

## **Participant pack**

# **Preparing for inspection with an English and maths focus**

## **Module 18**

### **Handouts**

- HO 1: Reflection log
- HO 2: Common Inspection Framework
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### **PowerPoint slide notes**

## HO 1: Reflection log

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

Activity	Issues	Actions
Introductions (contact details)		
Why maths and English?		
Thoughts on the structure of your organisation		
The learner journey		
What English and maths support do your learners get?		
Issues in your centre		
The observation process		

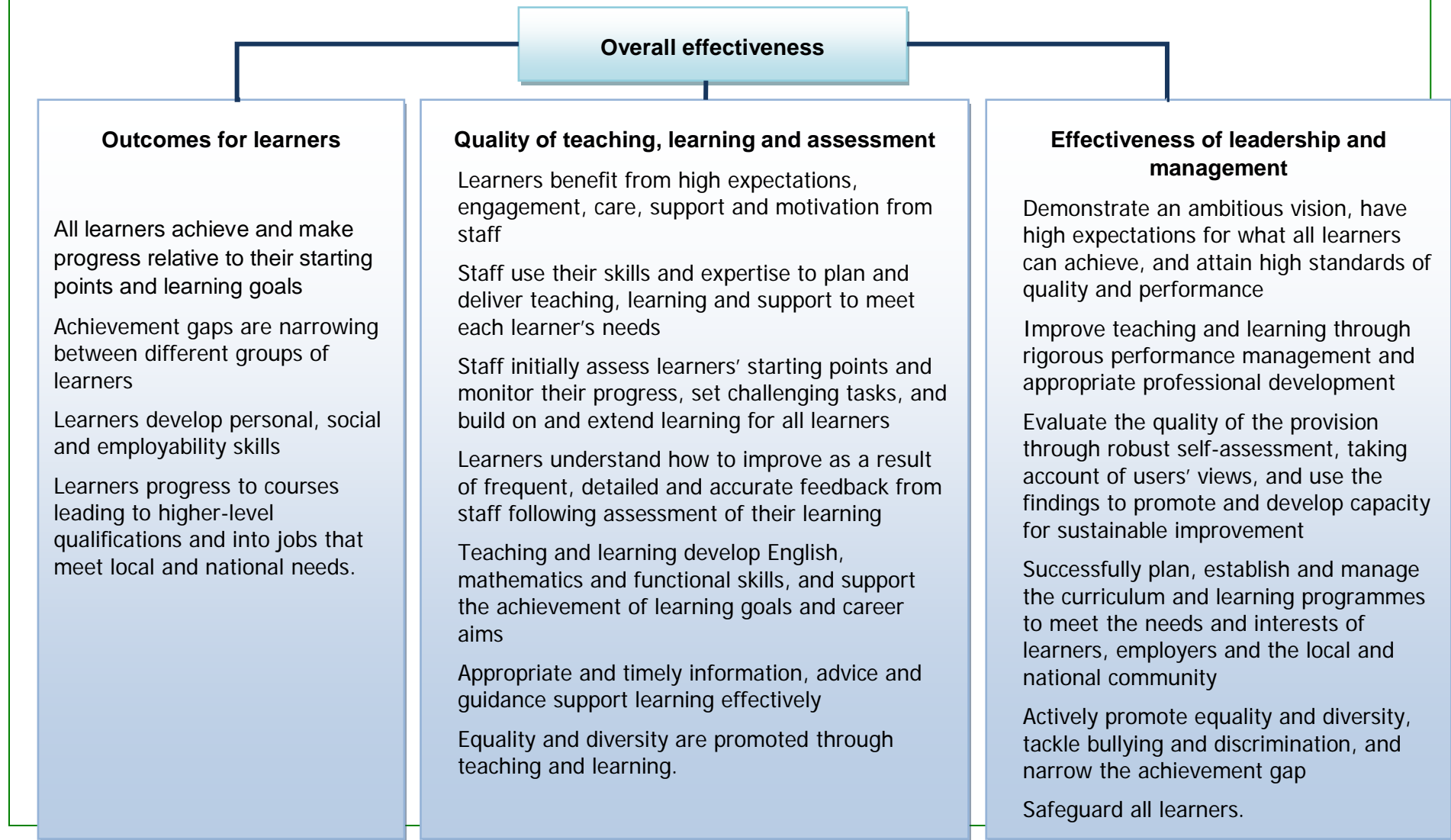
Turn over 

## Reflection

A large, empty rectangular box with a thin black border, intended for a reflection or response. It occupies the central portion of the page.

## HO 2: Common Inspection Framework

## Inspection criteria



## HO 3: Extracts from ‘New Challenges, New Chances’

BIS (2011) *New Challenges, New Chances, Further education and skills system reform plan: Building a world class skills system*. Available at: <http://www.bis.gov.uk/assets/biscore/further-education-skills/docs/f/11-1380-further-education-skills-system-reform-plan>

### Apprenticeships

[BIS will] take strong action to drive up standards and quality, including **withdrawing funding from providers that do not meet the high standards** that learners and employers demand and ensuring that providers **support apprentices to achieve Level 2 in English and Maths wherever possible**. A major **employer-led review of apprenticeships standards** will consider how the programme should adapt to meet evolving employer and learner needs.

### Education and training routes and programmes for unemployed people

Young people **aged 19 up to 24 can access full funding for Foundation Learning** where they need that to progress into further learning or to get a job. They can also access full funding for their first qualifications at Level 2 (or 3), including an opportunity to get GCSE English and Maths.

### Relevant and focused learning programmes and qualifications

Where there is demand, Awarding Organisations **will be able to develop new assessments** based on criteria which ensures rigour and is focused on the core English and Maths skills needed in the labour market and for progression. We will expect greater employer involvement in the development of these awards and assessment models that are flexible enough to support lower level learners to progress.

### The continuing need for a focus on literacy and numeracy

Moser stated “Something like one adult in five in this country is not functionally literate and far more people have problems with numeracy. This is a shocking situation and a sad reflection on past decades of schooling. It is one of the reasons for relatively **low productivity in our economy**, and it cramps the lives of millions of people.” This impact on the economy is a key driver for change.

*"Illiteracy carries economic costs as well as personal problems. The report 'Literacy, Education and Training and their Impact on the UK Economy', by Ernst and Young, suggests that **illiteracy costs business and government £10 billion a year**".*

Leitch resulted in the reforms to GCSE (in order to improve functional literacy and numeracy). Having these 'basic' skills is key to finding and keeping work.

*“Level 1 literacy skills are associated with as much as a 10 percentage point higher probability of being in work.”*

This was backed up by Professor Alison Wolf who stated that:

*“Individuals with very low literacy and numeracy are severely disadvantaged in the labour market. **English and Maths GCSE (A\*-C) are of critical importance for employment.**”*

The Wolf report laid emphasis on general skills, notably literacy and numeracy and 'employability skills'; employers support this too.

## Key actions

1. Re-establish the terms 'English' and 'Maths' for adults.
2. Prioritise young adults who lack English and Maths skills, and those adults not in employment.
3. Pilot in 2012 how providers can be funded on the basis of the distance a learner has travelled.
4. Fund GCSE English and Maths qualifications from September 2012.
5. Recognise the differential learning patterns of adults by enabling Awarding Organisations to create standalone units that provide the necessary rigour and flexibility to support progression to a GCSE or other training.
6. Confirm that, from the 2012/13 academic year, all Apprenticeship providers will be required to support Apprentices in progressing towards the achievement of Level 2 English and Maths. From October 2012 all Apprentices starting English and Maths courses will be taking Functional Skills or GCSE qualifications.
7. Embed effective and timely screening by Jobcentre Plus advisers of the English and Maths needs of relevant benefit claimants, mandating them to an initial interview with a provider where a lack of these skills is preventing them from moving into work.
8. Reinforce the focus on assessing the English and Maths needs of offenders at the very start of their sentence through the new specification on which the procurement of new learning providers is based. In addition, we will pilot intensive English and Maths provision in prisons, commencing early in 2012.
9. Include the training of English and Maths teachers in the development fund for the sector to explore new models of delivering Initial Teacher Education.

10. Ensure that by September 2012 the Learning and Skills Improvement Service's (LSIS) continuing professional development programme for Skills for Life teachers prioritises the most effective pedagogy for teaching English and Maths. LSIS will support a range of peer reviews and practitioner research programmes.
11. Ofsted proposes to increase its focus on the quality of teaching, learning and assessment in inspection. Paying particular attention to how well teaching develops English and Maths skills.
12. Promote a national Maths campaign. Instead of taking an expensive, top-down approach as has been done in the past, we will work with stakeholders and seek to engage 'champions', including high profile employers. These champions will target other employers and individuals with low skills in employment; and those on the margins of the labour market.
13. Undertake a new research, development and evaluation programme from 2012.

## HO 4: FE choices

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

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

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

### **Success rates**

how many people pass the qualification they start

### **Learner Destinations**

the percentage of learners and trainees who moved into further learning, found a job or experienced employment benefits

### **Views of learners and employers**

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



## HO 5: Ofsted framework 2012

### Outcomes for learners

#### **Learners develop personal, social and employability skills**

- The development of English, maths and functional skills required to complete learners' programmes and progress.

### Quality of teaching, learning and assessment

#### **Staff initially assess learners' starting points and monitor their progress, set challenging tasks, and build on and extend learning *for all learners***

- Learners' additional support needs are quickly and accurately identified early in their programme through effective initial assessment, leading to appropriate planning and support throughout the duration of their programmes.
- Staff work with learners to develop individual learning plans that are regularly informed by ongoing assessment.

#### **Learners understand how to improve as a result of frequent, detailed and accurate feedback from staff following assessment of their learning**

- The feedback on learners' work, such as the accuracy and consistency of marking, and the correction of spelling, grammatical errors and inaccuracies.

#### **Teaching and learning develop English, mathematics and functional skills, and support the achievement of learning goals and career aims**

- Teaching and learning supports learners to develop the English, mathematics and functional skills they need to achieve their main learning goals and career aims.
- Learners' progress in literacy, numeracy, language and functional skills is monitored and reviewed, and their work is marked carefully.
- Learners appreciate the importance of improving their English, mathematics and functional skills as appropriate, in the context of their learning goals and life ambitions.

#### **Equality and diversity are promoted through teaching and learning**

- Staff use materials and teaching methods that foster good relations and are sensitive to and promote equality of opportunity.
- Staff are aware of and plan for individual needs in teaching sessions.

### Effectiveness of leadership and management

#### **Leaders and managers successfully plan, establish and manage the curriculum and learning programmes to meet the needs and interests of learners, employers and the local and national community**

- Whether learning programmes contain appropriate attention to improving learners' English, mathematics and functional skills and ensuring development of their employability skills.

## HO 6: Key information in a self-assessment report (SAR)

There is no prescribed format for SARs – providers may choose to use a variety of approaches. The following list is, however, indicative of the key information that the Skills Funding Agency and Ofsted would expect to be included in any SAR.

- a. A summary description of the organisation, its operating environment, its mission, and its organisational goals and targets.
- b. An account of how the self-assessment process was carried out, including arrangements for validating self-assessment judgements.
- c. A summary of progress since the last SAR, focusing on the outcomes of the previous year's improvement plan and giving reasons for any improvement targets that have not been met.
- d. The main findings from the self-assessment process (in the form of expanded bullet points) classified as strengths, areas for improvement and improvements since the last self-assessment / inspection report.
- e. Graded judgements (referenced to supporting evidence) on performance against the themes of the CIF.
- f. Overall graded judgements on:
  - performance of the whole organisation (Overall Effectiveness)
- g. Graded judgements on each area of learning, aligned as closely as possible to the Sector Subject Areas (SSAs) of learning, or effectively cross-mapped to these wherever areas of learning reflect the provider's own organisational structure.
- h. Graded judgements on the different types of learning undertaken, e.g. work-based learning, higher education, Learndirect, offender learning.
- i. A judgement on provision made to ensure health, safety and welfare. All organisations need to measure their health and safety performance to find out if management systems are effective. This process should be identified in SARs, along with actions taken and improvement plans, as needed.
- j. Actions necessary to achieve further improvements in performance. Where provision is [graded as] 'requires improvement', there should be clear evidence of plans to bring about improvement. Where provision is unsatisfactory (particularly where a Notice to Improve has been issued), detailed plans should be provided, with an indication of milestones and monitoring procedures. The improvement plan may be integral to the SAR or be contained within other organisational planning records. If the latter is the case, the SAR should clearly reference the separate records.

## HO 6 continued

- k. An appendix containing key college performance data used to support SAR judgements. This should include mission driven indicators, current enrolments by area of learning and age, and information on learners' successes and progression.
- l. An appendix summarising the views of learners, employers and communities, including perceived areas of strength and perceived weaknesses. It should be noted that in 2012 Ofsted will be creating Learner View, their website where learners can record feedback at any time.
- m. Whilst capacity to improve is no longer graded, page 11 of 'A good education for all', Ofsted 2012 (<http://www.ofsted.gov.uk/resources/good-education-for-all-key-changes-for-further-education-and-skills-providers>) states:
  - "...we will continue to expect providers to have evidence of their self-assessment process because we know this so a strong indicator of an improving provider."

\*Framework for Excellence is now incorporated into FE Public Information:

<http://fepi.skillsfundingagency.bis.gov.uk/>. This was announced in 'New Challenges, New Chances', FE choices being the Performance Indicator scores.

## HO 7: The learner journey

*Equality and Diversity and the Learner Journey - a Toolkit for Providers of Apprenticeships, Sussex Downs College*

<http://www.excellencegateway.org.uk/node/15688>



## HO 8: Who does what – checklist of English and maths support and teaching for learners

English and maths responsibility	Who does this?	What does it involve?
<b>Initial English / maths / ESOL assessment</b>	e.g. Student Support services	e.g. Test Interview Check previous qualifications
<b>Information, advice and guidance</b>		
<b>Vocational assessment</b>		
<b>Diagnostic assessment for English and maths</b>		
<b>Scoring and placement on programme</b>		
<b>Discrete maths / numeracy teaching</b>		
<b>Discrete ESOL teaching</b>		

<b>Discrete English / literacy teaching</b>		
<b>Embedded maths / numeracy teaching</b>		
<b>Embedded ESOL teaching</b>		
<b>Embedded English / literacy teaching</b>		
<b>Review of English / maths / ESOL progress</b>		
<b>Change to English / maths / ESOL support offered</b>		
<b>Register for English / maths / ESOL exam</b>		
<b>Advice on English / maths / ESOL progression</b>		

## HO 9: Notes on observing teachers, trainers, assessors

“Teachers of all areas of specialism increasingly work with learners whose literacy, language, numeracy and ICT skills are below ...level 2. Learners’ difficulties in these areas can be a barrier to achievement of their goals... all teachers therefore need to develop a heightened awareness of the literacy, language, numeracy and ICT needs of their learners in order to teach their area of specialism as effectively as possible... They are not expected to be **specialist teachers of literacy, language, numeracy and ICT**. However, there will be many naturally occurring opportunities for activities which develop these skills.”

Extract from *Inclusive learning approaches for literacy, language, numeracy and ICT Companion guide to the minimum core*, LLUK, November 2007

Observers of teaching and learning can play an important part in helping teachers, tutors and trainers identify ways in which they can make the best use of these ‘naturally occurring opportunities’.

Observation of teaching and learning is standard practice across provision to assure quality of the learner experience and support self-assessment. Most providers will have a process of their own (although there is a huge amount of variety around the country about how this is done) and it is important that the development of the organisation’s English and maths strategy is reinforced through the use of and linking with the observation process.

If we want teachers (trainers, tutors, assessors) to take English and maths skills development seriously, we have to show them that management also take it seriously, by embedding it within all quality assurance and improvement processes.

Ofsted reports...

- Make reference to lesson observation in the key question on Leadership and Management. They undertake observations to check out the rigour of the observation process.
- Additionally, they review the records of observations to see whether or not their grades match the judgements recorded on the forms.
- They also consider the effectiveness of steps taken to close the achievement gaps between learners including how well the observation system takes into account how effectively learners’ LLN needs are met in lessons. With the government focus now on English and maths for 16-18 year olds this will continue to be a critical aspect for Ofsted.

## HO 10: Case study – Painting and decorating

*This was a two-hour lesson for learners working towards a Painting & Decorating NVQ Level 2 qualification on a part-time course at a work-based learning provider.*

The learners were half way through a one-year programme. They attended the lesson once a week for two hours. The teacher, Wesley, was a qualified painter and decorator and a part-time teacher.

The lesson began with Wesley explaining to the learners that this lesson would focus on the relevance and importance of effective use of materials and products within the industry. He gave examples of how a lack of understanding could have a fundamental impact on any business and its profits. He also encouraged learners to come up with, themselves, any examples of product wastage they could think of.

Wesley reinforced this message by focusing on product usage and the importance of being able to correctly estimate how much paint is needed to cover the area of a room. He used the training room as an example, and questioned the learners on how they would do this. The learner responses ranged from reading the paint tin to making a guess.

He then went on to discuss the importance of getting it right and the impact of wastage on the business. He explained that it is essential to measure the room to determine the height and length to then obtain the area of the room. He explained that paint manufacturers give clear information on the back of paint tins on how much paint is necessary for a specified area. He then asked the learners to look at this information and determine how much paint they would need to paint the training room using two coats of paint.

Wesley then went on to perform a colour mixing demonstration. He explained that customers may request colours which are not in any shade chart. He asked the group what the painter needs to do – and elicited from them that mixing two or more different paints to obtain the right shade was better than buying several tins of paint that may not satisfy the customer, and would result in wastage. He explained that it is essential to be able to mix the correct ratio of base colour paint with primary colours. The teacher then demonstrated this skill by mixing the two colours together to get the desired shade. The learners then discussed as a group the benefits of acquiring this skill. Lots of reasons emerged.

The lesson continued with the learners experimenting by mixing paints to achieve certain shades of colour.



## HO 11: Case study – Hospitality

*The session took place in an open prison for women. Twelve learners aged between 21 and 34 have been following the course for six weeks. They were all assessed at Level 2 in reading, but some had spiky profiles in terms of written communication skills and in speaking and listening.*

The session focused on dealing with complaints (Unit 1GEN3.2 of the National Occupational Standards) and the learning outcome was: to identify, understand and practise effective ways to deal with customer complaints.

The teacher, Marie, was experienced in the hospitality trade having previously been a successful pub landlady. She began the lesson by introducing the theme of the unit and the importance of speaking and listening skills when dealing with customer service problems such as complaints.

Learners were asked to discuss issues they have experienced themselves in resolving complaints.

The teacher then listed these issues on the board and the learners were put into pairs to discuss possible solutions.

Feedback was taken from each pair and solutions were added to the flipchart.

Marie had prepared role-play cards depicting a scene in which a customer comes into the reception area of a hotel to complain. Learners were split into groups of three.

One learner undertook to be the customer, one the receptionist and one acted as observer.

Each group also had to decide upon the nature of the complaint. They were given a prompt card based on good customer relations:

- L listen
- A apologise
- S solve
- T thank

The observer was given the task of noting down what the receptionist did during the role-play.

At the end of the activity the group used a list of discussion questions.

- What were the things the receptionist did correctly or particularly well?
- What would need to be changed and why?
- Was the customer satisfied?


The activities in this session come from 'Materials for Embedded Learning – Hospitality', DfES, 2006 <http://rwp.excellencegateway.org.uk/Embedded%20Learning/Vocational/Hospitality>

## PowerPoint slide notes




**Support for English, maths and ESOL**

**Module 18: Preparing for inspection with an English and maths focus**



### Aims

- To support teachers, trainers, assessors with the requirements of the Common Inspection Framework and the inspection process (as revised June 2012).
- To review how the planning of teaching and learning addresses learners' support needs for English and maths.
- To review how the observation process addresses learners' support needs for English and maths.



### Outcomes

*By the end of the session participants will*

- be familiar with the inspection process (revised June 2012) and understand how this impacts on their practice
- understand the importance of planning in supporting English and maths needs, for both vocational teachers and English and maths teachers
- understand the importance of observation in supporting English and maths needs, for both vocational teachers and English and maths teachers
- have an appreciation of their responsibilities in the self-assessment process and how that aligns with quality improvement
- understand the need to be 'inspection ready'

## New Challenges, New Chances, 2011



Skills for Life: English and maths for adults

"...large improvement since 2003 in Level 2 and above literacy but no improvement in lower level literacy and the nations' numeracy skills have shown a small decline....Our new national survey shows that 24% adults (8.1m) lack functional numeracy skills and 16% (5.1m) lack functional literacy."

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

<http://www.bis.gov.uk/assets/biscore/further-education-skills/docs/0-9/11-1367-2011-skills-for-life-survey-findings.pdf>

## New Challenges, New Chances, 2011



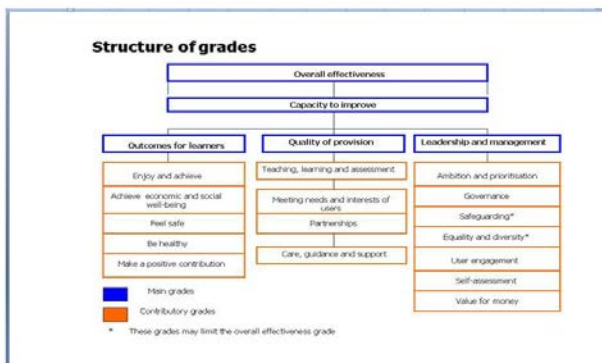
- Re-establish terms English and maths
- Prioritise young adults who lack English and maths and those adults not in employment
- Pilot in 2012 how providers can be funded on basis of distance travelled by learner
- Fund GCSE maths and English qualifications from September 2012
- Awarding organisations to work on developing stand-alone units to support progression

## New Challenges, New Chances, 2011



- From October 2012 all apprentices to do functional skills or GCSE qualifications.
- Screening of JCP clients by advisors and referral to Skills Funding Agency providers
- Improve initial assessment of offenders and develop intensive English and maths programmes (early 2012)
- LSIS to look at initial teacher training and CPD needs of basic skills teachers
- Ofsted to include maths and English focus in inspections
- National maths campaign
- New research, development and evaluation programme

## Common Inspection Framework



## Sector Subject Area 14



### SSA14 Preparation for life and work

#### 14.1 Foundations for Learning and Life

- 14.1a Literacy
- 14.1b Numeracy
- 14.1c ESOL
- 14.1d Literacy and numeracy
- 14.1e Independent living and leisure skills
- 14.1f Access programmes
- 14.1g Citizenship

#### 14.2 Preparation for Work

- 14.2a Employability training

## How self-assessment supports inspection



- The self-assessment report (SAR) is pivotal in performance review, contract renewal and continuous improvement
- Ofsted use it to determine inspection frequency and focus; when, how and by whom inspected; and specific areas of provision
- Where SAR does not match inspection findings it reflects on Leadership and Management grades
- Providers should review SAR regularly and ensure the latest information is included
- SAR needs to focus on robust judgments; evidence continued improvement; use a layout that mirrors inspection

## The learner journey



## Professional standards



- Domain A Professional values and practice
- Domain B Learning and teaching
- Domain C Specialist learning and teaching
- Domain D Planning for learning
- Domain E Assessment for learning
- Domain F Access and progression

Each domain has a set of value statements (S = scope), knowledge statements (K) and practice statements (P)

## Professional standards: English and maths



Consider the statements on the cards and separate them into two piles:

1. Statements which refer to English and maths as the responsibility of a specialist English or maths teacher
2. Statements which refer to English and maths as the responsibility of a vocational / other teacher or trainer

## Professional standards and responsibility for English and maths



- Every teacher / tutor / trainer has some responsibility for English and maths skills
- Observation involves English and maths – for all teachers
- Importance of collaboration between English and maths and vocational specialists

## Types of observations



### **When do observations take place?**

*Throughout the year? Annually? What is the pattern/timescale?*

### **Who is observed?**

*Everyone in the organisation? Only full-time staff, only trainers/teachers/other*

### **What are they observed doing?**

*What parts of the learner journey? IAG, tutorials, classroom/workshop settings, other*

### **Where are they observed?**

*What is the range of settings? Main site, off-site, in the workshop/workplace, tutorials, IAG, other*

### **What is the purpose of the observation (who carries it out)?**

*Quality assurance/quality improvement/peer feedback/teacher training/mentoring/capability, other*

### **What happens before/during/after the observation?**

*Pre-observation meeting/coaching/sharing of agenda/training/feedback/action plan, other*

## Types and purposes of observation



- Observations take place for a range of purposes: quality assurance, quality improvement, assessment, personal development
- It is important to:
  - ensure shared understanding of the purpose of observations of teaching and learning
  - develop approaches which suit the purpose of observations.

## Embedding



### **Findings from 'You wouldn't expect a maths teacher to teach plastering', NRDC, 2006**

- Retention figures suggest that learners were less likely to drop out if English and maths was embedded
- The results show a significant relationship between vocational success rates and the degree of embedding of English and maths
- There is a clear association between the degree of embedding and English and maths achievement with a difference of over 20% between discrete maths and embedded, and over 40% in the case of English
- Vocational and English and maths specialists working together to embed English and maths is preferable to giving individual teachers responsibility for both vocational and English and maths teaching