

OUTSTANDING TEACHING, LEARNING AND ASSESSMENT

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

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

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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/>.

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Final report - Assessment for Learning

ELATT

How can supportive tutor-learner relationships be strengthened, especially with online and blended learning? This project by ELATT devised a survey tool for tutors to elicit actionable feedback directly from learners.

Summary

Like many education providers in FE, emergency remote teaching and learning began at ELATT in March 2020, with all classes scrambling online. By mid-April, new applicants were navigating the online enrolment procedure. This meant tutors were meeting these new learners for the first time on Zoom or Teams. As of May 2021, adult classes are still online, while the 6th form provision is following a blended model.

The aim of this project is to support our tutors in this 'new normal' to build supportive and collaborative relationships with their learners. This is achieved by facilitating those learners to give feedback to their tutors through creating 'how to give feedback' sessions and an online survey tool. The tool we developed ensures the feedback is direct, focused and timely, creating a democratised teaching and learning experience.

ELATT is an educational charity based in Hackney where initiatives are often tutor-led. We have a Life Skills department delivering ESOL and English community projects, an IT Vocational department delivering web design, software development and other IT vocational courses, and an alternative provision for 6th Form. Our model is to support learners in identifying and achieving their life goals by developing skills, knowledge and confidence.

Rationale

Research into online teaching and learning suggests that the biggest factor relating to learner retention, progress and success is having a supportive tutor (Roddy et al, 2017; Bawa2016). To move from emergency remote teaching to an effective model of blended/online learning, we needed to review and develop our teaching, learning and assessment practices. Eliciting good-quality feedback and understanding our learners' experiences at ELATT will help us continue to develop our quality model and processes for the new normal.

The project proposed to do this by providing a tool for tutors that would fit within existing organisational structures. These relate both to tutor support activities, such as tutorials and ILPs, as well as the wider quality framework, in particular the OTLA (Observations of Teaching, Learning and Assessment) lesson observation policy. It was important that the tool created would not be replicating current activities or adding to workloads.

As part of our regular review of ELATT's observation policy and procedures, the learner feedback project became phase 1 of a larger quality review. Part of our former observation model was tutor observation accompanied by manager-elicited 'learner voice'. The OTLA phase 7 project enabled us to pilot self-directed tutor observation and direct eliciting of feedback from their learners. It has always been ELATT's main aspiration to enhance learners' life opportunities; we also aim to support the development of learners' analytical and communication skills. This project hopes to empower our learners to reflect and analyse, having nothing but a beneficial effect for our organisation.

Approach

The project was launched to teaching staff at our September CPD event, generating a lot of interest among teachers. With the encouragement of managers, a working group was formed of three tutors who also fulfil the roles of 6th Form English co-ordinator, volunteer co-ordinator and quality support.

The first task was to identify current points at which feedback is given, and to trial a variety of feedback models. At an early workshop, support was also sought from the organisation's well-being officer on the tutor experience of eliciting and receiving feedback.

The working group trialled individual, group, oral and written feedback, as well as a mix of open/closed and 'on a scale of...' questions. The elicited feedback was then evaluated by the project group. Open questions were identified as most suitable for feedback because (a) learners were less likely to feel it was a tick box exercise; (b) learners didn't feel they had to shoehorn their experience into narrow questions and (c) as a consequence, actionable feedback was more likely to be received.

Two surveys were devised and set up in templates using the Forms app (Office 365). (See Appendix 2.) The process then was not onerous as:

- the template adapted/contextualised by each tutor.
- the tutor shared a survey link with the learners for completion on their device.
- the tutor monitored completion rates on the Forms app and downloaded the results to Excel.

It was important we had a range of learner voice so, feedback methods were trialled with approximately 40 learners from three learner cohorts:

- Level 1 adult ESOL learners, a mix of continuing and new learners.
- 6th form FS and GCSE English learners. All have EHCP or are 'Looked After Children'. 70% of these learners have SEND.
- Adult ESOL learners looking for jobs in education enrolled on L2 Support Work in Schools award.

The questions were then adjusted before being rolled out as part of the experimental OTLA policy. Tutors were given the option to choose which set of questions they preferred and also to adapt to their context. (See Appendix 3.)

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

The following are some comments received from staff involved in this project:

Tutor 1: *“The project changed relationship with my students. I stop and listen more. I appreciate what they are able to do, so I hand over control to the students more. It means students take part in leading the class and it has improved their confidence.”*

Tutor 2: *“Feedback told me that students really enjoyed the activities I set up but that sometimes my explanations were too fast. On reflection, I also realised that when individual students don’t understand instructions, I often ask the TA to help out – but they in turn tend to over-explain. It made me change the way I work by giving fewer instructions. However, I did find myself slipping back after a few weeks. I think I need to do the surveys regularly. I will schedule it into my scheme of work for next year.”*

Tutor 3: *“As a result of the feedback, I streamlined the course for the following term to allow time for the additional workshops which students said they found useful. It was also a useful reminder that sometimes I talk too fast. I will plan to do surveys three times during my 16-week course.”*

Tutor 4 was the first tutor to report back to the team on his experiences with the survey after roll out. He reported being pleased with the positive results. One student who he knew was struggling made this clear, providing a useful basis to discuss moving to a slightly less challenging qualification. The other constructive feedback was that some students wanted more practice exercises. However, when the tutor checked online, he realised that those students had not accessed the exercises provided and had forgotten where they were located, so he was able to remind them about this. Tutor 4 plans to adapt the survey to his own context and schedule it regularly.

Evidence of improved collaboration and changes in organisational practices

Pre-lockdown, there was a clear and collective idea of what outstanding teaching, learning and assessment looked like. The rush to emergency remote teaching removed some of these certainties, which then gradually re-formed through collaborative work by tutors and managers. CPD became more regular, with shorter sessions to raise urgent topics and exchange tips relating to online learning.

The learner feedback fitted well within this collective endeavour and has now become phase 1 of a larger project. With good results from the trials, the aim is that

the feedback tool will be incorporated into the OTLA policy for 2021-22, to create a system which is high on trust and aims not to add to tutor stress or workload.

Going forward, an experimental policy (Appendix 3) has been created, comprising an unseen observation and tutor-elicited feedback at the first stage. At the end of 2020-21, both the feedback tool and the policy as a whole will be evaluated.

Finally, and importantly, another benefit was the teamwork by members of different departments. Even in a small organisation, time pressures and home-working reduced opportunities to work together. This opportunity to create a project space for regular meetings, workshops and support from the ETF allowed for thorough trialling, reflection and evaluation. Collaboration with the well-being officer also enabled us to move some questions into the annual wellbeing survey, which was also under review. This was an unexpected outcome of this project.

Evidence of improvement in learners' achievements, retention and progression

Learners across the organisation managed to achieve and progress despite the disruption of the past year, albeit with reduced numbers securing employment. The case studies which accompany this report demonstrate how tutor-learner relationships have supported achievements.

In an online ESOL L1 speaking and listening class with nine learners, the regular feedback sessions and subsequent strengthening of tutor-learner relationships supported a high proportion of learners into volunteering (four) or finding employment (two). Amazingly, one learner, SA, reported they stopped taking anti-depressants, became healthier, found a job and started to think about setting up her own business:

"Every lesson we talk about what we would like to learn more about, grammar and so on. I have a job in a restaurant because I think about my goals, and I achieve it."

In the online teaching assistant (TA) course, which supports many progressing ESOL learners to find entry-level employment in schools, learners were encouraged to give constructive feedback, which helped them to take on the mindset of education professionals, rather than consumers of education. One learner stated:

"I went for the interview, and I can talk about everything."

In the 6th Form English and Personal Social Development course for young people with EHCP and/or SEND, classes are blended. Pre-lockdown learners were generally keen to attend in person. However, a few new learners joining online were mainly 'camera off' and interacted through chat or intermediaries, e.g. families. It is challenging for both teachers and learners when classes are a mix of on-site and at-home learners. However, the classroom camera, chat and Zoom are now left open during breaks. This means that learners like N, who is severely disabled and unable

to attend at present, can interact with those on site and maintain social relationships.

Learning from this project

The rationale for this project is strong, especially for our many remote learners. We found many tutors had previously relied on ad hoc/unprompted comments from learners to provide timely, insightful feedback. This type of high-quality feedback had generally opened up in informal spaces, e.g., on enrichment visits or during 1:1 sessions where there was not a time pressure.

While the team felt the project had productive and positive outcomes, we recognised that evaluation of this small sample is difficult, since the feedback survey is one piece of the jigsaw relating to tutor-learner relationships. The phase 2 data – including analysis of the outcomes for classes using each of the two survey tools - will allow us to evaluate the wider roll-out.

One roll-out challenge was to ensure all tutors fully understood the rationale behind the survey. An initial brief presentation did not provide sufficient space for tutors to discuss and absorb the purpose and value of the approach. A separate CPD session with breakouts gave more opportunity to consider both the aims/rationale as well as the practical implementation. A smaller challenge was technical. While the Forms App (Microsoft 365) is straightforward, it still needs the right support when being rolled out to busy tutors. A particular feature which caused frustration was the ‘only people in my organisation can respond’ default setting.

The questions trialled among a diversity of learners proved to be flexible tools for broad use, although data from lower-level ESOL classes is needed. However, the question regarding the frequency ‘sweet spot’ for survey use is still open. Used too often, and it can become rote. Used too infrequently, and learners do not have the practice in analysing their experience and giving feedback openly.

The trial did not find the anticipated deference and/or lack of interest, so the main barrier for a minority was in analysing their experience and communicating their thoughts. The wording on the survey was important, e.g., asking for ‘comments and feedback which helps us to change and develop our teaching and the way we interact with learners.’

References

Roddy C et al (2017). Applying Best Practice Online Learning, Teaching, and Support to Intensive Online Environments: An Integrative Review. *Frontiers in Education*. Accessed at: <https://www.frontiersin.org/articles/10.3389/feduc.2017.00059/full>

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Appendix 1 – The project team

Project Role	Name	Job Role
Project Team 1	Helen Rankin	Tutor/quality support
Project Team 2	Imtiaz Shafique	Tutor/6 th Form English & PSD co-ordinator
Project Team 3	Yvonne Ackuaku (Evie)	Tutor/volunteer co-ordinator
Project Mentor	Rachel Öner (ccConsultancy)	
Research Group Lead	Claire Callow (ccConsultancy)	

Appendix 2 – Feedback Survey

Set 1 Questions for contextualisation by tutor

1. How interesting was today's session? (1-5 stars)
2. How useful was today's session for you? (1-5 stars)
3. What did you learn today?
4. Was my explanation easy to follow?
5. What things made the class easy or difficult? *Eg vocabulary, tutor talking too quickly, distractions at home, being on Zoom, boring topic.*
6. Was it easy to access the class/resources on your device? *Eg laptop, phone, broadband etc. How could we make it easier to access?*
7. How do you feel about your participation? (In class discussion AND in breakout groups.) *Were you able to speak/discuss? Was there enough or too much breakout time? What about group sizes?*
8. How did you feel about the assignments or work you did in class? *Eg confident, frustrated, satisfied, confused... Why?*
9. Can you make one suggestion to make the class better for you?
10. From the list, choose one thing you think could be improved about the lesson: (a) resources; (b) teacher explanation; (c) help/support from my teacher; (d) not enough opportunities for me to speak and share; (e) topic not so useful or not interesting.

Set 2 Questions for contextualisation by tutor

1. What words (adjectives) describe your relationship with your tutors/teachers? (1-3 words)
2. How do your tutors help you feel comfortable to speak out in the class?
3. How do your tutors make you feel your ideas and opinions are respected?
4. How do your tutors react if you ask for support, eg if you don't understand or have issues inside or outside of class?
5. How do your tutors help you have fun, feel safe and make friends/develop a support network?

Feedback from ELATT students: research project by Helen, Imtiaz and Evie

Thank you for helping our research by answering these questions.

We are a small group of tutors (Evie, Imtiaz, Helen) who have been investigating how ELATT can best support students, especially throughout the difficult times this past year.

The name of the project is "Constructive Feedback" because we are interested in getting comments and feedback which helps us to change and develop our teaching and the way we interact with students.

We will use your answers for our research and we will share our findings within the education community but we will not share any personal information about you.

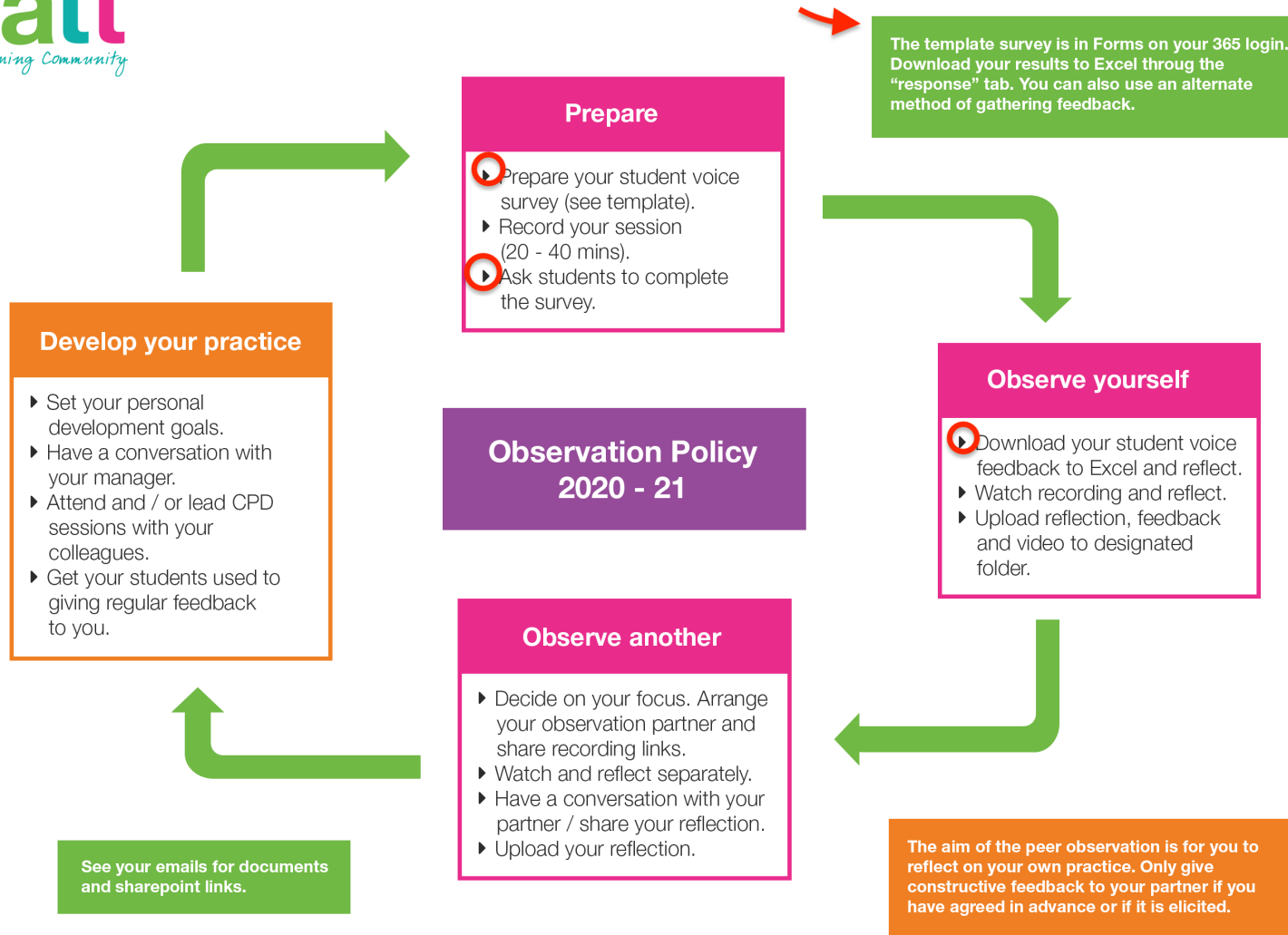
Please do let us know if you would like a copy of the final research which is due to be published later this year.

1. Your name

2. What words (adjectives) describe your relationship with your tutors/teachers?

3. How do your tutors help you feel comfortable to speak out in the class?

Appendix 3 – OTLA Policy 2



Appendix 4 – Feedback Group 1

This is a three-month Speaking & Listening ESOL course from which the learners can progress onto the L1 reading and writing course. The class consists of nine learners from a variety of backgrounds. They range from 26 years old to 55 years old. Some of the learners are refugees and others are newly arrived migrants. When the learners started the course in February, none were working or volunteering.

Two of the learners had reported that they were suffering from depression and had been taking anti-depressants in order to cope with their anxiety and to also be able to get a good night's sleep. Subsequently, following a positive tutor-learner relationship, every learner in the class is now involved in an activity outside the classroom: two learners have gained permanent employment, (one as a chef and the other as a barista) and four of them are volunteering as teaching assistants with other ESOL classes or conversation clubs. In addition to volunteering or being employed, some are also taking part in an online community cooking course.

The tutor, Evie, reports a clear difference in their confidence and this is confirmed by three of the learners in their survey answers.

AA stated during a lesson that she was going to visit her doctor to tell him that she no longer wanted anti-depressants. She felt she had needed it to cope with lockdown but she was better. She has started a diet plan and lost weight. She had succeeded in getting a job as a chef and is planning on starting her own business.

Every lesson we talk about what we would like to learn more about the topic of the day, grammar and so on. I have a job in a restaurant because I think about my goals and I achieve it

BB was not sure about how to use technology when he started. But he has been volunteering in the conversation class and leading some of the sessions. He has learnt to create teaching and learning resources using PowerPoint and to share these. Now he and the rest of the class are able to share their screens and support each other confidently with the class work without the aid of the teacher. In answer to "How do your tutors challenge you, help you overcome setbacks, and identify and achieve your goals?" he stated:

"Encourage us continuously to try, provide us with material and teachings aid, personally she help me to volunteer and help me how the power point work"

BB also now has a goal: he would like to complete the TA course with ELATT and get a role as a TA in a primary school.

CC is a refugee from Turkey. She has been in the UK for a short time. She started by volunteering with a colleague as a TA. Now she has found a job as a barista in a café (part time) but she continues to volunteer. She stated in her questionnaire:

"After I attend this class, I improve my English more than before. I learned many new words any many things. I gained my self-confidence when I go to the outside"

Sample survey results from Group 1

What words (adjectives) describe your relationship with your tutors/teachers?	How do your tutors help you feel comfortable to speak out in the class?	How do your tutors make you feel your ideas and opinions are respected?	How do your tutors react if you ask for support, eg if you don't understand or have issues inside or outside of class?	How do your tutors help you have fun, feel safe and make friends/develop a support network?	How do your tutors challenge you, help you overcome setbacks, and identify and achieve your goals?
Confidential and easy going.	She always ask us if we understand what she is saying before she goes ahead with the topic.	We share freely our ideas and we discussed openly about our opinions.	In case we need support our teacher is always available to give us additional clarifications.	We talk about episode of our everyday life,she respect our privacy and our thinking.	Every lesson we talk about what we would like to learn more about the topic of the day, grammar and so on.
Friendly, supportive, helpful, approachable, confident, knowledgeable	Giving enough time to express our point without interrupting or pressure	Give us chance to express clearly our point view , its not judgmental discuss and express	Dosen"t mind to explain again by giving simple example from daily lives without any hesitate to support and direct us to help	Give us enough time to talk to each other sharing our daily life also by provide time using meeting rooms to discuss	Encourage us continuously to try , provide us with material and teachings aid , personally she help me to volunteer and help me how the power point work
Friendly	I gained more self-confidence after I attend this class by means of her.	She is so kind and open-minded.When we say something,she listens to patiently and then she explains right and wrong ways for us.	She listens carefully and she reacts nicely everytime about any questions.When we ask for support or ask something about lesson.She explains to us kindly and patiently.	I feel safe because she is friendly,she is fun during the class.I am so happy with our teacher.	After I attend this class,I improve my english more than before.I learned many new words any many things.I gained my self-confidence when I go to the outside
Great, ambitious, diligent	My tutors understand me on what I want to say and she explains that so I feel more comfortable to speak.	My tutors always respect and are always impressed with my ideas and opinions.	If I ask something to my tutors something, they are positive, polite and are very helpful.	My tutors always helps me have fun, feel safe and develop a support network with her behaviour.	My tutors help me to identify my goals and how to achieve my goals.

Appendix 5 – Feedback Group 2

The learners in the 6th Form study vocational qualifications in areas such as media, computer engineering and software, and business admin. Approximately 70% of the learners have SEND. They also study English, PSD (personal and social development) and maths. The teaching and learning model changed over the past year. Full remote learning commenced in March 2020 at the beginning of the first lockdown. In September 2020 the 6th Form moved to 'blended' teaching whereby the teacher and some learners would be on site, while others joined online through Zoom. This presented challenges to the teachers and the learners at home and in class.

New learners with complex social and academic needs joined during lockdown. Some of these new learners joined sessions 'camera off' and in some cases spoke to the tutor only through chat or intermediaries, e.g., family members. It is not unusual for some learners to take a considerable amount of time before they feel able to fully participate in classes and activities.

Initially, learners were asked to give specific feedback on their learning for the weekly class and then three learners were asked to give feedback about their experiences at ELATT in general.

The learners mainly gave positive feedback on their progress and activities in class. Some learners did, however, express that they would like more "one-to-one because I struggle with keeping up with the lesson" and that they found "to do my studying and class in ELATT much more easier than online". Some learners also said that it was hard for them to follow the explanations or directions in class. In order to address these issues, the teacher gave instructions to the whole class verbally and also typed the instructions into Zoom chat. The TA would then go into a breakout room with learners who required extra support. This proved to be an effective strategy, as the learners managed to complete tasks and were "happy with everything that goes on such as the TAs that participate within the lesson".

When asked about their relationships with their teachers, the three respondents, two of whom have experienced extreme anxiety, gave feedback that was 100% positive with descriptions such as "excellent interactions with all my teachers", "supportive and professional" and "kind".

The learners also feel well supported within and outside of class. Learner S stated that if she does not understand something the teachers "simplify and explain". She is now volunteering with a homeless shelter. DD said, "I get support from different teacher... get involved in opportunities". This learner is now working as a volunteer in ELATT, supervising and project managing a work-experience programme.

EE, who is severely disabled and has not been able to attend in person for more than a year, and who has stated in the past that he is struggling, said that he gets good response and support. "I make sure I am not left behind even though I am online... I have a TA when I need one". The chat and Zoom room is left open during breaks so that EE and others online can interact informally. The classroom camera is also left on so that EE and others at home can interact with those on site.

In response to 'How do your tutors challenge you?' FF said that if she finds work easy, she will ask for more challenging work "so I can challenge myself". DD says: "My teachers challenge me different ways, it can be relating to safeguarding issue or to confidence." His past issue was that he did not make friends but "my teacher guided me through this." EE says the teachers help me to "manage and to feel better too".

Sample survey results from Group 2.

What words (adjectives) describe your relationship with your tutors/teachers?	How do your tutors help you feel comfortable to speak out in the class?	How do your tutors make you feel your ideas and opinions are respected?	How do your tutors react if you ask for support, eg if you don't understand or have issues inside or outside of class?	How do your tutors help you have fun, feel safe and make friends/develop a support network?	How do your tutors challenge you, help you overcome setbacks, and identify and achieve your goals?
Helpful, Kind, understanding,	They make sure we are well prepared and that we understand what we have to do	everyone gives out different opinions and ideas and we input them in our spider diagram that could be used in our project	If I put my hand up in class for instance I may not understand a sentence or a piece of work they come and help me and simplify to explain the sentence I may not understand for me and what or they will give me an example for my task as well	Elatt is a welcoming place with really nice and friendly people and they have CCTV cameras in elatt as well they have a receptionist at the front so she knows who is walking in and out of elatt	If I find a piece of work easy they will give me a more challenging piece of work to challenge myself with that is even more challenging which helps my grade to improve my lessons and my understand in class
Friendly, Approachable, Supportive and Professional	In my past experience in Elatt I had some issues as well not gaining enough confidence they took me out and had I private chat on how I can do much better. I had my Speaking and Listening exam back then knowing I can do it but my confident went kind of low because I was shy not able to speak front of students that I have not met before but it was a first attempt and got back up and learnt my mistake by feeling positive about myself.	In my past experience in Elatt I used to have Speaking and discussion tasks due to my English qualification my ideas and opinions were respected by listening other people conversation and knowing I am able to respect one another in the classroom. my opinions are respected and allow me to have a chance to talk but when it gets judged not in a way to let me down but in a respect way so that everyone has a chance to talk.	They are always happy to help I get support from different teachers about careers advise and how to get involved in opportunities like Apprenticeship and internship offers.	Ever since I've been in Elatt, all my teachers have been very friendly allowed us to relax so that we can have fun but also been professional although they are my teachers. For example when having fun it's in classes and also lunch time hours as well where we have relax time and think about how the day went. I also went to trips last year showing commitment throughout my work I was also nominated doing a blog for Elatt which made me improve my confidence more. When feeling safe they always come to the shops with us and also they always check up on us see how we are doing it can also be personal life as well if its outside of Elatt. Making friends is when I go to trips my teacher also allows me to make friends in PSD class also we had opportunity to create projects	My teachers challenge me different way it can be relating to safeguarding issue where if the student is worried about something or it maybe due to confidence. My past experience I had was overcoming my issues when I did not make friends that make much in my recent college but my teacher guided me through and told me how I can achieve my goals by working as a team and dealing with setbacks and failure.
I have an excellent interactions with all my teachers. They are helpful and understanding	I have been encouraged to speak out and I feel very comfortable as I know I will not be judged for my own ideas and contributions	They listen to what I have to say and ask me to elaborate on things to make sure they understood what I meant	I have had a good response for support. For example, in Ronnie's class, a teaching assistant was brought in for me. In English and PSD, Imtiaz always make sure I am not left behind even though I am online and the majority of the class is on site now and I also have a teaching assistant when I need one	Mostly in English and PSD, Imtiaz make sure I participate in all activities and students chat with me online through Zoom at breaktime but it is not easy to make friends when studying from home	They usually ask me if I am well and if I have any struggles with classwork then they will help to find how I can manage and feel better too

Appendix 6 – Feedback Group 3

Reflection on a survey. NB: the questions on this survey are from an earlier trial.

I asked students to work in groups with one student as scribe. I hoped this would generate discussion - they were also invited to complete individually.

I adapted the survey template which we had devised for our OTLA project.

I posted the link to the Microsoft Form on the class Whatsapp.

18 students took part in four groups.

The course was online - we had never met in person.

This was a teaching assistant course for migrant students with English as an additional language.

I got to know some students quite well. It was harder to get to know the quiet "camera off" students (noisy households/children was a factor in this).

We did the survey towards the end of the course - I think they were comfortable to give constructive feedback by this point.

What did I learn?

I found the feedback useful and liked being in control of it.

The course worked well on Zoom generally but it is harder to gauge understanding.

Recordings and additional scheduled workshops are important in helping study through Covid disruption and to give students additional opportunities to catch up.

Students would like more individual access / 1:1s

Learner Feedback Project

How were my explanations during the sessions?	Please tell me about things that made the class easy or difficult to follow.	Was it easy to access the class/resources on your device?	How do you feel about your participation? Both in the class and in breakout sessions.	How did you feel about the assignments?	Can you make one suggestion which would improve the class for you?	From the list, choose one thing that you think could be improved about the lesson.
Quite easy	Difficult :being on zoom because of lockdown and distractions at home .easy think is the recording session	Laptop	Happy to discuss and comfortable at breakout time .we need more class with short hours		One teacher to the hole class with short time	Resources - handouts, papers, etc
Quite easy	The teacher is excellent teaching methods and very flexible and supportive	It was little bit difficult for some of us because of IT skills and broadband connections .	We all had enough opportunities to participate and discuss our ideas and views in the online class and in the break out rooms . We had good amount of break out rooms .	The teacher gave us enough time to complete the assignments because of the Covid . Her teaching style was excellent and made us feel more confident .	May be more one to one session .	Resources - handouts, papers, etc
OK / Sometimes hard	Vocabulary, communication should be easier. Helen taking to quickly	Yes	Yes. We all got opportunity to speak and discuss. The breakout session the small the better	Sometimes confusing...needed workshops to understand better	Workshops for assignments would be very helpful for everyone to understand	Help/support from my teacher
Quite easy	vocabulary. Explain. New words to learn. Zoom was helpful. Breakout rooms good communication. Useful topics. Prepared.	Very easy.	It was equal opportunities for all.	Rima. Good. Asjmeet. Satisfied enough time. Margarita confident.	Everything was perfect.	

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