

OUTSTANDING TEACHING, LEARNING AND ASSESSMENT

**FINAL REPORT ON THE OTLA PHASE 6 (ENGLISH) PROJECT -
MEETING INDIVIDUAL LEARNERS' NEEDS**

Community Learning Skills – Kent Adult Education Service

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Final report - Meeting Individual Learners' Needs

Community Learning Skills – Kent Adult Education Service



CLS has a high number of low-level learners who suffer many barriers to learning, resulting in a lack of confidence and achievement. This project resulted in highly dependent and unconfident learners becoming empowered to recognise their own learning and adopt appropriate strategies to develop independence. Subsequently, positive progression has been observed and recorded.

Summary

An initial injection of one to one time from a team of volunteers was used to help learners identify their own needs and develop their confidence. They were encouraged to self-assess from the outset and take on responsibility for their learning. Supporting documentation was developed for learners to visualise progress immediately.

We have extended the volunteer project to higher level learners with confidence issues. This has had the same success at promoting independent learning and subsequent progression (see Appendix 1).

Added value is demonstrated in the higher recognition of the volunteer team as a valuable resource. Robust and meaningful CPD has been instrumental in developing volunteers' teaching and assessment skills. Some volunteers intend to progress into teaching assistant or teaching roles.

A successful pilot has given rise to the planning of a countywide replication across the skills programme.

Rationale

Our main function is to provide learning opportunities for adults, young people and families across Kent in order to meet their aspirations for improved work skills; better personal development; strong families; healthy lives and positive contributions to the community.

We engage with local communities to match their needs, based on levels of prosperity, employment and priorities. CLS aims to ensure our services provide learning appropriate to the needs of individuals and families at various stages in their lives. In order to provide appropriate support, we need to be well informed; so, we hold regular learner forums where we can hear the learner voice and adapt accordingly.

The volunteer project was borne from learner forums, which highlighted a need for more individual help for low level learners; language practice sessions for ESOL learners; support workshops for higher levels and ICT training and support.

Approach

To ensure viability, we decided to use a volunteer team to provide the extra support needed. We thought if we input an initial investment of time to support learners and empower them to develop independent learning strategies, it would pay dividends in the long term.

The project was piloted in Dartford so we could measure success and solve any problems before planning a countywide roll out.

Pilot Plan:

1. Identify learner needs through further investigation with learners and tutors.
2. Organise activity timetable and set up infrastructure to support project.
3. Development of learner self-assessment; progression and progression summary forms to be used to monitor progress from learner and volunteer perspectives (see Appendices 2, 3 and 4).
4. Volunteer recruitment.
5. Volunteer DBS checks, training and CPD including MOODLE volunteer hub (Appendix 5) and TEAM app (Appendix 6).
6. Volunteer training on self-assessment and progress support forms.
7. Volunteer management and ongoing support.
8. Volunteer rewards.
9. 6 weekly reviews for learners
10. Project review
11. Organisational buy in.
12. Dissemination of project.
13. Roll out to county and external partners

Professional learning: Evidence of changes in teaching, learning and assessment practices

The self-assessment tool has proven to be very useful. It was designed to facilitate discussion between learners and volunteer support workers. We noted that the inclusion of social, personal development and British Values allowed us to see more of the learner as a whole person rather than someone who had to develop their English skills. Interestingly the social skills were often affected by the technical. For example, one learner said he was not always assertive because his spoken English was poor. As learning progressed and English improved so did the social element.

Confidence helped learning and, in turn, learning helped confidence.

All learners discussed British Values with much confidence. They demonstrated strong moral compasses and spoke passionately about their beliefs. It resulted in a feeling of success from the outset. Learners appeared to feel valued.

I believe an interesting point for research has arisen with the identification of perceptions of British Values; are they not humanist values? Irrespective of background or culture our learners (within the demographic for this project) cited strong beliefs in mutual respect; intolerance of discrimination; making informed life choices and taking responsibility for them.

It was beneficial for learners to reflect on their studies after a 6-week period. Again, the self-assessment tool was used to facilitate a discussion where the learner could reflect on progression and chart their current position. This was then compared to the last reflective self- assessment log to see if there was any change. In all cases there was positive progression.



Kent CLS learners practising their English and maths skills by engaging in Lunch Club activities.

One to one time allowed us to focus on individuals and their learning styles. We were able to facilitate learner self-discovery about learning and develop appropriate learning strategies. This empowered learners to take control of their learning and develop outside of the classroom.

Independence was growing as self-belief was developing. For example: one learner worked out that reading wasn't just about putting letters and words together. He also looked at context and clues. He realised that he could understand the gist of things without being able to read every word. This gave him the confidence to try.

He lost his fear and started to practise reading everywhere he went:

"I'm no longer frightened of reading. It's in there. I just have to unlock it"

(ML, functional skills English learner)

He started to select the DVDs he wanted to watch through using strategies he had learnt to piece together information. Before this point he had relied on his father to choose for him.

Using a Lunch Club as a learning platform was very effective. We set it up for low level learners who attended English in the morning and maths in the afternoon. Learners had a 1.5-hour break in between sessions, so we used half the time for one-to-one study and half for Lunch Club. Lunch Club involved learners discussing food choices; researching prices and nutrition; shopping; designating a treasurer, buyer and food prepper - it was a social as well as educational event.

Our volunteer devised maths questions for learners to work on (Appendix 7), as well as exploring naturally occurring English skills. For example: How many sandwiches can you make from this loaf of bread? How much does the bill add up to and what do you each have to pay? What is the expiry date on that ham and what does it mean? Why are bananas good for you? What do you think of?

The learners thoroughly enjoyed the lunch club experience and the educational aspect:

"Lunch Club is a very good thing to do. I am enjoying it. When I came to the class, I was not doing well but now I get extra support, I am doing better and look forward to coming to class."

(DD, ESOL Learner)

"Lunch club is good because it helps me to budget. I like to help prepare the food and I enjoy the lunch and being with friends. I like choosing a menu and talking about the food. The one to one practice is very helpful"

(PD, Functional Skills English learner)

After the first lunch, learner LS stated:

"I can't believe we got all that for £1.68. What a bargain! I've really enjoyed the lunch and learning side of it."

We introduced new foods to taste and then encouraged discussion about smell, sight, taste and touch. Using the senses facilitated improved, and sometimes sophisticated use of adjectives. LS was very animated:

"I really like this persimmon. I like its attractive orange colour. I like its delicious taste."

DD had an opposing view:

"I don't like it at all. It has a weird look to it. It has a boring taste and the texture is too hard."

Interestingly, learners were using vocabulary they wouldn't normally use in class. However, they are adults with life experiences and their own lexicons, which would not necessarily be reflected in their writing. It demonstrates we cannot make assumptions about vocabulary based solely on written evidence. One-to-one time can afford us more time for verbal assessment and a better understanding of the individual.

We will continue with this sensory exercise with the objective of learners adopting adjective use in a natural way and then transferring the skill to written work.

Learners started to explore nutrition independently and have been making healthier choices. Some have swapped cola for water and herbal tea. They have chosen to eat a boiled egg and salad over a ham and pickle sandwich.

The volunteer has a qualification in Food Hygiene so has been able to transfer practical knowledge to the designated food prepper. I believe the impact of Lunch Club is wider than English and maths. It is also instrumental in people making informed choices and improvements in lifestyle. It is a perfect demonstration of Kent County Council's ethos of improving lives.

Evidence of improved collaboration and changes in organisational practices

So far, investing in one to one time to develop learner confidence and independence is really paying off. Everyone involved is noticing a difference, showing that **'time' is a sound economical investment**. Tutors, volunteers and learners are working together in a very cohesive way, helping learners become independent and responsible individuals.

Working on this project has helped us connect more deeply with literature, debating, discussing and contesting established research in relation to our own findings.

We found it interesting to compare our findings to Hattie (2015), who was investigating how we learn and what motivates us to do so. Hattie says a common objection to his work is that he ignores poverty as a barrier to learning. He claims he does not. He describes poverty as *“a killer of high expectations and encouragement to succeed”*, and believes teachers should forward everyone a positive experience:

“It is my view that we educators cannot do much to fix poverty. Instead we can offer the best chances to help students, no matter what their home situation is.”

Hattie (2015)

Having impoverished learners on our programme, Hattie’s point is relatable. However, our experience with learners reveals that not all will experience enough positive impact from their teachers’ high expectations to alleviate the damaging impact of poverty. Our work is supporting learners to gain confidence and independence. Nevertheless, we strongly believe that poverty is a structural issue – our high expectations alone cannot alleviate learners’ experiences of poverty.

We also considered Maslow’s Hierarchy of Needs (Maslow, 1943), where basic human needs must be met before a raise in attainment can occur effectively. This means a lack of money is a real barrier and not just simply an issue of attitude resolvable by a teacher’s input, as in Hattie’s own experience. Most of our pilot learners are poor and must be extremely careful with their finances to survive, a constant worry to them.

Our extra-curricular activities have provided a safe, secure environment where learners can make connections. The extra attention and the practical work on budgeting has helped learners to think about providing their own solutions. This has helped break down barriers, provide positive learning outcomes and create self-esteem – a positive step in motivation according to Maslow’s theory.

Hattie also discusses teacher aides as a distraction. He says they are popular among teachers, but Blatchford et al (2012) couldn’t find any evidence to support learner progression through aides. Hattie states:

“Those students receiving the most support from teacher aides made less progress than similar pupils who received little or no support from teacher aides.”
(Hattie, 2015, p.31)

Within this project, we have witnessed our volunteer support workers make a big difference to learner motivation and progression. However, they work differently to the aides Hattie describes. Importantly, volunteers work alongside tutors and support what is happening in the curriculum.

Volunteers are trained and receive ongoing training/mentoring; they are taught to assess and develop learner independence.

I believe this approach towards developing our volunteer team has made all the difference. Our findings reflect other FE-based research, including Redcar and Cleveland College's work on effective partnerships between teachers and Learning Support Assistants (ETF, 2018).

We have now started to work in collaboration with external partners to widen volunteer participation. It not only benefits learners but also provides potential volunteers with learning and training possibilities.

Evidence of improvement in learners' achievements, retention and progression

Eight learners have been involved in this pilot and have been progressing and achieving well in both English and soft skills. Lunch Club has been a great opportunity for learners to practise skills in a discreet way.

Our two case studies and supporting materials (including learner self-assessments; volunteer records and learner progress summaries) are a general indicator of the learner group and the progress they have made (see Appendices 8 – 15).

The one-to-one time given to learners has enabled learners and volunteers to co-construct strategies for independent learning. Learners are using these strategies outside of the classroom and growing in confidence in their abilities. They have progressed to the point where they can now be given work to do and left for short periods of time. They are understanding more about their own learning styles and thinking of ways to enhance their learning themselves.

It is too early to tell if there will be an effect on retention, although one learner was going to leave due to mental stress as he felt overwhelmed in the normal classroom environment. We gave him some extra one-to-one time, which helped enormously, and he stayed with us.

With a growing awareness of mental health issues and its effects, learning providers must become more proactive, promoting understanding and developing strategies for those learners in need. It is a complex issue, but a common thread is a need to build confidence, resilience and coping skills. Our project is helping learners develop these skills and we hope to see an increase in retention rates in the future.

Learning from this project

Lunch Club has been a very natural and effective way of practising English, maths and social skills. It also provides a forum where learners can discuss food from other countries and learn about different cultures, giving learners opportunities for social interaction they may not otherwise get. It has many positive aspects, and we believe it will be good practice to replicate cross-county.

The timing of extra-curricular initiatives is important. We noticed learners would not come in especially for this extra support even though they had requested it. We had

to abandon one session due to lack of uptake and reschedule it on a day when the learners were already in the building and engaged with learning. Extra-curricular work between classroom sessions was popular and effective. We also found that extra-curricular work was more effective when we booked a separate room. Learners were distracted in their classroom as tutors and TAs were still present to prepare for the next lesson.

An interesting point to note: all learners on this project asked to take part. Nobody was compelled to join in. This could be one motivating factor towards the good progress made so far. We are hoping that others will see the benefits and take up the offer and we intend to continue to work on strategies to engage these harder to reach clients.

Collaboration with mainstream tutors has been vital. Collaborative work has enabled us to tie extra-curricular activity in with teaching, so they work in harmony to benefit the learner. This has helped reinforce classroom learning and will potentially improve achievement too.

The project has highlighted what a valuable resource a volunteer can be. Their contribution can be even more valued when it is pro-active and adds an extra dimension to the learning experience. The volunteers at CLS are viewed as part of the wider teaching team; they have management, support, training and CPD like any other staff member. Some are working towards a role as a teaching assistant or practitioner.

Ongoing training with a designated volunteer trainer has been important for the volunteer team to develop their skills and confidence. They are a very keen team who spend much of their own time researching teaching, learning and assessment. The team currently has four volunteers, each of whom who wish to work in education. There was one other, but he has now left volunteering to teach German for our organisation. He is studying for his teaching qualification at the same time.

The dual aspect of caring for learners and for volunteers is paying off as everyone appears valued and motivated. It is important to work closely with tutors so there is mutual respect and understanding, and everyone can work as a team towards shared goals.

We concur with Hattie's advocacy to create circumstances for success and "remove barriers in whatever way possible." However, it is naive to think improvement is solely borne from a learner being influenced by a positive teacher attitude. Our research has shown that well used extra time to forge connections and learn about individuals has been invaluable for progress. Volunteers have been instrumental to this success. It is important to reiterate however that volunteers must be well trained and supported.

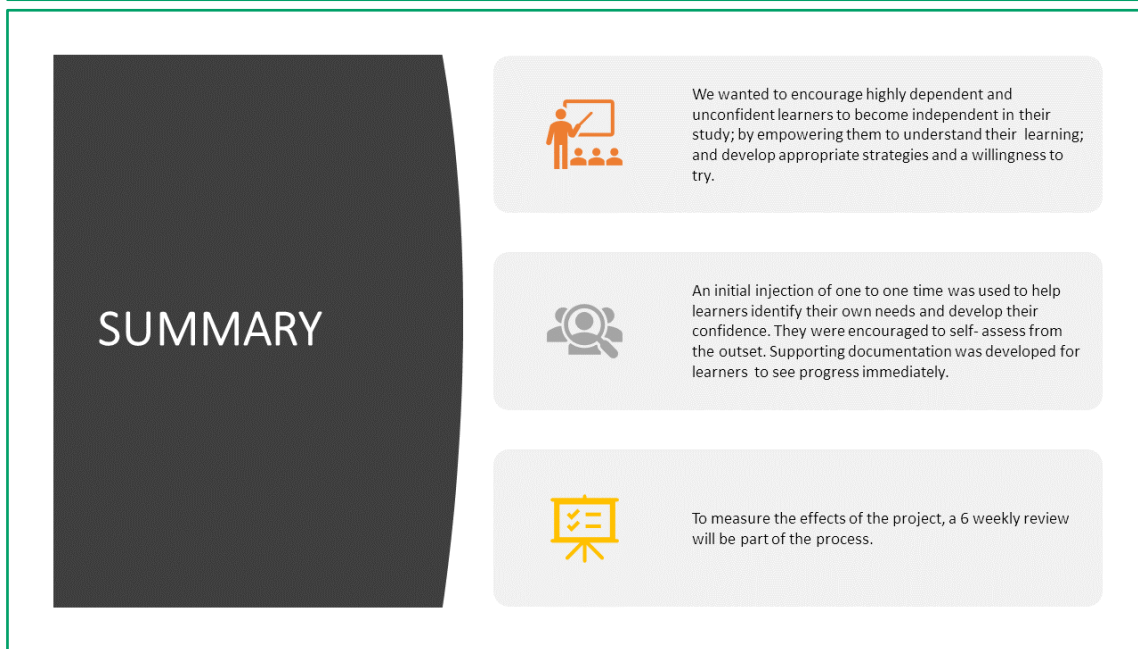
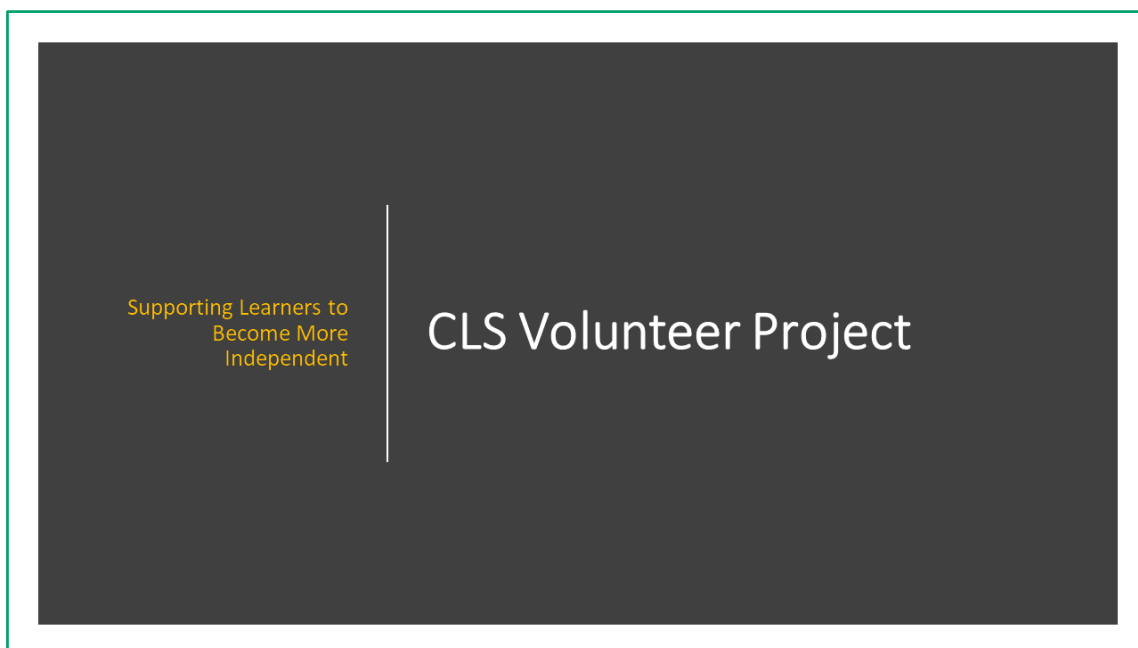
Accurate record keeping is essential to monitor the impact of this work. We have only just started but are already getting extremely positive feedback from all concerned.

Taking a hands-on approach as project lead has been vital. My work training volunteers helped me understand the impact of the project and notice where improvements could be made. For instance, I soon became aware that not all volunteers keep the same standard of comprehensive records. This is an area for further development, as constant monitoring and feedback is vital to understand the impact of our work.

We feel very positive that we will see good results over the next year and will encourage action research within the learning environment to ascertain and adopt best practice. We have now expanded our activity to Gravesend and will provide extra support for 70 learners with the aid of seven volunteers.

Appendix 1 - Research presentation

Introductory presentation for our project



The Volunteer Project was initially set up in response to learner forums; where it was identified that extra support may help learners to become more independent. We felt that an initial injection of one to one time would allow us to hone in on individual strengths and develop the individual soft skills needed for independent learning. We believe that a trained volunteer team would be ideally placed to do this, as it would otherwise be too costly.

Inspiration for the project



Digital Support



In order to make the most of resources, we have created a volunteer hub on MOODLE, where volunteers can communicate, access e- learning, and locate a resource bank.



We also have a TEAMS app for volunteers and learners to communicate.

Main Challenge



Lack of confidence was a huge barrier to learning. It prevented learners from wanting to attempt the trial and error needed to go through the learning cycle.



Soft skill development was needed for the learners to become more empowered and less dependent.

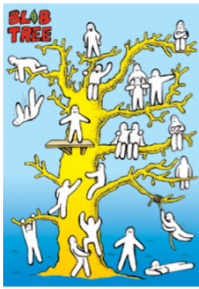


Self Assessment

- To encourage independence, we wanted learners to think about their own learning and develop their own set of personal strategies.
- We needed to use tools to try and capture soft skill development and track progress as well as report technical progress.
- We have developed a learner self assessment tool as well as a volunteer record of support.

Learner Self Assessment Forms

Self assessment progress chart



	Always	Often	Sometimes	Rarely	never	comments
Achievements						
I can work well on my own						
I can work well as part of a team						
I can concentrate on a task						
I can complete everyday forms						
I can follow instructions						
I am good at spelling						
I am confident about writing letters for different situations						
I can use technology for everyday things						
Social						
I am able to be assertive						
I handle conflict well						
I am tolerant of other people						
I am good at listening						
I am a confident person						
I can take responsibility when things go wrong						
I communicate well						
Personal Growth						
I am willing to learn new things						
I wish to succeed						
I try to maintain a healthy lifestyle						
I don't give up easily on things						
British Values						
I respect other peoples' views and expect the same						
I can discuss and agree on class rules with others						
I make my own choices in life						
I don't tolerate discrimination						

Early Findings



The self assessment tool was designed to include social, personal growth and British values. It has a RAG rating design to make it quick to identify emerging patterns. It is designed for a discussion between learner and support worker in order to effectively draw out important information from the learner.



Interestingly, learners tended to rate themselves as red for the technical skills but more amber and green for other categories. When it came to BVs, it was all green for all learners. They were able to discuss their ethics and principles with great clarity and confidence. It gave them confidence to talk about themselves positively. Some of the social amber results were influenced by red technical.



This overview meant that learners had a chance to recognise positive things about themselves from the outset. It was motivational.

Emerging findings



The one to one time has developed confidence very quickly. Learners are enjoying self discovery and practicing skills at home. It is also effecting their contributions in the classroom. They have become more likely to forward opinions and engage in discussion.



Quotes from a pre-entry learner who claimed he could not read and write at all:



"I am really happy that I wrote a sentence by myself. It's in there – I just have to unlock it!"



"I am no longer frightened of reading!"

Emerging issues



Whilst learners were very clear in their requests for extra help; not all actually took the offer. Those that have, are already benefitting. We need to investigate this further.



Learners will only come into extra support sessions if on their normal study day. This is understandable in some cases so we will make sure timetabling accommodates this.



Discoveries from a practitioners point of view.

- One to one help to develop learners soft skills and an understanding of learning has enabled them to become more independent and confident. This time investment is paying off as it is empowering them to contribute in their normal group sessions.
- Using a volunteer team to facilitate this has kept cost to a minimum so has been viable.
- Working closely with the core curriculum tutors has meant learners receive relevant support and benefit from added value.
- Learners have developed enough for us to provide a 'Lunch Club' where learners come together to discuss menu, budget, nutritional value, food culture and enjoy a sociable lunch together. This enables them to practice English and maths skills in a naturally occurring environment.
- Added Value: Lunch club learners are making informed choices about healthy eating through their own research and discussion.

What Now?



The pilot in Dartford has been very well received by learners, volunteers and tutors. Feedback is extremely positive. We have now decided to identify needs countywide in order to roll out this particular volunteer service across county.



We are currently recruiting for Gravesend Centre and hope to replicate across county by the end of the academic year.



We will be looking at different measures of monitoring success over the next year in order to assess impact.

Appendix 2 - Self-assessment progress chart

	Always	Often	Sometimes	Rarely	Never	Comments
Achievements						
I can work well on my own						
I can work well as part of a team						
I can concentrate on a task						
I can complete everyday forms						
I can follow instructions						
I am good at spelling						
I am confident about writing letters for different situations						
I can use technology for everyday things						
Social						
I am able to be assertive						
I handle conflict well						
I am tolerant of other people						
I am good at listening						
I am a confident person						
I can take responsibility when things go wrong						
I communicate well						
Personal Growth						
I am willing to learn new things						
I wish to succeed						
I try to maintain a healthy lifestyle						
I don't give up easily on things						
British Values						
I respect other peoples' views and expect the same						
I can discuss and agree on class rules with others						
I make my own choices in life						
I don't tolerate discrimination						

Appendix 3 - Volunteer record of support



VOLUNTEER RECORD OF SUPPORT 2019 – 2020

STUDENT NAME:			STUDENT NUMBER:	
VOLUNTEER SUPPORT NAME:			COURSE CODE:	
Additional Learning Support Need Identified:				
DATE	ACTIVITIES UNDERTAKEN TO ADDRESS NEED	RESOURCES USED	NOTES	PROGRESS MADE/ADDITIONAL SUPPORT/ LEARNER FEEDBACK

DATE	ACTIVITIES UNDERTAKEN TO ADDRESS NEED	RESOURCES USED	NOTES	PROGRESS MADE/ADDITIONAL SUPPORT/ LEARNER FEEDBACK

Put in student's ILP as evidence of support undertaken by TA

Appendix 4 - Blob Tree self-assessment template

Name:



Appendix 5 - Screenshot of our Volunteer Portal on Moodle

The screenshot shows a web browser window displaying the Moodle Volunteer Portal. The browser's address bar shows the URL <https://www.kaesonline.com/course/view.php?id=906>. The page header includes the logo for 'COMMUNITY LEARNING AND SKILLS' and navigation links for 'Home', 'Learner Induction', 'Learner Info Hub', 'Staff/Tutor Services', and 'CLS education Webmail'. The main heading is 'Volunteer Hub', with a breadcrumb trail: 'Home / My courses / Staff/Tutor Zone / Staff CPD & Training / Volunteer Hub'. The content area features five interactive tiles: 'Forum' (with a chair and table image), 'Volunteering role' (with a group of people image), 'Resources' (with a 'Resources!' text graphic), 'Career and Personal Deve' (with a potted plant image), and 'Communicate with learners' (with a person using a smartphone image).

Appendix 6 - Volunteer Team Leads Pilot Presentation

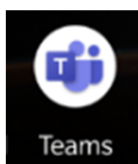
Teams for Volunteer Pilot

Susana Hernandez

Wendy Weston

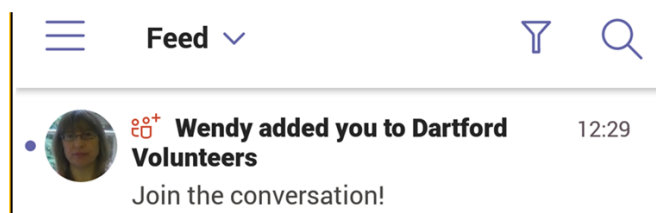
Step 1

- Volunteers and Learners get a CLS Learner **email** account and **password**
- Volunteers and Learners download the Teams App onto the phone from the Play Store



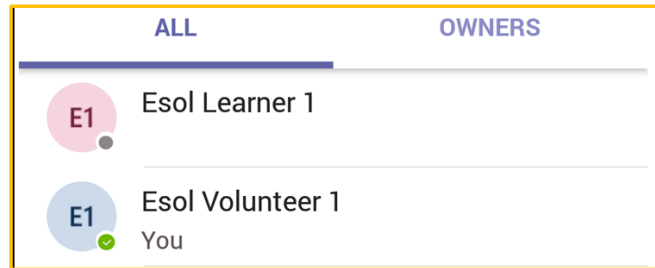
Step 2-Getting into Teams App

- The app will require the clslearner.education email
- It will prompt you for the password
- You will have been added to the group in **Dartford Volunteer** team.



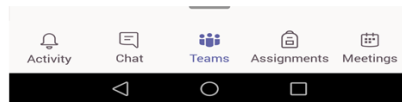
Step 4-

- You can now see all of the Dartford Volunteer Team Members.
- Choose who you want to contact by clicking on



Step 3- How to contact a team member

- Click on the Teams icon



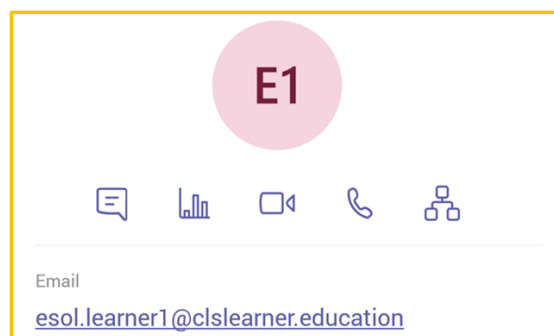
- Next click on dots icon



- Click on view Members



- Step 5- choose how you want to contact by clicking on the link for Chat/ Video/ Phone call



To Answer click on the Call icon



Appendix 7 - Question sheet for Lunch Club



Lunch Club 01.10.19

To be discussed and worked out as a team.

Look at the receipt and add up the total cost of the shopping. What is it?

How much will it cost each person?

4 cans of coke cost £1.99 and 2 litres cost £1.39? Which is cheapest?

What is the price difference between £1.99 and £1.30?

Your loaf of bread contains 20 slices. How many sandwiches can you make from this loaf?

You can use more of the loaf next week if you freeze it. How will this affect your budget?

Appendix 8 - Volunteer record of support – LS (1)



VOLUNTEER RECORD OF SUPPORT 2019 – 2020

Lunch Club – E&M support Tues 12.15-12.55

STUDENT NAME: LS			STUDENT NUMBER:	
VOLUNTEER SUPPORT NAME: Charlotte Tapson/ Tania Lunney – volunteer trainer			COURSE CODE:	
<p>Additional Learning Support Need Identified:</p> <p>Spelling, capitals, compound sentence structure. Lesley lacks in confidence. Building soft skills should help her to become more sure of herself. She likes working with her peers and welcomes the chance to do some extra curricula activity by herself and with the groups – Lunch Cub and Garden Club.</p> <p>Needs general maths practice add, minus, times and divide</p>				
DATE	ACTIVITIES UNDERTAKEN TO ADDRESS NEED	RESOURCES USED	NOTES	PROGRESS MADE/ADDITIONAL SUPPORT/ LEARNER FEEDBACK
24.09.19	Group discussion about lunch menus, what to buy, where to buy.	Pen and paper	Lesley appears comfortable in her peer group and is willing to contribute. She listens well and knows when to forward her views.	Lesley led group to discuss what food they would like to eat the following week. The group interacted well with Lesley prompting and using open questions. They reached an agreement.
01.10.19	Eating lunch. Discussing maths questions resulting from shopping and sharing. Working out value for money.	Food Shopping receipt Question papers	Lesley enjoys the maths and discussion side to the lunch club. She is good at leading a conversation with her peers.	The group were keen to solve the maths problems and worked as a team to find the answers. They enjoyed the lunch and realised it was a very economical way to do it.

				Lesley said, <i>“I can’t believe we got all that for £1.68. What a bargain! I’ve really enjoyed the lunch and the learning side of it!”</i> The learners started to discuss budgeting (which tied in with their normal class) and the cheapest places to shop.
08.10.19	Eating lunch. Discussing maths questions resulting from shopping and sharing. Working out value for money. Discuss nutritional value of food.	Food Shopping receipt Question papers	Lesley seems to be making the most of associated learning and took the initiative to ask if we could learn about nutrition.	The group were keen to solve the maths problems and worked as a team to find the answers. They enjoyed the lunch and discussed the nutritional value of bananas and satsumas. Lesley asked if we could discuss nutrition more as she was diabetic and felt it would help her to be healthy.
29.10.19	Eating lunch. Discussing maths questions resulting from shopping and sharing. Working out value for money. Discuss nutritional value of bananas and oranges.	Food Shopping receipt Question papers		Lesley contributed well to discussion and problem solving. She is very interested in nutrition.
19.11.19	Eating lunch. Discussing maths questions resulting from shopping and sharing. Working out value for money. Discuss nutritional value of tomatoes. Try new food – persimmon. Discuss	Food Shopping receipt Question papers		Lesley contributed well to discussion and problem solving. She really enjoyed trying persimmon and had a lot to say about it. She was confident in airing her views though her peers clearly disagreed with her.

26.11.19	Eating lunch. Discussing maths questions resulting from shopping and sharing. Working out value for money. Discuss nutritional value of grapes. Try new food. Discuss.	Food Shopping receipt Question papers		Lesley was sick today.
03.12.19	Eating lunch. Discussing maths questions resulting from shopping and sharing. Working out value for money. Discuss nutritional value of grapes.			Lesley contributed well to discussion and problem solving. She is starting to make healthier choices at home.

Put in student's ILP as evidence of support undertaken by TA

Appendix 9 - Self assessment progress chart LS (1)

LS 24.09.19	Always	Often	Sometimes	Rarely	Never	Comments
Achievements						
I can work well on my own						
I can work well as part of a team						
I can concentrate on a task						
I can complete everyday forms						
I can follow instructions						
I am good at spelling						
I am confident about writing letters for different situations						
I can use technology for everyday things						
Social						
I am able to be assertive						
I handle conflict well						
I am tolerant of other people						
I am good at listening						
I am a confident person						Interviews are very difficult for me.
I can take responsibility when things go wrong						
I communicate well						
Personal Growth						
I am willing to learn new things						
I wish to succeed						
I try to maintain a healthy lifestyle						
I don't give up easily on things						
British Values						
I respect other peoples' views and expect the same						
I can discuss and agree on class rules with others						
I make my own choices in life						
I don't tolerate discrimination						

Appendix 10 - Volunteer record of support – LS (2)



VOLUNTEER RECORD OF SUPPORT 2019 – 2020

Lunch Club – E&M support Tues 12.15-12.55

STUDENT NAME: LS			STUDENT NUMBER:	
VOLUNTEER SUPPORT NAME: Charlotte Tapson/ Tania Lunney – volunteer trainer			COURSE CODE:	
<p>Additional Learning Support Need Identified:</p> <p>Spelling, capitals, compound sentence structure. Lesley lacks in confidence. Building soft skills should help her to become more sure of herself. She likes working with her peers and welcomes the chance to do some extra curricula activity by herself and with the Lunch Club group and Garden Club.</p>				
DATE	ACTIVITIES UNDERTAKEN TO ADDRESS NEED	RESOURCES USED	NOTES	PROGRESS MADE/ADDITIONAL SUPPORT/ LEARNER FEEDBACK
24.09.19	Self-assessment, induction discussion and free writing diagnostic.	SA form	Lesley shows signs of organisational ability. I would like to enhance that within her peer group activities as I believe it may help to build her confidence.	Lesley was very open about her strengths and AFI. She feels a lack of confidence holds her back. She is keen to get involved in the clubs.
01.10.19	Correct use of capitals. Proofread piece for capital use accuracy ad correct.	SWSH resource	Lesley needs to remember that the capital stays above the lower line and that lower case can go below. She practiced writing upper and lower	Being able to talk through capital usage and ask lots of questions helped Lesley to progress to keeping letters in correct places between the lines. She devised a method of remembering that capitals go above the lower line,

			<p>case letters to help reinforce the idea and has taken a sheet for reference. Lesley has said that written reference sheets really help her.</p>	<p><i>“They are the soldiers that stand tall above the line.”</i></p> <p>Body language and verbal responses indicated enthusiasm and a desire to learn. She wanted to stay longer and asked for work to practice at home.</p> <p><i>“I have really enjoyed today. I’ve found it really useful.”</i></p>
08.10.19	<p>Assess learning from last week. Continue with capital letter work. Look at capital letters in an article and discuss why they have been used. Focus on reasoning behind use to help memory.</p>	<p>SWSH resource. Magazine article.</p>	<p>Lesley used her aide memoire- <i>“They are the soldiers that stand tall above the line,”</i> in order to help her remember that capital P and G went above the line.</p> <p>She also used her reference sheets to check her answers before she consulted me. Lesley is already showing more independence.</p>	<p>Lesley was able to tell me why capitals were used – 95% of the time. She wasn’t always sure when it came to nouns and titles. The work was a challenge, but she achieved high accuracy. She was pleased with her work.</p>
15.10.19	<p>Continue with work from last week. Create 3 sentences about lunch club, with accurate use of capitals.</p>	<p>SkillsWorkshop resource. Magazine article.</p>	<p>Lesley wants to practice making her caps go on the top of the line.</p>	<p>Accurate use of caps except for personal pronoun I – Still uses lower case.</p>

26.11.19	R/W & comprehension about Christmas. Self-assess and discuss.	Skills ws resource.		Lesley was unwell today.
03.12.19	R/W & comprehension about Christmas. Self-assess and discuss.	Skills ws resource.	Lesley is feeling more confident with her skills. She loves the social aspect of lunch club as well as the learning side.	Good progress today. Lesley was discussing the tasks in a very inquiring way which demonstrated her understanding. Accurate use of caps. Lunch club is good for practicing maths as well as English. Lesley has developed an interest in nutrition and healthy eating. She feels the knowledge will help her to improve her diet and alleviate some of the negative symptoms of her diabetes.
10.12.19	Christmas party day			

Put in student's ILP as evidence of support undertaken by TA

Appendix 11 - Self assessment progress chart LS (2)

LS 03.12.19	Always	Often	Sometimes	Rarely	Never	Comments
Achievements						
I can work well on my own						
I can work well as part of a team						
I can concentrate on a task						
I can complete everyday forms						
I can follow instructions						
I am good at spelling						
I am confident about writing letters for different situations						
I can use technology for everyday things						
Social						
I am able to be assertive						
I handle conflict well						
I am tolerant of other people						
I am good at listening						
I am a confident person						
I can take responsibility when things go wrong						
I communicate well						
Personal Growth						
I am willing to learn new things						
I wish to succeed						
I try to maintain a healthy lifestyle						
I don't give up easily on things						
British Values						
I respect other peoples' views and expect the same						
I can discuss and agree on class rules with others						
I make my own choices in life						
I don't tolerate discrimination						

Appendix 12 - Volunteer record of support – ML



VOLUNTEER RECORD OF SUPPORT 2019 – 2020

Reading and writing support Tuesday 11.50-12.20

STUDENT NAME: ML		STUDENT NUMBER:		
VOLUNTEER SUPPORT NAME: Charlotte Tapson – Volunteer Tania Lunney – Volunteer trainer		COURSE CODE:		
<p>Additional Learning Support Need Identified:</p> <p>Dyslexic. Claims to be illiterate. Wants to learn to read, write and apply maths as he wishes to be a motor mechanic. Michael enjoys music especially 50s, Rockabilly, Blues and Jazz. He likes films – action, comedy, sci-fi, horror. Spare time is spent walking by the river or being with family. Michael is not working at the moment and his lack of confidence in English makes it hard for him to apply for jobs.</p> <p>Assessment: Michael knows the rough order of the alphabet. He knows roughly what is at the beginning and the end but not sure of the middle. He knows the hard and soft sounds and the letters they correlate to. He is aware of social sight words and recognises common signs and words.</p>				
DATE	ACTIVITIES UNDERTAKEN TO ADDRESS NEED	RESOURCES USED	NOTES	PROGRESS MADE/ADDITIONAL SUPPORT/ LEARNER FEEDBACK
17.09.19	<p>Assessment and self-assessment.</p> <p>Revision of A – E and order.</p> <p>Word building.</p>	<p>SA tool.</p> <p>Alphabet order worksheet.</p>	<p>Can spell out, read and write</p> <p>ant, bed, cat, dog, egg.</p>	<p>Good progress today. Michael realised that he knew the alphabet, its rough order, hard and soft sounds and how they correlate to the written letters. He verbally spelt words then, with encouragement, was able to write them down.</p> <p>His body language and verbal responses indicated an increase in confidence.</p>

				From saying he couldn't read and write at all, Michael built and spelt 5 words. He was surprised and delighted that he had achieved this.
24.09.19	<p>Recap A- E words. Assess.</p> <p>Look at word recognition, clues and contexts for reading. Use Rock and Roll star cards to match names to photos.</p> <p>Stretch – basic sentence. LCWC to reinforce.</p>	Rock and Roll match cards	<p>Michael has realised that reading strategies include word recognition, context and working things out from clues.</p> <p>He knows that a full stop goes at the end of a sentence.</p>	<p>A-E words – remembered from last week. 100% accuracy on assessments.</p> <p>Michael matched the Rock and Roll cards and worked out that he could read names by recognition. He matched 80% and worked out the last two by the beginning capitals of the names. He progressed to verbally spelling and saying a basic sentence – 'I like Elvis'. I asked him to write it down. "I can't!" was his response. I encouraged him to try as he had just done it verbally. He wrote the sentence with 100% accuracy.</p> <p>Michael said, <i>"I am really happy that I wrote a sentence by myself. It's in there – I just have to unlock it!"</i></p> <p><i>Added value – Michael went into his next lesson with his English tutor, who asked him if he'd done his homework. Michael said, "No, I can't." Trevor asked if he'd thought about the subject. He replied that he had looked at the internet with</i></p>

				<p><i>the help of his dad and found out some interesting information. He was then able to confidently present his findings to the point where a peer discussion evolved; and he took the lead. Trevor felt that the one to one time had made a huge difference to the learner and his willingness to try. He also used the internet, which he had avoided till now; because of his lack of confidence.</i></p>
1.10.19	<p>Recap on 1st 5 letters and word spellings. Create next 5 of the alphabet. Practice spelling using LCWC. Create a sentence for each.</p>		<p>Michael is now attempting to read outside of the classroom. E.g. DVD cases in order to select a film to watch.</p>	<p>Michael has been practicing his reading by reading DVD cases. He has recognised names, spelt them and worked out gist of plot from word recognition and matching letters to sounds. He exclaimed, "<i>I am no longer frightened of reading!</i>" He also told me that it made him, "<i>Feel good,</i>" when he led the discussion last week.</p> <p>Michael was very confident this week. He remembered the A – F words from last week. 100% accuracy on assessment.</p> <p>Spelt 5 new words with next 5 letters. LCWC. Created a simple sentence using the F word.</p> <p>Homework – create 4 more simple sentences.</p>

				Michael's confidence has increased so much that it has given him empowerment. He has developed a willingness to try.
08.10.19	Recap on last week. Practice putting capitals in the right place. Read and write simple sentences about a familiar situation. IE Would you like a cup of tea?	Skillsworkshop resource	Michael now knows the order of the first 10 letters of the alphabet and can spell and write 10 words to match. It helps him to remember. He is reading simple sentences on familiar topics.	A-J words – remembered from last week. 100% accuracy on assessments. Started to put capitals in the middle of words again so focussed on positioning. Michael read and copied simple sentences about teatime. He was able to read most words and work out the ones he didn't know by sounding it out and thinking about context. Michael was much more confident in his approach and demonstrated a willingness to try; which led to success. He was also willing to try again if he didn't get it right the first time. He is very happy with his learning so far.
15.10.19	CVC words	Alphabet exercises CVC worksheet		Knows vowels and consonants. Made good progress with CVC words and spelling.
12.11.19	CVC words 6 weekly review	Peg the Hen SWshp SA form/ blob tree	Michael is feeling overwhelmed in his group class now, due to a change in medication.	Read simple sentences with CVC words. Answered comprehension questions accurately. Good progress. Michael was very happy with his work this week.

			I will give some extra support for now.	His SA shows progress. <i>"I feel like my reading and writing is improving though I still have a long way to go."</i>
19.11.19	<p>CVC words</p> <p>Revise alphabet words and set next 6 -k-o</p> <p>Using film as a theme, match and mix cards to create simple sentences.</p>	<p>Meg the Cat</p> <p>DVD cover – Spiderman far from home</p> <p>Mix and match cards</p>	<p>Michael said that it really helped him to know</p> <p>that he was going to get extra support this week. We will continue for a temporary period with the aim of getting Michael to become more independent.</p>	<p>Read simple sentences with CVC words. Answered comprehension questions accurately. Good progress. Michael was very happy with his work this week. His handwriting was very neat. He took great care over it and was pleased with the result. He remembered to put capitals in the correct places.</p> <p>He is still practicing reading outside the classroom – social sight words, video covers, food packaging. He is more willing to try for himself.</p>
26.11.19	<p>Revise alphabet words and order.</p> <p>Vocabulary in the motor mechanics trade.</p> <p>Match words and pictures, trace and motor reinforcement.</p> <p>Comprehension.</p> <p>Basic number for motor trade.</p>	<p>Motor mechanics resource</p>		<p>Michael is unwell at the moment and will be busy on 10.12.19. Will resume study after Christmas.</p>

Put in student's ILP as evidence of support undertaken by TA

Appendix 13 - Self assessment progress chart ML (1)

ML sept 19	Always	Often	Sometimes	Rarely	Never	Comments
Achievements						
I can work well on my own			Sometimes			
I can work well as part of a team				Rarely		
I can concentrate on a task				Rarely		
I can complete everyday forms					Never	
I can follow instructions					Never	
I am good at spelling					Never	
I can write a sentence					Never	
I can use technology for everyday things					Never	
Social						
I am able to be assertive			Sometimes			
I handle conflict well				Rarely		
I am tolerant of other people				Rarely		
I am good at listening	Always					
I am a confident person			Sometimes			
I can take responsibility when things go wrong	Always					
I communicate well			Sometimes			
Personal Growth						
I am willing to learn new things	Always					
I wish to succeed	Always					
I try to maintain a healthy lifestyle	Always					
I don't give up easily on things	Always					
British Values						
I respect other peoples' views and expect the same	Always					
I can discuss and agree on class rules with others	Always					
I make my own choices in life	Always					
I don't tolerate discrimination	Always					

Appendix 14 - Self assessment progress chart ML (2)

ML Dec 19	Always	Often	Sometimes	Rarely	Never	Comments
Achievements						
I can work well on my own			Sometimes			
I can work well as part of a team				Rarely		Health issue is currently affecting social skills
I can concentrate on a task			Sometimes			
I can complete everyday forms					Never	
I can follow instructions		Often				
I am good at spelling					Never	
I can write a sentence			Sometimes			
I can use technology for everyday things					Never	
Social						
I am able to be assertive			Sometimes			
I handle conflict well				Rarely		
I am tolerant of other people				Rarely		
I am good at listening	Always					
I am a confident person			Sometimes			
I can take responsibility when things go wrong	Always					
I communicate well			Sometimes			
Personal Growth						
I am willing to learn new things	Always					
I wish to succeed	Always					
I try to maintain a healthy lifestyle	Always					
I don't give up easily on things	Always					
British Values						
I respect other peoples' views and expect the same	Always					
I can discuss and agree on class rules with others	Always					
I make my own choices in life	Always					
I don't tolerate discrimination	Always					

Appendix 15 - Full learner progress report for project group

Learner progress report summary

Name and attendance record	Subject/level needing support	Course objectives	6 weekly RAG Self-assessment progress and learner comments? (including soft skills)	Subject progress and comments (including soft skills)	Other commentary including forward plans
ML 88%	Pre entry English	To read and write to be able to achieve a motor mechanic qualification. To increase confidence and interpersonal skills to apply for mechanic course.	Achievements: Positive move on RAG 2 shifts from red to amber and 1 shift from red to green Social: Whilst confidence has increased it is still self-assessed as sometimes on the amber rating. This is because it still has a long way to go and the measurement by itself is not sensitive enough. Personal growth: Still all green as the will to succeed is strong. British Values: Still all green as a strong moral compass is in evidence. Blob Tree visual: 1 positive shift.	Michael has gained much confidence. He now possesses strategies to help him learn more independently. Within 6 weeks, he has gone from someone who said he couldn't read and write at all to a learner who can read and write basic sentences. He is now contributing in his main class and his tutor is delighted with the progress he is making. Michael- "I am no longer frightened of reading." "I am really happy that I wrote a sentence by myself. It's in there- I just have to unlock it!"	It is good to witness this learner's empowerment and development of a willingness to try. He now uses clues as well as basic reading; to work out context in order to make informed choices about selecting a DVD to watch. He is also using the computer to research. This is completely aided at this stage. It would be good to develop some independence with this. Michael has some health issues at the moment so pastoral care may be of benefit.

<p>LS 86%</p>	<p>E3 English</p>	<p>To be able to improve English skills to get a job.</p> <p>To increase confidence and interpersonal skills to apply for a job and attend an interview.</p>	<p>Achievements: Positive move on RAG</p> <p>3 shifts from amber to green often.</p> <p>Social: 2 shifts from amber to green often. The increase is in confidence and ability to self-assert due to build in soft skills.</p> <p>Personal Growth: No shift though Lesley is learning about healthy eating through lunch club and making healthy choices.</p> <p>British Values: No shift. Lesley has a strong moral compass so green on this measure. However, still doesn't always feel she makes her own choices in life. Confidence needs to develop even further.</p> <p>Blob Tree visual: positive shifts.</p>	<p>Lesley has made good progress and is displaying more confidence due to learning strategy development. She likes memory hooks and written reference points. She devised her own method of remembering that capital letters go above the lower line. Lesley- "They are the soldiers that stand tall above the line."</p> <p>This strategy proved to be effective as there was a marked improvement in capital use, and she cited that the soldier image helped her to remember.</p> <p>Lesley finds it useful to focus on understanding the rules of English punctuation. She says that the extra one to one time gives her the opportunity to question in depth which helps her to learn and subsequently develop her own strategies.</p> <p>She uses her reference sheets to check her own answers before consulting me. She is happy to ask questions and is already displaying more independence.</p>	<p>It is good to see Lesley asking questions and really thinking about her learning. She is recognising that people learn in different ways and is embracing her individuality. She is an enthusiastic learner who enjoys successes and appreciates the opportunity to learn.</p> <p>Lunch club has been good for her as it has stimulated an interest in healthy eating. Being diabetic, she feels she must make a change to improve her health. She has already started to opt for healthier choices at lunch club. It may good for her to do a small project on the subject. She could use it as a base for S&L.</p> <p>Her use of adjectives has improved since using the senses to discuss food: "I really like this persimmon. I like its attractive orange colour. I like its delicious taste."</p>
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				Her main tutor has noticed a positive difference and is happy with her progress.	
DP 75%	L1 maths	Darren is working towards a level 1 qualification but is finding division very difficult. He tends to give up easily so needs resilience strategies and an investigation on how to make division understandable then transferable to LTM.	<p>Achievements: Positive move on RAG</p> <p>3 positive shifts from amber to green often.</p> <p>Social: No shift</p> <p>Personal Growth: No shift</p> <p>British Values: No shift</p> <p>Blob Tree visual: 1 positive shift</p>	Darren seemed to understand sharing, so we used that as a basis for division. Practical application in lunch club was very useful as the division work was easy to relate to real life eg cost of food per person; how many sandwiches in a loaf of bread: remainders. He really understood value of money and how buying in larger quantities could be more cost effective. He has made some good progress	Unfortunately, Darren is on a break from learning due to a mental health issue.
PD 100%	E1 English	Peter has asked for support with his handwriting, but also needs help with his spelling and reading	No move on the RAG. However, Peter has placed himself 3 places higher on the Blob Tree visual tool. He states he is much more confident.	<p>Peter has been making good progress with sounding out letters and words. He has become more independent and will attempt sentences on his own and will use the dictionary. He has been using memory triggers to help with his spelling. "I remember how to spell club because I like Gillingham Football Club so I see the word a lot and remember it."</p> <p>He enjoys reading phonic books and loves lunch club. "Lunch club is good because it</p>	Peter is growing in confidence and is becoming a more independent learner. He loves lunch club and contributes well. He enjoys the maths and English challenges within the club sessions and is showing a very considerate and sharing side to his personality. It is nice to see and easy to praise. This gives him even more confidence. Looking forward, we need to work on strategies to help him to focus on tasks. He suffers from a lack of concentration.

				helps me to budget. I like to help prepare the food and I enjoy the lunch and being with friends. I like choosing a menu and talking about the food. The one to one practice is very helpful.”	
DD 100%	E2 English	Reading and writing support	<p>Achievements: Positive move on the RAG 2 shifts from red to amber</p> <p>Social: 2 shifts in the green from <i>often</i> to <i>always</i>.</p> <p>Personal growth: no shift</p> <p>British Values: no shift</p> <p>Blob Tree Visual: 1 positive shift</p>	<p>David has made good progress with his spelling. He has found LCWC very useful and has been using it at home to practise his spellings. He has asked his volunteer to give him spelling tests. Use of capitals and full stops is more accurate but still needs work. He now wants to attempt form completion as it is an everyday skill that he has avoided till now. He says he feels confident enough to try. David really enjoys Lunch Club. “Lunch Club is a very good thing to do. I am enjoying it. When I came to the class, I was not doing well but now I get extra support I am doing better and look forward to coming to class.”</p>	<p>David’s confidence has grown with each session. He is very happy that he can use the LCWC successfully. He is finding it easier to write sentences and can now spot some errors in capital and full stop usage when proofreading his own work. David is working well independently. The social interaction of the Lunch Club has been particularly useful for his soft skill development.</p>
IB 100%	Maths E3 and ESOL support	Needs help with language to understand maths better.	Too early for 6 weekly assessment.	Showing much improvement and an increase in confidence. Learner developing language as well as maths.	The tutor is very happy with the main curriculum support input.

TN 100%	Maths E3 and ESOL support	Needs help with language to understand maths better.	Too early for 6 weekly assessment.	Showing much improvement and an increase in confidence. Learner developing language as well as maths.	The tutor is very happy with the main curriculum support input.
SA 100%	Maths E3 and ESOL support	Needs help with language to understand maths better.	Too early for 6 weekly assessment.	Showing much improvement and an increase in confidence. Learner developing language as well as maths.	The tutor is very happy with the main curriculum support input.

NB There are now 56 learners receiving support from Dartford and Gravesend Centres. This work is shared between 6 volunteers. Feedback is excellent and progress is promising. However, it is too early to make a progress report for learners outside of the pilot.

Appendix 16 – Project team

First Name	Surname	OTLA Role/Job Title	Organisational role
Tania	Lunney	Project lead/ volunteer trainer	Curriculum Leader- Business Development
Jude	Farrell	Project Manager	Curriculum Manager
Antoinette	Gilbert	Volunteer Trainer – Safeguarding.	Customer Relations Manager
Susana	Hernandez	Quality/ Teams for volunteers	Quality & Compliance Officer
Wendy	Weston	Teams for volunteers	Curriculum Leader
Stephen	Stamp	Volunteer	Volunteer
Henrica	Jn Baptiste Leonard	Volunteer	Volunteer
Charlotte	Tapson	Volunteer	Volunteer
Shalinee	Roy	Volunteer	Volunteer
Leah	Daley	Volunteer	Volunteer
Christian	Ikechi	Volunteer	Volunteer
Samuel	Jones	Volunteer	Volunteer
Trevor	Westcarr	Curriculum Tutor	Tutor
Mahjabeen	Chand	Curriculum Tutor	Tutor
Julie	Francis	Curriculum Tutor	Tutor
Carly	Edwards	Curriculum Tutor	Tutor
Kulwant	Jheeta	Project collaborator	Curriculum Leader