

# **OUTSTANDING TEACHING, LEARNING AND ASSESSMENT**

**FINAL REPORT ON THE OTLA PHASE 6 (ENGLISH) PROJECT -  
OVERCOMING BARRIERS TO DEVELOP PRESENTATION  
SKILLS**

**Craven College**

Craven College (2020) *Final Report on the OTLA Phase 6 (English)  
Project - Overcoming Barriers to Develop Presentation Skills.*  
London: ETF.

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This resource was produced as part of Phase 6 of the Outstanding Teaching, Learning and Assessment (English) programme which was funded by the Education and Training Foundation. To learn more about the programme and this project read the summary booklet <https://www.excellencegateway.org.uk/content/etf3157>

The programme was delivered by -



CLAIRE COLLINS  
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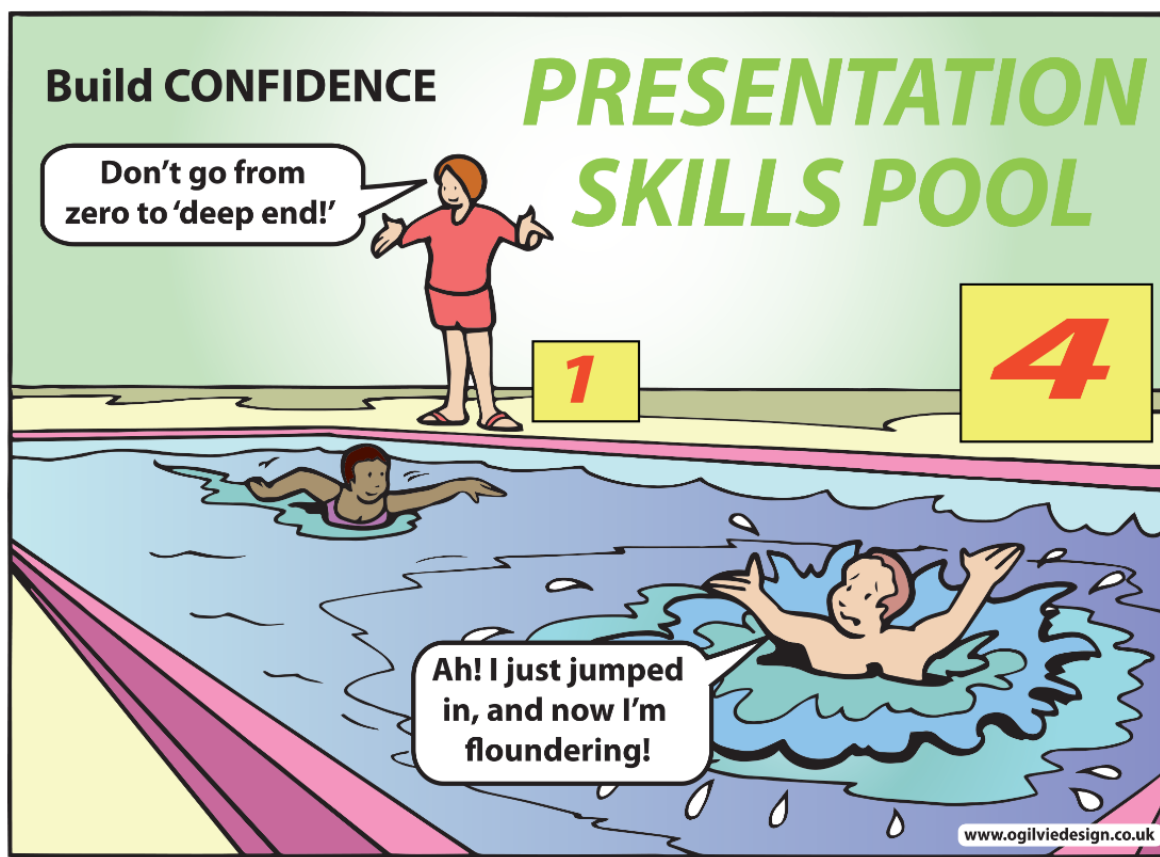


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# Final Report - Overcoming Barriers to Develop Presentation Skills

Craven College



Often undervalued, overlooked and seen as the 'easy bit' of a Functional Skills or GCSE English qualification, spoken language took centre stage in this project which focused around the development of presentation and communication skills of both adult and 16-18 year old learners.

## Summary

Vocational and English GCSE tutors collaborated to establish a holistic approach to overcoming learners' barriers to spoken language assessments. Part time adult learners benefited from carefully structured scaffolding activities to prepare them for assessed Functional Skills presentations.

## Rationale

Rather than requesting spoken language assessments from feeder schools, all GCSE students at Craven College complete their GCSE spoken language presentations in vocational sessions with the intention of supporting links between vocational and English teachers and to encourage a holistic approach to developing learners' English language, vocational and personal and employability skills. However, staff and students' lack of confidence has meant that previous GCSE spoken language assessments have often represented missed opportunities; side-lined, rushed and scripted.

Similarly, patterns of dipping attendance and increasing disengagement from adult GCSE and Functional Skills English courses during the spring terms when tutors have previously introduced assessed presentations has indicated significant barriers for adult learners, which then required addressing. In 2018/19, three out of a group of ten GCSE adult learners left the course during the period of spoken language assessment because of their lack of confidence and perceived lack of ability in this skill.

This project sought to identify some of the barriers to presentations, to experiment with different approaches and identify good practice in tackling this issue.

Two other factors behind the rationale for this project are the introduction of short 'talks' at Level 1 in the new Functional Skills standards and the Education Inspection Framework's (EIF) increased emphasis on developing learners' wider skills, confidence and behaviours, both of which also indicate a welcome recognition by policy-makers of the importance of spoken language development for young people and adults.

## Approach

Three tutors were directly involved in this project to explore different approaches across two groups of learners. A GCSE English and vocational business tutor worked with a group of 10 students aged between 16 and 18 studying business management at Level 2, five of whom were studying GCSE English having achieved a grade 3 in their exams in school.

The English and Business tutors jointly planned a programme of intent for the first term which embedded opportunities to develop presentation skills, covering both the spoken language assessment and relevant Level 2 NCFE Business Unit criteria. Over an 8-week period, learners then carried out 4 mini presentations about themselves to their peers. Starting with 30 second presentations, the tutors gave specific feedback for improvement such as having less reliance on notes and improving eye contact.

Every other week, the learners repeated the presentation with the aim of demonstrating progress, having acted on their feedback. Learners were also required to speak for longer each time, building up to 3 minutes and to increase their use of visual resources and prompts from one picture to two and then a series of slides or prompt cards or images. A simple tracker, shared with students, captured learners' progress (Appendix 1).

Following this cycle of targeted feedback and improvement, tutors and learners jointly planned their next steps in which learners began to prepare for their GCSE presentations, spending time doing so during their vocational sessions with support from both tutors. The learners acted on previous feedback to prepare 5-minute presentations in which they reviewed a book.

The Business tutor allowed time during vocational sessions for learners to read their novels and prepare presentations and then jointly filmed and assessed their final

presentations during GCSE English lessons, celebrating this achievement collectively with learners. Both tutors used the presentation structures to support learners' writing skills, with the GCSE tutor linking book review presentations to the non-fiction writing task, using the presentation skills as a springboard for further skills development.

The project leader and Head of English and maths worked with a group of 9 Functional Skills English Level 2 adult learners in an evening class, the majority of whom intended to progress onto Access to HE to pursue new careers such as in midwifery and nursing. All these learners had a Grade D or below at GCSE and required Level 2 Functional Skills in order to progress.

The approach taken with adult learners was to introduce presentation skills in the first week in September and to scaffold support to develop their skills incrementally ahead of the final level 2 presentations before Christmas (Appendix 2). Learners discussed their previous experiences of presentations and completed a self-assessment (Appendix 3) after each presentation as an attempt to support them to identify areas to develop.

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

Assessment of presentation skills was ongoing and included the un-learning of bad habits such as over-reliance on notes and PowerPoints. This has also been adopted by other SSAs where spoken language assessments had previously often been conducted without meaningful practice, feedback and improvement. The tutor for Business Studies described feeling supported in developing the presentation skills of Business students and had developed an increased awareness of language techniques for presentations which, in turn, could help her to support students with GCSE English language more generally.

Introducing presentations early as an intrinsic part of diagnostic assessment and completing them by Christmas, students agreed, helped them to 'gel' as a group and to feel that they had invested in the course as well as completing the hardest part first.

Structuring lessons so that presentations were done in the first 20-25 minutes improved punctuality as students felt a sense of responsibility to be each other's audience members.

Conducting 1-1 conversations with all students before they start to prepare their presentations to help them to clarify their topic ensured that students do not prepare in their free time, only then to have their confidence affected if it is suggested that they alter their focus.

These 1-1s and planning of weekly assessments meant that presentations could then be incorporated into the programme of study and the topics used to develop

reading and writing skills. This allows one student to be the resident 'expert' and to have roles such as chairing the discussion in preparation for writing.

## Evidence of improved collaboration and changes in organisational practices

This project encouraged increased team working between Business and GCSE English tutors. The English tutor described improved attitudes towards English being a result of her being present in the learners' vocational sessions, showing them that their tutors work together and allowing them to feel invested in. The English tutor also felt that seeing the GCSE English students more regularly, and in their chosen vocational setting, allowed her to develop better relationships with them and an improved understanding of their strengths, abilities and personalities. In light of the benefits for staff and students of this collaborative approach, timetabling for the next academic year will aim to provide opportunities for staff to work together on a course-by-course basis, ideally with vocational tutors paired with an English tutor to support further collaboration and a holistic approach to developing presentation skills relevant to learners' starting points and aspirations.

## Evidence of improvement in learners' achievements, retention and progression

- Improved attendance and punctuality for part time adults because of structuring lessons so that presentations were done in the first 20-25 minutes. Students felt a sense of duty to be each other's audience members and were genuinely interested in their peers' presentations.
- Improved retention for part time adults in Functional Skills to 100% after week 3 because learners felt they had invested in the course and come together as a group through their preparation and delivery of presentations.
- Improved attendance, behaviour and engagement with English for Business students. Behavioural issues linked with low levels of engagement with the equivalent cohort in English GCSE in 2018/19 led to the withdrawal of one student from the GCSE class and four further stage 1 disciplinaries. Attendance of Business students in GCSE English rose from 82% in 2018/19 to 88% in 2019/20.
- Improvement in overall length and standard of presentations for GCSE and Level 2 Functional Skills.
- For Business students, who completed book review presentations, there were improved attitudes to reading and evidence of reading outside of classes. The English tutor stated that these students were unique amongst her groups in that after a few weeks of reading in class and preparing reviews as presentations, they were fighting over the opportunity to read aloud in class and were more expressive than their peers in other groups, using pauses, emphasis and voicing dialogue effectively and confidently to engage the listener.
- Business students taking part in the project all achieved a grade 4 in their mock GCSE assessments.
- All Level 2 Functional Skills (new specification) adult learners achieved Level 2 writing on their first attempt.

## Learning from this project

### What went well:

- Starting talking about and preparing for presentations early on was beneficial, particularly for adult students, many of whom admitted to having left English courses early in the past when they found out about the presentation requirement.
- Giving students a clear topic on which to present. Business students responded well and this avoided their choosing topics which did not lend themselves to correct standard, length and structure.
- Encouraging Business students to repeat the same task, using an accessible topic, over the course of four sessions and responding to feedback each time to make specific improvements. Tracking improvements for students to reflect on and ensuring continued engagement by providing instant feedback and linking to vocational aspirations.
- Seeing the impact on reading skills and motivation to read as students were keen to present a book review to a high standard.
- Scaffolded activities, in particular short presentations in the first weeks and using templates for presentations and writing frames. Starting the Functional Skills adult evening classes with presentations and, where possible, following the theme through the rest of the lesson.
- Teaching some basic PowerPoint skills to adult learners for whom technology was a barrier to giving presentations.
- Vocational and English tutors having time to plan together and support their shared students in each other's sessions which, aside from meeting the aims of this project, supported improved working relationships through informal peer support and observation.
- For adult learners, RARPA is already used for the first six weeks to assess their commitment to the course before they are enrolled for a qualification. Including presentation tasks in their first six weeks has been an excellent way of finding out whether students are serious about gaining the Level 2 qualification. Two students left the course in second week having struggled to present to the group for 1 minute on a familiar topic, indicating that this serves to also self-select students to some extent.

### Even better if:

- Timetabling allowed for English and vocational staff to work together in this way throughout the year, planning jointly and supporting students to see links between subjects.
- Improving links between presentations and career / vocational development such as part time adult learners studying Functional Skills level 2 in order to progress onto the Access to HE course through using presentations as a means of applying to the HE course (e.g. presenting a personal statement or mock interview explaining career aspirations).
- Presentation skills formed part of the diagnostic assessment process for all vocational learners and all teaching staff supporting the student were aware of their key areas to develop, tracking this through a shared and student-centred ILP.



## Appendix 1 – Presentation Tracker Business Students

Name	11 <sup>th</sup> September Introduce Yourself 1 min	18 <sup>th</sup> September Add visual aids – 2 mins	25 <sup>th</sup> September Same content – focus on presentation skills	23 <sup>rd</sup> October (Susan attending) Same content -
Ha	41 seconds  Reading from notebook Clear and easy to understand Need to practice more so that more eye contact can be made	1 min 51 seconds  Image size too small Swinging notepad Had practiced Tried to make more eye contact and not read from notes Some good language	1 min 40 sec  Slides had improved Watch for SPAG Needs to develop points on slides, one slide to much writing. Discussed developing points. Better eye contact but still more practice needed.	2 mins 7 sec  Good introduction Moving around a bit Talking a bit fast – does need to slow down Clear structure to slides Did relax as time moved on.
T	38 sec  Good voice tone Good eye contact Smiley face Needs to practice more and add detail.	1 min 24 sec  Good smiley face Good eye contact Seemed a little nervous Use the slides more to help with the structure of the presentation Think about what to do with your hands Had practiced	1 min 23 secs  Good facial expressions Good pace. Messing with badge so think about hand movement. Needs more practice – take more seriously.	2 min 30 secs  No prompt notes Did appear nervous Good eye contact Clearly spoken Slide had not changed from previous delivery. Little or no practice.
Hu	1 min 12 sec  Reading from the phone Not making eye contact	ABS	ABS  Need to arrange delivery on 10 <sup>th</sup> Oct 2019 and 18 <sup>th</sup> Oct	3 min 17 sec  Very nervous Good eye contact

	Need to interact with the audience more Good language skills Needs to practice more		1 min 42 sec Need to improve introduction Good pace and good eye contact Need to practice more	Clearly spoken Good voice tone and projection Clearly practiced Good language and use of humour
C	49 sec  Needs to think about language Trying to make people laugh Not practiced Good eye contact	50 sec  Had prepared slide which was good Talked fast Only engaged with part of the audience Needs to practice more and add depth and detail	30 secs  Looked at board too much. Talked slower but had clearly not practiced. Did not turn up on the 18 <sup>th</sup> for additional practice	2 min 14 sec  Much improved but still more room for improvement lots of potential Good introduction Unable to make eye contact Good clear voice With practice this could be a very good.
S	1 min 5 sec  Good introduction Needs to practice more Moving around too much Thin about sentence structure	2min 4 sec  Moving around a lot Spoke quickly Needs to practice more – no clear order of delivery. Think about body language.	1 min 32 sec  Still around a lot Good pace Try and focus Think about how using the images 18 <sup>th</sup> Oct – 2 min 5 secs much improved – good pictures but needs to practice very random in delivery.	2 min 31 sec s  Moving around – but better Needs to keep it more formal and take it seriously. Still random in order of delivery – needs to structure images. More practice needed.

## Appendix 2 - Adult Learners Weekly Scaffolding Activities and Rationale

Week	Activities and Rationale
Week 1	Students initially presented, with minimal preparation, for 1 minute about a restaurant they have visited. This task is accessible to all learners and a useful lead-in to a diagnostic assessment task of writing a restaurant review.
Week 2	Students present a book which is important to them linking to starting point of types of text, features, styles, genre etc. This presentation was filmed. This task allowed students to share something personal of their choice whilst breaking down barriers to presentations. This also consolidated on the introductory lesson about types, features and purposes of text.
Week 3	Watching OSCA training resource example presentations and assessing against Level 2 criteria. Adult learners often feel more confident once they know exactly what is expected of them and how they will be assessed.
Week 4	Paired introduction writing and presenting an introduction to a speech on a topic students felt passionate about following watching an example presentation by activist Greta Thurnberg. This was because many students identified the hardest part of presenting skills as getting started.
Week 5	Basic PowerPoint skills development and sharing PowerPoint template for developing a presentation. All learners in the group wanted to use PowerPoint to support their presentations but felt that they lacked the IT skills to be able to access this.
Week 6	1-1s with all students to finalise presentation topic and discuss resources, support needed and plan assessment dates. Agreeing topics and working together to ensure that topics were not too narrow or broad and leant themselves to questions and discussion helped learners to feel confident. This also meant that the tutor could plan reading and writing activities linked to the weekly presentations.
Week 7 -11	1 or 2 assessed presentations each week at the start of the lesson with reading and writing practice following on from presentation topics (e.g. presentation topic of 3D printing leading to reading and writing tasks around the future of robotic technology.)


# Appendix 3 - Presentation Self-Assessment

Presentation Self Assessment		Are you confident that you.....?	Not at all confident	Quite confident	Very confident	Comments
<div style="border: 1px solid black; padding: 5px;"> <p>Name:</p> <p>Date:</p> <p>Topic /Task:</p> <p>Length of Presentation:</p> <p>Number in Audience:</p> </div>	Presented information clearly and logically?					
	Maintained appropriate eye contact?					
	Had appropriate body language?					
	Made good use of visual aids?					
	Engaged the audience?					
	Responded well to questions?					
	Used appropriate language, tone and register?					
	Met the purpose of the presentation?					
	Overall, how confident did you feel when giving your presentation?					
<p>What went well?</p> <p>What could you do to improve?</p> <p>TARGET for next time:</p>						

# Appendix 4 - Presentation template and guidance notes for students

Appendix 4 PowerPoint Template

30 second introduction



## Presentation Title

Student Name

KEEP IT SIMPLE

Consider using a rhetorical question as a title. (e.g. Should we lower the voting age? )


Keep the presentation topic focused and specific.

To start your presentation, you need to:

- ✓ Introduce yourself clearly.
- ✓ Introduce your topic to the audience –why have you chosen this topic?
- ✓ Outline how your presentation will be structured
- ✓ Inform the audience that they will be able to ask questions at the end.

## Introduction / Context


start your presentation by providing the context of your topic:



1 minute – context of your topic


**Do**

- Provide an outline of the topic – e.g. key ideas / dates / history / themes / why it is an important topic now.
- Think of your introduction in terms of answers to who, what, where, when , how, why questions.



**Don't**

- Give a long account of the history of your subject.
- Go into too much detail at this stage.
- Copy huge chunks from Wikipedia to read out!
- Waffle



## Point 1 –

### Your first point might be:

- setting out one argument or point of view.
- giving details about one aspect of your topic.

You could start with an anecdote ( a short personal story e.g *when I was at school....*)



Remember to include images carefully. Don't clutter your slides with pictures and make sure they are relevant.



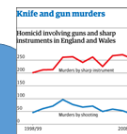
1 minute –  
Point 1

## Point 2

### Your second point might be:

- a different argument or point of view (e.g. opposing viewpoint)
- giving details about a second aspect of your topic.

You can include statistics and facts (e.g. charts / graphs) to illustrate a point.



1 minute –  
Point 1

## Point 3

- Your final point could be:
- - setting out a final viewpoint such as your personal attitude / opinion.
- - introducing another aspect of your topic.

Don't forget to connect with your audience such as by using direct address (you) and rhetorical questions (*can you imagine....? / what would you do if....?*).



1 minute – Point 1



## Conclusion

### Do

- Sum up what you have said in a few short, snappy sentences.
- Use discourse markers (e.g. overall, in conclusion, in summary...)

### Don't

- Introduce new ideas in your conclusion.
- Waffle.

Use persuasive techniques such as rule of three and alliteration (e.g. overall, junk food is frighteningly fattening and ultimately fatal!)



30 second conclusion

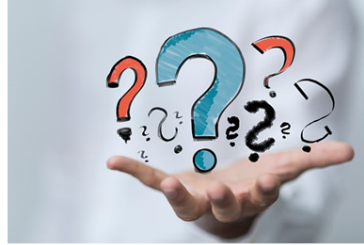


## Any questions?

You must speak for at least 5 minutes  
before inviting questions.



- Use your final slide to thank the audience for listening and invite any questions from the audience.





## Appendix 5 – Analysing an effective speech

Appendix 5

### Greta Thunberg

- PREP
- Find 5 facts about Greta Thunberg to share with the group.



- <https://www.theguardian.com/environment/video/2019/sep/23/greta-thunberg-to-world-leaders-how-dare-you-you-have-stolen-my-dreams-and-my-childhood-video>

<https://www.theguardian.com/environment/video/2019/sep/23/greta-thunberg-to-world-leaders-how-dare-you-you-have-stolen-my-dreams-and-my-childhood-video>

## Greta Thunberg



- State 2 facts from the speech
- State 2 opinions from the speech
- Find examples of language associated with childhood in paragraph 1.
- How does this contrast with *'People are dying. People are suffering'* ?
- How does she refer to her audience? What is her tone?

- What do these quotes suggest about her attitude to her audience:
  - *'...your empty words'*
  - *'How dare you!'*
  - *'How dare you continue to look away?'*
  - *'You are failing us'*
  - *'And you are still not mature enough to tell it like it is.'*
  - *'whether you like it or not'*
- What other techniques does she use in her delivery of her speech?
- How effective is this as a persuasive speech? Will it have an impact? Why? / Why not?

Not enough is being done to protect our environment.

Write a speech to be delivered to a group of influential people to persuade them to do more about the environment.



Does your speech include....?	No	Sort of	Yes
An appropriate opening (thanks / welcome..)?			
A suitable tone for the purpose and audience?			
Clear statements of your point of view?			
Discourse markers ?			
Effective language devices?			
Good spelling of common words?			
A range of punctuation?			
A variety of different sentence structures / lengths ?			
An appropriate ending ?			

Strengths :

Areas to improve:

Write a speech to be delivered to a group of influential people to persuade them to do more about an issue which is important to you.

(e.g. environment, traffic, obesity, smoking, schools, travel.)



Does your speech include....?	No	Sort of	Yes
An appropriate opening (thanks / welcome..)?			
A suitable tone for the purpose and audience?			
Clear statements of your point of view?			
Discourse markers ?			
Effective language devices?			
Good spelling of common words?			
A range of punctuation?			
A variety of different sentence structures / lengths ?			
An appropriate ending ?			

Strengths :

Areas to improve:

## Appendix 6 – Speech writing frame

Write a speech to be delivered to a group of influential people to persuade them to do more about an issue which is important to you.



Topic:

Introduction:

Good morning / afternoon....

Thank you for inviting me to speak to you today about.....

Paragraph 1 - Present the counter- argument:

To begin with...

Many of you would say that....

Many people suggest that....

Some would argue that....

Paragraph 2 - Present your argument:

I would argue that...

In my view / experience....

Paragraph 3 - Develop your argument:

Conclusion – closing / summarising idea.

Finally....

In conclusion...

Ending (e.g. Thank you for taking the time to listen to my views...)

# Appendix 7 - Example Presentations (EDEXCEL) and mark scheme


Appendix 7

Use the space below to give details of Task 2: Discussion		
Discussion topic:	Date:	
Group size:	Duration:	
Subject content statements	Achieved ?	Assessor comments / areas to improve
L2.5 Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required		
L2.6 Express opinions and arguments and support them with relevant and persuasive evidence		
L2.7 Use language that is effective, accurate and appropriate to context and situation		
L2.8 Make relevant and constructive contributions to move discussion forward		
L2.9 Adapt contributions to discussions to suit audience, purpose and medium		
L2.10 Interject and redirect discussion using appropriate language and register		

## New English Functional Skills (Edexcel)

	Entry 1	Entry 2	Entry 3
Reading	45 minutes	45 minutes	45 minutes
Writing	50 minutes	50 minutes	50 minutes
Speaking and Listening	10 minutes	15 minutes	20 minutes

	Level 1	Level 2
Reading	1 hour	1 hour 15 mins
Writing	1 hour	1 hour
Speaking and Listening	20 mins	25 mins



Speaking and Listening	Entry 1	Entry 2	Entry 3	Level 1	Level 2
Task A	Say the names of the letters of the alphabet. Understand short explanations. Ask straightforward questions. Follow single-step instructions.	Understand short explanations. Make requests and ask clear questions.	Learners take turns to give explanations and then ask and answer questions.	3 min talk and linked questions (group of 3-4)	5 min presentation and linked questions (group of 3-4)
Task B	Group discussion	Group discussion	Group discussion	10 min formal discussion (group of 3-5)	15 min formal discussion (group of 3-5)

Each of the three elements can be taken separately.  
Learners must complete all three elements to pass the level.

# What do we talk about?

Anything **could be suitable** as long as it's agreed with your tutor.  
Try and think of something you are interested in

- Voluntary work in the community
- An aspect of your work / course
- Current issues in politics / society / education
- Aspects of culture / religion which interest you
- Favourite holiday destination
- Sports teams / events
- Hobbies, sports, interests
- Local history /places of interest
- Animals / pets / nature



You can make notes and bring in prompts or bullet points, but you must not bring in notes containing continuous phrases or paragraphs.

You can create a PowerPoint to help you, if you want, remember....

- Don't include too much text on one slide.
- Don't write continuous texts on slides
- Make slides easy to read and simply.
- Practice with your slides to time it.
- Use images sparingly.
- Don't use more than 10 slides!

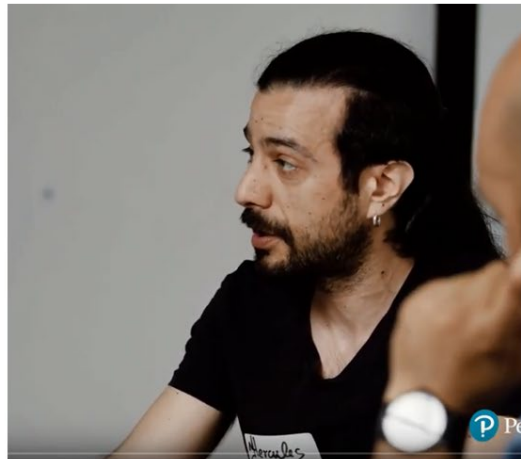


## Level 1 Discussion



<https://www.youtube.com/watch?v=ir9wfVp8TT0&feature=youtu.be>

## Level 1 Talk



<https://www.youtube.com/watch?v=Z6-bppEGq98&feature=youtu.be>

## Level 2 Presentation - Annarah



[https://www.youtube.com/watch?v=4C1X4\\_dvnRE&feature=youtu.be](https://www.youtube.com/watch?v=4C1X4_dvnRE&feature=youtu.be)

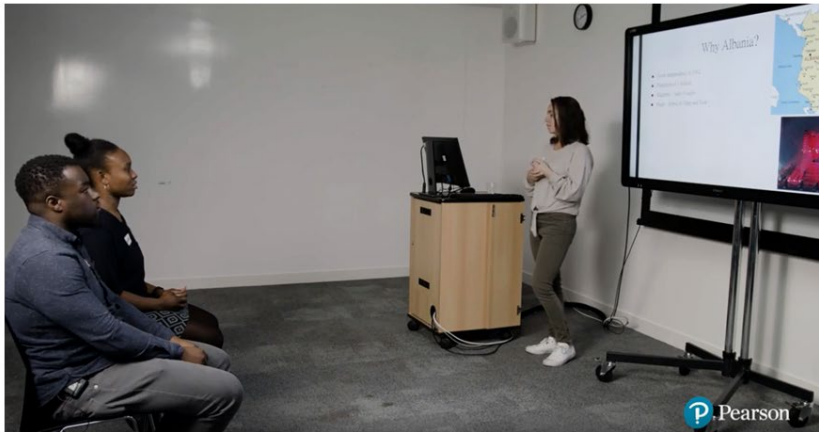
## Level 2 Presentation – Edwin



<https://www.youtube.com/watch?v=RX8KKzgFLAI&feature=youtu.be>



# Level 2 Presentation – Rosa



<https://www.youtube.com/watch?v=OsBlgZ-7-6s&feature=youtu.be>

## Edwin

All Subject content statements for each task must be achieved in order for a candidate to pass.

Use the space below to give details of Task 1: Presentation and Question and Answer Session		
Presentation topic:		Date:
Group size:		Duration:
Subject content statements	Tick if achieved	Assessor comments
L2.1 Identify relevant information from extended explanations or presentations		
L2.2 Follow narratives and lines of argument		
L2.3 Respond effectively to detailed or extended questions and feedback		
L2.4 Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts		
L2.5 Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required		
L2.7 Use language that is effective, accurate and appropriate to context and situation		

Learners need to be meeting each specified criterion on most occasions within each task.

Strengths
Areas to Improve

## Rosa

All Subject content statements for each task must be achieved in order for a candidate to pass.

Use the space below to give details of Task 1: Presentation and Question and Answer Session		
Presentation topic:		Date:
Group size:		Duration:
Subject content statements	Tick if achieved	Assessor comments
L2.1 Identify relevant information from extended explanations or presentations		
L2.2 Follow narratives and lines of argument		
L2.3 Respond effectively to detailed or extended questions and feedback		
L2.4 Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts		
L2.5 Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required		
L2.7 Use language that is effective, accurate and appropriate to context and situation		

Learners need to be meeting each specified criterion on most occasions within each task.

Strengths
Areas to Improve

**Functional Skills English**  
**Assessment Record Sheet – Level 2**  
**Speaking, Listening and Communicating**

Centre name: XXXX	Learner name: Rosa
Centre number: XXXX	Pearson registration number: XXXX

All Subject content statements for each task must be achieved in order for a candidate to pass.

**Use the space below to give details of Task 1: Presentation and Question and Answer Session**

<b>Presentation topic:</b> Albania	<b>Date:</b> 16/05/2019
<b>Group size:</b> 3	<b>Duration:</b> 9.04

Subject content statements	Tick if achieved	Assessor comments
L2.1 Identify relevant information from extended explanations or presentations	✓	Rosa's presentation was about Albania. She spoke for longer than required with her presentation lasting 6.05 minutes. She provided detail and development on the topics of language, cities, beaches and culture (2.5). Her language was effective and accurate (2.7). She responded effectively to detailed questions, e.g. when talking about political changes at point 7.39 (2.3). She asked detailed and pertinent questions after the others' presentations, including asking Annarah about the importance of basic maths at point 5.40 (2.4). She also asked about whether more education would result in better financial decision making at point 8.25, showing that she had followed the line of argument in the presentation (2.1/2.2).
L2.2 Follow narratives and lines of argument	✓	
L2.3 Respond effectively to detailed or extended questions and feedback	✓	
L2.4 Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts	✓	
L2.5 Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required	✓	
L2.6 Use language that is effective, accurate and appropriate to context and situation	✓	
L2.7 Use language that is effective, accurate and appropriate to context and situation	✓	

Learners need to be meeting each specified criterion on most occasions within each task.

**Functional Skills English**  
**Assessment Record Sheet – Level 2**  
**Speaking, Listening and Communicating**

Centre name: XXXX	Learner name: Edwin
Centre number: XXXX	Pearson registration number: XXXX

All Subject content statements for each task must be achieved in order for a candidate to pass.

**Use the space below to give details of Task 1: Presentation and Question and Answer Session**

<b>Presentation topic:</b> Arsenal	<b>Date:</b> 16/05/2019
<b>Group size:</b> 3	<b>Duration:</b> 3.04

Subject content statements	Tick if achieved	Assessor comments
L2.1 Identify relevant information from extended explanations or presentations	✓	Edwin spoke about Arsenal. It was clear that he had not prepared what he was going to say and he only spoke for just over a minute. His presentation was clear, but not effective, and lacked detail and development (2.5, not met). There was insufficient evidence of accurate language use (2.7 not met). His response to questions, e.g. 'I don't actually know' at point 1.47 lacked detail (2.3 not met). He asked a question after each of the other presentations. His question to Annarah in particular, about the age that financial literacy should be taught showed that he had identified relevant information and followed the line of argument (2.1/2.2). However, there was insufficient evidence of asking detailed and pertinent questions (2.4 not met).
L2.2 Follow narratives and lines of argument	✓	
L2.3 Respond effectively to detailed or extended questions and feedback		
L2.4 Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts		
L2.5 Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required		
L2.6 Use language that is effective, accurate and appropriate to context and situation		
L2.7 Use language that is effective, accurate and appropriate to context and situation		

Learners need to be meeting each specified criterion on most occasions within each task.

## Level 2 Discussion

- Rosa
- Annarah
- Edwin



<https://www.youtube.com/watch?v=W5wLXI0ldg&feature=youtu.be>

## Appendix 8 – Adult Learners Feedback and Notes

### Developing Presentation Skills

- Mel – Pass Level 2 Presentation (back screen right)
- Anayn – Pass Level 2 Presentation (front screen right)
- Freya – Fail Level 2 Presentation (front screen left)
- Gemma – Pass Level 2 Presentation (back screen left)

#### **What were your previous experiences of giving presentations?**

Mel – tried to do presentation, did all written work and practice for English GCSE but didn't complete the course due to presentation task.

#### **What barriers did you have and how did they impact on you?**

All - Not specifically been asked to do presentations before.

Mel - Dreaded it when told they had to do as part of course.

Relieved now that complete – Gemma

Anayn – 2<sup>nd</sup> language barrier, vocabulary.

#### **What has been most helpful for you in developing your presentation skills and confidence?**

Mel – gradual development of skills (eg from short book presentation)

Gemma – didn't attend week 2 when asked to do a mini presentation. Agreed that she came close to leaving the course because of being asked to do a mini presentation in week 2.

Gemma – support with choosing the topic and it being something felt comfortable with.

Mel and Gemma - Presentation template – structure, having notes

Doing it at the start of term (Sept – Dec) – getting the hardest part out of the way, learning about each other in the group.

Watching example presentations – Edexcel OSCA material (Level 2 Rose / Edwin)

#### **What have you found most / least helpful?**

#### **What else would help you to develop your skills / confidence?**



The Early Years  
Foundation Stage



# Early years development and British values

By Melanie Brown



What are the Early years?  
And why are they so  
important.

What is the Early years  
foundation stage?

British Values.

How to incorporate British values in Early  
years.



What are the Early years and why are they so important in a child's development?

The Early years is the first 5 years of a child's life.  
 : These years are so significant to a child's future.

A baby is born complete with all brain cells for life.(neurons) as the brain grows the brain makes connections.

- : The babies brain is 25% developed at birth.
- :In the first year the brain doubles in size and is 50% developed.
- :By 3 Years the brain is 80% developed.
- :By 5 years the brain is 90% developed and wired having made a significant amount of connections from experiences and what skills they have developed.

Brain connections we make enable us to do just everything for example, walk, talk, think, communicate.

Whether a child experiences positive or negative experiences this will shape how the brain develops.

Areas of Learning and Development			
Prime Areas			
<b>Personal, Social and Emotional Development</b> <ul style="list-style-type: none"> <li>• Making Relationships</li> <li>• Self-confidence and Self-awareness</li> <li>• Managing Feelings and Behaviour</li> </ul>	<b>Physical Development</b> <ul style="list-style-type: none"> <li>• Moving and Handling</li> <li>• Health and Self-care</li> </ul>	<b>Communication and Language</b> <ul style="list-style-type: none"> <li>• Listening and Attention</li> <li>• Understanding</li> <li>• Speaking</li> </ul>	
Specific Areas			
<b>Literacy</b> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> </ul>	<b>Mathematics</b> <ul style="list-style-type: none"> <li>• Numbers</li> <li>• Shape, Space and Measure</li> </ul>	<b>Understanding the World</b> <ul style="list-style-type: none"> <li>• People and Communities</li> <li>• The World</li> <li>• Technology</li> </ul>	<b>Expressive Arts and Design</b> <ul style="list-style-type: none"> <li>• Exploring and Using Media and Materials</li> <li>• Being Imaginative</li> </ul>

The Early years foundation stage.  
The foundation for future learning!



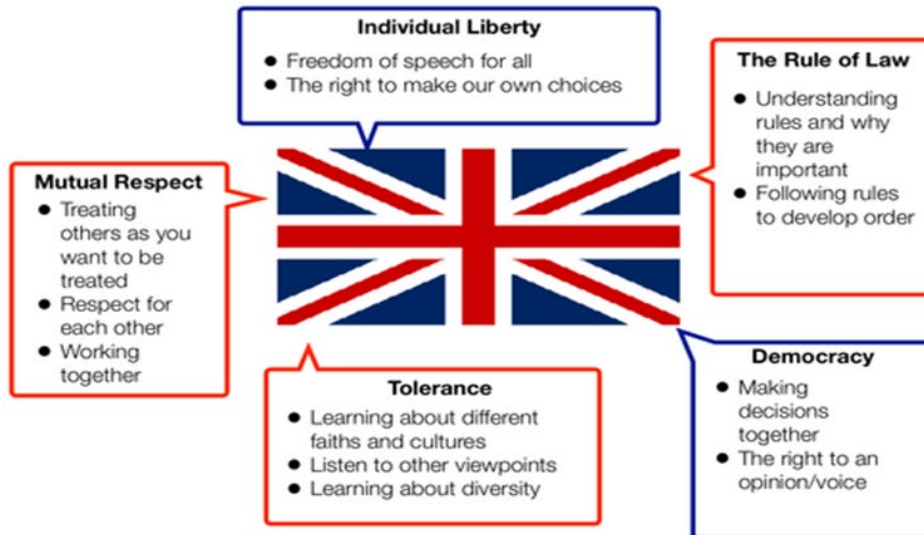
Non profit making organisation established in 1965  
To promote high quality childcare for children 5 and under.

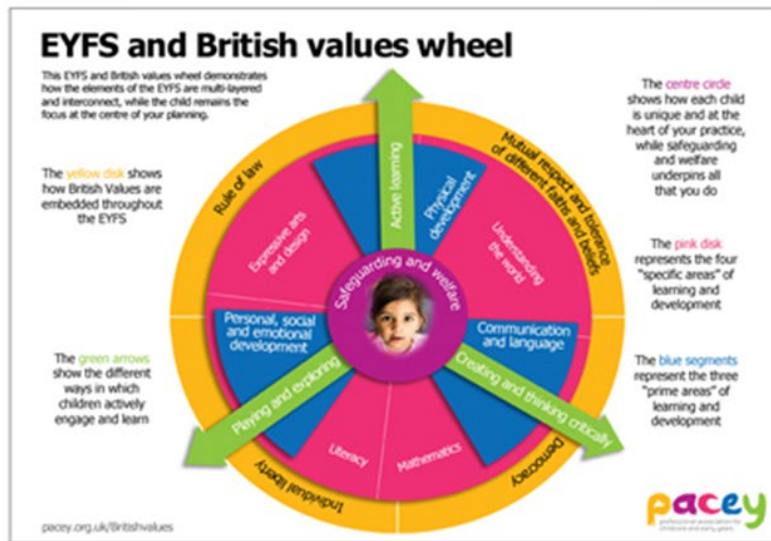
Developed to build upon the learning that is developed at home and in immediate environments.

Framework like the school curriculum but for 5 and under,  
Aimed at all people who work with young children  
-Teachers, Nursery workers, childminders.

The framework looks at all areas of a child's development through constant observations and assessments, allowing professionals to pick up on any areas where a child may be delayed.

## British Values





I believe that children are our future. Teach them well and let them lead the way. Show them all the beauty they possess inside.

-Whitney Houston



## Appendix 10 – Learner Case Studies

### Case Study 1: Camran

Camran came to Craven College age 16 years from Beckfoot, Oakbank High School and obtained a grade 3 in both English Language and Literature. At college he is studying a NCFE Level 2 in Business Studies.

A number of family members and friends from his area have enrolled onto the same course which impacted on his ability to take the presentation exercise seriously and deliver without laughing or joking around. On his first presentation attempt he delivered a brief talk about himself which lasted 49 seconds. His feedback included:

- Needs to think about language used through a formal presentation
- Trying to make people laugh by acting silly during the delivery
- Not practiced the presentation so lacked confidence and cohesion.
- Good eye contact.

Throughout the project, Camran has progressed from his original time to 50 seconds and then to 2 minutes 14 seconds, with a main area for improvement being eye contact.

In January Camran delivered his GCSE presentation which was assessed against the GCSE criteria in which he achieved a merit.

## Case Study 2: Mel

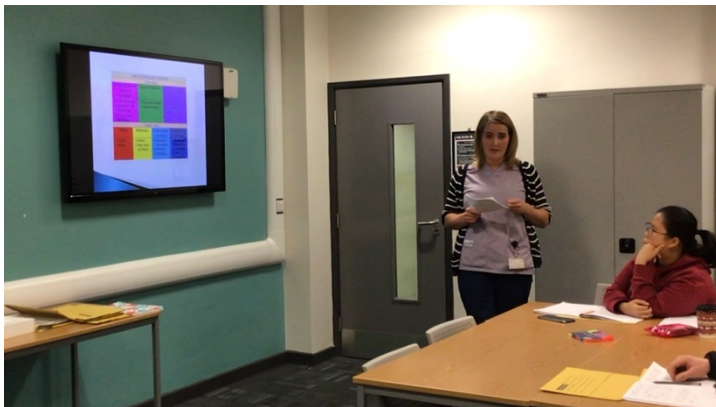
Mel is an adult learner who works in the staff nursery of the local hospital. She achieved Grade Ds at GCSE in school around 20 years ago and enrolled onto Functional Skills Level 2 in order to achieve this qualification to support her in progressing her career as well as for her own personal gain. She is also studying Functional Skills maths and attends both in an evening class after work.

Mel stated early on in the course, when the students were discussing their previous experiences of presentations, that she left a GCSE course a few years ago because of the requirement to complete a speaking and listening assessment. She had completed a lot of work towards the GCSE and felt she was doing well but was then given no warning or preparation time to complete a presentation and was expected to it in front of her colleagues.

In the second week of the course, she brought in a book written by a terminally ill child in her care who later passed away and presented well on this topic for around 2 minutes despite being very nervous. Following 100% attendance in the first term, she took part in all scaffolding activities and stated at the end of this process that she found the gradual development of skills and the PowerPoint structure the most helpful aspects towards presenting.

She completed her final presentation in December, presenting for 13 minutes (including questions) on Early Years Development and British Values to achieve a pass. She achieved a pass with 28/36 on her Level 2 Writing assessment in February.

### Mel – Final presentation



[https://youtu.be/P\\_8dcAPge9E](https://youtu.be/P_8dcAPge9E)