR can pair with others; if there are not enough SARs for this then pairs should discuss what information might need to be included on a SAR.

If guidance is needed, lead participants to understand that key content is made up of the following evidence:

- learner achievement data (via SFA learner performance data);
- teacher performance data (via observations); and
- narrative assessments of provider's performance in response to all Ofsted CIF statements (with evidence).

### Activity 2

Using **HO 6**: Self-assessment report template for SSA14, ask participants to compare this example with the list of key content they have produced in Activity 1. Confirm that, though there is no standard format for a SAR, **HO 6** gives a good practice example.

They should focus on data areas A and B – see note below. Allow about 20 minutes for a group discussion / feedback on the requirements of the SAR, the implications for quality assurance and quality improvement, any organisational implications. It might be helpful to categorise comments under headings, according to what is discussed.

### Notes on data areas

Draw attention to the two sets of data which providers are required to identify:

#### **A: Outcomes for learners**

The first evidence requirement is data which is critical to the SAR. This will be useful to talk through so that participants are aware of the different elements of data they will need to consider (e.g. ethnicity, gender, disability; comparison of English and maths achievements across departments).

#### **B: Quality of teaching, learning and assessment**

They will need to provide statistics on teacher performance grades. Managers will need to identify whether there are correlations with under- or over-achievement to inform performance reviews.

### **Notes on equality and diversity**

Draw attention to equality and diversity in learners' achievement gaps, embedded in teaching and learning, and leadership and management.

The same Common Inspection Framework applies to all provision, not just English and maths so it will be important that those who are not English and maths teachers are aware of their responsibilities for equality and diversity and that this will closely align with students' basic skills.

Equality and diversity cover a wide range of issues and are based on two operating principles:

- How effectively a provider is narrowing the achievement gap; and
- How effectively a provider actively promotes equality and diversity and tackles discrimination.

Providers will be expected to demonstrate planning and impact in relation to equality and diversity.



## TN 7

### Trainer notes

Time	Content	Resources		
		No.	Style	Title
15m  [1h 30m]	<b>TN 7. Self-assessment: who should be involved?</b>  Thinking about the whole organisation, ask participants to consider who from their own organisation should have some ownership of SAR. Consider support and front-line staff not just managers.  Use the wall graffiti ( <b>R 3a</b> or <b>R 3b</b> ) to record thoughts.	R 3a or R 3b	Resource	Wall graffiti: jigsaw (R 2a) or bricks (R 2b)

### Purpose

To consider all parts of the organisation in order to decide who should be involved in the English and maths SAR.

### Key information

Who should be involved in the self-assessment process?

‘Insightful and challenging self-evaluation lies at the heart of quality improvement for any effective organisation. Procedures for self-assessment are *most effective when undertaken as a shared responsibility by all those engaged in supporting learning, achievement and progression.*’

*Self-assessment: updated guidance for the further education system, LSC 2008*

Does the statement above equally apply to English and maths responsibilities? The people involved in the self-assessment process will differ from organisation to organisation. For improvement in your provision to come about, all those who have an impact on and / or an interest in the standard of the provision need to be involved. This is a bit like pieces of a jigsaw being put together to give a final picture.

### Activity

Ask participants in pairs to discuss the different groups in their organisation that need to be involved in the SAR. They should record their thoughts on the jigsaw pieces **R 3a** or the wall in **R 3b**. Have spare pieces ready for those that need them.

This idea of a jigsaw can be used to gather evidence from different groups of people, by making a large copy of a jigsaw for the wall and asking people to write their views about a particular aspect of provision. This graffiti board approach could also be a method of evidence gathering.

Share findings with the rest of the group.

### **Notes**

Two versions of the activity are provided – one in jigsaw format (**R 3a**) and one as bricks in a wall which is easier to cut out (**R 3b**).

## TN 8

### Trainer notes

Time	Content	Resources		
		No.	Style	Title
15m	<b>TN 8. Self-assessment: what's the evidence?</b>  Encourage participants to identify SAR evidence, using evidence cards made from <b>R 4</b> and referring to the SAR in <b>HO 6</b> and the <b>Ofsted handbook</b> for 2012.  Looking at specific CIF questions, think about what evidence your organisation has, to show how this is being met.	R 4	Resource cards	Evidence cards
[2h]	Individual activity with participants discussing on tables.	HO 6	Handout	SAR
		Ofsted Handbook (1 copy per table)	Printed resource	

### Purpose

To consider relevant evidence for supporting self-assessment.

### Key information

Have copies of the **Ofsted Handbook** (2012) for each table. This has guidance in Section B on the factors for making judgements and the grade characteristics.

### Activity

Work with the Evidence Cards **R 4**, and the SAR template, **HO 6**. Choose one or two inspection questions to consider. Ask participants to have a go at deciding what evidence will meet the inspection questions. Note that some blank cards are included for participants to add their own ideas; be prepared to explain the wording on some of the cards – not all participants will be familiar with these terms.

Make the point (if appropriate for the group) that the self-assessment process itself may be familiar to participants, but that we are focusing explicitly on English and maths provision and quality improvement within that area.

**Notes**

Reinforce the point that the production of a SAR is the key process for self-regulation and demonstrating capacity for improvement. Draw attention to Excellence Gateway resources for Actions for Quality Improvement related to English and maths.

<http://www.excellencegateway.org.uk/page.aspx?o=CA963927-DCBF-47F5-AFC8-816EA0FE54EF> and to the Raising Standards Guides for English and maths

(previously Skills for Life) which give further ideas for evidence.

<http://sflip.excellencegateway.org.uk/resources/raisingstandardsguides1.aspx>

Although both sets of guidance were written some time ago, they contain useful advice and support for self-assessment within a range of contexts and for the different parts of the learner journey.

## TN 9

### Trainer notes

Time	Content	Resources		
		No.	Style	Title
15m	<p><b>TN 9. Self-assessment: making judgements</b></p> <p>Using previous evidence (<b>R 4</b> evidence cards, <b>HO 6</b> SAR, <b>Ofsted handbook</b>) consider how make grade judgements.</p> <p>Consider the tips / advice in <b>HO 7</b>.</p>	R 4	Resource cards	Evidence cards
		HO 6	Handout	SAR
		Ofsted Handbook (1 copy per table)	Printed resource	Handout of sample inspection findings
		HO 7	Handout	Self-assessment tips
[2h 15m]				

### Purpose

To trial the process of grading performance.

### Key information

In the last activity participants looked at evidence requirements for English and maths provision.

Now they will turn their attention to the Ofsted grading criteria to support their self-assessment.

### Activity

Use the **Ofsted Handbook** (2012) which has guidance in Section B on the factors for making judgements and the grade characteristics. Using the SAR framework (**HO 6**) and the evidence cards (**R 4**) from the previous activity, describe what your chosen evidence would need to look like to achieve a 'Good' grade. Remember that 'Good' is the norm.

### Points to consider

- Good learner / teacher relationships should be considered a norm.
- ILPs for every learner are a norm.
- CPD for staff is a norm.

Not to have any of these would be considered a weakness.

Would it be a strength or norm to offer all staff the opportunity to improve their personal maths and English skills, and gain a Level 2/3 qualification?

A strength might be to be a lead for a consortium or partnership in improving staff skills and qualifications, and to have set up blending learning and a virtual buddy system.

Participants can use flip chart paper to write down their chosen criteria (e.g. maybe two criteria from the 'Quality of teaching learning and assessment'). They should transfer their evidence cards and then describe what that evidence would need to show in order to get a Grade 2 for those criteria.

### Notes

Draw participants' attention to **HO 7** at this point for ideas on effective and less effective English and maths practice, as identified by inspectors.

## TN 10

### Trainer notes

Time	Content	Resources		
		No.	Style	Title
20m	<b>TN 10. Self-assessment checklist</b>  Use activity for participants to gauge their own SAR readiness in the context of maths and English. Action points are on <b>R 5</b> , the instructions are on <b>PPT 10</b> .	R 5	Resource cards	Action point statements for self-assessment
[2h 35m]	Draw attention to <b>HO 8</b> which is a useful checklist for the quality of the self-assessment.	PPT 10	Slide	Activity instructions
		HO 8	Handout	Handout of an SAR checklist

### Purpose

To take a closer look at action points for developing English and maths provision.

### Key information

This activity contains a set of Action Point cards for discussion and a suggested checklist as a handout for people to use in their organisation.

As well as using these cards for this activity, it may be a good idea to have photocopies available for participants to take away.

### Activity

Share a set of Action Points cards (**R 5**) amongst the participants working in pairs. Each pair should choose one action point, and then (**PPT 10**):

- Carry out a detailed analysis of the question(s) in your action point, using English and maths 'spectacles'.
- How would you answer the questions from a maths perspective; what are the implications for maths improvement?
- You may record your analysis in the form of a spidergram
- Share your recording with another pair / table / whole group.

### Notes

1. Encourage the whole group to look at the questions from a numeracy / maths perspective, but alternatively ask small groups / pairs to look first at maths and then at English.

2. The feedback and sharing from this activity could take a number of forms depending on the audience. It could be a 'walk round and view', join up with another pair and discuss, or pass it to the next table and add extra ideas.
3. Time available and the participants' level of expertise will determine how long you spend on this activity. More experienced managers find this very useful.
4. If possible, provide copies of the action points for participants to take away with them.
5. Draw participants' attention to **HO 8** which is a checklist for assessing your self-assessment report.



## TN 11

### Trainer notes

Time	Content	Resources		
		No.	Style	Title
15m	<b>TN 11. Summary, evaluation, next steps</b>	PPT 3-4	Slides	Aims and outcomes
[2h 50m]	Reflect on aims and outcomes ( <b>PPT 3-4</b> ) – have these been achieved? Are there any outstanding issues to cover?	HO 1	Handout	Reflective log
	Complete Reflective Log ( <b>HO 1</b> ) and confirm one short-term action point.	HO 9	Handout	Resources
	Point out the handout of websites and other resources ( <b>HO 9</b> ).			
	Complete evaluation forms, if used.			

### Activity

Participants should:

- Reflect on the input and activities using **PPT 3-4**.
- Complete the Reflective log (**HO 1**).
- Plan own next steps in self-assessment process. Share with the group one action point they will prioritise on returning to work.

Point out the websites handout (**HO 9**).

Complete evaluation forms, if used.

## Resources

- R 1: The purpose of self-assessment – activity cards
- R 2: The self-assessment process
- R 3a: Who should be involved in self-assessment to complete the jigsaw?
  - R 3a – extra jigsaw pieces
- R 3b: Wall graffiti – Who should be involved in self-assessment?
  - R 3b – extra bricks for the wall
- R 4: Evidence cards
- R 5: Action point cards

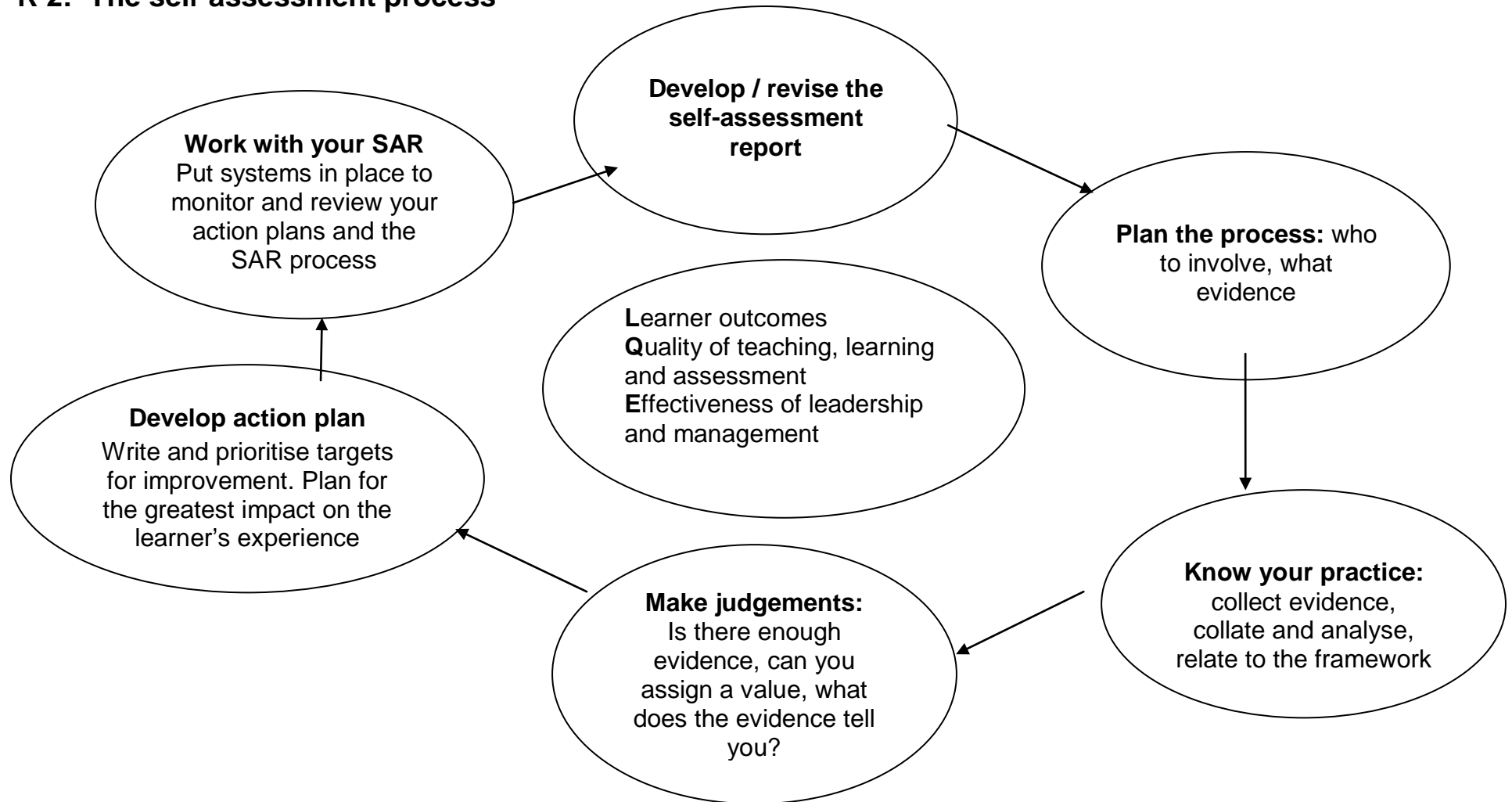
## Handouts

- HO 1: Reflection log
- HO 2: New Challenges, New Chances
- HO 3: FE choices
- HO 4: Ofsted Common Inspection Framework – Structure of grades
- HO 5: The self-assessment process
- HO 6: Self assessment report (8 pages)
- HO 7: Self-assessment tips from the Excellence Gateway
- HO 8: Assessing your self-assessment report
- HO 9: Resources

**R 1: The purpose of self-assessment – activity cards**

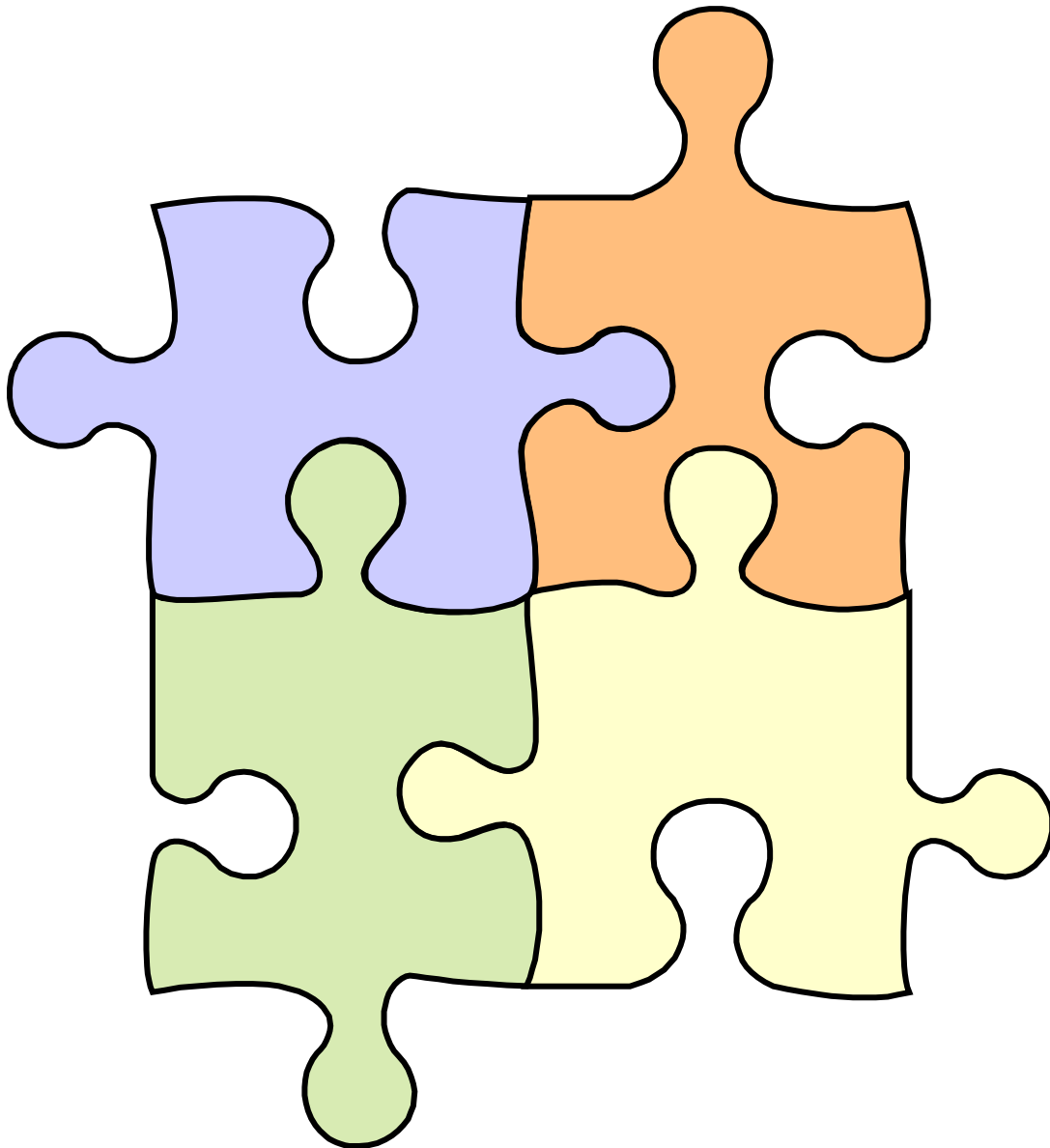
<b>a provider</b>	<b>should be an integral</b>	<b>areas for improvement,</b>	<b>a self-assessment report</b>
<b>However,</b>	<b>part of an organisation's</b>	<b>quality improvement arrangements.</b>	<b>improving,</b>
<b>and</b>	<b>to produce</b>	<b>is essential</b>	<b>Ofsted does not require</b>
<b>to tackle identified</b>	<b>including provision that</b>	<b>requires improvement</b>	<b>but not</b>
<b>and</b>	<b>in any prescribed format.</b>	<b>effective action planning</b>	<b>thorough self-assessment</b>

## R 2: The self-assessment process

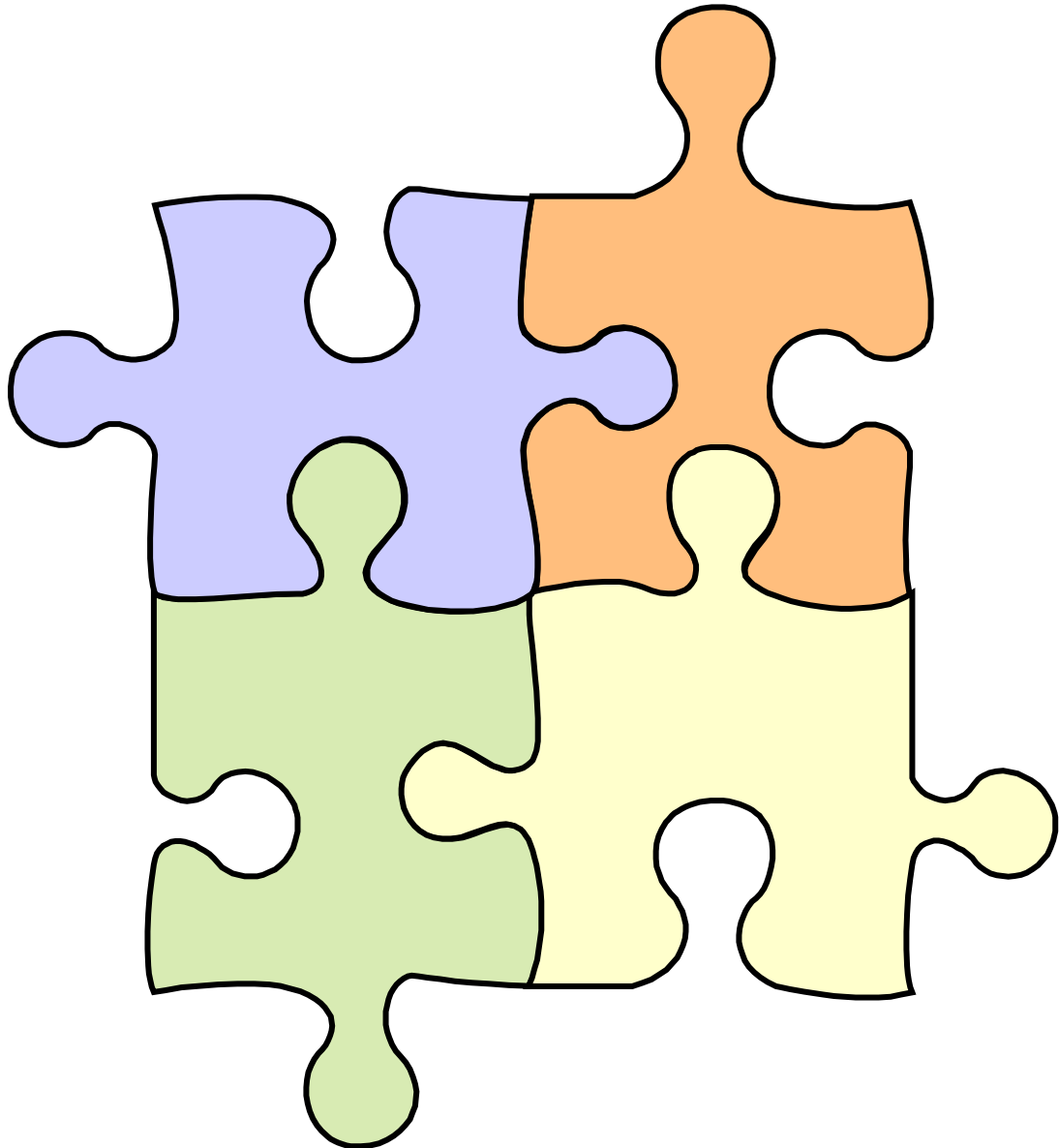


### **R 3a: Who should be involved in self-assessment to complete the jigsaw?**

1. Write in each piece of the jigsaw who should be involved in the self-assessment process, e.g. teaching staff, learners, support staff.
2. Add other pieces to the jigsaw if necessary.
3. How does your jigsaw compare with those of others in your group?



R 3a – extra jigsaw pieces



### R 3b: Wall graffiti – Who should be involved in self-assessment?

1. Write in each brick who should be involved in the self-assessment process, e.g. teaching staff, learners, support staff.
2. Add other bricks if necessary.
3. How does your wall compare with those of others in your group?


**R 3b – extra bricks for the wall**





#### R 4: Evidence cards

<b>Learner feedback</b>	<b>Employer feedback</b>	<b>Partner feedback</b>
<b>Learner survey</b>	<b>Employer survey</b>	<b>Sub-contract checklist</b>
<b>Learner forum notes</b>	<b>Ofsted 'Learner View'</b>	<b>Programme reviews</b>
<b>Session feedback</b>	<b>Success rate data</b>	<b>Achievement data</b>
<b>Retention data</b>	<b>Attendance data</b>	<b>Individual learning plans</b>

<b>Staff evaluations</b>	<b>SAR Action plan</b>	<b>Peer observations</b>
<b>Performance observations</b>	<b>Staff development plans linked to SAR</b>	<b>Team teaching</b>
<b>Staff involved in self-assessment</b>	<b>Staff involved in self-assessment review</b>	<b>Staff involved in self-assessment planning</b>
<b>Grades for all inspection framework aspects</b>	<b>SAR contains plans for improvement</b>	<b>Student progress reviews</b>
<b>Up-to-date CRB check records</b>	<b>Evidence of lesson planning</b>	<b>Evidence of schemes of work</b>

## R 5: Action point cards

### **Action point - using feedback**

How do you / your organisation act on information that flows from success rates, learner feedback, employer feedback? Does your current self-assessment process allow for this information to be analysed and used to inform quality improvement? If not, what will you need to do to take advantage of this additional information?

### **Action point- learner involvement**

Do you have a learner involvement strategy? Do your current self-assessment processes focus enough (in your opinion) on user engagement and subsequent actions? And are the learner involvement activities reflected in your self-assessment processes?

### **Action point- reflecting your community**

Do you have a strategy to promote community cohesion in the wider context of equality and diversity? How is this reflected in your self-assessment processes?

### **Action point- safeguarding**

Are you / your organisation fully aware of the current government policies around safeguarding requirements? Do your self-assessment processes pay sufficient regard to safeguarding practices at all levels of the organisation and with all partners? Do you have a written policy for safeguarding vulnerable groups that is reviewed annually? Overall, how effective are you in evaluating your settings and services to ensure that young people and vulnerable adults are safe and feel safe?

### **Action point - CPD**

Does CPD have sufficient impact in your current self-assessment arrangements? Does it have a prominent role in effecting improvement? Have you any evidence that it is improving learner outcomes?

### **Action point - reviewing self-assessment**

How often do you review the systems with which you undertake your self-assessment and improvement planning? How do you ensure that the rigour of self-assessment judgements is consistent across your whole organisation? Do you have a plan that addresses the outcomes of your self-assessment, covering both the strengths that it identifies and the areas for improvement? How do you communicate this plan to your staff? How do you monitor its implementation and the benefits you gain from the changes you make?

**Action point – using success rate indicators and measures**

How do you build success rate indicators and measures into your self-assessment and quality improvement processes? How often do you review departmental / team and organisational performance targets? Is this review integral to your business planning processes?

**Action point – risk areas for non-achievement**

Do you know the areas in your organisation where learners are at greatest risk of not achieving? Do your self-assessment processes enable you to pinpoint and examine more closely the reasons for this?

**Action point – benchmarking**

Do you use benchmarking to support your self-assessment judgements? To set challenging targets? To learn from comparison with others?

**Action point – basing self-assessment on reliable evidence**

What processes do you apply in arriving at self-assessment judgements and how do you ensure that these are based on valid and reliable evidence? How confident are you that all contributions to your self-assessment report are truly self-critical and reflect an accurate assessment of your organisation's performance?

**Action point – challenging underperformance**

Do your current self-assessment and quality improvement arrangements adequately identify and challenge underperformance? How do you manage risk in this context?

**Action point – effective transfer of good practice**

Have you used evidence relating to the transfer of good practice from one department / team to another within your self-assessment report, to demonstrate improvements? How do you ensure the effective transfer of good practice following from 'sharing' activities across teams?

**Action point – teacher observation**

Do you have consistent teacher observation processes in place to support improvements in teaching and learning? Are English and maths observations carried out by English and maths specialists? How are observations moderated?

## HO 1: Reflection log

Use this sheet to record any issues and actions that arise during each section. Use the space on the back to reflect on the session and how you have used the information and ideas to inform your own practice.

Activity	Issues	Actions
Introductions (contact details)		
Why self-assessment		
Inspection Framework		
Self-assessment report structure		
Self-assessment report content		
Every Child Matters, Equality and diversity		

Turn over 

## Reflection

## HO 2: New Challenges, New Chances

### New Challenges, New Chances: Further Education and Skills System Reform Plan, BIS, 1 December 2011

<http://www.bis.gov.uk/assets/biscore/further-education-skills/docs/f/11-1380-further-education-skills-system-reform-plan>

This report included the following action points:

1. Re-establish the terms 'English' and 'Maths' for adults.
2. Prioritise young adults who lack English and Maths skills, and those adults not in employment.
3. Pilot in 2012 how providers can be funded on the basis of the distance a learner has travelled.
4. Fund GCSE English and Maths qualifications from September 2012.
5. Recognise the differential learning patterns of adults by enabling Awarding Organisations to create standalone units that provide the necessary rigour and flexibility to support progression to a GCSE or other training.
6. Confirm that, from the 2012/13 academic year, all Apprenticeship providers will be required to support Apprentices in progressing towards the achievement of Level 2 English and Maths. From October 2012 all Apprentices starting English and Maths courses will be taking Functional Skills or GCSE qualifications.
7. Embed effective and timely screening by Jobcentre Plus advisers of the English and Maths needs of relevant benefit claimants, mandating them to an initial interview with a provider where a lack of these skills is preventing them from moving into work.
8. Reinforce the focus on assessing the English and Maths needs of offenders at the very start of their sentence through the new specification on which the procurement of new learning providers is based. In addition, we will pilot intensive English and Maths provision in prisons, commencing early in 2012.
9. Include the training of English and Maths teachers in the development fund for the sector to explore new models of delivering Initial Teacher Education.
10. Ensure that by September 2012 the Learning and Skills Improvement Service's (LSIS) continuing professional development programme for Skills for Life teachers prioritises the most effective pedagogy for teaching English and Maths. LSIS will support a range of peer reviews and practitioner research programmes.
11. Ofsted proposes to increase its focus on the quality of teaching, learning and assessment in inspection. Paying particular attention to how well teaching develops English and Maths skills.
12. Promote a national Maths campaign. Instead of taking an expensive, top-down approach as has been done in the past, we will work with stakeholders and seek to engage 'champions', including high profile employers. These champions will target other employers and individuals with low skills in employment; and those on the margins of the labour market.
13. Undertake a new research, development and evaluation programme from 2012.

## HO 3: FE choices

<http://fechoices.skillsfundingagency.bis.gov.uk/Pages/home.aspx>

A new website described in 'New Challenges, New Chances', (BIS, 2011) provides an FE Public Information framework (FEPI). This makes information available to the public about colleges and training providers, so that learners and employers can make informed choices about where to learn or train.

The website publishes in a clear and consistent format nationally collected and published data; it uses the existing Framework for Excellence (FfE) Performance Indicators that measure aspects of performance:

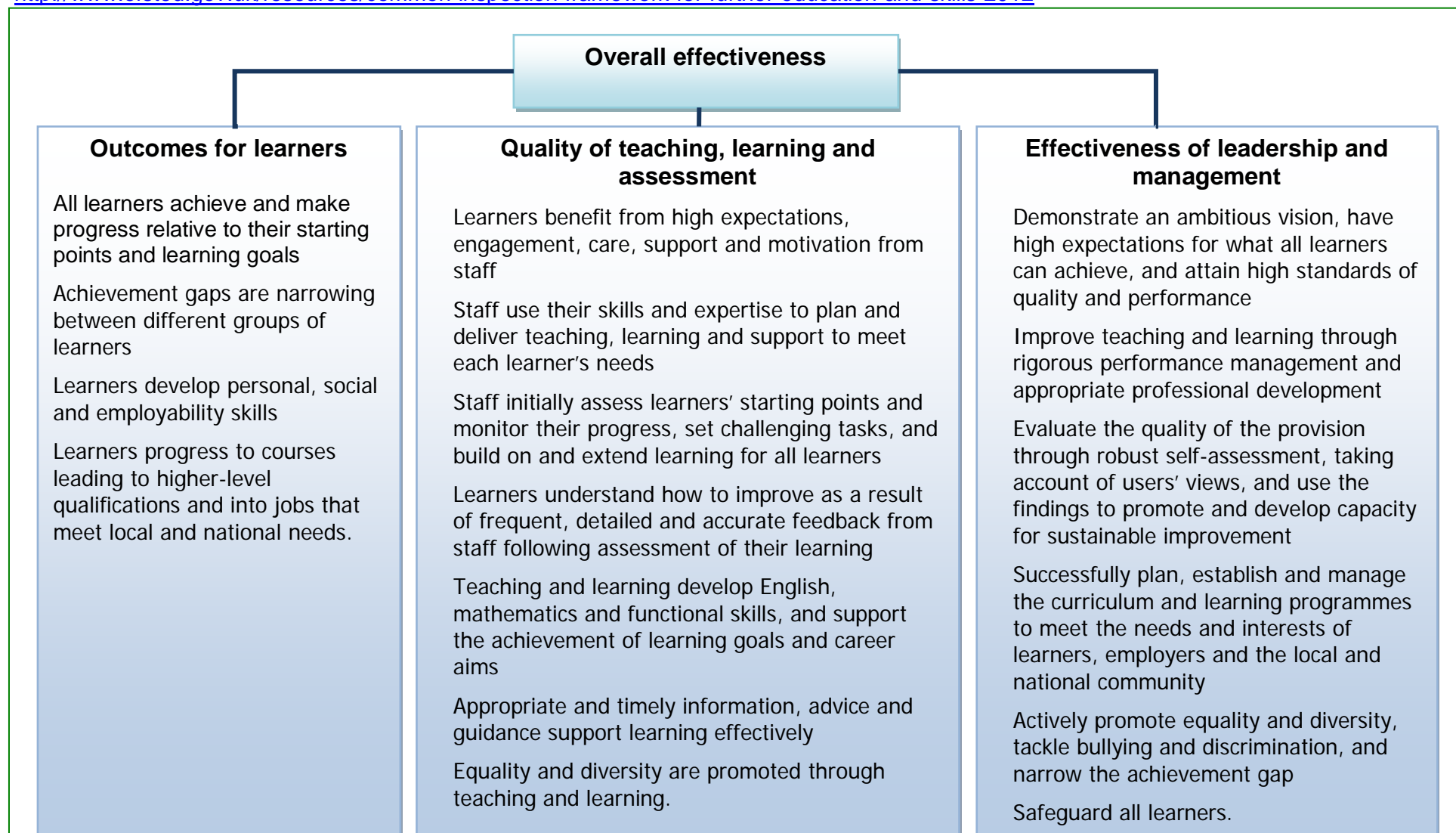
- Success rates: how many people pass the qualification they start
- Learner Destinations: the percentage of learners and trainees who moved into further learning, found a job or experienced employment benefits
- Views of learners and employers.

As well as providing consistent and comparable information for learners and employers to make informed choices about post-16 education and training, the performance indicators provide consistent management information for all post-16 providers. They have been designed by SFA in consultation with the sector, Department for Business, Innovation and Skills (BIS), the Department for Education (DfE) and also Ofsted.

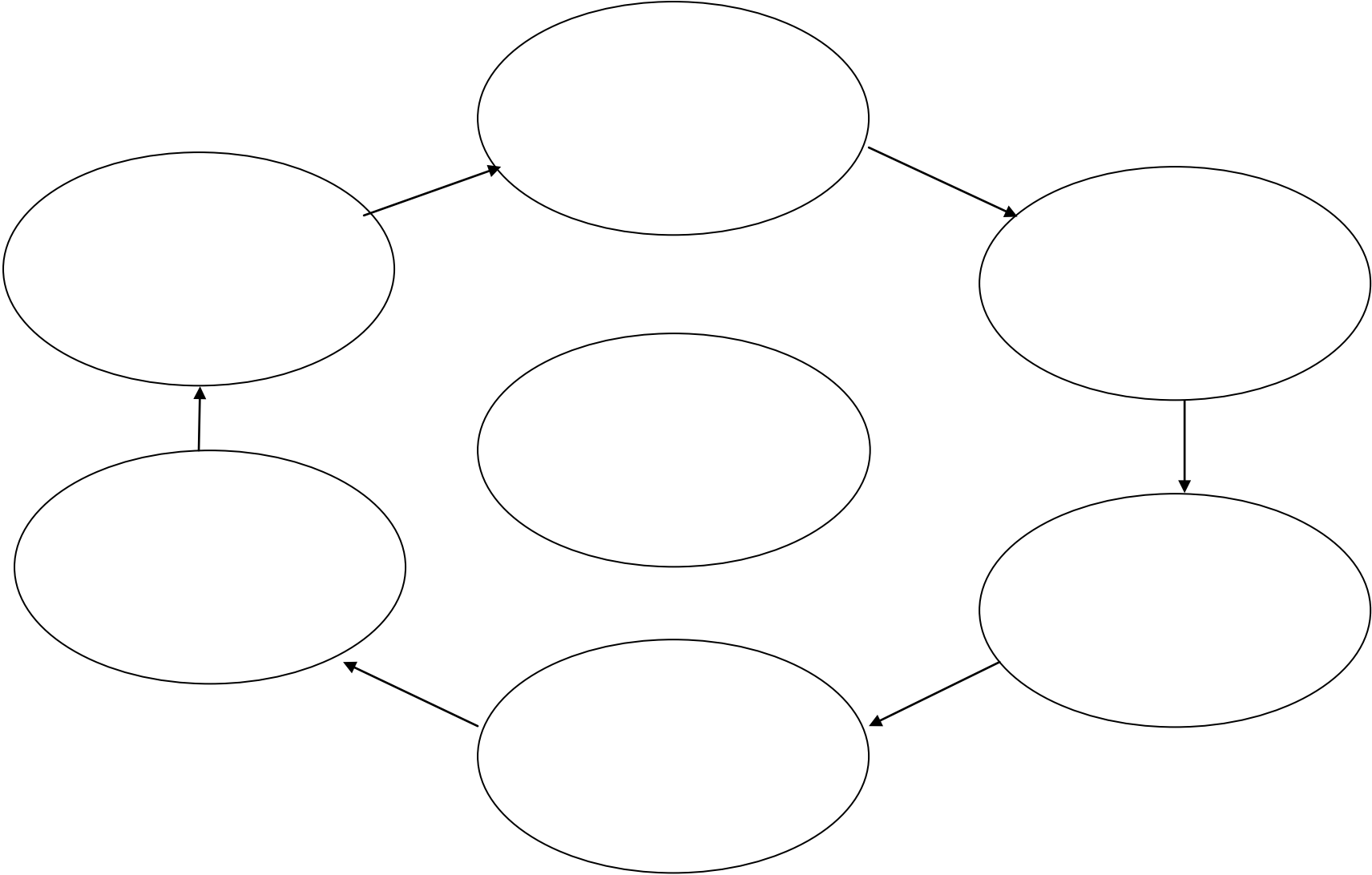


## HO 4: Ofsted Common Inspection Framework – Structure of grades

<http://www.ofsted.gov.uk/resources/common-inspection-framework-for-further-education-and-skills-2012>



**HO 5: The self-assessment process**



## HO 6: Self-assessment report

**Academic year:** xx/xx

**Date created:**

**Subject Sector Area:** SSA 14 (English and maths)

**Lead:**

<b>Overall Effectiveness</b>	<b>Grade:</b>
<b>Outcomes For Learners</b>	<b>Grade:</b>
<b>Quality of teaching, learning and assessment</b>	<b>Grade:</b>
<b>Leadership and Management</b>	<b>Grade:</b>

<b>Key Strengths</b>	<b>Key Areas for Improvement</b>
<b>Capacity to Improve:</b>	

### Brief overview of provision

- 1 Description of programmes offered in SSA 14.  
Summary student profile, e.g. Starts by maths and English, by age, gender, level of qualification
- 2 Curriculum Development in xx/xx (new courses, changes in delivery, changes in target groups)

# Common Inspection Framework: Key Questions

## A. OUTCOMES FOR LEARNERS

### Data

*Include:*

If possible, 3 years of data comparison

- Starts, success, retention and achievement compared to national baselines
- 16 -18s and 19+
- Long courses
- Short courses
- By ethnicity, disability, age, gender, ALS

Identify separately all qualifications offered:

- Cert Adult Lit entry, L1 and 2
- Functional Skills English, Entry, L1 and L2
- Key skills Comm L1 and 2
  
- Cert Adult Num Entry, L1 and 2
- Functional Skills maths, Entry, L1 and L2
- Key Skills Number Level 1 and 2
  
- ✓ Show literacy, numeracy, FS English, FS maths data differentiated by department
- ✓ You may want to show how literacy and numeracy results compare across principle areas of learning ie by SSA
- ✓ Include attendance and punctuality for SSA 14 compared with college

<b>All learners achieve and make progress relative to their starting points and learning goals</b>	
<b>Strengths</b>	<b>Areas for Improvement</b>
<b>Evidence</b>	<b>Evidence</b>
<b>Achievement gaps are narrowing between different groups of learner</b>	
<b>Strengths</b>	<b>Areas for Improvement</b>
<b>Evidence</b>	<b>Evidence</b>
<b>Learners develop personal, social and employability skills</b>	
<b>Strengths</b>	<b>Areas for Improvement</b>
<b>Evidence</b>	<b>Evidence</b>
<b>Learners progress to courses leading to higher-level qualifications and into jobs that meet local and national needs</b>	
<b>Strengths</b>	<b>Areas for Improvement</b>
<b>Evidence</b>	<b>Evidence</b>

## B. QUALITY OF TEACHING LEARNING AND ASSESSMENT

### Teaching Observation Profile SSA 14 Literacy and Numeracy

Year	Grades by %				Grade by No.			
	1	2	3	4	1	2	3	4

## B. QUALITY OF TEACHING LEARNING AND ASSESSMENT cont'd

<b>Learners benefit from high expectations, engagement, care, support and motivation from staff</b>	
<b>Strengths</b>	<b>Areas for Improvement</b>
<b>Evidence</b>	<b>Evidence</b>
<b>Staff use their skills and expertise to plan and deliver teaching, learning and support to meet each learner's needs</b>	
<b>Strengths</b>	<b>Areas for Improvement</b>
<b>Evidence</b>	<b>Evidence</b>
<b>Staff initially assess learners' starting points and monitor their progress, set challenging tasks, and build on and extend learning for all learners</b>	
<b>Strengths</b>	<b>Areas for Improvement</b>
<b>Evidence</b>	<b>Evidence</b>
<b>Learners understand how to improve as a result of frequent, detailed and accurate feedback from staff following assessment of their learning</b>	
<b>Strengths</b>	<b>Areas for Improvement</b>

<b>Evidence</b>	<b>Evidence</b>
<b>Teaching and learning develop English, mathematics and functional skills, and support the achievement of learning goals and career aims</b>	
<b>Strengths</b>	<b>Areas for Improvement</b>
<b>Evidence</b>	<b>Evidence</b>
<b>Appropriate and timely information, advice and guidance supports learning effectively</b>	
<b>Strengths</b>	<b>Areas for Improvement</b>
<b>Evidence</b>	<b>Evidence</b>
<b>Equality and diversity are promoted through teaching and learning</b>	
<b>Strengths</b>	<b>Areas for Improvement</b>
<b>Evidence</b>	<b>Evidence</b>



## C. LEADERSHIP AND MANAGEMENT

<b>Leaders and managers demonstrate an ambitious vision, have high expectations for what all learners can achieve, and attain high standards of quality and performance</b>	
<b>Strengths</b>	<b>Areas for Improvement</b>
<b>Evidence</b>	<b>Evidence</b>
<b>Leaders and managers improve teaching and learning through rigorous performance management and appropriate professional development</b>	
<b>Strengths</b>	<b>Areas for Improvement</b>
<b>Evidence</b>	<b>Evidence</b>
<b>Leaders and managers evaluate the quality of the provision through robust self-assessment, taking account of users' views, and use the findings to promote and develop capacity for sustainable improvement</b>	
<b>Strengths</b>	<b>Areas for Improvement</b>
<b>Evidence</b>	<b>Evidence</b>

<b>Leaders and managers successfully plan, establish and manage the curriculum and learning programmes to meet the needs and interests of learners, employers and the local and national community</b>	
<b>Strengths</b>	<b>Areas for Improvement</b>
<b>Evidence</b>	<b>Evidence</b>
<b>Leaders and managers actively promote equality and diversity, tackle bullying and discrimination, and narrow the achievement gap</b>	
<b>Strengths</b>	<b>Areas for Improvement</b>
<b>Evidence</b>	<b>Evidence</b>
<b>Leaders and managers safeguard all learners</b>	
<b>Strengths</b>	<b>Areas for Improvement</b>
<b>Evidence</b>	<b>Evidence</b>

## **HO 7: Self-assessment tips from the Excellence Gateway**

### **Effective practice identified in inspections**

- Don't assume that learners on higher level courses will not have support needs
- Identify learners who need help with literacy, numeracy or language early, so that supported can be put in place
- Provide support, including initial assessment and an individual support plan, so that learners are able to fully benefit from their programme. This could mean learners reaching a position where they can progress to another qualification, gain a job, or carry out their job effectively.
- Make learning interesting and relevant by linking it with vocational learning.
- Use a variety of teaching methods and ways of explaining different concepts.
- Set detailed and specific learning objectives for all sessions.
- Check learners' understanding regularly.
- Use good quality materials.
- Use technology where appropriate. Some learners can progress well with online materials, others (particularly with language) do better in groups.
- Use trained staff to carry out diagnosis and support for dyslexia (often a contributory cause of literacy and numeracy problems).
- Ensure staff have the skills and resources to provide the required support, or provide support from an outside organisation.
- Research resources thoroughly. There are many good vocationally-linked resources

### **Common areas for improvement**

- Insufficient development of learners' literacy and numeracy skills
- Inadequate systems to support literacy and numeracy
- Insufficient range of learning opportunities to support literacy and numeracy skills
- Inadequate skills for life strategy

## Health check

- *How do you identify learners with literacy, numeracy and language support needs?*
- *How do you link support and the programme of learning?*
- *Are there any gaps in your current staffing and resources that prevent you offering appropriate support?*
- *What contacts do you have with specialist partner organisations who could provide specialist support?*
- *How do you ensure that your learning materials are written in clear, plain English?*
- *What vocationally-relevant learning materials do you have that have been written for learners with low literacy and numeracy levels?*
- *Examine your English and maths strategy to see that it covers the needs of all learners?*

## HO 8: Assessing your self-assessment report

<b>Self-evaluative questions</b>  <i>Be honest with your answers, it will help you to improve your self-assessment processes and your provision for learners.</i>	<b>Do you measure up?</b>	<b>What evidence do you have?</b>  <i>Is there other evidence that you need to provide?</i>	<b>What needs to be improved?</b>  <i>Prioritise your actions – concentrate on areas for improvement first, followed by satisfactory and then better areas.</i>	<b>What can you do to improve on this?</b>  <i>For example, is there good practice in one area that can be used elsewhere? Do you need to research Ofsted good practice examples? (See Resource list for links.)</i>
Do you involve everyone in your self-assessment process? <i>For example, do you draw on the views of learners, staff, subcontractors, partners, employers, different governors (where applicable)?</i>	<input type="checkbox"/> Yes  <input type="checkbox"/> Partly  <input type="checkbox"/> No			
Is self-assessment part of your overall annual quality improvement procedures? <i>For example, does it use evidence from learner / employer surveys, programme reviews, outcomes of observations?</i>	<input type="checkbox"/> Yes  <input type="checkbox"/> Partly  <input type="checkbox"/> No			
Does your self-assessment include all government-funded programmes and all areas of learning?	<input type="checkbox"/> Yes  <input type="checkbox"/> Partly  <input type="checkbox"/> No			
Does it focus on the quality of the learners' experience?	<input type="checkbox"/> Yes  <input type="checkbox"/> Partly  <input type="checkbox"/> No			

Can you support your judgements with accurate quantitative data?	<input type="checkbox"/> Yes <input type="checkbox"/> Partly <input type="checkbox"/> No			
Are staff given an opportunity to comment on draft and final reports? <i>Do you share draft findings with others such as governors, partner providers?</i>	<input type="checkbox"/> Yes <input type="checkbox"/> Partly <input type="checkbox"/> No			
Has your SAR process and development planning included the areas for improvement from inspection and moved them on? <i>This will be reflected in your capacity to improve your grade.</i>	<input type="checkbox"/> Yes <input type="checkbox"/> Partly <input type="checkbox"/> No			
Has your self-assessment process led to clear plans for improvement?	<input type="checkbox"/> Yes <input type="checkbox"/> Partly <input type="checkbox"/> No			
Has your self-assessment process led to significant improvement?	<input type="checkbox"/> Yes <input type="checkbox"/> Partly <input type="checkbox"/> No			
Do you evaluate your self-assessment process?	<input type="checkbox"/> Yes <input type="checkbox"/> Partly <input type="checkbox"/> No			

<p>Is the report clear, concise and well-structured?  <i>It may be helpful to model your report on an inspection report and to keep it to a similar length.</i></p>	<input type="checkbox"/> Yes <input type="checkbox"/> Partly <input type="checkbox"/> No			
<p>Does the report make clear judgements that can be compared with inspection grades?  • a grade or descriptor for each aspect</p>	<input type="checkbox"/> Yes <input type="checkbox"/> Partly <input type="checkbox"/> No			
<p>Is each grade backed by bullet point strengths and areas for improvement or evaluative comments about what is satisfactory?</p>	<input type="checkbox"/> Yes <input type="checkbox"/> Partly <input type="checkbox"/> No			
<p>Does the report explain and expand on strengths and areas for improvement and make clear their effect on learners?</p>	<input type="checkbox"/> Yes <input type="checkbox"/> Partly <input type="checkbox"/> No			
<p>Does the report cover all aspects of the Common Inspection Framework?</p>	<input type="checkbox"/> Yes <input type="checkbox"/> Partly <input type="checkbox"/> No			
<p>Does the report make clear what evidence has been used to make judgements?</p>	<input type="checkbox"/> Yes <input type="checkbox"/> Partly <input type="checkbox"/> No			

Does the report make judgements on initial advice and guidance (at area of learning and L&M levels)? <i>L&amp;M – leadership and management</i>	<input type="checkbox"/> Yes <input type="checkbox"/> Partly <input type="checkbox"/> No			
Does the report make judgements on English and maths support (at area of learning and L&M levels)?	<input type="checkbox"/> Yes <input type="checkbox"/> Partly <input type="checkbox"/> No			
Does the report make judgements on safeguarding (see Building Better Practice if you are unsure whether this applies to you)?	<input type="checkbox"/> Yes <input type="checkbox"/> Partly <input type="checkbox"/> No			
Does the report include a brief description of your organisation and its context?	<input type="checkbox"/> Yes <input type="checkbox"/> Partly <input type="checkbox"/> No			
Evaluation of report	How do you go about evaluating your report? How do you know it is self-critical, that the strengths are real and not norms, that 'norms' are not areas for improvement, that you have used data where you can / should have? This is where you might use 'critical friends' or peer assessment partners.			
Dissemination of findings	How have you disseminated the findings of your report to those who have played a part in helping you produce it? Particularly staff, sub-contractors, learners and employers (newsletters, posters, intranets). Is it appropriate to have a summary report (an 'executive summary') that can be displayed and / or distributed to those who do not need the full report?			
Sub-area reports	This applies to larger providers more, particularly if there are many areas of learning offered or multiple sites. You might benefit from having reports for a site or area of learning that feeds into the overall report.			



## HO 9: Resources

### Websites

#### Excellence Gateway

<http://www.excellencegateway.org.uk/>

#### English, maths and ESOL hub

The central location on the LSIS Excellence Gateway for resources and information about English, maths and ESOL

<http://www.excellencegateway.org.uk/node/18272>

#### Further Education Public Information

(Framework for Excellence)

<http://fepi.skillsfundingagency.bis.gov.uk/>

#### Ofsted

<http://www.ofsted.gov.uk>

#### Ofsted Good Practice Database

<http://www.ofsted.gov.uk/resources/goodpractice>

<http://archive.excellencegateway.org.uk/page.aspx?o=goodpracticdatabase>

#### FE Choices

(Skills Funding Agency)

<http://fechoices.skillsfundingagency.bis.gov.uk/Pages/home.aspx>

### Resources

*Framework for Excellence Outputs Guide*, Skills Funding Agency, January 2011

<http://skillsfundingagency.bis.gov.uk/publications/latest/Detail.htm?id=4e086b18-117e-4bc8-bf18-aceca1d3ef6e>

*New Challenges, New Chances*, BIS, 2011

<http://www.bis.gov.uk/assets/biscore/further-education-skills/docs/f/11-1380-further-education-skills-system-reform-plan>

*Raising Standards Guides: A Contextual Guide to Support Success in Literacy, Numeracy and ESOL*, QIA 2008 (This publication is based on the previous CIF but is nevertheless valuable source material.)

<http://sflip.excellencegateway.org.uk/resources/raisingstandardsguides1.aspx>

*Self-assessment: updated guidance for the further education system*, LSC 2008

Excellence Gateway resources for Actions for Quality Improvement related to English and maths

<http://www.excellencegateway.org.uk/page.aspx?o=CA963927-DCBF-47F5-AFC8-816EA0FE54EF>

### **Ofsted publications**

*Common inspection framework for FE and skills providers 2012*

<http://www.ofsted.gov.uk/resources/common-inspection-framework-for-further-education-and-skills-2012>

*Handbook for the inspection of FE and skills from September 2012*

<http://www.ofsted.gov.uk/resources/handbook-for-inspection-of-further-education-and-skills-september-2012>

*A good education for all*

<http://www.ofsted.gov.uk/resources/good-education-for-all-key-changes-for-further-education-and-skills-providers>