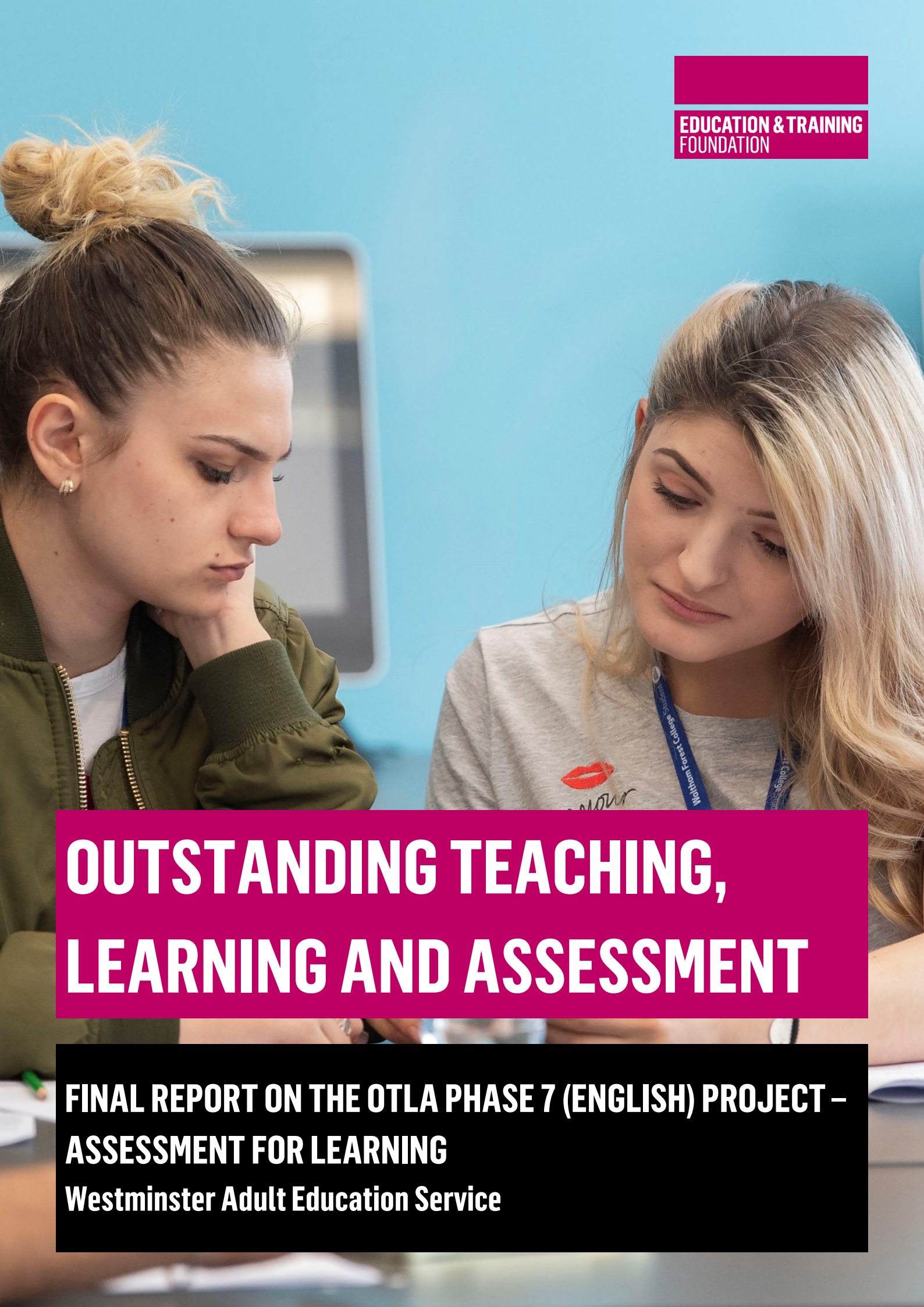


EDUCATION & TRAINING FOUNDATION

OUTSTANDING TEACHING, LEARNING AND ASSESSMENT

FINAL REPORT ON THE OTLA PHASE 7 (ENGLISH) PROJECT – ASSESSMENT FOR LEARNING

Westminster Adult Education Service

Westminster Adult Education Service (2021) *Final Report on the OTLA Phase 7 (English) Project – Assessment for Learning.* London: ETF.

This resource was produced as part of the Education and Training Foundation's OTLA programme, which was funded by the Department for Education. To learn more about the OTLA programme please visit: https://et-foundation.co.uk/supporting/professional-development/practitioner-led-development-and-research/otla/.

For further information regarding the OTLA Phase 7 (English) programme and this project go to https://ccpathways.co.uk/practitioner-research/otla-7/.

The programme was delivered on behalf of the Education and Training Foundation by -

CLAIRE COLLINS consultancy

skillsforlifenetwork news • resources • jobs • information

THAT READING THING literacy for teens and adults wherever they are

Contents

Final report - Assessment for Learning

Westminster Adult Education Service

This project actively engaged ESOL learners to stimulate intrinsic motivation so that they were able to understand and realise the relevance of maths in an applied sense, thereby enabling them to overcome some of the challenges studying the subject can pose.

Summary

Learners studying Entry maths often come with an ESOL background; the language of assessment can be a challenge. How can we best support them with the language of maths assessments? This project aimed to create meaningful, contextualised resources.

We have a significant proportion of ESOL learners from the deprived communities in Westminster who attend our functional skills maths courses. Working with the maths and learning support team, which included classroom practitioners and learning support staff, we set out to improve outcomes for learners by giving them opportunities for meaningful contextualised problem-solving activities.

Rationale

Progression from ESOL courses onto functional skills maths at entry level is a challenge for our learners, due to the language demands required to access the content. For the majority of our ESOL learners their mental maths skills are good, but when presented with worded questions they are unable to comprehend what the questions are requiring them to do (we have significant anecdotal evidence by teaching staff to support such findings).

Maths questions are often set in contextualised scenarios that are unfamiliar or have little relevance to the everyday experience of learners. This lack of contextualised materials available can put ESOL learners at a further disadvantage.

To address this gap in understanding, we developed maths resources specifically aimed at ESOL learners - allowing them to apply their mathematical knowledge to problem solving scenarios that are familiar. In turn, we aimed to develop their mathematical understanding to make these skills transferable when working towards an accredited functional skills qualification.

Contextualising materials and supporting learners with the language of maths makes the content matter more accessible and thereby improves outcomes for learners when taking controlled (summative) assessments.

Figure 1 illustrates our rationale to building confidence in maths.

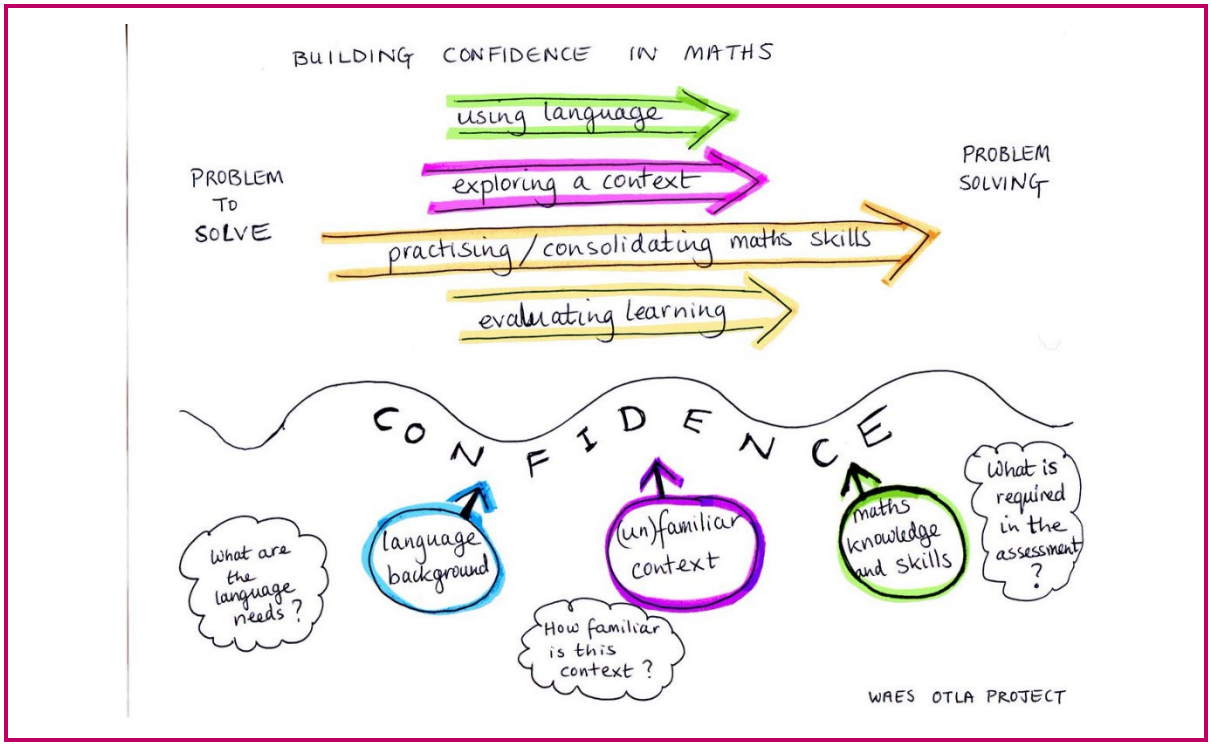


Figure 1: Building confidence

Approach

Our team took the following approach:

- Identify language background of learners (see Appendix 1). In one class, out of 11 students, there were 9 different first languages spoken.
- Analyse exam questions – pick out key language (see target language column of Appendix 3). For example: 'to the nearest division', 'left over' and 'packs'. A resource was specifically created around home improvement language, such as: 'hooks', 'base', 'bracket', 'shelf', 'corner'.
- Create contextualised questions. One team member had allocated hours and responsibility for this. Appendix 3 shows a table outlining our new resources that were created at entry 2 and 3.
- Trial questions in class. In both semesters 1 and 2, there were two classes of Functional Skills maths at Entry level, this included Entry 1 to Entry 3.
- Learners complete an evaluation following the completion of the activity. This had a 5-star rating, a question about vocabulary (did you learn new words today?) and 'would you like more practice with the topic of...? - Yes/no'.
- Direct learners to additional workshops, such as the Friday entry support one hour session.
- Liaise with the learning support workshop tutor (suggest topics, target language and in some cases, provide materials to repeat)
- Meet regularly to discuss how using the materials went and agree next steps or modifications of materials.
- Monitor achievement (progress tests, mock controlled assessments, end of course controlled assessments)
- Progress learners to the next level of maths.

The journey showing the creation of resources can be seen in Figure 2.

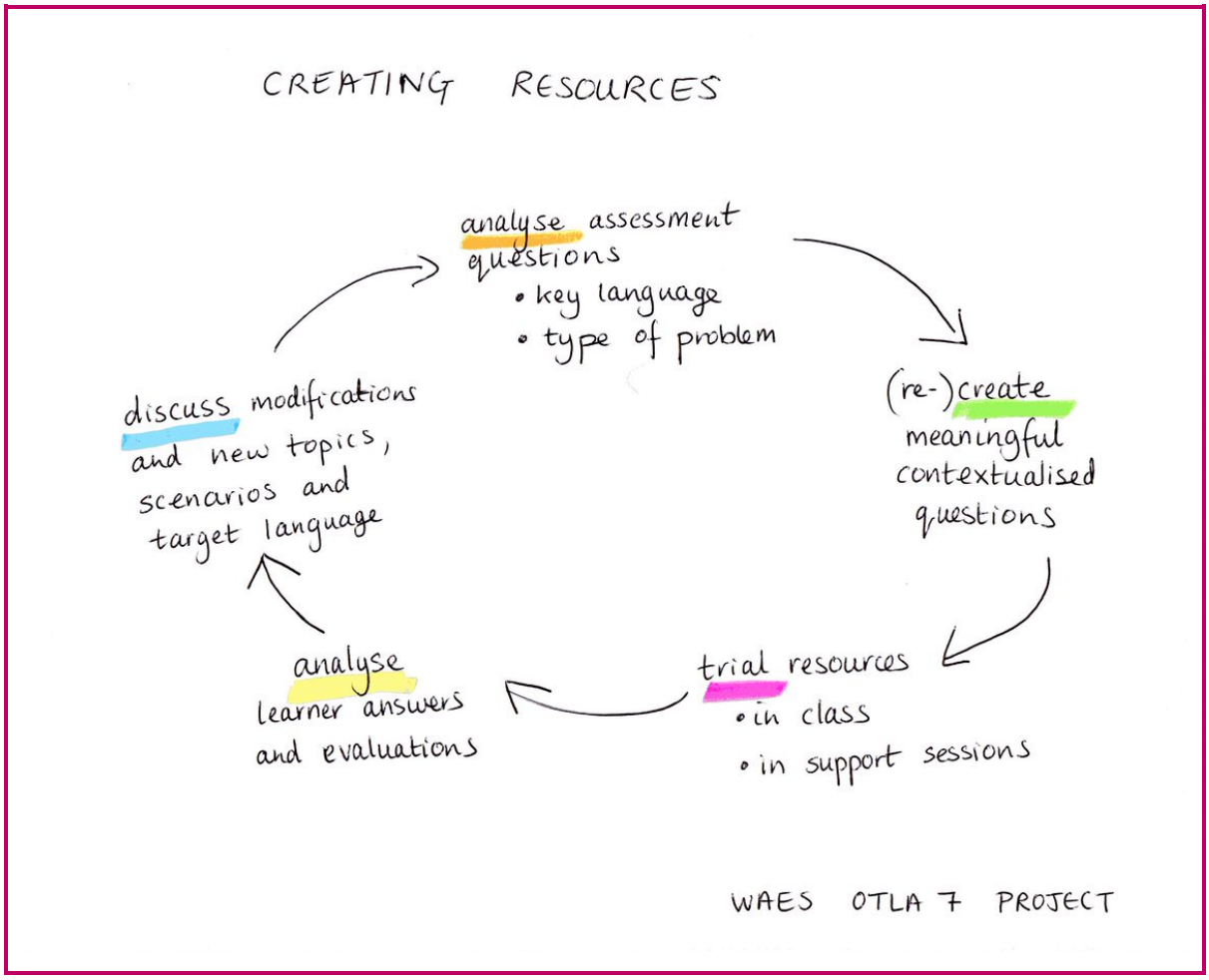


Figure 2: Cycle of creating resources.

Figures 3 and 4 below, show examples of contextualised resources that were created as part of the project.

Overall, we created and trialled 11 Entry 2 and 3 resources.

Activity D (Number)

Ben works in a shop.

7 x 1 = 7
7 x 4 = 28
7 x 6 = 42
7 x 7 = 49

He is told, "put all the bananas into bags of 7".

Ben has 52 bananas.

How many full bags can he make?

Show how many bananas are left over.

7 R 3 52 ÷ 7 =

7 | 5 2
4 9
= 3

3

it means is divide

Show your working and your answers below.

7 R 3

Figure 3: Activity D (Number)

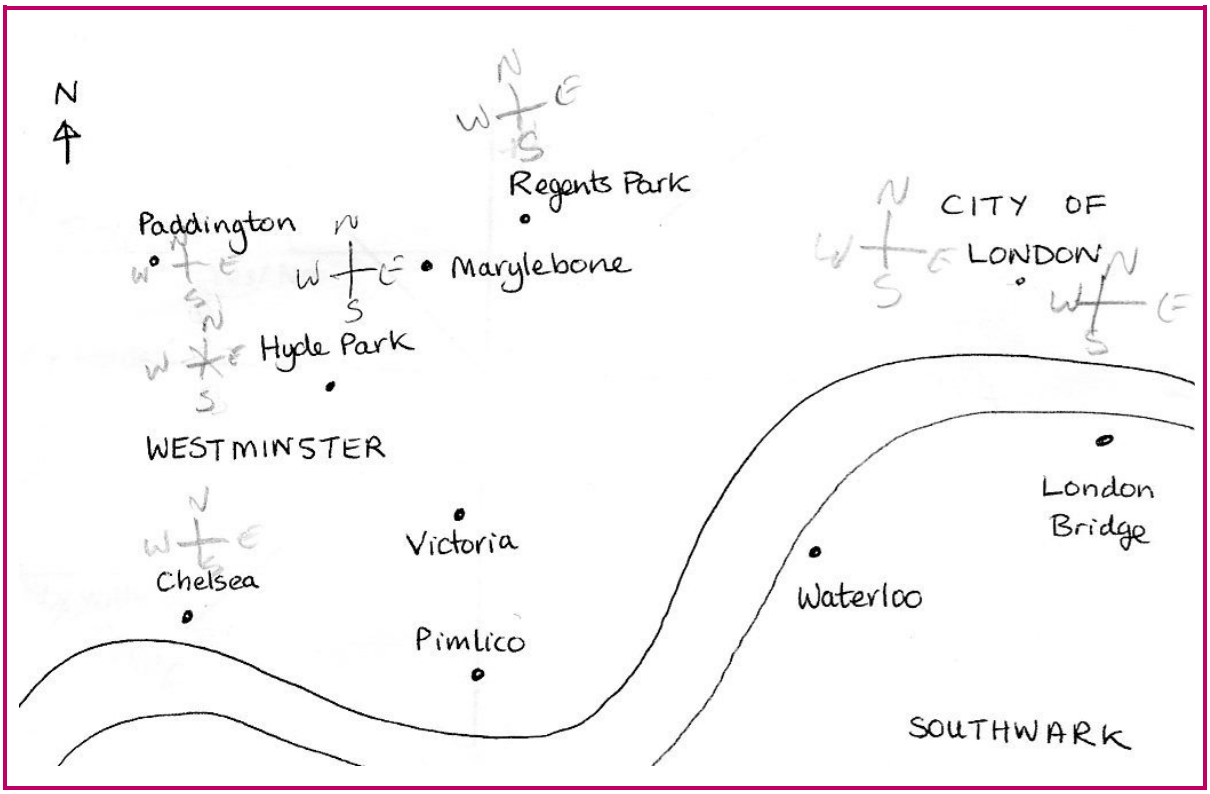


Figure 4: Compass NSEW

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

According to Chinn (2004), "the main difficulties and confusions in the words of maths come from aspects involving vocabulary and then in the interpretation and comprehension of the language used to write mathematics word problems." In light of this it is important to examine the models of delivery in adult education when looking at ways to include more learner led methods in delivery to improve conceptual understanding and identify gaps in prior knowledge. Focusing in on the language of maths and problem-solving techniques works towards that goal.

We also considered which Professional Standards related to the key points of our project, such as 'Evaluate your practice with others and assess its impact on learning'. This was captured at each stage of resource design (see figure 2) and resulted in modifications in light of the feedback. Crucial to this, we included a mini learner evaluation at the end of the worksheets which encouraged learners to reflect on how helpful the activity had been, new vocabulary as well as an opportunity to request further practice on the topic at hand.

Figure 4 shows Alewia's evaluation of an activity and how she was able to distinguish her different learning needs within the topic.

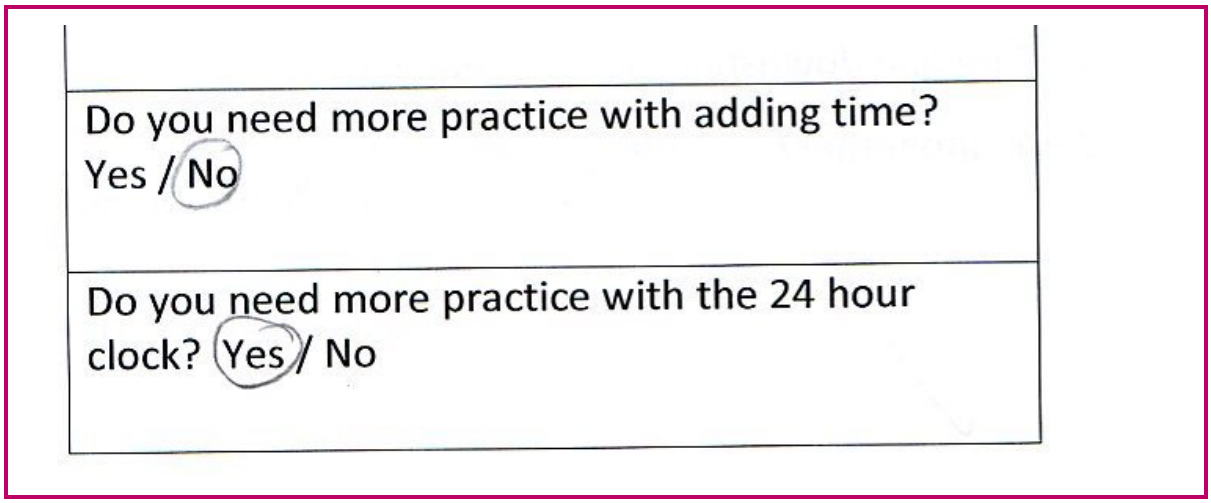


Figure 4: Learner feedback.

Procedural fluency and conceptual understanding were developed by adapting the content of questions, whilst keeping the design the same. This encouraged allowed learners to repeat the same pattern of steps to solve problems and thereby not overwhelming working memory.

Due to the third lockdown, lessons went online, however this allowed us to continue to gain rich feedback from learners by using an adapted evaluation using MS Forms, see appendix 4.

Evidence of improved collaboration and changes in organisational practices

There were three significant changes in practice within our organisation as a result of this project. At the start we consulted ESOL tutors to discuss language in our assessments that could prove a challenge and this was an ongoing dialogue, feeding back to the ESOL team about our moments of discovery. Moving forward, we plan to continue communication with the ESOL team about the additional embedding of maths language.

The project team worked with the learning support team to organise workshops for learners on the OTLA 7 project. The support staff delivering these workshops were provided with recommended topics and references to specific language. Project resources were shared with the support staff to enable the repeating of some of the activities. The learning support tutor reported that learners had found it helpful to repeat activities.

Tracking the language background of learners became more detailed as a result of the project: in Semester 1 the tutor produced a table, listing first language only (see Appendix 1). In Semester 2, the project team devised a profile for learners to complete. This form will be used on future courses and could be adapted digitally in MS Forms. Recording the language background in more detail enables tutors to more easily identify learners who may require more support with language.

Evidence of improvement in learners' achievements, retention and progression

In semester 1, all learners who were involved in OTLA 7 and of an ESOL background achieved at the qualification aim they were enrolled on and progressed to the next level, Semester 2 learners (in progress) to date have completed two assessments: an Entry 2 Practice Test - Appendix 5 (produced by the project team) and an Entry 2 Practice Paper (produced by Pearson).

In Semester 2, the Entry 2 practice test results for ESOL background learners were promising - with a pass mark of 17/24 (68%) - there were 11 passes, 4 fails and 2 absences. (See Appendix 2: Practice Test Results).

This practice test also showed that several learners understood certain language, such as ‘the least’ but in a later question got confused with ‘at least’. See ‘Learner B work confusion with at least’.

Learners learnt real life skills, such as counting with time and using points of a compass for direction.

Learner C: *I never thought about points of the compass before I completed the activity, now when I go about my business, I understand my direction.*

Learner D: *“I found the compass activity hard, I don’t use if in my everyday life, I use my phone for sat nav and follow the arrows when travelling, using the points of compass is interesting and I have learned new skills”*

Learner E: *“The worksheets were very good as was written like exam paper, but the example use was local areas, which I know as I walk there sometimes, so I check my*

answer is right, by thinking in my head as if I walk there. I find difficult some questions around problem solving and find difficult topic division…."

Learner F: *"I learn new word that I don't really use in my life, like capacity which is total amount that can fit"*

Learner G: *"I find time question a bit difficult as only use mobile phone to check time and do not do counting with time"*

The Learning support tutor reported that one learner requested to go through the bus drivers' activity again and commented that she now understood what a diesel gauge and fuel tank was. This will give her more confidence with using language in a forthcoming assessment.

Learning from this project

Contextualisation of resources

Contextualising was an effective approach, with materials including London bus journeys, a map of familiar places (compass activity – see Appendix) and shopping for familiar items. This encouraged learners to make better connections and overcome challenges to unfamiliar settings.

Adaptable resources

The team developed a bank of contextualised materials which can continue to be used, developed and adapted in different digital formats. Having the materials in an editable file also means that the text and diagrams can be re-sized if learners need a larger or bolder font.

Analysis of learner answers

Tutor reflection and feedback to the materials writer was useful as it showed what language was being understood by learners and which questions were still causing difficulty. In the May Practice Test, the tutor suggested improvements to questions 8 and 9: "it needs increments of 10, not 20ml" (see appendix 2.) In terms of language, there was some confusion between 'the least' (q3) and 'at least' (q7). This needs to be further explained in class, with additional questions.

Analysis of evaluations

Giving learners three evaluation questions after each activity encouraged learners to reflect on what they had learned, note new language and say if they would like more practice with the topic. This would be even better if the learners always wrote down the new words they learnt. It was more efficient for collating the feedback when this was done as an online task using MS Forms. Tutors can prompt for more in depth or extension answers and in MS Forms you can build in a second question after a particular answer.

Repeating activities

Having repeated tasks helped learners to further practice and consolidate their learning. Some questions, such as those featuring two bus drivers gave an

opportunity for the learners to practice a similar problem again with different numbers. The Learning Support Tutor commented that learners were 'very appreciative of going through the same questions again' in a support session and she felt that it 'built up their confidence'. This could have been improved if more of the resources had differentiated questions available at Entry 2 and Entry 3, which helped them consolidate their knowledge by doing the level below their operating level.

Reflective quotes from staff:

"I gained confidence in creating differentiated resources and want to continue doing this."

"The OTLA7 project has meant that we now have a shared folder of topic-based exam style questions. These questions have been useful revision for all of our learners."

"The resources helped learners become more confident – they were using the target language whilst problem solving."

References

Nunes, T., Schliemann, A. D., Carraher, D. W. (1993). *Street Mathematics and School Mathematics*. Cambridge: Cambridge University Press.

Steve Chinn. (2004) *The Trouble with Maths*. Routledge.

Appendix 1 - Profile of learners

In semester 1, the tutor produced a spreadsheet with the following data for one class:

Learner number	Surname	First name	Language
			Persian
			Farsi
			Italian
			Arabic
			Arabic
			Bengali
			Swahili
			Greek
			English
			English
			Turkish

In semester 2, the project team agreed a more comprehensive language background profile (paper based).

Name	
Student ID:	
Frist language	
ESOL level	
Functional Skills level or class	
Not studying English	
How long have you lived in the UK?	
Did you study Maths last term/year? What was your level?	Yes / No Entry level _____
What studies did you do in another country/language?	Primary school school to 16 school to 18 university

Appendix 2 - E2 Practice Test Results

Entry 2 Practice Test Results for two classes – for ESOL background learners only

Date of Assessment: 10th May 2021 (this is halfway through the course)

Tutor: AS

Amberley Road Class

Learner initials	Result
MA	19
AA	8
NF	18
AN	15
EP	19
NS	19
ZS	20
RMS	9

Lisson Grove Class

Learner initials	Result
JB	19
SB	absent
AEK	absent
IS	20
HM	14
AT	22
YT	17
MJU	23

With a pass mark of 17/24 (68%), there were 11 passes, 4 fails and 2 absences.

Appendix 3 - New resource index

OTLA7 Project resource index –Entry 2/3 Maths new resources WAES 2020/21

Name	Aims	Language & context	Dates used Reflections/comments
Compass points Westminster	8 compass points E3.2	Label 8 points of a compass. Describe familiar places as in relation to each other, using a simplified local map. Differentiation: page 3 has multiple choice, and page 4 is similar but with gaps to fill. Vocab: Borough Encourage learners to write personalised statements near the end. The concept of describing two places in relation to each other, eg “Notting Hill is West/East of Hyde Park” can be tricky.	Nov 2020 in class and repeated in learning support workshop April 2021 in class Most learners were new to all the 8 points and the word ‘borough’ (which is in the Functional Skills English E3 word list). In the E3 exam, candidates would have a simpler tick box assessment question, but this more detailed resource generally had 4 or 5 stars in student evaluations. Comment from learning support tutor: I went over this resource with two learners; they struggled

			with describing the direction from one place to another. Now they feel more confident with the vocabulary. They enjoyed the lesson and gave it a 5/5.
DIY Maths words	Describe properties of 3D shape E2.20	This resource was used as a lesson starter. DIY language: hook, shelf, bracket and drawer. Base, corners Buying packs, left over Length, height, width	Oct 2020 Tutor Powerpoint visual presentation, eliciting & Q&A with vocab, learner matching and labelling vocab on worksheet Evaluation: some of the language was new to the learners.
Scales – capacity	Problem solving with capacity E2.16, E3.14 Add two-digit numbers E2.5 Add three-digit numbers E3.2	To the nearest division Jugs (drinks) Differentiation for Entry 2/3: Page 2 only two-digit numbers; page 3 add a three-digit quantity of liquid.	January/February 2021 Used in lockdown – repeating the activity and doing extra questions with real life jugs would be good, when we come back to the classroom.
Hooks and bananas Activity C and D	Problem solving; divide two-digit numbers by single-digit whole numbers and express remainders E2.8	Activity C has the context of hanging pictures on a wall. In activity D, a shopworker has to divide up bananas into packs. Language:	November 2020 April 2021 Alewia gave this a 5 star evaluation rating. She learnt new words: hooks, evaluation; she would like more practice with

		Left over Hooks Packs of bananas How many full bags?	problem-solving – how many bags/packs
Scales - Length	Read scales – length on a ruler cm E3.14, E2.14	To the nearest division How tall...? Decide: will an object (eg furniture) fit in the space? Differentiated: one question is E2 and one is E3	Nov 2020 Used in class as a starter activity. Need to start with the E2 question and follow it with the E3 question. This is a short resource and following it with real life measuring items in the classroom would help to consolidate learning. The activity was followed by online interactive resources on the same topics.
Money and fractions problem solving	Problem solving with money E3.10 Discounts, fractions (half, 1/3, ¼ money off) E3.7 Subtract money E3.2	Calculate prices/discount Money off / of Half, third, quarter	Resource in progress – to be used in May/June 2021 Start with a warm up of ¼ and 1/3, before doing this activity. Need to check learners understand if the question

		Guided examples and problem solving in the context of shopping.	requires finding the fraction of a number (the discount), or an extra step with subtracting to find the new price.
Weight	Selecting the most appropriate measuring device E3.18 Read scales to the nearest division E3.14	Language: Can the scales take the weight? maximum, the most weight, (scales) division Context: a large bag of cooking rice and other food items	Resource in progress – to be used in May/June 2021 Use with a discussion about measuring devices and follow up measuring activities with objects on scales.
Bus drivers q1 to 7	Q1-4 Problem solving with multiply and divide Q5: Time – add and write time – read 12/24 hour clock E2.13, E3.13 Q6: Add and subtract 2 digit numbers E2.5 Q7: Reading a scale - Fuel gauge E3.14 With divisions/fractions E2.10, E3.7	Context: Bus drivers in London: miles driven per day/week, lunch break (time), numbers of passengers getting on/off the bus Fuel gauge with multiple choice fraction (half, third, three quarters) Language: Q1-4: And back again, shortest distance, times a day, altogether, more miles than Q5: starts, ends, before, meet his target	April 2021 Used in class; Also used in a learning support workshop with one learner to go over what she didn't understand in class. This activity included plenty of task repetition as there were two drivers and learners had the opportunity to do a similar question with the second driver. This helped to build confidence. Q5 time – Mohammed was confused about the wording of

		Q6: maximum capacity, passengers, queue, allow, altogether, how many people are left Q7: fuel gauge, diesel, full tank, end of the day, what fraction is left	the question and subtracted time, instead of adding time. In the evaluation, Mohammed said 'yes' to wanting more practice with adding time and the 24 hour clock. Alewia said 'no' to wanting more practice with adding time and 'yes' to more practice with the 24 hour clock. She was able to distinguish a different level of confidence between her learning needs for two different aspects of telling the time. Comment from learning support tutor: Nasra found it helpful to go through the questions again. The word 'fuel gauge' was new to her. Learners were 'very appreciative of going through the same questions again' in a support session and she felt that it 'built up their confidence'.
Bus tally and bar chart	Complete a tally chart Complete a bar chart E3.23	Part-completed tally and bar chart with bus passengers	March/April 2021 Used in class.

			We delayed using this due to lockdown, as learners needed a print-out. (This resource needed to be a scanned pdf file as the bar chart was hand drawn.) Most learners seemed confident in completing the tally chart. Learners don't always draw bars of equal width, so having the guidelines to follow was helpful.
Tea break	Problem solving with add, subtract, multiply, divide E2.5, E2.6 Use grams E3.16, E2.15 Q3a Calculate with money using decimal notation. E3.10, E2.12	The shared box of tea bags, coffee and sugar in the staff room Calculate how much is used and how long will it last. Make a decision about whether the packet will last enough days.	Feb/March 2021 Used in class and learning support workshop. The learning support tutor requested more questions on division. Students struggle with knowing whether to multiply or divide with problem solving. She suggested some tea break scenarios to put into this resource. Most learners gave this a 4 or 5 star rating and would like more practice with problem solving.

Practice Test Entry 2	Section A (non-calculator) Symbols E2.4 Division, remainders E2.8 Section B (calculator) Compass direction E2.21, E3.20 Analogue clock E2.13 Comparing waiting times for buses E2.2 24 hour time E2.22 Subtracting money E2.4 Multiplying money E2.6 Adding money and rounding E2.5, E2.9 Read scales, use cm E2.18, E2.14 Read scales, use ml E2.18, E2.16 Extract information from a list/table; using two criteria E2.22, E2.24 Extract information from a list/table; using two criteria E2.22, E2.24	Thirteen contextualised questions with Samia going out, waiting for a bus, buying things, calculating postage making lunches and mixing drink. Language: Section A Q1: 'missing symbol' Q2: 'how many plates... can she make up?'; 'left over'. Section B Q1: 'compass direction'; North, South, East, West. Q3: 'the least waiting time' Q5: 'left over' Q6: 'use the correct symbol for money' Q7a: 'postage' Q7c 'show your check' Q8: 'shorter than', 'to the nearest division', 'tablecloth' Q10: 'at least' Q11: 'less than'	May 2021 Used as a pre-mock with two classes, under controlled assessment conditions. Exam style questions and format with points. Pass mark set as 17/24 (86%). Tutor & Materials writer reflection: There is some confusion between 'the least' and 'at least'. This needs to be further explained in class, with additional questions. In q10, Mohammad didn't understand 'at least'. But he did understand 'the least waiting time' in q3. Q6: Mohammad forgot/or didn't understand about the symbol for money. Questions 8 and 9

			Some confusion The jug needs increments of 10ml, not 20ml. In Q11, Rahma didn't consider or understand the criteria of 'less than' and just selected the first cheese option. Need to follow up on 'less than' with this learner. Several learners will do Entry 3 level at the end of the semester, but the content and format of the E2 exam style questions are still useful. The scanned learner tests were made available to the learning support tutor, so she can review the needs of learners receiving additional support and plan more effectively for workshop activities.

Appendix 4 - Evaluation MS Forms

Maths Evaluation

8	00:35	Active
Responses	Average time to complete	Status

Review answers | Post scores | Open in Excel

1. How helpful was this resource?

More Details

7 Responses

4.57 Average Rating

2. How easy was it?

More Details

easy	3
OK	3
difficult	2

3. Do you need more help with money off questions?

More Details

yes	4
no	4

Appendix 5 - E2 Practice Test A

Entry 2 Practice Test OTLA 7 – WAES 2021	Name Mohammad
Section A – Non-Calculator **4 marks**	Date 10/05/21

Question 1

Samia goes to the cinema with a group of friends.

She wants to know the cost of a ticket.

She does this calculation.

72 ..÷..... 9 = 8

72 ÷ 9 ✓

9 ⟌ 72

What is the missing symbol?

Tick ✓ the correct answer.

A) +

B) -

C) ×

D) ÷

(1 mark)

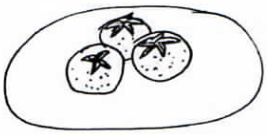
1

Question 2

Samia is making lunches in the school canteen.

She puts 3 tomatoes on each plate.

She has 53 tomatoes.



How many plates of salad can she make up?

17 ✓

Show how many tomatoes are left over. R2 ✓

(3 marks)

$53 \div 3$

$3\overline{)53}$

17

2

3

Entry 2 Practice Test OTLA 7 – WAES 2021	Name Muhammad
Section B – Calculator **20 marks**	Date 10/05/21

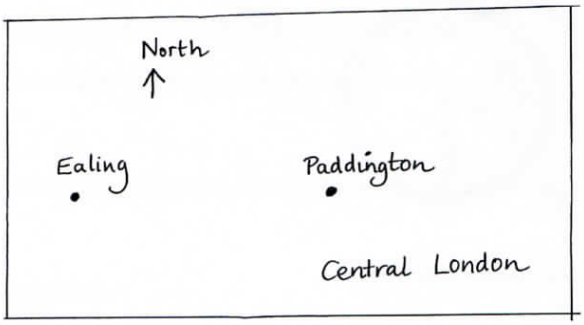
Section B. You may use a calculator.

Question 1

Samia lives in Paddington.

She plans a trip to Ealing.

Which compass direction is Ealing from Paddington?



Tick ✓ the correct answer.

A) North

B) South

C) East

D) West ✓ 1

(1 mark)

Question 2

Samia wants to catch a bus before 8 o'clock.

What time will she leave her house?

Tick ✓ the correct answer.

8:05 am

9:30 am

✓1

✓ 8:45 am

?

8:30 am

(1 mark)

1

Question 3

Samia reads the waiting times for buses.

Waiting times for buses	
Bus 8 to station	5 minutes
Bus 15 to airport	13 minutes
Bus 9 to market	7 minutes
Bus 21 to station	10 minutes
Bus 25 to town centre	6 minutes
Bus 12 to market	6 minutes
Bus 5 to market	9 minutes

Samia needs a bus to the market.

She wants the bus with the least waiting time.

Which bus does she take? Number ...12 6minutes...

(1 mark)

Question 4

Samia catches a bus home at 5.30pm.

What is the correct time in the 24 hour clock?

Tick ✓ the correct answer.

A) 05:30

B) 15:30

C) 17:30

D) 20:30

(1 mark)

2

Question 5

Samia pays for new shoes.

143 ..... 27 = 116

She works out how much money is left over.

What is the missing symbol?

$$\begin{array}{r} {}^{3}1\not{4}{}^{1}3 \\ -\ 27 \\ \hline 116 \end{array}$$

Tick ✓ the correct answer.

A) +

B) - ✓

C) ×

D) ÷

(1 mark)

Question 6

Samia buys 7 stamps.

Each stamp costs 62p.

How much does she pay in total?

Use the correct symbol for money.

Show your working and your answer here.

7 X 62P = 4.32 Pay in total

✓ £ ✓ missing

(3 marks)

3

RL: only 2 marks as £ missing in final answer.

Question 7

Samia is sending a letter.

She has paid postage for up to 100g.

Her card weighs 53g.

The envelope weighs 26g.

1
53
+26
79
107g. ✓

A) Can she add a photo with a weight of 28g?

Show your working and your answer here.

No ✓

(2 marks)

Tick ✓ the correct answer.

Yes ( ) No (✓)

B) Round 53 to the nearest 10.

Show your answer here. ....50.... ✓

(1 mark)

C) Use the rounded number to check your answer for (a)

Show your check here. ....50 + 28 = 78.....

×

(1 mark)

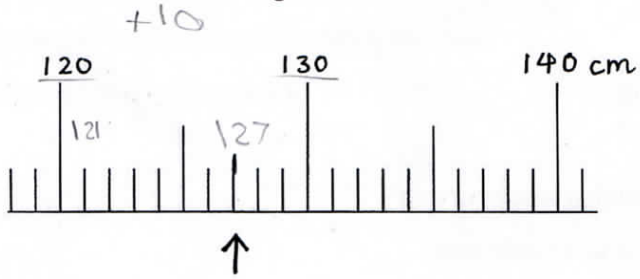
Can you now add 78 + 26 ?

3

Question 8

Samia buys a tablecloth.

The arrow shows the length of the tablecloth.



Her table is 7cm shorter than the tablecloth.

How long is her table to the nearest division?

Use the correct unit.

Show your answer here.

(3 marks)

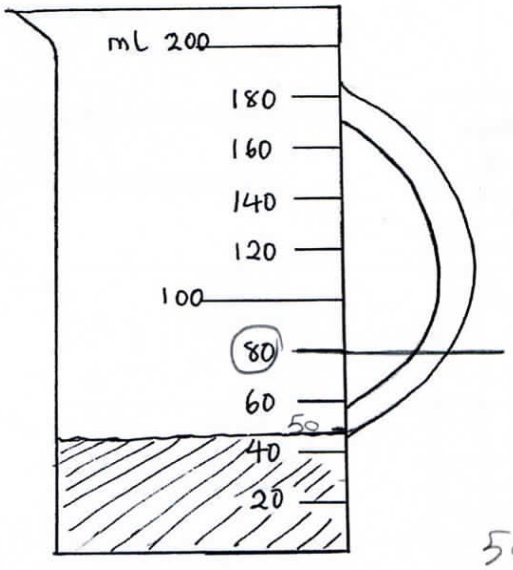
130 − 7cm = 123cm ✓ ✓ ×

2

Question 9

Samia makes a drink with a mix of mango juice and lemonade.

She pours mango juice into the jug.



50 + 30 = 80 mL

She will add 30ml of lemonade to the jug.

How much drink will she have to the nearest division?

Use the correct unit for capacity.

Show your answer here ..... 80 mL .....

..... 50 + 30 = 80 ml ✓ .....

(3 marks)

3

Question 10

Samia wants to buy a rain jacket.

She wants a blue jacket.

She wants at least 4 pockets.

Colour	Number of pockets	Price £
blue	3	62
black	2	49
green	5	53
blue	3	61
black	5	75
black	3	63
blue	4 X	72

How much will she spend? £ 123

(1 mark)

62 + 61 = £123 X

0

"at least" means 4 pockets or more
She can only buy one blue jacket.

Question 11

Samia buys a salad for lunch.

She wants to pay less than £4.

She **doesn't** like cheese.

Which salad will Samia buy?

Tick ✓ the correct answer.

Salad 1 With egg £4	Salad 2 With cheese £4
Salad 3 With fish £4.50	Salad 4 With cheese pasta £3.50
Salad 5 With cheese £3.50	Salad 6 With couscous £3.50 ✓

1

(1 mark)

Appendix 6 – The project team

Project Role	Name	Job Role
Project Lead	Jaspal Dhaliwal	Head of Area
Deputy Lead	Ruth Lennard	Course Leader
Project team	Arsalan Siddique	Course Leader
Project team	Surya Tahir	Course Leader, Learning Support
Project team	Rui Monteiro	ESOL tutor
Project Mentor	Rachel Öner (ccConsultancy)	
Research Group Lead	Claire Callow (ccConsultancy)	

EDUCATION & TRAINING FOUNDATION

OUR PARTNERS

CLAIRE COLLINS consultancy

THAT READING THING
literacy for teens and adults wherever they are

skillsforlifenetwork
news • resources • jobs • information

ccConsultancy, That Reading Thing and Skills Digital are delivering this programme on behalf of the Education and Training Foundation.

FUNDED BY

Department for Education

This programme is funded by the Department for Education.

THANK YOU

157–197 Buckingham Palace Road,
London SW1W 9SP

020 3740 8280
enquiries@etfoundation.co.uk
ETFOUNDATION.CO.UK
https://www.excellencegateway.org.uk/prep/