



# **SHAPING SUCCESS ACTION RESEARCH PROJECTS**

**FINAL REPORT ON THE SHAPING SUCCESS AR PROJECT –  
LEVELLING THE PLAYING FIELD: HELPING ESOL LEARNERS  
TO ACCESS REMOTE LEARNING OPPORTUNITIES**

**Wakefield College**

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For further information regarding the Shaping Success Action Research programme and this project go to <https://ccpathways.co.uk/practitioner-research/otla-7/>.

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## Contents

Final report - Levelling the Playing Field: Helping ESOL Learners to Access Remote Learning Opportunities .....	2
References.....	9
Appendix 1 – The project team .....	10
Appendix 2 - Wakefield College Professional Standards .....	11
Appendix 3 – IA Findings & Evaluation .....	18
Appendix 4 – LK Teams Chat .....	19
Appendix 5 – Shared Document Log of Team Activities.....	20
Appendix 6 – Case Studies .....	39
Appendix 7 – Learner Tracker.....	44
Appendix 8 – Blended Learning SOW.....	45
Appendix 9 – IA Tool Evaluations.....	52
Appendix 10 – Team Member Approaches.....	56
Appendix 11 – An Example Interactive PowerPoint .....	72
Appendix 12 – Language for Online Learning PowerPoint .....	73
Appendix 13 - Microsoft Forms digital skills IA V2 .....	74
Appendix 14 – Teacher Feedback on Language for Online Learning PowerPoint..	75
Appendix 15 – Online Resources Evaluations.....	77

# Final report - Levelling the Playing Field: Helping ESOL Learners to Access Remote Learning Opportunities

## Wakefield College

Our project is an exploration into overcoming language, digital skills and socio-economic barriers to increase engagement and success for ESOL learners in online and blended learning models, preparing learners to be successful and thrive in their lives in the UK.

## Summary

Wakefield College is a large Further Education college offering a range of courses from Pre-Entry Level through to higher education and professional qualifications. The region has a high demand for ESOL provision and the college has a strong ESOL department which delivers qualifications from Pre-Entry to Level 1 to both full time 16 to 18 year old and part-time adult learners. Our research project aimed to address the issues that ESOL learners were having with remote learning and explore how our teaching could be adapted to help learners successfully participate in a blended learning model. We discovered that all levels of learners are able to engage with online learning if it is approached in the right way. It has opened up a whole new world of possibilities, not just for learners but also for staff who have had to adapt and upskill to meet the needs of learners when remote or blended learning is required. Additionally, we have learnt the importance of accurately assessing both the digital skills of the learners, and the key vocabulary and language for digital skills, and that these are so intertwined they are almost impossible to separate.

## Rationale

The movement to remote learning in response to the COVID-19 pandemic was the impetus for staff and students to develop skills and knowledge around technology at a rapid pace. For many students, this has created a new set of opportunities to study an agile, individualised and industry-informed curriculum that accelerates progress towards their chosen destination. This 'new normal' is an exciting approach for those working in the sector. However, we as a team have recognised that there is perhaps an inequality in accessing this approach for ESOL students.

Many of our ESOL students have found engaging with remote learning to be problematic due to language barriers affecting their ability to access unfamiliar technology and online platforms. Many of these have complicated set up processes which require an understanding of key terminology to proceed. This has hindered many ESOL students in fully engaging with the developed blended learning available. Our aim is to 'level the playing field'.



## Approach

### IA

- To reflect the wide variety of abilities in our classes we developed an Initial Assessment (IA) based on the ETF digital skills assessment
- Identified processes and language needed to access the digital tools
- Trialled different versions, methods of delivery to ensure that it was fit for purpose across all levels. (Appendix 9 for evaluations)
- The team then trialled different approaches to respond the IA results
- A log was kept, allowing staff to share ideas, ask for suggestions etc

### Approach 1: Virtual classroom

- To engage younger learners in remote learning we trialled the use of avatars in a virtual classroom.
- The approach tried to replicate the classroom learning environment as closely as possible ( Appendix 10 & 11)

### Approach 2: Interactive PowerPoints

- Used interactive PowerPoints with different levels and age groups.
- Trialled as independent study modules and within online classes.
- Reviewed results , reflected on how they work best e.g. work well as a continuation of the virtual classroom to support asynchronous learning.
- Led to development of Language for Online Learning tool. (Appendix 12)

### Other approaches: in response to IA results

- Team members explored the use of different approaches (Appendices 5 & 10)
- Embedding digital skills & vocabulary in each lesson
- Use of Teams & class notebook
- Interactive games/worksheets/websites (Appendix 15)

### Evaluation of progress

- The team reflected upon and evaluated the usefulness of the resources and different approaches feeding back through out.
- Adaptions were made e.g. IA redesigned on a number of occasions to effectively target the skills we needed to track.
- Decided on next steps

### Next steps

- Use the latest IA version at the beginning and end of the courses.
- Embed digital skills throughout course to revisit previous learning.
- Include digital induction in staff handbook.
- Offer Digital Skills Introduction course to new learners

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

This research has had an impact on almost every part of the department's professional practice (see Appendix 2). The digital skills initial assessment (IA) can be used not only as an initial assessment tool but also as a way of measuring progress on the course. This will then inform further teaching, learning and assessment. The digital skills IA will be an important tool going forward as IT is embedded further within the provision. This will result in improved progression opportunities for our learners, both within college and into employment, and has already improved retention rates due to learners being able to continue studying with us even when they have moved out of the area.

Perhaps one of the biggest impacts that the research has had on the teaching staff is an increased awareness of the importance of continually challenging their own assumptions of the learners' capabilities. Angela commented:

"I made certain assumptions about how the students would be able to use these [interactive PowerPoints] not taking into account difficulties such as following links and navigating away from them, then not being able to get back in".

This was a recurring theme throughout discussions and led to the re-evaluation of the IA and the creation of different formats.

Additionally, it was recognised that Pre-Entry students are equally as capable of learning online as Level 1 students when given the support required (see appendix 14 for further examples). AJ, a temporary agency staff member, said of the Language for Online Learning resource:

"[I] was so grateful to have it available as a resource at the time... I think even the Pre-Entry learners grasped most of it."

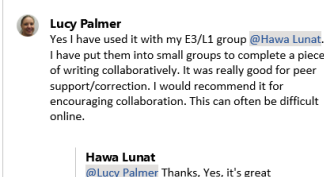
Also, when a student is confident in using one type of technology, they often do not realise that these skills are transferable and are reluctant to try other platforms (see Appendix 3). This led to the creation of the 'how to' guides in the Language for Online Learning presentation, which can be used as both a pre-learning activity and as reference material throughout the course.

## Evidence of improved collaboration and changes in organisational practices

Collaboration has been important to the project from the beginning, as the whole teaching team were involved from the start. The staffroom, our usual area for collaboration, was out of use due to social distancing. Creating a shared document (Appendix 5) to interact with each other and discuss ideas, in addition to monthly meetings, was beneficial to collaboration and gave all members of the team a clear focus. Team members were able to record any issues they came across to be

discussed and reviewed with the team. We were also able to interact with each other via the comments section to give advice/ideas. The shared document and meetings also enabled temporary members of staff and new members of the team to have input into the project and collaborate effectively. We also noted that shared documents encouraged informal interaction, characteristic of being together in a staffroom, in a digital setting. The example below is a screenshot taken from one of our collaborative documents, illustrating how the team were able to interact with one another as the project progressed.

	aware of what they need to practise so can choose which ones they want to do. It works well on phones too as I know that's the only device they have.	said, there is no way to monitor how well they are doing with them.	
Collaborative writing in MS Class Notebook	Students worked collaboratively to type sentences about a given topic. They work together in real time and I was able to provide feedback on completed work. They enjoyed it very much and were able to read each other's work whilst also engaging in peer correction at the end of the task.	1 Large files /pdfs / images uploaded to Teams can take some time to 'sync'. 2 Lower-level students find it difficult to navigate to this feature. Some do not have Class Notebook- It is mostly used with E2 learners.	Does anyone use this feature? What do you think about it?



Prior to monthly meetings, the shared document was updated with actions to be completed before the meeting to ensure that time was spent productively. Having a member of the teaching team as the Project Coordinator also proved to be an asset, keeping up communication and driving the project forward. The need for this role was not initially anticipated and not part of the original proposal; however, it is clear that the team valued a member of the team stepping up and resulted in the whole team taking active roles in the project.

A video is being developed to showcase what has been learnt during the project. The intention is to share the video with other curriculum areas across college to support their students who may be struggling with similar issues. The project has also been shared with the Senior Leadership Team who are keen to replicate the successes of the ESOL team throughout college.

It has been decided that the blended learning model will continue within the department when social distancing is over. Enabling our learners to improve their digital skills has an incredible impact both on their learning and personal development and it is important to continue building on this success. The blended model combines online lessons with face-to-face sessions and self-directed study to create a programme of learning tailored to the individual and harnessing the best of both approaches. The team are enthusiastic and excited about this opportunity to update their teaching practice to a model which is suitable for the 21<sup>st</sup> Century, a prospect that would have seemed unfeasible just 12 months ago.

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

All staff undertaking the project have noticed the impact that this style of working has had on the individual learners (see Appendix 7). In particular, MB, a Pre-Entry student, illiterate in his first language, contacted his tutor at the start of the term asking for access to a computer to complete his studies. Receiving a college device and learning to use it has been life-changing for this learner. For example, according

to his online maths teacher, in the first few lessons, he wasn't able to mute/turn on the camera/end the call or use the chat function. His maths teacher spoke to his ESOL teacher about this, and they agreed to do a video call so that she was able to demonstrate the features step by step. The result was:

**“twelve beaming faces on the screen, desperate to learn, and thrilled they were getting a chance”.**

After this intervention, MB was a regular attender at his online maths class, and gradually became more and more confident with his digital skills. His teacher noticed that he was often on the phone a lot at the beginning and end of sessions and when asked about it he told him that, “he was helping other students to log on and take part”. His tutor went on to say:

**“his confidence has not only grown in his digital skills, but it seems to have really given him the boost that he needed, .... He is able to use, and explain to others how to use, a range of features in Teams, which enabled us to have some really productive lessons during lockdown 3”.**

Utilising personalised learning has enabled MB to progress so much, in his own learning, and as a supporter of his peers too. As Wozniac (2020) states: “Personalized learning can give each learner the opportunity to learn effectively and efficiently based on his or her own assets of skills, knowledge, and abilities, supporting a student-centered pedagogy.”

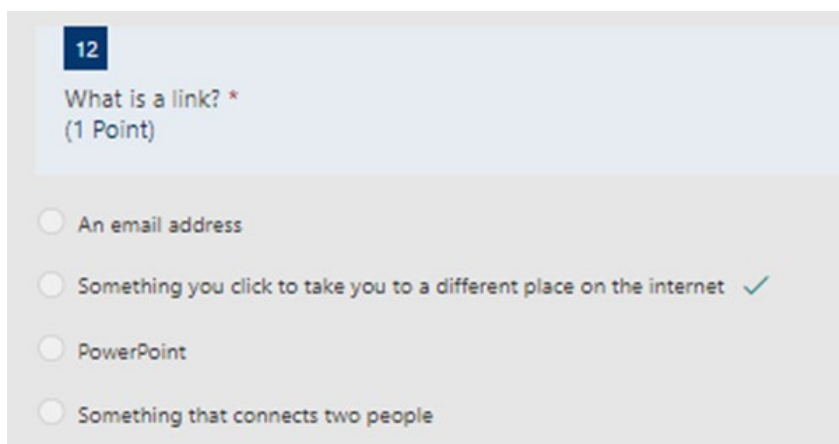
Another example of the power of personalised learning came from the use of the virtual classroom, in which avatars seemed to capture the interest and imagination of the younger learners, leading to increased engagement in activities, particularly when learners were given the opportunity to use their own avatars. One student, MK, started to create her own PowerPoints in the same style as the interactive PowerPoints but using her own avatars to give the answers to the tasks set. (As below)



Appendix 3 shows a comparison of the IA results from the beginning to the end of the course and highlights increased confidence in digital skills for most learners. However, we also noticed a significant drop in the use of certain keys such as shift and ampersand. We realised that perhaps some of the questions on the IA were not testing the skills as efficiently as we had hoped. This led to redesigning the IA to



include specific questions to address these issues and increased the amount of vocabulary we wanted to check the comprehension of. Feedback from teachers was that we needed to check comprehension of key terms and how to use them. As evidenced by the question below, we wanted to ensure that this tested their digital skills knowledge, and not just their English language skills or ability to use a translator.



12

What is a link? \*  
(1 Point)

An email address

Something you click to take you to a different place on the internet ✓

PowerPoint

Something that connects two people

Next year, we will be using this version at the beginning of the course and again at the end of the course, after the skills and vocabulary have been embedded throughout.

## Learning from this project

Being able to provide some students with devices to learn online was a massive benefit, although the college does not have enough equipment for all learners at the present time. All students had access to a smartphone, and therefore resources needed to be accessible from a smartphone. Although not ideal, many students managed to continue their studies in this way. Additionally, if students gain confidence with embedded digital skills now, they will be able to access the IT facilities in the college library with increased ease in the future. Students will become more and more used to the processes until they become proficient.

Mostly, learners have responded well to being given more autonomy and independence in their learning. However, there still exists a mindset (especially with the young learners) that learning can only occur in a classroom where the teacher is delivering the lesson face to face. When asked for feedback on how to improve online lessons, one student, LK, expressed, "They can't be. Online lessons are impractical in my opinion." The same learner didn't value asynchronous online learning in the same way as synchronous online learning (see Appendix 4). Going forward, it may take some time for the blended learning approach to become the norm and for learners to meet the challenges of independence and autonomy that it requires. This has also challenged our assumptions that younger learners might adapt more naturally to online learning than adult learners.

Using a Microsoft Forms initial assessment gives a good indication of the digital skills a student already possesses, as well as checking comprehension of the key vocabulary needed for successful online learning. It also identifies any gaps in knowledge which need to be addressed before language learning can take place. It is quick and easy for teachers to administer and evaluate and straightforward for students, even at Pre-Entry Level. The IA has been designed to test whether a learner can use the relevant skills, providing a more accurate result than the student's self-assessment of what they think they can do.

The Language for Online Learning resource includes information which often needs revisiting, allowing learners to access the guidance whenever it is needed. It includes keywords, linked to a glossary, as well as how-to guides for accessing all platforms the learners need to be able to use to successfully engage in remote learning. As the resource is a large file, it cannot be sent to external email addresses easily. The resource can be broken down into smaller sections, to make it more accessible to the learner or kept whole and put in Teams as a reference material. There is flexibility for teachers to adapt it to meet the individual requirements of their learners.

One of the biggest take-aways from this project is a renewed passion for innovative and creative approaches to teaching and learning. We were not expecting this; however, having the freedom of the project to explore created a safety net against the perceived risks of creativity in our pedagogy. As busy teaching practitioners with conflicting demands, sometimes it is convenient to rely on tried and trusted methods. The project has forced us out of our comfort zone, and into our 'learning zone'. (Senninger; 2000) We are excited for the journey ahead, where we will continue with a blended learning model, not because we are forced to by the constraints of a pandemic, but because we want to and it is what is in the best interests of our students.

## References

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## Appendix 1 – The project team

Project Role	Name	Job Role
Project Lead	Laura Lavender	Head of Department
Deputy Lead	Kath Oldroyd	Curriculum Development Manager
Project coordinator	Lucy Palmer	ESOL Lecturer
Team member	Angela Palmer	ESOL Lecturer
Team member	Bernadett Csapone-Kiss	ESOL Lecturer
Team member	Cate Allan	ESOL Lecturer
Team member	Cathryn Render	ESOL Lecturer
Team member	Hawa Lunat	ESOL Lecturer
Team member	Fiona Milne	Study Coach
Temporary member	Anna Jones	ESOL Lecturer (agency staff)
Temporary member	Ryan Hunt	ESOL Lecturer (agency staff)
Project Mentor	Sheran Johnson (ccConsultancy)	
Research Group Lead	Tricia Millar (That Reading Thing)	

## Appendix 2 - Wakefield College Professional Standards

Highlighted sections indicate the areas which have been impacted by the project.

Indicator	Outstanding	Good	Requires Improvement	Inadequate
Planning of the session	<p>There is clear evidence of planning for the session that supports a motivating, active-learning experience for all learners. There are good stretching learning outcomes. Planning takes into account the starting points of learners, their differentiated needs, the environment, health and safety and resources required. Assessment for learning opportunities are an inherent part of the session planning. The plan for the session is conveyed to learners and they all understand what they should achieve and how they will achieve it. Environmental opportunities have been taken full advantage of or planning has taken limitations into account and diminished them. Planning has ensured that all learners undertake demanding work that allows them to make the best progress possible from their individual starting points.</p>	<p>There is clear evidence of planning for the session that supports a motivating, active-learning experience for all learners. There are good stretching learning outcomes. Planning takes into account the differentiated needs of learners, the environment, health and safety and resources required but may not fully take account of individual starting points. Assessment for learning opportunities are an inherent part of the session planning. The plan for the session is conveyed to learners and they all understand what they should achieve and how they will achieve it. Environmental opportunities have been taken full advantage of or planning has taken limitations into account and diminished them.</p>	<p>There is evidence of planning for the session but this may not be fully effective. Planning may be incomplete and not all learners may understand the aims for the session or how these will be achieved. Some required resources may not be available, due to poor planning and this may have a negative impact on learning. Learning activities may not engage and motivate all learners due to poor planning. Not all learners differentiated needs may be planned for. Environment has been taken into account but limitations or opportunities may not have been fully considered.</p> <p>Because planning is not good enough many learners did not make the progress expected of them. Work/activity was poorly designed without thought of how each student would fulfil their potential. It is</p>	<p>Very little or no planning has taken place. There are no clear aims for the session and learners do not know what they should achieve or how they will achieve it. Learners' individual learning needs are not planned for and this has a negative impact on their learning. Learners' progress is not known as there are no planned opportunities for assessment for learning (either by learners or teacher). Required resources are not available and environment limitations/opportunities have not been taken into account.</p> <p>Poor planning had a significant impact on the progress of learners in this</p>



	<p>Planning ensures all learners know what this will be/look like.</p>	<p>With better planning some learners could have made better progress, the work was not stretching for all.</p>	<p>unlikely that the teacher has considered individual starting points</p>	<p>class. Individual starting points have not been considered.</p>
Learning activities	<p>Learning activities ensure the learning aims for the session can be fully met for all learners; they motivate and enthuse all learners. Activities are well planned and ensure all learners are active in their learning, all remain engaged in learning throughout the session and all make excellent progress. Independent learning skills are successfully promoted. Learning activities encourage student interaction and sharing of knowledge. Activities challenge all learners and learners understand the value in this. Activities allow all learners to identify their achievements and develop a sense of pride in them.</p> <p>Learners are curious, interested and keen to learn.</p> <p>Highly effective assessment for learning is an inherent part of the activities. All learners clearly enjoy the session.</p>	<p>Learning activities ensure the learning aims for the session can be fully met for all learners; they motivate and enthuse most learners. Activities are well planned and ensure most learners are active in their learning, all remain engaged in learning throughout the session and all make good progress. Independent learning skills are promoted. Learning activities encourage student interaction and sharing of knowledge. Activities challenge most learners and most learners understand the value in this. Activities allow all learners to identify their achievements and most develop a sense of pride in them.</p> <p>Learners may show some curiosity and eagerness.</p> <p>Effective assessment for learning is an inherent part of the activities. Most Learners enjoy the session.</p>	<p>Learning activities ensure the learning aims for the session can be fully met for most learners, and met to some extent for others; they motivate and enthuse some learners. Activities may only motivate learners for some of the session and some learners may become disengaged. Only the minority of learners will be challenged and learners may not understand the value in challenging activities. Most learners will only make satisfactory progress. Not all learners make the progress they should. Many learners will not be able to identify their progress or achievement in the session. Assessment for learning may not take place. There may be significant parts of the session that are teacher centred. Learners do not show any curiosity or eagerness.</p> <p>Some Learners may enjoy the session because it allows them to coast.</p>	<p>Learning activities are not effective in allowing the session aims to be met. Activities do not engage most learners and most learners become disengaged. Learners may be confused or struggling to follow. Activities may be very teacher centred and boring. Most learners do not make satisfactory progress. Most learners do not enjoy the session.</p> <p>Because of weak learning activities students make little or no progress.</p> <p>Resources may be of poor quality or may not promote good E&amp;D practice.</p>

	Resources used are of high quality, engage students and promote good E&D practice.	Resources used are of high quality, and engage students and promote good E&D practice.	Resources may not be of high quality e.g. poor copying or not fit for purpose.	
Developing English and maths	Because of the teacher's reinforcement all students appreciate the importance of developing their English and maths skills. Lesson planning makes best use of all opportunities to further develop students English and/or maths skills and this is reflected in the specified learning outcomes and the teaching strategies employed. The teacher makes full use of ad-hoc opportunities occurring in the classroom to develop these skills. In all mediums, the teacher displays confident, accurate and effective use of English and/or maths and is able to use their own knowledge to challenge and remedy students' misconceptions/misunderstandings. Feedback to students highlights good practice in English and maths and how they can improve. Teachers make good use of initial assessment results to scaffold skills where they are currently under-developed and to extend skills where appropriate. Students	The majority of students appreciate the importance of developing their English and maths skills. Lesson planning may have taken into account some opportunities for English and/or maths development but some opportunities may have been missed, these may be opportunities that appear ad-hoc in the classroom. Learning outcomes make reference to the development of English and maths. In all mediums, the teacher displays confident, accurate and effective use of English and maths and is able to use their own knowledge to challenge and remedy students' misconceptions/misunderstandings. Feedback to students highlights good practice in English and maths and enables students to understand how they can improve but this may not be fully developed or explained. Teachers make some use of initial assessment results to scaffold skills where they are currently under-developed and to extend skills but this may not be	Most students do not appear to appreciate the importance of developing their English and maths skills. Lesson planning does not address the development of English and maths skills, or if it does, this does not translate into classroom practice. Learning outcomes make no reference to developing these skills. Ad-hoc opportunities to develop skills in the classroom are not taken advantage of. Feedback to students makes little or no reference to the use of English and/or maths skills. There is little or no evidence that students are encouraged to self or peer assess their work to develop English and/or maths. Resources may display poor grammar and/or incorrect spelling and the teacher may have gaps in their own English and/or maths skills rendering them unable to fully support students in the development of their skills.	The classroom culture appears not to appreciate the importance of developing English and maths skills. Students are not aware of their own strengths in English and maths or areas they should develop. Opportunities to develop English and maths skills during the lesson are missed and poor practice may appear the accepted norm. Planning does not take English and maths development into account or make any differentiation that is informed by initial assessment. Resources may display poor grammar or incorrect spelling and marked work, or other feedback to students, may not address or even acknowledge strengths or areas for development. There is no indication that students are encouraged to

	<p>can effectively self - and possibly peer - assess work to recognise good English and maths practice and areas for development. Students indicate that assessment of their own work for English and/or maths is the expected norm and they value its importance.</p>	<p>fully developed. Students can self - and possibly peer - assess work to highlight good English and/or maths practice and areas for development but this may not appear to be general practice.</p>		<p>assess their own work for correct use of English and/or maths. The teacher may appear to have significant areas for development in their own English and maths skills rendering them unable to support students in the development of their skills.</p>
Assessment for/of learning	<p>Planning ensures there are opportunities throughout the session to assess all learners' progress, both by the learner and the teacher. All learners and the teacher have a clear view of their achievements towards the session aims and what remains to be completed. Teachers employ highly effective and possibly creative strategies to check all learners' understanding throughout the session, anticipating when an intervention may be necessary and acting appropriately.</p> <p>All learners are eager to provide feedback when asked. Feedback is valued by other learners and the teacher, and effective teacher response builds learner confidence. Highly effective, clearly focused,</p>	<p>Planning ensures there are opportunities throughout the session to assess all learners' progress, both by the learner and the teacher. The majority of learners and the teacher have a clear view of their achievements towards the session aims and what remains to be completed. Teachers employ effective strategies to check all learners' understanding throughout the session, anticipating when an intervention may be necessary and acting appropriately,</p> <p>Most learners are happy to provide feedback when asked. Feedback is valued by other learners and the teacher, and effective teacher response builds learner confidence. Focused, probing, questioning skills</p>	<p>Assessment for learning may not be a planned part of the session, learners may not be able to assess their progress towards their aims and activities may not allow the teacher to judge how the learners are progressing. Strategies to check understanding may be in place but these will not be effective for most learners. Effective interventions are not made.</p> <p>Most learners are reluctant to offer feedback and the classroom culture may not encourage responses.</p> <p>Questions are used to recapitulate, consolidate and confirm learning but some opportunities lost, throughout the session, to further develop skills. Teacher response is adequate but</p>	<p>There is no indication of adequate checks on learning taking place. Learners and the teacher are not able to judge the progress made towards the session aims.</p> <p>Feedback from learners may not be sought or not offered. If feedback is given the teacher response may be discouraging.</p> <p>There is very little if any effective use of questioning.</p> <p>Feedback of assessed work is non-existent or poor.</p> <p>Because of poor AFL students do not know what</p>

	<p>probing, questioning skills are used to check and enhance all learners knowledge/progress throughout and develop higher order thinking skills. If more formal "marking" takes place during the session or assessed work is seen the feedback clearly outlines what the learner has done well, and what needs to improve. Learners value the feedback given and act upon it to improve</p> <p>Highly effective AFL gives all students the confidence that they have made the best progress possible in the session.</p>	<p>are used to check and enhance all learners knowledge/progress throughout and develop higher order thinking skills. If more formal "marking" takes place during the session or assessed work is seen the feedback clearly outlines what the learner has done well, and what needs to improve. Most learners value the feedback given and make some improvement because of it.</p> <p>Because of effective AFL the majority of students are confident they have made the best progress possible in the session.</p>	<p>my not motivate students to answer again or support them to improve.</p> <p>Feedback of assessed work is adequate but may not make it clear how learners can improve. Students may not see any value in the feedback.</p> <p>Because AFL is not as effective as it should be many students are unsure if they have made the progress they should in the session.</p>	<p>level of progress they have made or how to improve.</p>
Achievement/Progress	<p>All, or almost all, learners make exceptional progress from their starting point, their learning is profound and it is clear they can/will be able to apply and use confidently the knowledge they have gained. All learners are clear of the progress they have made and how this learning helps them achieve their qualification. Learners and the teacher are proud of their achievements.</p> <p>Feedback from the teacher and other learners, and the classroom</p>	<p>Most learners make good or very good progress from their starting point, and it is clear that most can/will be able to apply and use confidently the knowledge they have gained. All learners are clear of the progress they have made and how this learning helps them achieve their qualification. Learners and the teacher are proud of their achievements.</p> <p>Feedback from the teacher and other learners, and the classroom</p>	<p>Most learners have made satisfactory progress from their starting point and most achieved the session aims. Learning may not be deep enough to apply in different contexts. Learners may not be clear of their progress or what they have achieved in the session; they may not know how this learning fits into their qualification. Classroom culture may not engender a belief that higher grades are attainable for all.</p> <p>The teacher's style and communication is not encouraging</p>	<p>Most learners do not make satisfactory progress from their starting point; some/many learners may make little or no progress. Learning is shallow. Learners do not know what progress they should have or have made. Classroom culture may engender a belief that lower grades are acceptable.</p> <p>The teacher's style may have a negative impact on</p>

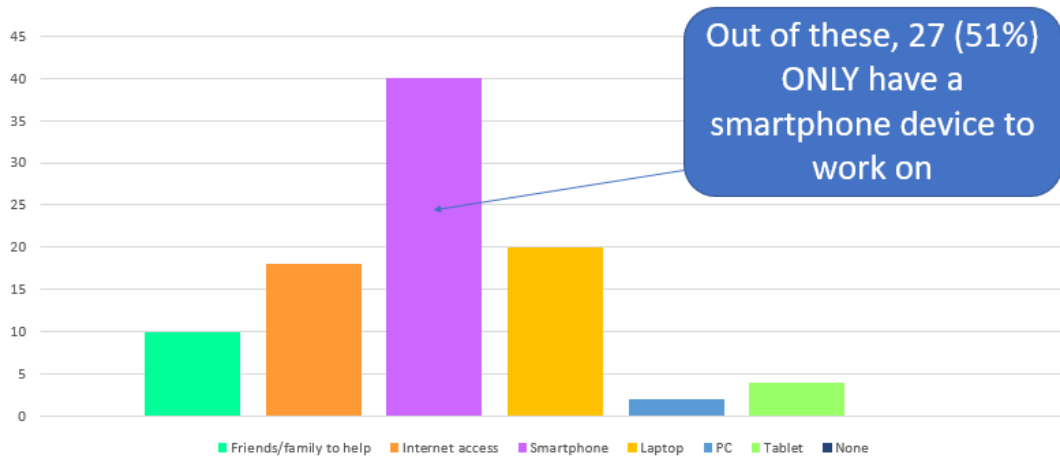
	<p>culture, encourages all learners to aim for the highest grades. The teacher's style, communication and up to date subject knowledge encourages all students to achieve to the best of their abilities.</p>	<p>culture, encourages all learners to aim for the highest grades. Because of the teacher's style, communication and subject knowledge most learners progress to the best of their abilities.</p>	<p>to all and there may be some question about the currency of the teacher's subject knowledge.</p>	<p>progress, as may their lack of subject knowledge.</p>
<p>Classroom culture</p>	<p>The classroom is a place of courtesy, collaboration and cooperation for all learners. Learners and teachers have very high expectations of themselves and others. Learners are empowered by the culture and learning is a free flowing two way process. Poor behaviour is not an issue, but if required, effective interventions are quickly made. Respect is evidenced in all things. Effective practice in equality and diversity is promoted by the teacher's attitude and resources, and anything inappropriate is challenged – possibly by the teacher and other learners. There is an expectation of participation by all. The classroom culture encourages all learners to aim for the highest grades and assures an ethos where making excellent progress in every session is the</p>	<p>The classroom is a place of courtesy, collaboration and cooperation for all learners. Learners and teachers, have mostly high expectations of themselves and others. Learners are mostly empowered by the culture. Poor behaviour is not an issue but if required, effective interventions are quickly made. Respect is evidenced in all things. Effective practice in equality and diversity is promoted by the teacher's attitude and resources, and anything inappropriate is challenged – possibly by the teacher and other learners. There is an expectation of participation by all. The classroom culture encourages most learners to aim for the highest grades and assures an ethos where making good progress in every session is the norm.</p>	<p>The classroom is a place of courtesy, collaboration and cooperation for most learners. Learners and teachers' expectations may not be high. Some learners may be empowered by the culture. Poor behaviour may have a negative impact on the learning taking place. Learners may not show appropriate respect to each other, the teacher or their surroundings. Effective practice in equality and diversity is promoted by the teacher's attitude and resources but challenge may not always be effective or evident. Although participation by all may be encouraged it may not be evident. Classroom culture may not engender a belief that higher grades are attainable for all and making little or the minimum progress is expected/accepted.</p>	<p>The classroom culture is not encouraging or empowering for most learners. Feedback from the teacher and other learners is not encouraging and learners disengage from the learning process because of this. Effective equality and diversity practice may not be promoted and some material could reinforce stereotyping. Inappropriate comments or behaviour may not be challenged. Poor behaviour may have a significantly negative impact on learning; there may be little evidence of respect in the classroom. Classroom culture may engender a belief that lower grades are acceptable and</p>



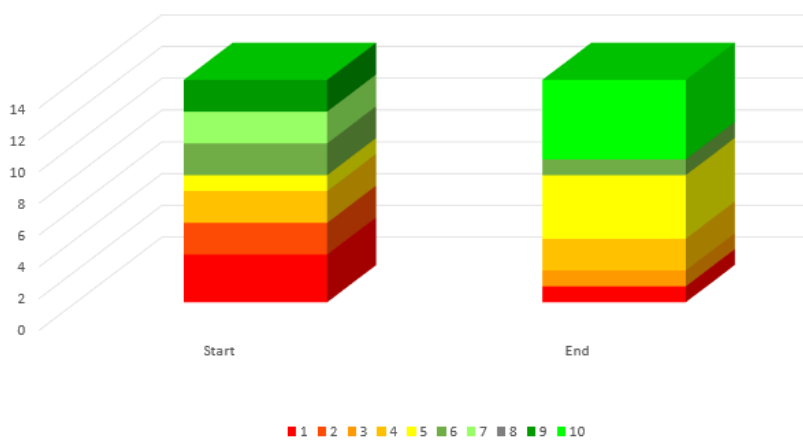
	norm. FBV are promoted directly or by the classroom culture.	There is some promotion of FBV		making little or no progress appears acceptable.
Additional Support	Additional support plays a highly effective part in enhancing learning either for an individual supported or a group of learners. Additional support was integral to learner progress. There is clear synergy between the teacher and the additional support worker and a shared understanding of what should be achieved in the session and how. The teacher is aware of the support needs of individuals and session planning and activities effectively take this into account.	Additional support plays an effective part in enhancing learning either for an individual supported or a group of learners. Additional support made an important contribution to the progress made by learners. There is interaction between the teacher and the additional support worker and a shared understanding of what should be achieved in the session and how. The teacher is aware of the support needs of individuals and session planning and activities effectively take this into account	It is unclear if the additional support present has enhanced learning. There may not appear to be effective communication between teacher and support worker or a shared understanding of the requirements for the session or the individual supported. Progress is not enhanced by additional support	Additional support in class does not enhance learning. This may be because of a lack of communication between additional support worker and the teacher or because of lack of consideration by the teacher of individual support needs.  Progress may be hindered by additional support intervention or inactivity.

## Appendix 3 – IA Findings & Evaluation

### What do you have access to at home?



### Confidence using Teams



11 out of the 14 students asked now felt more confident using Teams. 2 students' confidence levels remained the same, and 1 student felt less confident. This could be due to a greater self-awareness of their own skills, or perhaps a bad experience during lockdown.

## Appendix 4 – LK Teams Chat

A screenshot of a Microsoft Teams chat conversation. The chat is set against a light grey background. The messages are as follows:

- K** (26/01 10:31): Will we have more hours next week?
- Lucy Palmer** (26/01 10:32): If everyone would prefer a longer class, yes of course
- K** (26/01 10:36): I'm asking because 3 hours per week is too short for full-time in my opinion
- K** (26/01 10:39): I want a long class because 3 hours are nothing  
It's a very short class
- S** (26/01 10:40): I think 3 hours is enough
- Lucy Palmer** (26/01 10:41): The work that I am sending out to you should take you quite a while to complete if it is being completed correctly.
- C** (26/01 10:42): Hey why did you guys like complaining last week you complain because the the class was too long this week too another complain (1 emoji)  
26/01 10:42  
My phone storage is full of complain messages plz (1 emoji)
- S** (26/01 10:43): I don't know I see the class today was good (1 emoji)
- C** (26/01 10:45): No let us be honest to each and be on one decision what is long or short here
- S** (26/01 10:48): For me I see the class today was very good and fine for all of us last week all of you want less hours and today you want more guys please

A screenshot of a Microsoft Teams chat conversation. The chat is set against a light grey background. The messages are as follows:

- Lucy Palmer** (26/01 11:27): [Redacted], if you have a problem you can talk time about it.  
As I said before, the work I have sent will take you considerably longer than 3 hours. Everyone is different, and everyone will prefer different things. I am trying to get the right balance so that it suits everyone. It is the first time we have done online lessons in this way, so it is about trying different things and seeing what works best. Your opinion is important and I will consider making the lessons longer if others also feel the same. However, I understand that a full day online is too much for a lot of people.  
If you have completed all the work I've sent and you would like some more, please let me know and I will be happy to send you extra.  
Best wishes  
Lucy
- K** (26/01 11:49): I understand. I just have problem with my class mates because I think if we go to full-time we are ready for specific hours. For me it looks like people, which understand english very well just want to cut our because they're bored or something like that. [Redacted] said 3 hours are not enough for her and I know she's not the best in english. Online classes are better to understand because you can explain us immediately if we have some issue. That's how I see it. Maybe I'm wrong. I don't want to be offensive. I just wanted to explain how it looks like for me. I will do my homework now and let you know when I finish.  
Thank you for comprehension  
hours, not our". Sorry
- Lucy Palmer** (26/01 11:52): Okay [Redacted]. Thank you for telling me, I do appreciate it and I will try harder to get a balance that everyone is happy with.
- K** (26/01 11:54): Thank you very much.  
Have a good day :)

At the bottom of the chat, there is a text input field with the placeholder "Type a new message" and a row of icons for emojis, attachments, and other chat functions.

## Appendix 5 – Shared Document Log of Team Activities

Name	What are you doing to engage/help learners with online learning?	What's going well?	What's not going well?	What are the areas you would like input from the team?
Lucy	<p>IA – tick list/mentimeter</p> <p>Pre-Entry form (paper based &amp; Microsoft Forms)</p>	<p>Mentimeter useful for in class E3/L1s. Can be used to track progress of the class as a whole. Helped to identify areas to recap &amp; worked well with Cathryn's PP to follow up.</p> <p>Paper version worked well as self-assessment for pre-E learners.</p> <p>Microsoft Forms – aimed at Pre-E learners to get more useful info</p> <p>Feedback from other tutors is positive so far. Sts have been able to complete it easily and data is sent straight back to teachers. Useful not just for</p>	<p>Mentimeter doesn't identify individuals – so needs to work in conjunction with other things. HOWEVER – tick list feels like extra, unnecessary work for teacher?</p> <p>Observations from the teacher tick list assessment: laborious &amp; time consuming for teacher, taking time out of lessons. Also, the emerging/consolidating/established don't seem to fit well, it appears that either student can, or can't do most of the actions.</p> <p>How much useful info was gained from it?</p> <p>Teacher tick list assessment – useful information was gained, but</p>	<p>How can I make this task feel less laborious?</p> <p>Was the info gained useful? What did it tell you? What did you do after it? What would you change next time?</p> <p>As above.</p>

		<p>Pre-Entry learners but all learners.</p> <p>Teachers are then able to plan sessions appropriately or send out video guidance to help students with a particular area.</p> <p>We realised that we'd made assumptions about what learners could/couldn't do. I have taken the FB to try to tighten up the IA form to address some of these assumptions for the next intake of students.</p>	<p>it could be quicker &amp; easier (for the teacher) by testing the students directly using Microsoft Forms.</p>	
Lucy	Interactive PowerPoints for self-study	<p>Whole lessons based around 1 topic which cover a range of skills. Easily sent out as homework or self-directed study. Can be viewed in Teams and able to access the links to other websites easily.</p> <p>The PPTs are great for flipped learning, continuing to the lesson for the meatier parts, then a task for homework</p>	<p>Feedback from my 16-18 learners has not been positive. They felt the PPs were boring and did not engage with it particularly well.</p> <p>During lockdown, learners have been completing the interactive PPTs. I have been breaking them down and getting them to complete 2-3 slides per week, so it's not too repetitive for them. Learners seem to be engaged and are now sending</p>	<p>How can I make this more engaging for 16-18 year olds?</p> <p>Breaking down into smaller chunks seems to be working better – perhaps it was too overwhelming.</p>



		<p>(either writing or games). They are reusable and would suit lots of different age groups/levels. They can also be made more interactive by providing links to games/web activities, or Forms so that the teacher can view the answers. Videos/listening activities can also be embedded and compressed within the PPT, making it easy to share.</p>	<p>me work completed from the PPTs via Teams. One student also created her own PPT in a similar style, to give her answers on.</p> <p>Bernadett mentioned that when she had shared with her learners, they had struggled when the links had taken them to different places on the internet and didn't know how to get back. This was one thing that we'd overlooked originally. I have therefore created a video slide to show how to use the resource to enable students to get the most out of it. This worked really well and was very quick &amp; easy to do. After a couple of examples, students will soon get the hang of using the resources and will not need the how-to slide.</p>	
Lucy	Language for online learning PPT + video guides	Created to join all the guides up and have one central location for them, as I thought it could potentially be confusing having lots of individual things in various locations. The idea was that it	Have shared with the team to send to student groups & FB.	<p>Team will FB on how it's going.</p> <p>Looking forwards, could this be sent as an email attachment to student's home email when they</p>

		<p>would prepare students for online learning, with a focus on the specific language that they would need to access their learning, as well as video guides that sts can review at any time.</p> <p>Teachers and students have found this to be a useful tool.</p>	<p>have enrolled to prepare them for their online learning? I think it would be good to be able to hit the ground already running when they start a class rather than having to spend the first few weeks teaching ICT skills.</p> <p>See Anna's FB here. This appears to be a useful resource for a variety of levels and students. I would like to develop this further to include keyboard functions and the language around that. I've also noticed that when sent to personal emails, it either gets rejected as suspected spam, or because the file is too large. Perhaps initially just sending the slides to help new sts</p>
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				log on to their college email, and the rest could be accessed from their college email.
Bernadett	Liveworksheets.com website	<p>For teachers and students as well. For all levels. You can create new sheets or use the existing ones. Students can practise any of the existing ones there whether you set them one or they choose anything they need themselves. Could be set as a task to tick Smart Targets.</p> <p>They can complete the sheets on their mobiles or on PCs. When they finish, they can choose “check my answers” or “Email my answers to my teacher”. The site will do the marking for you.</p>	<p>Students get overwhelmed and don't really know what they need or do what is not challenging enough for them.</p> <p>Teacher can choose the worksheet and put a link on Teams/ set as an assignment and/or a smart target. (E3/L1 students setting their own SMART targets).</p>	
Bernadett	English News in Levels - Free App	Students can find daily news in a simplified way. It has 3 levels. L1 (our E3), L2 (our L1), L3 and the original story is	No negative response yet.	Students choose the stories they're most interested in, but those are usually not

		<p>also available. The stories are divided: recent, categories and most viewed. Under categories we have funny, history, interesting, nature, news and sport. If you open an article you like, you find 3 paragraphs. There are words (in bold) in the story which are explained at the bottom under "difficult words". If you click on the speaker on the top, someone will read the article for you. If you click on "Translate" at the bottom it takes you to a site where you can choose your language and have a translation straight away.</p> <p>Students enjoy this app, gives them the pleasure that they can read something from beginning to end without needing a dictionary.</p>	<p>I could say that the stories are outdated (as many of the worksheets on different websites) but it's not the case. Because it is about news, under "Recent" you can find stories from yesterday.</p> <p>Can lead to class debate/ presenting to the class what they've read.</p>	<p>challenging enough for them. I advised them to choose topics they don't like, not interested in or don't know anything about so that they may find words that they could learn.</p>
Bernadett	Facebook – Pen Pals	Students can find this option on FB. They need to fill in their interests, then FB will give	FB placed this opportunity under "Dating" which most of my learners	Other ideas to make pen friends.

		<p>them the list of people who match with them. They can choose an English speaker pen pal, but it's up to them. Some E3 Writing students have had a go with it and enjoy this opportunity to make new connections.</p>	<p>(19+) wouldn't open. Needs explaining.</p> <p>Students need to have the ability to see people's intentions.</p>	<p>We have to be careful using Facebook – it can make our students vulnerable. Could we create something similar on Teams?</p> <p>Find other tutors who might want to collaborate with us?</p> <p>Sending and receiving letters/ emails between classes?</p> <p>Post box for students to post letters into.</p> <p>Ask higher level students if they would like to be involved in this.</p>
Bernadett	Kahoot! - Interactive game	<p>I used it not only for warming up, revision or tests but also for developing IT skills. More able students created quizzes for the classes for the weekly spelling tests; for topics, such</p>	<p>Students need to share the quiz they've created with you so that you can host it in class. They need the email address you registered on Kahoot with. I needed to give them my private email address which I</p>	<p>Registering with my college email address would be a good idea but I might lose the quizzes I've created, or not?</p>

		as Armistice Day or Guy Fawkes Night.	wasn't happy about. Students probably could host it on my pc if they logged in, but I wouldn't have the opportunity to check their mistakes before it appears on the SmartBoard.	
Angela	Wordwall activities and interactive worksheets	<p>These are both easy to make and work well in class, then can be sent to students (lower level by email, higher level on Teams) for revision and homework activities. Using them in class makes their use familiar so that they can pick them up online and work independently at home.</p> <p>Wordwall particularly works very well on the students' phones, which is all many of them have to work on at home.</p>	<p>I can't see what the students have done on this unless it's set as an assignment on Teams, something I have not yet done successfully.</p> <p>For lower levels, I rely on them writing their answers down and then taking a picture to send to me, which is laborious.</p> <p>My lower level class has not engaged well with Teams, so we have done most online learning via email.</p> <p><b>My E1 class is now engaging with Teams well, joining the online lessons and accessing work that I set online. It just took time and patience to get them up and running with it.</b></p>	<p>How can I engage lower levels with Teams?</p> <p>How do I set successful assignments that they can hand in to me?</p> <p><b>Forms has been really helpful in answering this, allowing feedback from students easily.</b></p> <p>Can we ask Laura for a subscription to Wordwall/ Padlet? - Padlet is more interactive so might be worth the money.</p>



<p>Angela</p>	<p>Interactive Powerpoint lessons including teacher avatar.</p> <p>29/1 powerpoint lesson made more interactive by including an embedded/ linked Forms quiz at the end to check understanding.</p> <p>'Quick reads' powerpoint for I1 students.</p>	<p>Feedback on these lessons has been very positive from my adult learners, and I feel that this is a resource to continue using and developing.</p> <p>Provides a good multi-level focus at the beginning of class and can then be sent out on Teams for further use.</p> <p>(This tends only to be for the tech-savvy)</p> <p>More interactive – easy to access for the students and they can get feedback immediately. Plus, I can see what they have done and where any gaps in knowledge are.</p>	<p>It's a bit one way at the moment – needs to be made more interactive. Screen sharing on teams and student notebook is OK but complex.</p> <p>I made certain assumptions about how the students would be able to use these, not taking into account difficulties such as following links and navigating away from them, then not being able to get back in. As time has gone on, I tend to use these powerpoints purely during teaching, and then send them worksheets/ liveworksheets and links for their independent work, as this doesn't over-complicate it.</p>	<p>The same as above.</p> <p>Getting 16-18 year olds to make their own avatars can help them to engage with them.</p> <p>Could we start a shared resource bank of activities on forms? - we have now started a shared resource bank of Forms, which should come in really useful.</p>
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	Using Forms for revision activities and reading comprehension activities.			
Angela	IA Digital skills tool on Forms	<p>Sent link to the IA Digital Skills tool to all students, and most of them completed it, giving me a good overview of what students could and couldn't use.</p> <p>Some students in my E1 class couldn't type an email, but they knew how to send emails, so we decided together that the best way for them to send me their work initially was to take a picture of their handwritten work and send it to me by email.</p>	<p>E1 students sending handwritten work has worked well, keeping them in their comfort zone with what they are being asked to do but allowing me to mark and send back their work.</p> <p>The next step was getting students to post their work on Teams, preferably in class notebooks.</p> <p>Most students are now able to post on Teams, but are struggling to use class notebook.</p>	<p>I made some assumptions about what students could and couldn't do, perhaps expecting too much from them if they said they had used Word or email before.</p> <p>We discussed this in the last meeting, and Lucy had added to the IA tool – I will send out the new version to my students.</p> <p>The step by step video about how to use class notebook has been very helpful, and several students now use it, though some are still struggling and need constant reminders. This can use up a fair</p>

				bit of the lesson, so email reminders and sending the video is very helpful.
Hawa	Class Notebook	<p>Easy to create and distribute a task to learners – Teacher can create tasks for use in class as well as for organised study. This method facilitates in reducing paper as well as enabling students to develop their digital skills. Learners are very happy to be given the opportunity to use laptops in class and this facilitates in developing their skills for employment.</p> <p>Some students from one of my lower-level classes are fine using Class Notebook and Teams as they are confident using technology and they</p>	<p>Learners who have never used I.T. for learning prior to starting the course still struggle with Teams due to lack of smart phones, laptops or internet.</p> <p><b>Lower-level</b> learners find it difficult to navigate to Class Notebook even though they have plenty of practise in class. Initially before lockdown, I helped those learners with smart phones to download MS Teams and provided instructions plus weekly demonstrations.</p> <p>However, for their organised study tasks, they preferred to take photographs of work and send via email. As it is a 12-week course, we do not have enough time to go over</p>	<p>It would be great to see how other tutors use Class Notebook with lower-level learners.</p> <p>Hawa to do a training session on using Class Notebook for us- sent PowerPoint video to staff members.</p> <p>Class notebook can be used live, so students can complete a task on the laptops during class and teacher can monitor from a distance.</p>

		<p>have access to a device/some support at home.</p> <p>During lockdown- Step by step instructions sent out to the learners. Most of the students are building on skills and are learning to use Class Notebook to complete tasks. The in-class demonstrations and PP videos have facilitated in developing skills and confidence, as learners are noticing the benefits of using it.</p> <p>I have created a simple evaluation form for remote learning to get an idea of how students feel about continuing to work from home/ blended approach. This will help inform future courses.</p>	<p>Class Notebook in every session so the best way to get those learners to complete work, was via email, audio or PP with audio instructions.</p>	
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Hawa	Created and shared PP presentations during the first lockdown and adapting these to suit learners' needs. Made more PP presentations for continuing learners.	<p>Use of avatars, imagery and task instructions makes it visually appealing.</p> <p>Can embed videos and audios so that everything is in one place.</p> <p>Learners are sent the PP presentations as MP4 to review learning.</p>	Time to create resources- but on the plus side, it can be used with many same level classes and can be easily adapted to suit each mode.	
Hawa	<p><b>Games</b></p> <p>Quizizz – interactive game</p>	Easy to make and are very engaging. It's a quick assessment tool which immediately shows where knowledge is lacking. Learners enjoy it very much and we can share it with them so that they can then practise at home.	<p>Can only set assignments for a short period of time due to non-subscription.</p> <p>Still using Quizizz due to its quick assessment strategy which is related to the online lessons. I use it in class and sometimes send the link after the session so learners have at least a week to complete the task. This enables recall of previous vocabulary and the lesson</p>	<p>Can we subscribe to this?</p> <p>We need a list for Laura of sites we would benefit from subscribing to.</p> <p>What is our log in for Onestopenglish?</p>

	Made a 4 pics one word game which worked very well with all levels.	Great feedback from students about how it was good fun, and helped with spellings and comprehension.	<p>itself. I have had good feedback from the students such as ' it's fairly easy to connect to' - I can check the results when completed and this informs future lessons.</p> <p>Time spent in producing a game.</p>	
Hawa	Created Practise S&L and Reading assessments using MS Forms	<p>As we are still in lockdown and needed to give students practise in taking exams, I created assessments using MS Forms. The format was the same as the City &amp; Guilds assessment but the only difference being that it was electronic.</p> <p>Results were instant and learners were able to review any errors.</p> <p>I was able to use the resource with different classes which</p>	<p>It's time consuming to create as it required consideration of how to devise the tasks, though once created, helped with marking as it saved time in the long run. It also helped learners to further develop their digital skills.</p> <p>Lower-level learners had to be guided through the tasks but that was due to understanding of the language surrounding the task instructions. Teacher needs to</p>	Has anyone else used MS Forms to do a practise paper?



		<p>saved on planning and results were collated in one area rather than checking the multitude of emails sent by learners.</p> <p>After one attempt, lower- level learners knew what to expect and were better at using Forms. They also developed a better understanding of task instructions.</p> <p>I am gaining more confidence in using technology to enhance my teaching and learning.</p>	support the learner if it's their first-time using MS Forms.	
Cate	Embedding basic IT skills in every class	After developing a similar PowerPoint to Cathryn's and delivering a technology themed lesson to teach essential vocabulary, I have taught every class at least partially through teams in	It's time consuming- I still find I'm running around from learner to learner troubleshooting IT issues which I wouldn't be if we were using paper and pens.	<p>Can I book IT classrooms for my adults?</p> <p>I would like to develop a Course Overview that is</p>

	<p>I've started developing interactive PowerPoints so students can flick backwards and forwards themselves between slides so they can find information they want and refer back to the relevant slide rather than having to flick through the whole PowerPoint for the slide they want</p>	<p>order to upskill my students and make sure they can access all the extra independent study work I set. The students took a long time to get used to this- particularly the adult learners but now all can access wifi, log in to College email and Moodle, access Teams, locate documents and assignments on Teams, access Word from Teams, complete basic word documents with class notes and answers to exercises then email them to me. I have used Lucy's digital skills initial assessment to identify what skills I need to teach and try to incorporate at least one task into a class activity to teach students how to...Class Kahoots – we have created Kahoot game questions from classwork – I just need to create the kahoots now!</p>	<p>Lack of hardware for my adult learners means that 2 are using mobiles because they don't have any other way to access Teams- and one brings an enormous ancient laptop that is more use as a museum relic!</p> <p>I can't upload the tasks and resources before the lesson as the keen students will try to do it before class- I have to upload at the start of the lesson and this is again taking up time.</p>	<p>fully blended – half done in class half on Teams. A project for Christmas perhaps along with my own worksheets on liveworksheets as some of them have quite a few errors</p>
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Cathryn	Discussed idea if ESOL students can access Moodle without need for passwords so that learners can watch simple videos that will guide them HOW TO do something like view emails, join Teams etc. Kath will chat with Laura about the possibility of this .... To be continued. I am very excited as logging in is such a hurdle for our learners before they even begin to navigate to their unknown destination in virtual college.	<b>Students made PPT</b> presentations using their own avatars – brilliant! All engaged and enjoying their learning.	<p>In IT class students are using tablets and I can't see the menu they have in programmes which I understand do not have the same options as PC.</p> <p>Managed to borrow a tablet from college to see how students can achieve the marks needed to pass their exam –using different menus and formatting techniques....</p> <p>It is difficult not being able to see what students can see on their different devices. I am learning that not all programmes offer the same menu on all devices. My IT skills are good but need updating yet finding the time when there are so many things to learn is quite difficult. When I look back a year, I know I have learned lots of new skills - but it is never ending and sometimes quite overwhelming!</p>	<p>Can we schedule an IT session for our adult learners before the start of the course ideally? Most of our learners need the basic IT skills before they start the course in order for them to make good progress in 12 weeks.</p> <p>If there's any way that we can get more tablets/ have more time to focus on IT, there would be many benefits.</p> <p>One big thing that has come out of this is that our students are developing life skills that they really need by learning how to interact on technology.</p>
Bernadett	<b>British Council Learn English App</b>	Students can start by taking an English test. They can <b>improve their general English</b>	Most students could use the app easily. They chose whichever episode they wanted to read / listen	Some students don't know how to take screen shots or send

		<p><b>with the extended listening and reading materials.</b> They can use the grammar and vocabulary sections to support their learning. There are numerous episodes available with different topics to listen to or read about. There is a tool to slow down the audio to half speed. After listening/reading there are questions to check their understanding with immediate results (the number of the question is coloured red or green).</p>	<p>to. After completing the exercises, most of them successfully sent me the screen shots of their achievement. This is a powerful visual evidence of the results.</p>	<p>the results to MS Teams. They needed extra IT input in order to be able to proceed.</p>
Bernadett	<b>PowerPoints with Live worksheets</b>	<p>PPs made interactive by adding only live worksheets using Liveworksheets.com</p> <p>I have found it very easy and quick to create them. They are reusable in every class with the same level and topic or quickly can be changed or updated if needed.</p>	<p>Students enjoy these PPs as they are not complicated, and they can easily get back to the original slide once they've completed the live worksheets attached. Once the worksheets have been completed by students and they clicked "Send my results to my teacher" the visual evidence could be found in my email box. Students can receive a quick response/feedback from me</p>	

			with further guidance. Works well on computers or mobiles as well.	
Fiona	Set Wordwall exercises as homework – sent link to students	They enjoyed the one I'd set so much they replied to my email asking for the full website address. E3 learners are aware of what they need to practise so can choose which ones they want to do. It works well on phones too as I know that's the only device they have.	Set some activities as homework to my E1 student but I don't know if she has completed. Like Angela said, there is no way to monitor how well they are doing with them.	
Hawa	Collaborative writing in MS Class Notebook	Students worked collaboratively to type sentences about a given topic. They work together in real time and I was able to provide feedback on completed work. They enjoyed it very much and were able to read each other's work whilst also engaging in peer correction at the end of the task.	1 Large files /pdfs / images uploaded to Teams can take some time to 'sync'. 2 Lower-level students find it difficult to navigate to this feature. Some do not have Class Notebook- It is mostly used with E2 learners.	Does anyone use this feature? What do you think about it?

## Appendix 6 – Case Studies

### Case Study: TB

TB is a student who has been with us for a number of years. She is an adult learner, currently improving her reading & writing skills. She is studying at E2 level. TB started her F2F with little to no digital skills and a very negative attitude to using technology- 'I want to learn as normal, no computers/ laptops miss'. Although she was reluctant to use Teams, the use of step by step instructions, demonstrations and patience led to a more positive attitude. TB was able to log into Teams to access synchronous lessons, along with the various features and use Class notebook for her independent studies. One Note helped TB to keep track of her learning as she spoke about how it was like a folder with sections that she could return to for revision. She managed to complete homework tasks and use the collaborative writing tool for group work.

It was a success as she had built confidence in developing her digital skills and seemed to enjoy it very much. The learner was at the heart of the project and the Initial assessment helped to gain an insight into the beginning and end of a learner's journey. TB was able to see the benefits of exploring technology which has had a positive impact on her daily life whilst supporting the development of transferable skills.

### Case Study: MB

MB is a Pre-Entry learner. He is from Gambia and is not literate in his L1. He is a full-time student on the ESOL Bridging study programme. MB joined us part way through the last academic year, and when we went into lockdown was unable to join any online learning activities due to lack of both skills and equipment.

This academic year, due to social distancing measures, the college decided that all additional lessons to study programmes (in MB's case ICT & maths) would be online to allow for streaming. On 6<sup>th</sup> October, MB sent this message to his teacher via email (which was a huge achievement for him):

Sent: Tuesday, October 6, 2020 9:04:11 AM  
To: Cathryn Render <[C.Render@wakefield.ac.uk](mailto:C.Render@wakefield.ac.uk)>  
Subject: Re: Tomorrow

How are you me name Muhammed ██████ Cathryn Render please helping everybody need a computer please please please

A few weeks later, college were in a position to loan out tablet computers to students without technology at home. It took a few more weeks until MB was able to be connected to the internet at home, as he had to source a dongle himself.

MB started to join the online maths classes. For the first few lessons, he wasn't able to mute/turn on the camera/end the call/use the chat function. He would hold up his notebook so that I could check his answers. After the lesson had ended, I noticed that he was still in the call for up to 4 hours before it disconnected. I spoke to his

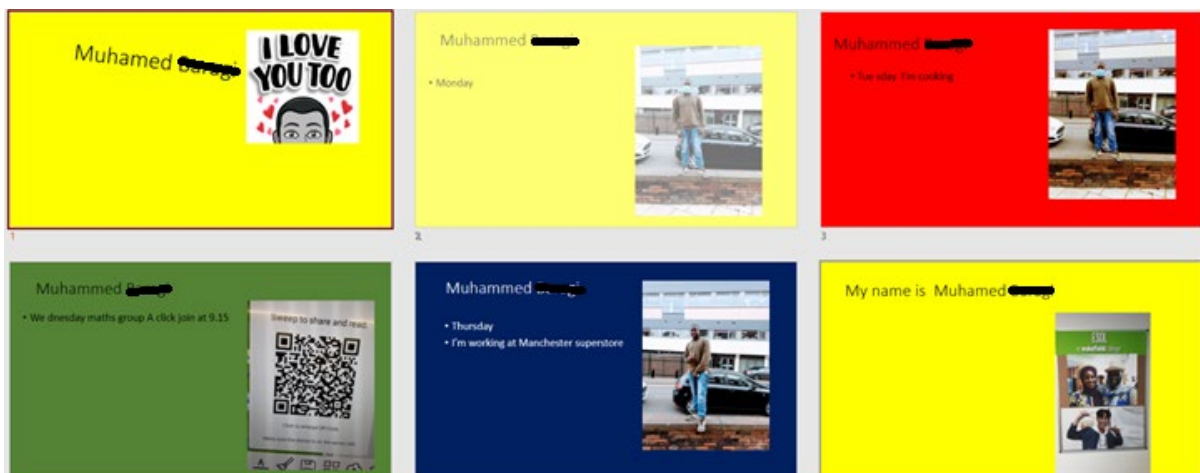


ESOL teacher about this, and we agreed that I would do a video call to her class from my classroom, so that she was able to demonstrate the features step by step. Twelve beaming faces on the screen, desperate to learn, and thrilled they were getting a chance.

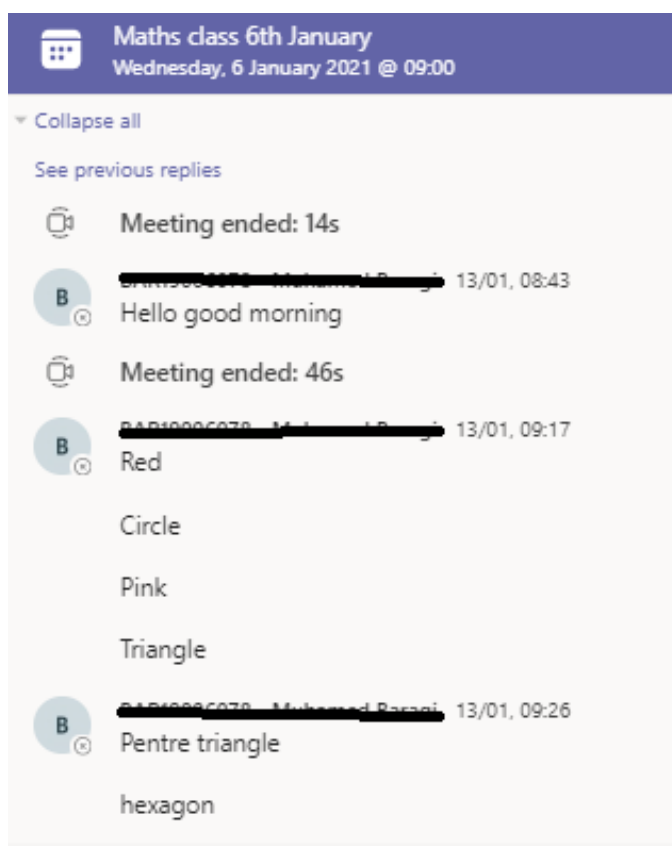
MB was a regular attender to his online maths class, and gradually became more and more confident with his digital skills. I often noticed him on the phone at the beginning of the lesson and when I questioned him, he said he was helping other students to log on and take part. His skills go from strength to strength; his confidence has not only grown in his digital skills, but it seems to have really given him the boost that he needed, and he is now growing in confidence in all areas. He is able to use, and explain to others how to use, a range of features in Teams, which enabled us to have some really productive lessons during lockdown 3. His teacher commented on his enthusiasm in class as being 'infectious' as he has such a good impact on the other learners.

This project has helped MB and students like him enormously. To him, this isn't just about upskilling, this has revolutionised his life. Opening up so many more possibilities that just weren't there for him before.

A screenshot of a PowerPoint MB produced as part of his ESOL lesson embedding digital skills:



A screenshot of a Teams session chat thread:



**A short video of MB giving feedback on his experience of blended learning:**

<https://youtu.be/c35fKXNRH08>

### Case study: NS

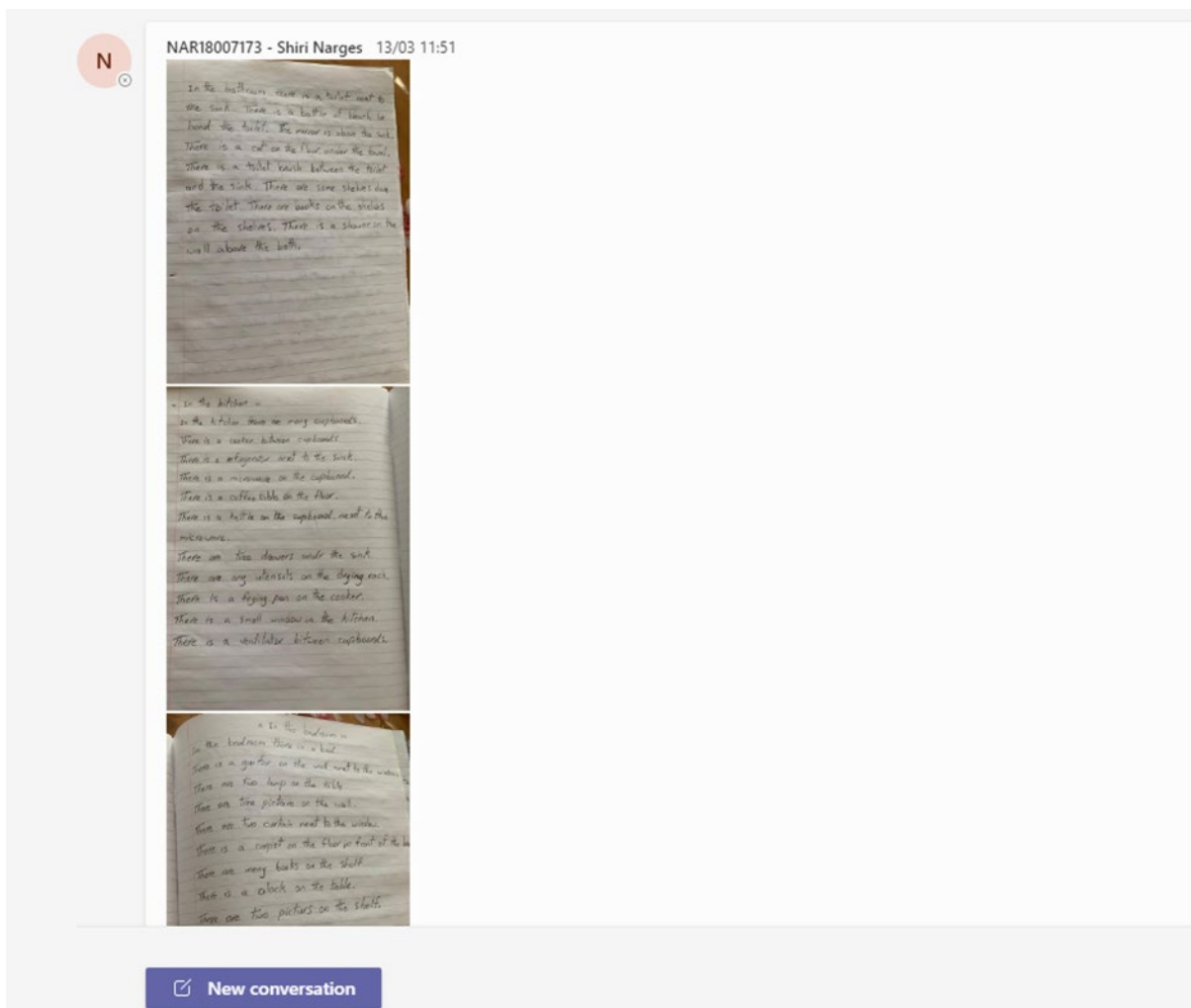
**Overview:** NS has been a student at the college for 2 years now. Having worked through all E1 courses, she is now in an E2 course and doing well. When the first lockdown happened, NS was in my E1 Writing class, but asked to be withdrawn as she did not feel confident about attending the classes online. As well as this, she has 2 small children who were at home with her and needed her attention. She was withdrawn and re-enrolled to another E1 Writing class, which ended up being completely online due to the second lockdown. NS took on the challenge and successfully completed the course.

**The role of the IA:** NS completed the IA at the beginning of her course, and from this I could see that she had a laptop at home but only had experience of using Word and email. Having access to a laptop was an improvement on the first course however, as for that she had only had an I-phone. NS rated herself a 5 for confidence with using technology. This seemed positive too from the first course, where she wanted to be withdrawn due to lack of confidence with it. She lives with her husband Mehdi,

who had done the previous course with me partly online, so I think that having his support probably helped her hugely and encouraged her to try.

**Progress:** The first couple of lessons were a steep learning curve for all my E1 students, as they had to log on to their college email, log on to Teams and access their activities. It took all of them a couple of weeks before they were attending lessons on time, with cameras and microphones turned on, and accessing Teams. This was a huge step. The team produced information sheets and PowerPoint presentations about how to do everything, from logging on with Moodle to accessing Notebook on Teams, and I fed these gradually into the classes, to build up their skills set.

Some students had previous knowledge of Teams, and were able to use Notebook, but for students like NS, who was building up her knowledge from nothing, I encouraged a simple approach: access homework on Teams, do the homework on paper, then photograph it and upload it to Teams. This is what NS started doing, and she did it every week, uploading her homework regularly. See below for a screenshot of her work.

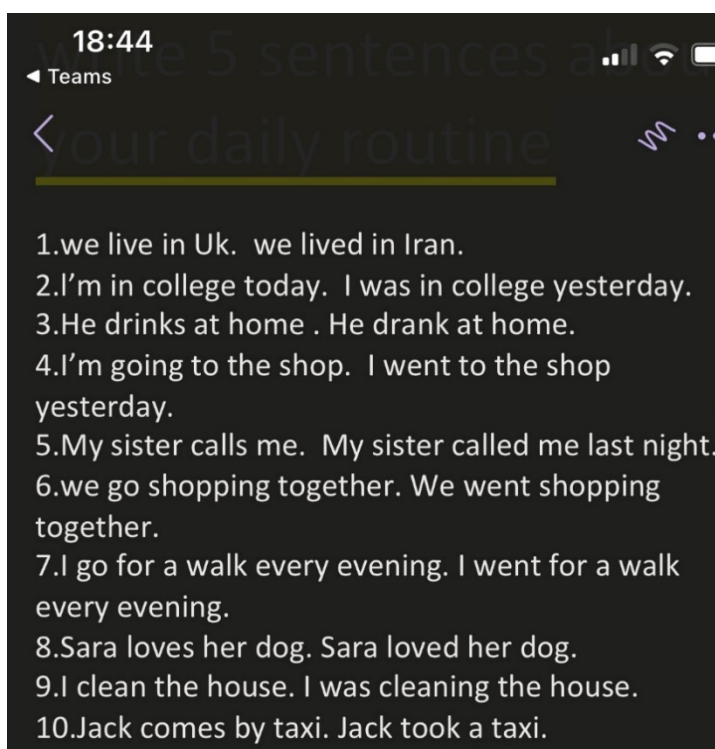


I would then take a snip of this, mark it, and send it back to her by email.

NS is now in an E2 class with Hawa, building on this new-found confidence, and it will be really interesting to see how she makes use of technology in the future.

Hawa said: Although NS was familiar with Teams, she was unable to use other features in the programme. The first lesson was focused on facilitating students to use Class Notebook as a tool for completing work tasks and keeping work organised and in one place.

Since starting the Entry Level 2 course NS has developed greatly as her peers are excellent in using I.T which has been a significant factor in helping her to build further confidence. She was able to follow step by step instructions in using Class Notebook to complete her work; below is an example of her use of it.



## Appendix 7 – Learner Tracker

Learner ID	Date	Issue	Action to support	Impact
KHA20002988	13/10/2020	Unable to upload homework document to Teams	Assignment on Teams set up for class work. Student completed the worksheet in class with tutor support.	Homework correctly uploaded to assignments each week. Student able to respond to feedback given.
	27/10/2020	Unable to upload avatar to Teams	Gave demonstration on tutor's phone.	Able to upload. Maryam also uses avatar's in her own PPTs now for her homework.
	18/01/2021	Lockdown - no classes in college	Assignment sent out via Teams - interactive PPT for independent study activities	Student copied the way I had created the interactive PPT to give her answers. She included her own avatars and images of my PPT.
RAN20004943	12/11/2020	Unable to log in to College system	Tutorial to set up college wifi. Tutor developed a powerpoint guide to logging on to college system on own device and college laptop	Student was able to log in to college email/moodle for first time
TAH14002772	14/01/2021	Unable to log in to College system and MS Teams	Step by step email sent to private email address.	Student gained access to the college system and downloaded MS Teams application.
	21/01/2021	Unable to use MS Teams	Step by step email sent to college email with invitation to MS Teams online lessons.	Student accepted the invitation and attended the lesson. Further steps have been explained online.
	28/01/2021	Unable to find tasks to complete in MS Teams Posts	Tutor explanation online through shared screen.	Assignment correctly uploaded.
	11/02/2021	Still unable to find homework.	Sent homework in email and suggested him to explore the MS Teams app.	
JAB17008682	01/01/2021	course started on 4/02/21-unable to attend online class	Contacted by phone/ SMS and via personal email to join online sessions	

## Appendix 8 – Blended Learning SOW

### Introduction to digital skills (Induction)

Online Synchronous	Online Asynchronous	Face-To-Face	Curriculum Enhancements
Join an online lesson	Complete a Kahoot quiz	Log on to college wifi	Access Teams & contribute to group chat.
Use chat/mute/raise hand/camera functions	Watch demonstration videos – Language for online learning PPT	Log on to college laptop	'Follow' FB page (if appropriate)
Click on hyperlinks	Create your own avatar & send as an email attachment	Log on to BKSB skills check	
Access class notebook & edit a document	Complete Digital Skills IA (Microsoft Forms)	Language for instructions & key terms	

### Film topic – E3/L1 ESOL Bridging

Online Synchronous	Online Asynchronous	Face-To-Face	Curriculum Enhancements
Relative clauses	Interactive PPT – listening activities, film genres, reading activities, vocab.	Group work: create a film trailer	Guest speaker – Lindsey/Alex
Adjectives to describe films	Group task: storyboard presentation	Types & purpose of text – realia	
Film reviews – structure, purpose...	Write a film review (framework in notebook for lower levels), BBC skills guide – writing a review	Review film review in 1-1, purple pen of progress	

Past perfect simple & continuous (Film Heroes)	Future Film Focus: tutorials – T poses Qs in discussion space, Forms to check comprehension.	Future Film Focus: present your own film	Future Film Focus: create your own 6-minute film.
Discussion phrases – giving & justifying opinions	Discussion on film watched on trip – pose questions on discussion board	Discussions in groups on film watched on trip.	Class trip to the cinema

### Inventions & Adverts topic: E3/L1 ESOL Bridging

Online Synchronous	Online Asynchronous	Face-To-Face	Curriculum Enhancements
World's worst inventions: vocab for change, articles	Dragon's Den interactive PPT		Guest speaker: Adeem Younis (local entrepreneur)
Car of the future: listening to a presentation	Dragon's Den invention activity (preparation)	Dragon's Den: pitch	
Language of advertising: persuasive language	Group task: plan to create an advert	Group task: produce an advert	
Conditionals review		Use persuasive language to sell an item in your pocket	
Language for comparisons	Written comparisons: write a report	Review in 1-1 with T, purple pen of progress	



### Music topic: E3/L1 ESOL Bridging

Online Synchronous	Online Asynchronous	Face-To-Face	Curriculum Enhancements
Biographies: listening & reading. Text analysis	Interactive PPT	Intonation: I will survive	Preparation for Life in the UK: British music past & present
Grammar in songs	Write a biography	Roll-play – interview with a popstar	
'Overnight sensation' text analysis & activities	Pronunciation video	Somebody I used to know: feelings in songs, role play activities	
	Write about results from class questionnaire	Class questionnaire: music	
		Review written results with T, purple pen of progress	

### Sport topic: E3/L1 ESOL Bridging

Online Synchronous	Online Asynchronous	Face-To-Face	Curriculum Enhancements
Modal verbs	Interactive PPT	Charades: Present continuous review	Joe Wicks video
Text analysis: rules of rounders	Write the rules for a sport you know well	Features of text types	Thornes Park: play rounders
Extreme sports reading & grammar activities	British council activities (listening, reading, vocab, grammar)	Group task: invent a new sport. Poster & presentation	Pool tournament

### Describing places topic: E3/L1 ESOL Bridging

Online Synchronous	Online Asynchronous	Face-To-Face	Curriculum Enhancements
Adjective order	Write a guide (lonely planet)	Noun phrases (manipulatives)	Class trip – Wakefield: cathedral, museum, Hepworth
Lonely planet – reading & grammar activities	Group work: compare cities/countries	Create a video: Lonely Planet travel guide with a partner	
Comparatives & superlatives, comparative structures	Group task: complete a plan for a piece of writing on Wakefield		
Describing cities/countries – planning a piece of writing	Write a Lonely Planet guide about Wakefield		

### Food topic: E3/L1 ESOL Bridging

Online Synchronous	Online Asynchronous	Face-To-Face	Curriculum Enhancements
Quantifiers, Cooking verbs	Interactive PPT	Word races – food groups	In the kitchen (cooling following instructions)
Text analysis: poem (Yorkshire Grub)	Planning a meal	Role-plays – at the restaurant	International bake off – vote for winner
Listening activities, healthy/unhealthy food	Write a recipe for a national dish	Sequencing a recipe (manipulatives)	
Text features	Watch: GBBO	Taste test (using adjectives to describe fruit)	

### Festivals topic: E3/L1 ESOL Bridging

Online Synchronous	Online Asynchronous	Face-To-Face	Curriculum Enhancements
Text analysis: Guy Fawkes reading & research activities	Research a festival (group task)	Pumpkin manipulatives (instructions)	Pumpkin carving: following instructions
Adjectives to describe festivals	Describe a photograph of a festival using adjectives	Running dictation activity	
Halloween listening activities	Watch: BBC iplayer The World's Most Extreme Festivals	Group presentation on a festival	
Narrative tenses	Write a scary story	Review writing 1-1 with T. Purple pen of progress	

### Crime topic – E3/L1 ESOL Bridging

Online Synchronous	Online Asynchronous	Face-To-Face	Curriculum Enhancements
Past continuous/past perfect	Interactive PPT	Celebrity crime speaking activities	Guest speaker: WYP
Word sorts – prefixes/suffixes	Preparation for discussions	Group discussions	
Passive voice	Vocabulary – crime & punishment (group discussion board – compare the UK to your country)	Review written work 1-1 with T. Purple pen of progress.	
Reading/writing headlines	Write a newspaper article to report a crime (use headline, passive voice, reported speech, past cont. perfect)		

**Describing experiences topic: E3/L1 ESOL Bridging**

Online Synchronous	Online Asynchronous	Face-To-Face	Curriculum Enhancements
Present perfect tense	Write a report from the class questionnaire	Class questionnaire	Try something new – video & task
I've Never Seen Star Wars – grammar & reading activities – text analysis	Write about the new thing you tried – magazine article	Interview a partner – have you ever...? Play never have I ever game	
Time expressions with pres perf/past simp.	Online grammar practice: present perfect tense vs past simple tense	Try something new – presentations to the group	
Charity – pres perf simp/cont	Group task: discuss a task to undertake to raise money for a charity of choice	Preparation for charity project	Raise money for a charity

## Employability Topic – E3/L1 ESOL Bridging

Online Synchronous	Online Asynchronous	Face-To-Face	Curriculum Enhancements
Describing skills/experiences – using present perfect simple/continuous	Employability interactive PPT – jobs & duties, listening activities, vocab activities, job search, interview skills...	Form filling (following instructions)	Guest speaker: recruitment agency
Comparing jobs from the past & now – language to describe changes	TED Talk – how to be employable	Interview role-plays	Arrange a careers interview
Future possibilities language plus 1 <sup>st</sup> & 2 <sup>nd</sup> conditional	What next? (video – T to make to explain progression options)	1-1 discussions on prospects for the future	Videos from different subject areas
Personnel specification analysis	Group project: design an advert for a new ESOL teacher		Lowdown leaflets – prepare for the future
CV analysis	Write your own CV (framework for lower level ss)		Possibility to arrange a trial in a different subject area (taster day)
Personal statement analysis	Write a personal statement	Review personal statement & CV in 1-1 with T, purple pen of progress	Attend an open day (college/university)
Presentation structure	Peer support group - presentations	Presentation on a job you're interested in for the future	Job fair

## Appendix 9 – IA Tool Evaluations

### IA evaluations

The following evaluations provide useful feedback on the pros and cons of using different IA delivery methods which helped us to decide on our final choice Microsoft Forms.

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#### **Evaluation – Teacher tick list IA**

Used with a group of adult E3 & Level 1 students. Students were observed by the teacher using technology in the classroom. Teacher had discussions with students relating to the skills.

#### **Benefits**

Reliable results. No room here for over/under confidence of students. Teacher can identify gaps in knowledge to plan follow up sessions to address gaps, or to alter pedagogy to suit learners. Could be used in tandem with learning tasks relating to course.

#### **Drawbacks**

Very time & labour intensive for the teacher. Takes away from actual teaching time in the classroom. The emerging/consolidating/established mark scheme doesn't seem to fit well, as teacher has only observed whether a student can or cannot do something in most instances. Analysis of the results is also time & labour intensive for the teacher.

#### **Conclusion**

Provided useful, reliable results which facilitated planning. However, during short courses, time is very valuable, and this activity was time and labour intensive for the teacher. Em/Con/Est also does not work well for this task.

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#### **Evaluation – mentimeter IA**

Used in class (E3 & L1s) all 16-18-year olds on a full-time study programme. The course had already started, so it was used to identify gaps in knowledge to assist with online learning.

#### **Benefits**

This tool helped me to get a feel for where the whole group was a couple of weeks into our online learning journey. Maths & ICT classes had been online for a few weeks, and they had been doing their asynchronous online learning as part of their

main programme for the same amount of time. I was able to identify areas in which the class needed help – such as the online lessons in Teams, using functions such as mute, raise hand & chat box. I was able to get the results in real time, and immediately do a short session with the students to address the gaps.

### **Drawbacks**

The tool is anonymous, so I was unable to drill down further if I noticed a particularly low score, to help an individual. It also relies on the students being honest and self-aware of their own skillset, as the questions were based around confidence levels without much testing of those confidence levels. It also needed to be done in class, taking time out of their already limited F2F class time.

### **Conclusion**

The tool provided a good starting point, but something that could test whether a student could actually do something would be more advantageous.

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## **Evaluation – paper-based IA for Pre-Entry students**

Used with a group of Pre-Entry 16-18-year olds on a full-time course. Was used in class so the teacher could give support.

### **Benefits**

Use of images allowed text to be easily understood by Pre-Entry & Entry Level 1 learners. Can be used as part of teaching vocabulary 'I can / I can't' as a teaching tool as well as IA tool. Learners were able to complete it easily with immediate feedback for the teacher.

### **Drawbacks**

Reliant on the student being honest about their own skills rather than testing them. Difficult to assess some questions we really wanted answers to i.e. does the student know how to use the shift key etc.

### **Conclusion**

Some useful data gathered, but would need the teacher to gather further evidence on actual digital skills. Would be useful to test out the skills rather than relying on student perceptions.

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## **Evaluation – Microsoft Forms IA**

Used with groups of adult part time learners just starting a new course (during a lockdown). No time in college was available. Various levels undertook the IA, from Pre-Entry up to Entry Level 3.

### **Benefits**

Can be sent to learners' home email addresses or texted to smartphones. Does not take up time in class. Some of the questions can be analysed beyond the actual question (e.g. use of capital letters etc). Can identify individuals and group trends easily and quickly. Facilitates planning. Can be used for either blended learning or fully online courses. Able to be used by a range of levels. Confidence levels can be analysed. Tests the actual skills of learners. No teaching time taken up.

### **Drawbacks**

Some questions still reliant on confidence levels. Version 2 also includes further skills checks, but can only be sent out to student email addresses, rather than home addresses. If students do not have access to any form of technology, they wouldn't be able to access it until able to come to college.

### **Conclusion**

Gives useful, reliable data. Very quick and easy for the teacher to administer and evaluate. Easy for students (even Pre-Entry) to undertake. Needs to be tightened up to give more useful information for the teacher.

After looking at the results of the IA at the start and end of the course, we realised that the questions we were asking were not giving us the answers we needed to know regarding digital skills. Version 2 to be trialled.

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## **Evaluation – Microsoft Forms IA digital skills & vocabulary (version2)**

Used with a group of E3-L1 full time learners who have already completed previous IAs.

### **Benefits**

The benefits of this IA are similar to those listed above for V1. It is quick and easy for the student and the teacher. It tests out certain skills but also includes a focus on the key language issues we have found that we need to know about (discovered after a year of online teaching). We have simplified the language as much as possible and have used images and multiple choice answers to aid comprehension. The more detailed questions lead to interesting results, particularly when trialled with students who had done previous IAs and had been studying with us for several months. It picked up gaps in knowledge surrounding language that had been previously missed.



### **Drawbacks**

Some of the questions and vocabulary will likely be too advanced for some levels of ESOL learners, those at Pre-Entry or Entry Level 1 may struggle with this. However, making this a multiple-choice test and including an option of I don't know/I don't understand may make this task a little more accessible for those learners and a little less daunting.

### **Conclusion**

From the evidence so far, this version will give us the most useful information in a way that allows us to test out individual's skills without taking up too much valuable teaching time. For higher level learners, this could be sent out before the class and be done independently. For lower levels who may need teacher support to complete, it could be done within lesson time as part of the induction. It can be repeated at the end of the course to track progress from a linguistic point of view as well as within digital skills.

## Appendix 10 – Team Member Approaches

Although we are a small, close-knit team, we realised that there wouldn't be a 'one size fits all' approach to this project. We are all very different people, with very different teaching styles – a reflection of the widely differing range of learners and learning styles we see in our classes. Here, each member of staff has outlined and evaluated the approach they took to the project.

### Angela Palmer

One of the approaches I took was using Powerpoint to create interactive online lessons. I chose to do this as it seemed like a really good way to create complete lessons and include activities which could be presented in a cohesive way and used both in online classes and outside the class independently by the students. Once they could access Teams through their college email, they would be able to open and use the Powerpoint.

I used this approach with all of my classes, including an E1 Writing class that ended up being fully online. The response to these lessons while we used them together from this class was positive – they found them easy to follow and their interaction with the activities showed me that they were learning from the content of the lessons.

Their independent use of the Powerpoints was more limited, as most of them were working only on mobile phones, so they were unable to use all the links to extra practice activities, and some of the activities were too small to see. I got around this by converting the presentation into an MP3 video which they could play on their phones to go through the content of the lesson, then I sent the links to activities separately via Teams. Later on in the course, I set quizzes and questionnaires based on the lessons using MS Forms, and as this is a very simple format for them to use and they can send their responses directly to me, this worked much better. When I take this approach again in future blended learning classes, I will use Forms more to make the lessons fully interactive and easy for all levels of students to access.

## Lucy Palmer

As Angela did, I also wanted to develop the interactive PowerPoints. As my group of full time learners were only getting half of the English input in the classroom, I wanted something that would enable the learners to access the content they would otherwise be missing, as well as making it fun and interactive for the learners. I began by thinking about what I would normally do in one day with them, that I wouldn't be able to do because of the social distancing situation, and created an interactive PowerPoint which covered everything that I would include in class as much as possible. I used links to reference material, games, quizzes and videos on the internet to explain content that would normally take quite a while in the lesson.

As soon as I trialled this with my young learners, I realised that this was overwhelming for students who are not used to independent study. When I began sending the whole PowerPoint, with instructions to complete two or three slides at a time, I saw a lot more success. Students were enjoying the lessons and making progress in the skills tested with a summative assessment at the end of the topic. Additionally, when we moved to fully online teaching during lockdown 3, I was able to use the interactive PowerPoints in the online lessons, teaching some of the slides to bring in more speaking and interaction between students and setting some of the slides as independent study for flipped learning or as a follow up to the lesson. This was hugely successful and definitely something I would look to repeat if the situation was such that we had to return to online teaching.

After discussing with another teacher who had trialled some of the resources I had created, I realised that I had made an assumption that learners would understand how to use hyperlinks to the internet. This realisation led to the inclusion of a short demonstration video at the beginning of each PowerPoint on how to use the resource effectively.

Seeing the success I was having with the interactive PowerPoints, I had the idea of creating something similar which could be used as an introduction to an online or blended learning course. It was aimed at learners new to the college during lockdown, to enable them to get online and study without having their teacher there in the room to support them. My idea is to continue to use this tool when we continue with our blended learning plan in September as an induction to the vocabulary and as reference material available anytime to students. As the total of this is very large, teachers could choose to send out a few slides at a time, whilst uploading the entirety to Teams for use as reference. I am hoping that it will work well in conjunction with the latest IA that has been developed.

## Hawa Lunat

**My approach** - identify the needs and teach the skills to access synchronous lessons, resources and learn to use Class Notebook.

**Identify areas for improvement** - I emailed the link for the IA to my learners' personal email addresses which they completed using Microsoft Forms. The idea was to look at the skills gap and facilitate in narrowing it.

Once all the learners had completed and submitted the form, I then proceeded to identify the needs of each learner. For instance, if someone said they couldn't use the '@' symbol we practised this in class. I noticed that the new cohort of learners were unable to log into their college email account and thus were unable to use Teams.

Subsequently, I created a set of simple instructions which was emailed along with a phone call to ensure they had received the instructions and were confident in logging into the system. Any further questions were answered during the synchronous lessons along with demonstrations to recap.

**Result** - the majority of learners logged into their online class area and felt more confident in using email and logging into Teams.

Thereafter, students connected using their mobile phones or laptops. ILP targets were recorded for those learners who were still having difficulty logging in due to connectivity issues or equipment. Two learners were unable to access the lessons online due to a lack of internet and resources such as a smartphone, tablet or laptop. This posed a problem though those learners were sent work packs to ensure continuity.

The link between language skills and digital skills needed addressing and as a result, the team created various 'How To' PowerPoint audio presentations with simple icons to facilitate comprehension. This led to a better understanding of lessons which they could revisit in their own time.

Learners built on their skills in every lesson by using different features, such as the chat box, background effects, clicking on links via the chat box and returning to the main room. They also used emojis to show how they felt. The writing classes used the collaboration tool to complete writing tasks. This was quite useful in developing the learner's reading and writing skills.

We used breakout rooms in MS Teams to pair/group students for tasks. This worked well and as lessons progressed, learners were better prepared for tasks. I used Quizizz as an assessment tool to inform future learning which also addressed the IA point of clicking on links. I focused on using Class Notebook as a tool for homework tasks and feedback. Each learner was given a digital skills target to focus on so that they could build on their skills.

When I felt students were more confident, I created a PowerPoint audio with step by step instructions on how to access Class Notebook which was shared with the

learners and within our team. Below is a case study of how a learner used ClassNotebook .

Overall, my focus was more on using a platform that was simple, effective and a tool that could be used for synchronous and asynchronous learning- That is Microsoft Teams and One note.

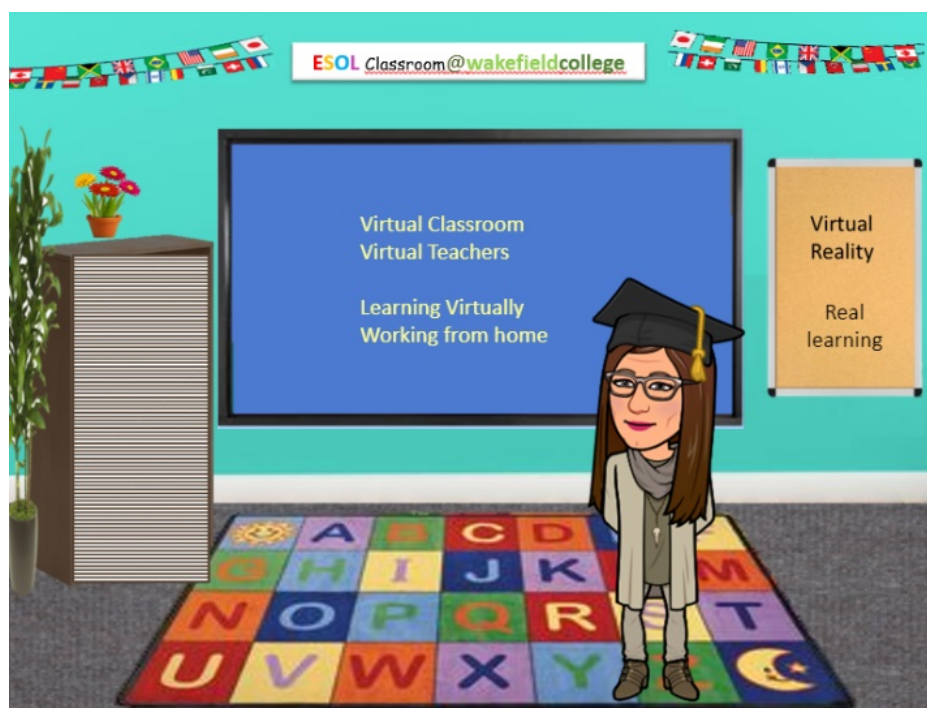
## Cathryn Render

Entry level learners aged 16-18

During last summer we all realised that Coronavirus would be here with us for a while and we started preparing class-work for a situation we had never experienced before so where to start was a dilemma.

I made a virtual classroom to help students feel they were in a familiar place – I copied colour schemes and styles of furniture from our real classroom and put my avatar in there too.

I also made a Powerpoint presentation for learners -offering guidance and exploring different apps and programmes that we would use during the academic year.



My plan was somewhat deviated as our young learners received a tablet for their personal use – to take home and use for joining Teams for online learning. From this point in time the apps and programmes available on the tablets directed me what to teach the learners. I had one request for the IT department and that was to add an avatar app to the tablets to make learning more engaging for young learners.

Having tablets was a fantastic event! Tablets allow students to access their work with a 4 digit pin number – and this made computing life so much easier than having to log into college systems with their details: passwords, capital letters and spelling - all correctly typed in -which ESOL students struggle with, get frustrated about and then lose interest in the task. My Guidance and Technology presentation was re-edited with more exciting apps like the QR code which is valuable outside of the ESOL classroom too.

As lockdown loomed nearer, we covered the basics of using tablets to enable online learning and revisited my ever-growing Guidance and Technology PowerPoint

several times so that language surrounding technology became familiar. It helped recap learning and show how far students had travelled in a short time. Learning Teams was a challenge for myself and learners and that is an ongoing event.

I will use the same presentation again with future students as it was lively and fun as well as instructive. I sent it to learners as a video so they can look back for specific pieces of information -like 'how to' do something. Using avatars also helped learners engage in their learning because they were in the centre and it was fun. I know it helped develop students' IT skills enormously: follow instructions to make an avatar and use in an email or, attach presentations and photographs to emails; are not tasks I would normally expect from Pre-Entry Level learners.



Of course, there were disappointments too - that was predominantly concerning the number of students who did not have internet at home and who therefore, were unable to join online learning events.

# Catherine Allan - Using Teams within the classroom

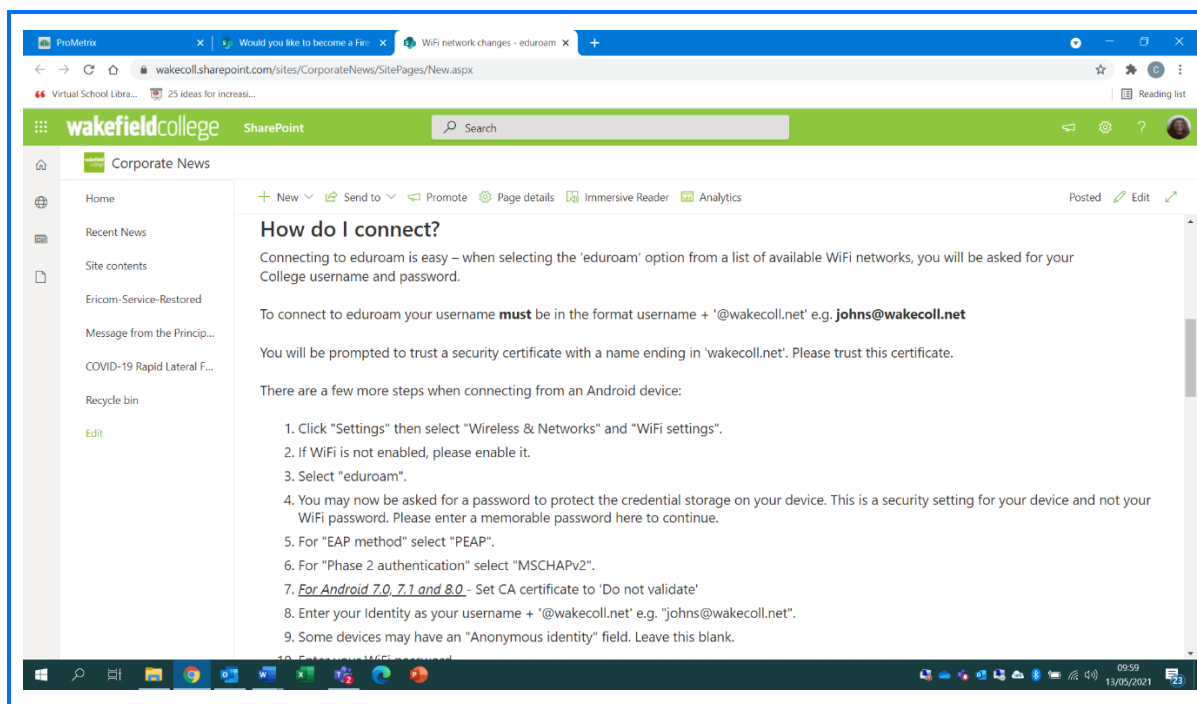
## Rationale

To address the results of the IA from my students, I decided to use Microsoft Teams in the classroom as well as for remote independent guided study. I also felt it would be necessary to prepare my learners for the possibility of a further lockdown and all learning being moved online. By using Teams, Moodle, college email, office 365 in each class I hoped to counter the lack of knowledge and digital skills amongst my adult learners and to increase the confidence in their digital skills of my 16-18-year-old learners. By embedding the use of Teams into every class I also hoped to reduce the number of paper resources needed in the classroom.

## Method

### Wi-Fi and language settings


The start of the lesson is always to ensure whichever devices learners are using to access Teams, mainly smart phones for adults and a combination of smart phones and tablets for the Bridging students, are connected to the College Wi-Fi. Once connected for the first time, most devices automatically reconnect to the Wi-Fi but a few need manual reconnection each time. The first difficulty in connecting to the Wi-Fi is students understanding the instructions:



The instructions are not user friendly for ESOL students and this is generally complicated further by the majority of students having their phones set to their native language. Some students do not know how to change the set language on their phones to English to allow me to help them connect to the internet. Whilst every iPhone uses exactly the same operating system regardless of the model, Android devices vary enormously and it's thanks to being able to Google user guides for the different makes and models that I was able to change a Hungarian student's phone



from her language to English to connect to the internet. Being able to switch between languages on their devices is something I didn't anticipate students needing to know- students obviously need to be able to use their devices in their own languages to communicate with friends and family but they also need to be able to write in English on Teams class notebook. This is a step that needs to be practised for a few students and I encouraged them to make a written record of the steps needed to change between languages on their chosen device. A further task for me before I teach the next cohort will be to simplify the connecting to Wi-Fi instructions. Students need to know their username and password to be able to connect to Wi-Fi – I used the following slide to support connecting to Wi-Fi.



**How to use college wifi**

Go to **settings** on your device and choose Wi-Fi. The college Wi-Fi is called **eduroam**- you will be asked for your College username and password

**Username** must be in this format:  
[username@wakecoll.net](mailto:username@wakecoll.net)

Your username is your college ID number  
Example: [RAN20004943@wakecoll.net](mailto:RAN20004943@wakecoll.net)

**Password**- is your postcode and day and month of your birthday  
Example: wf11an2601

You will be asked to trust a security certificate with a name ending in 'wakecoll.net'. Please trust this certificate.

Errors frequently occurred with spelling of wakecoll, students moving house and trying to use a new post code rather than the one college had on file and errors with typing.

### **Downloading and setting up Teams app**


Most students managed this without too many problems. I had to troubleshoot for two students in my most recent adult cohort as they had already downloaded the app and set it up with a non-college email address as they had had their initial assessment online. In order to access the class group and features students need to use their college email address.

To help them with this I used the following slide:

## You must use your college email to access Teams and online classes

Your college email is your college ID number plus @wakefield.ac.uk  
You can find your ID number on your college ID badge

Example



ID number

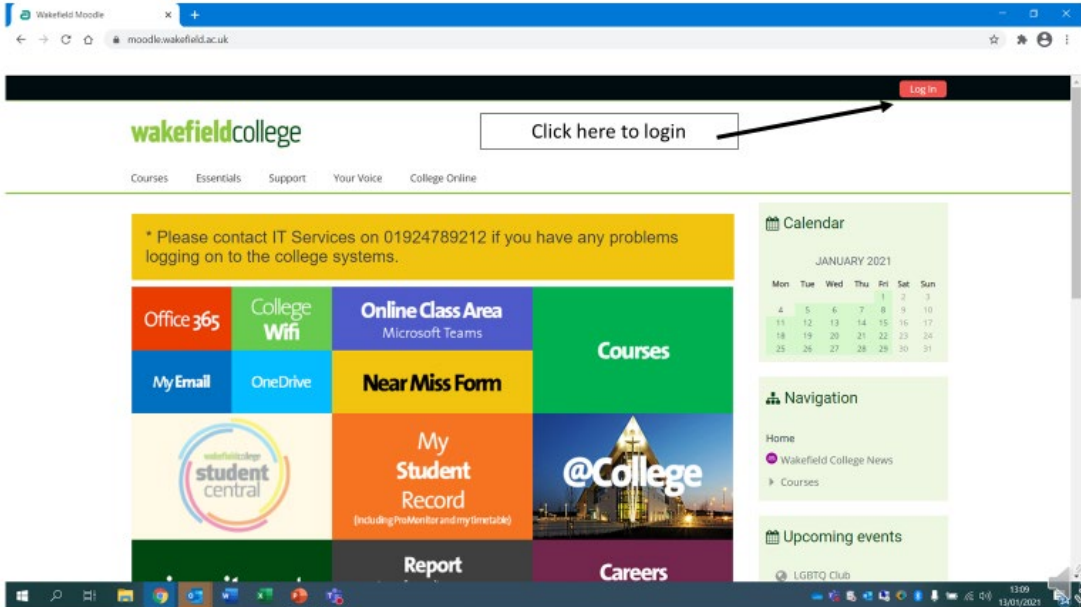
Email:  
**SHE3456789@wakefield.ac.uk**

Your password is postcode and the DAY and MONTH of your date of birth for example: wf13pr2601

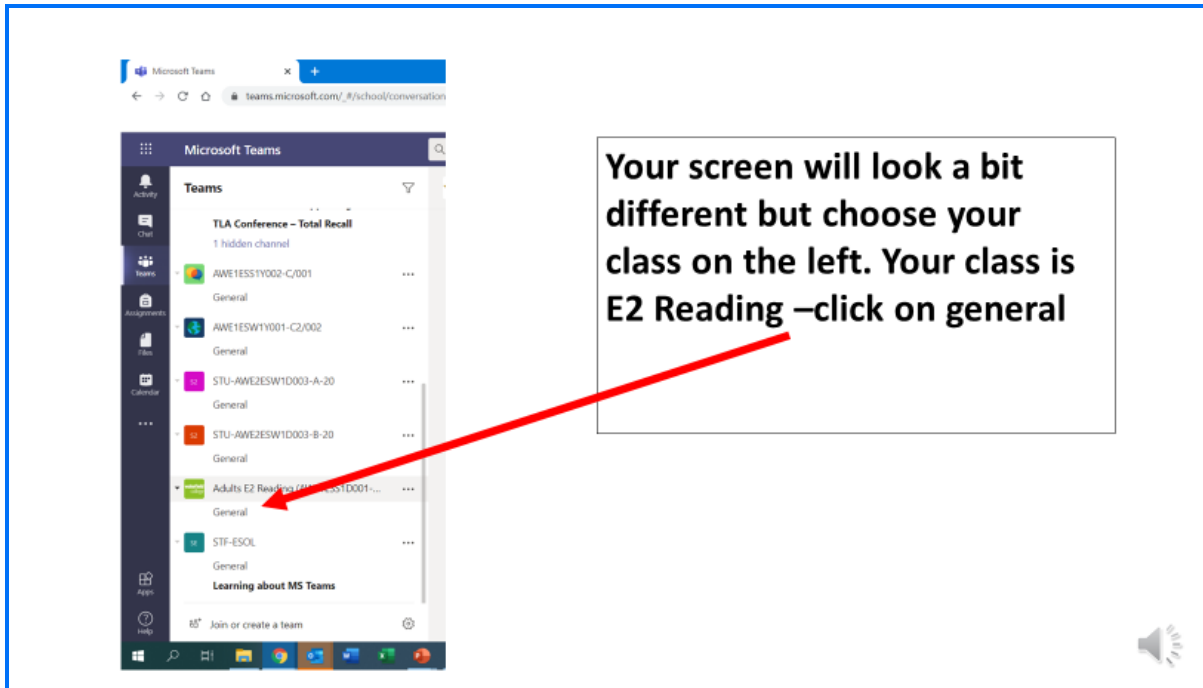
Students again struggled to type accurately but with support all were able to successfully access the class Teams page.

### Accessing Teams via the College Moodle

To be able to use all of the Office365 features and be able to use the interactive PowerPoints the Team devised, it's essential learners log in to the College Moodle and not just open Teams app. During lockdown I created a narrated PowerPoint which I converted to video to demonstrate how to do this. I used the video in class to show my new cohort of adults how to do this:

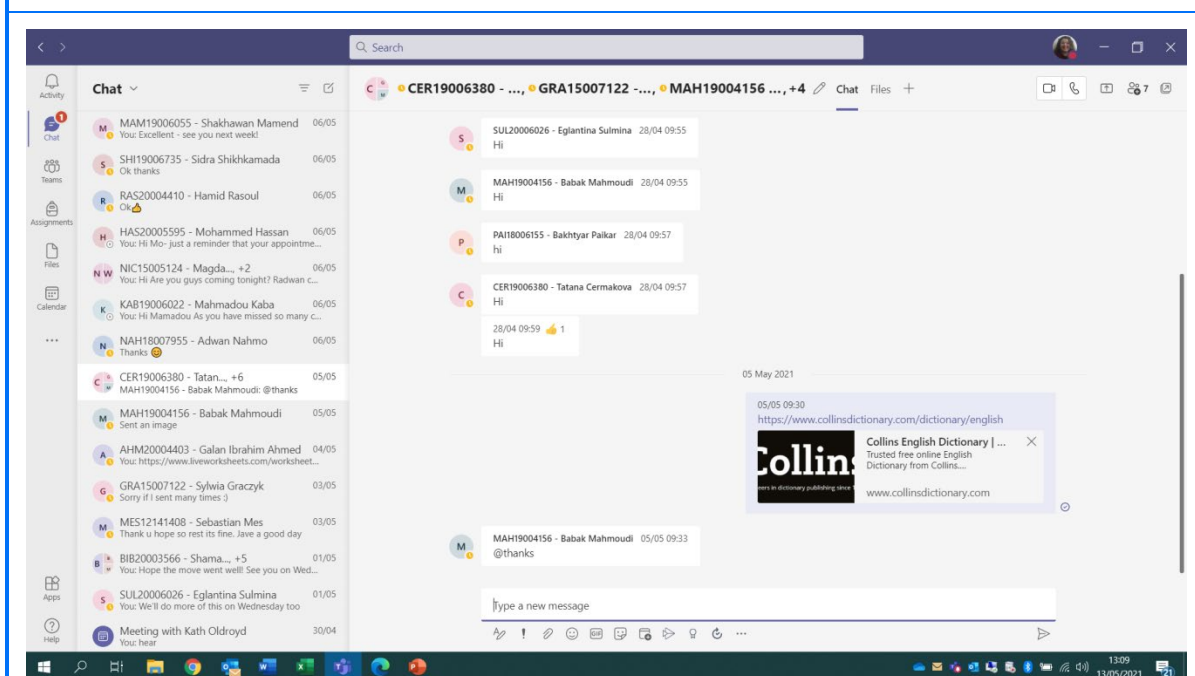
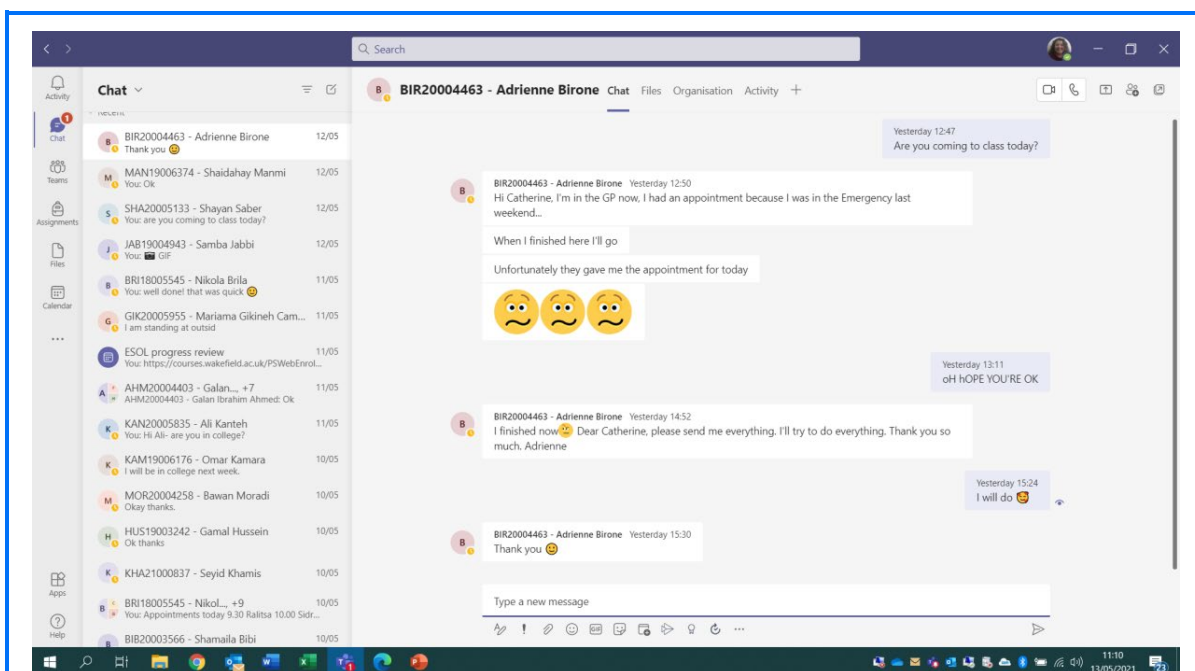


The screenshot shows the Moodle website for Wakefield College. At the top right, there is a red 'Log in' button. A white box with the text 'Click here to login' and an arrow points to this button. The main content area features a grid of service tiles including Office 365, College Wifi, Online Class Area (Microsoft Teams), Courses, My Email, OneDrive, Near Miss Form, My Student Record, Report, and Careers. A navigation sidebar on the right includes a calendar for January 2021 and a list of navigation links.



## Using Teams in class

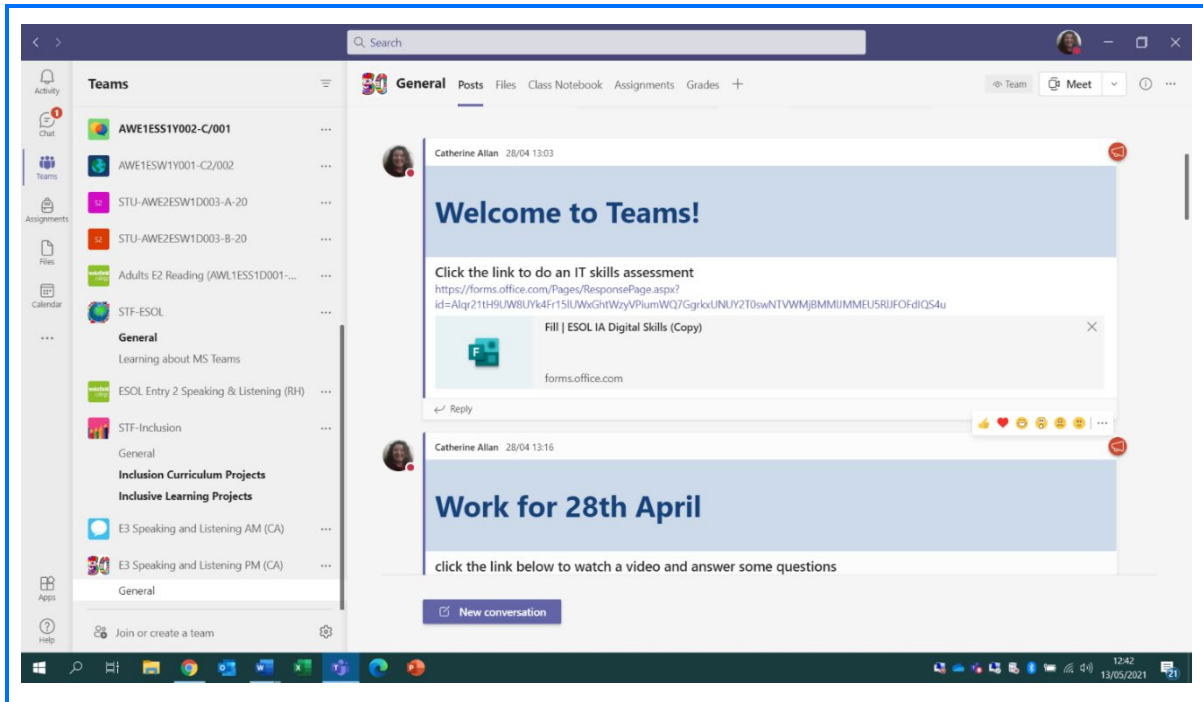
When I first started using Teams in class, the logging on process could take up to 20-30 minutes to get all students set up and logged onto Teams. It now rarely takes longer than 1-2 minutes with most classes, including the latest adult cohorts that started in late April 2021. With the visual aids, repetition of the actions and language needed (click, type, open, link, scroll up, scroll down, go back, double click, drag and drop etc) the students are able to access the learning materials not just in the class when we have used them but also later at home to repeat and reinforce their learning. Students who couldn't send text messages or emails are now able to send private messages or group messages via the Teams chat function:



## Initial session to demonstrate

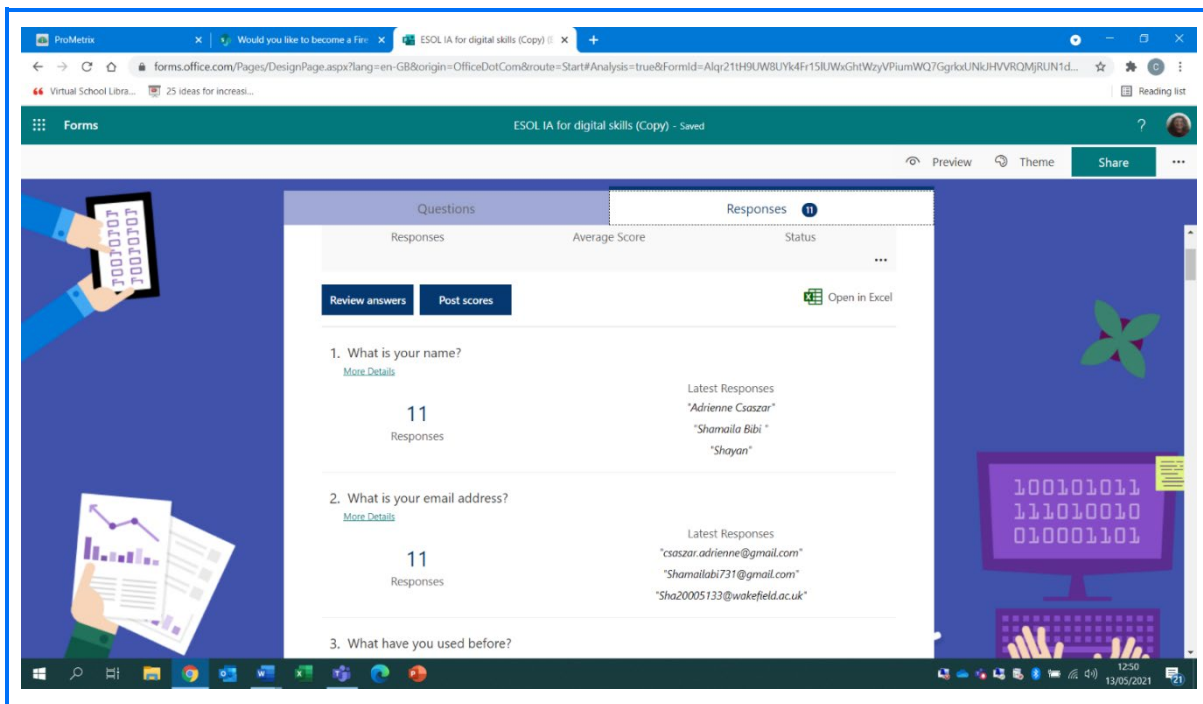
In the first class with my most recent adult cohort, I spent the first session doing the IA tool then demonstrating and using the Teams features that I find most useful and that the students would need to be able to use in order to complete their homework.

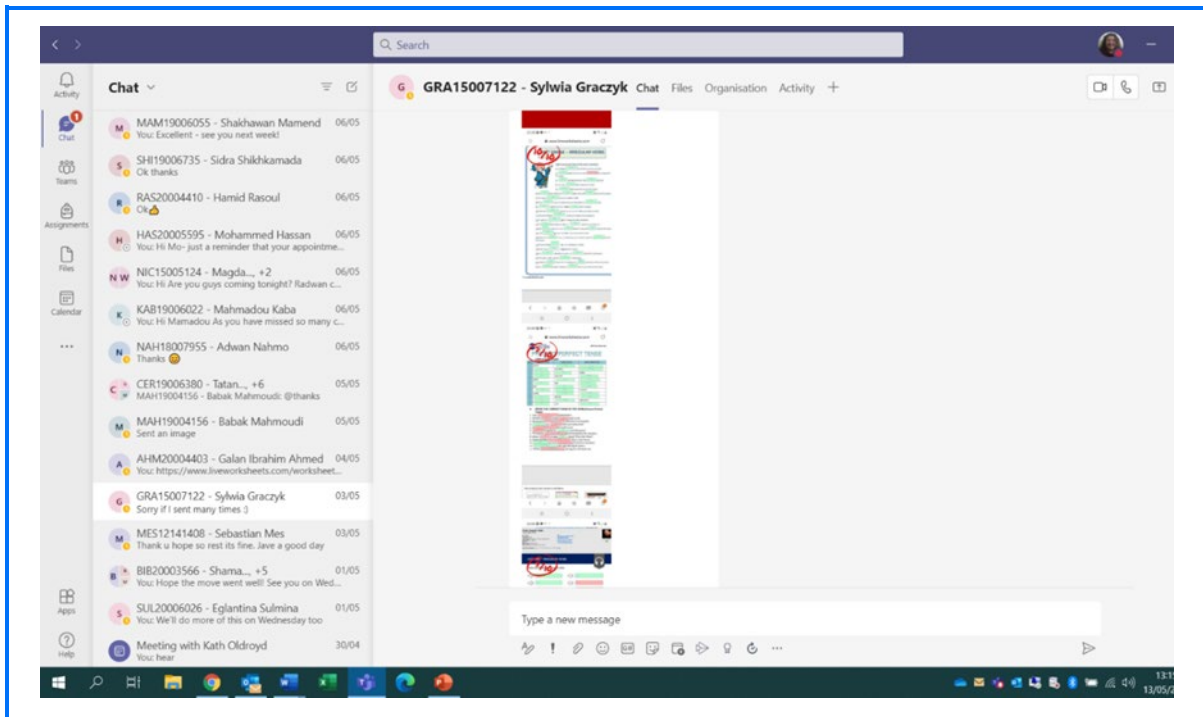
They followed the link and were able to access and complete the form because they were logged into Teams via College Moodle:



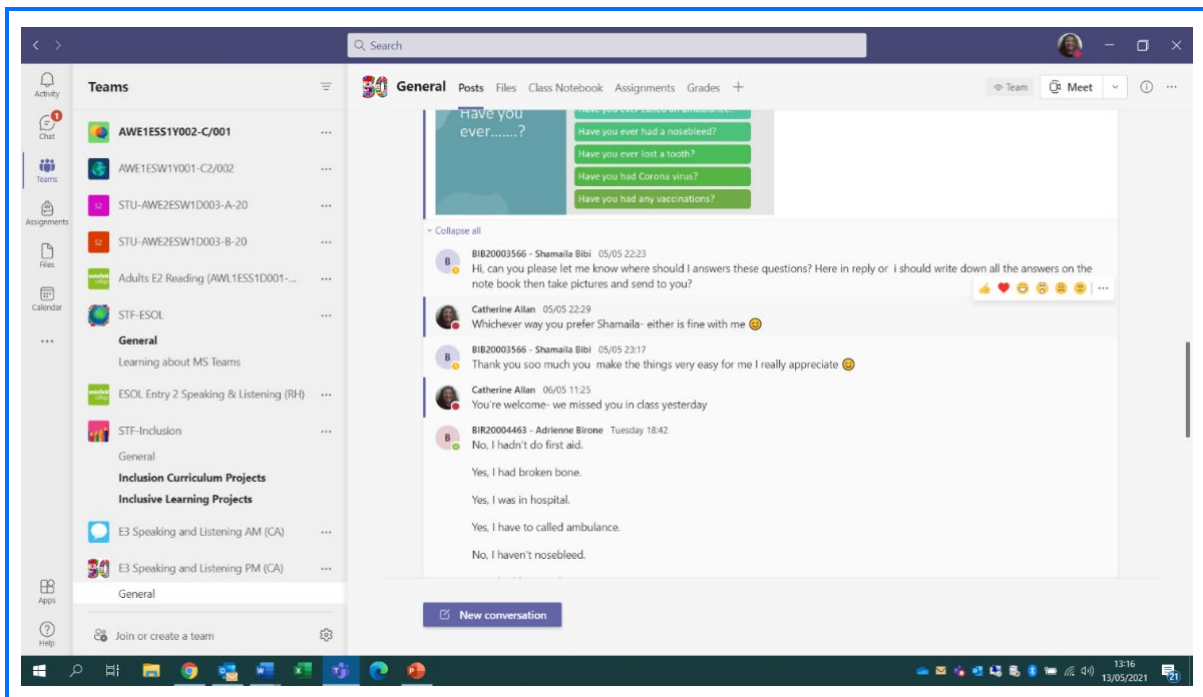
I then demonstrated clicking links to access websites and completing the work there and sending screenshots as evidence, leaving emojis and comments.

Screenshots of completed independent work:





Students have also been able to type their answers under a resource when they were unable to attend the class:

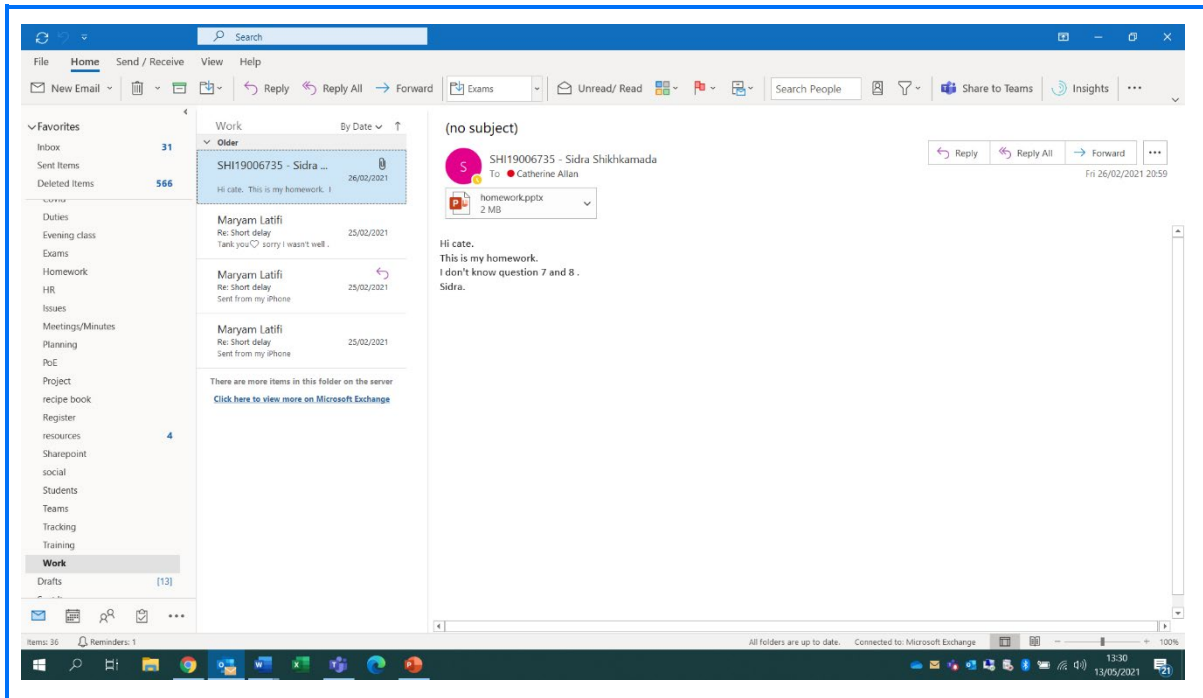


## Conclusion

By using Teams to teach every class, I have been able to address many of the issues that were highlighted by digital skills IA. All of my students can now use their college emails, use college moodle, log into Teams, send group and private chat messages, access an online class, follow links from General Teams channel to websites and complete the work set, they can take screenshots of the work they have completed



and send me their evidence. They can also use Google to look up the meaning of words using Google images and Collins dictionary. They can now access Word by using the apps button on Teams and type their responses to questions and create PowerPoints and attach their work to emails and send to me:



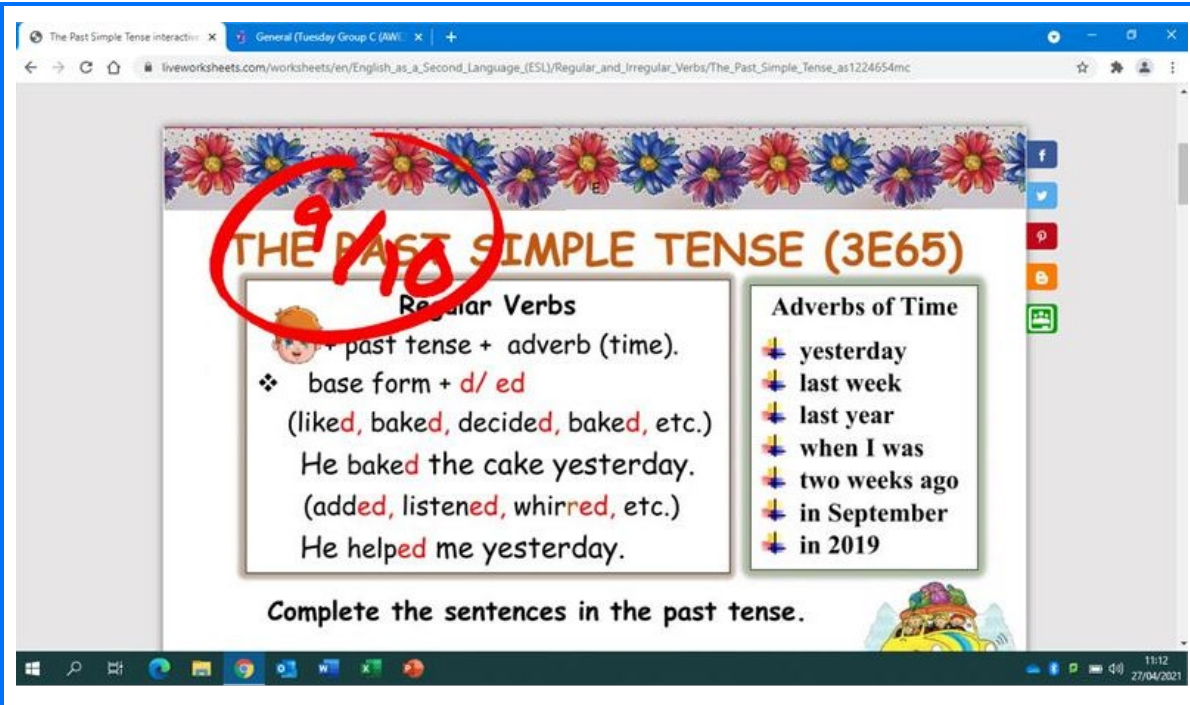
My next steps will be to address their knowledge of usernames and secure passwords by getting them to register for accounts for various websites using their emails and setting their own safe passwords. I will also be teaching my Bridging students how to narrate their own PowerPoints. I will get students to create PowerPoints- asking questions which they will send on to another student who will record themselves answering the questions. They will send it back to the original student who will mark the work.

## Bernadett Csapone-Kiss

One of the approaches I used for our project was completing different English language tasks via interactive worksheets. These sheets could be created by the educator or could be used directly from the 'Liveworksheets' website. The worksheets are available by subject, topic, skill, grammar point, etc. The worksheets are easily transferable to Microsoft Teams or emails, whichever platform is supported by the educational organisation.

I chose this approach based on my personal experience with my Entry Level 3 students. Some PowerPoint-based online lessons, which were developed by our team to cover various topics for different levels, seemed to have more information on the slides than they could handle. The different options took students 'far away', therefore students found it challenging to navigate back to the original slides.

The slides I arranged, only had a picture and two hyperlinks on them. When students clicked on the links, it took them to the live worksheet I wanted them to complete. These were tailored to the particular group's specific needs.



The screenshot shows a web browser window displaying a live worksheet from the website [liveworksheets.com](https://www.liveworksheets.com). The worksheet is titled "THE PAST SIMPLE TENSE (3E65)" and features a decorative floral border at the top. A red circle is drawn around the title. The worksheet is divided into two main sections: "Regular Verbs" and "Adverbs of Time".

**Regular Verbs**

- + past tense + adverb (time).
- ❖ base form + **d/ ed** (liked**d**, baked**d**, decided**d**, baked**d**, etc.)
- He baked the cake yesterday. (add**d**, listen**d**, whirr**d**, etc.)
- He help**ed** me yesterday.

**Adverbs of Time**

- 🕒 yesterday
- 🕒 last week
- 🕒 last year
- 🕒 when I was
- 🕒 two weeks ago
- 🕒 in September
- 🕒 in 2019

Complete the sentences in the past tense.

The browser window shows the URL: [https://www.liveworksheets.com/worksheets/en/English\\_as\\_a\\_Second\\_Language\\_\(ESL\)/Regular\\_and\\_Irregular\\_Verbs/The\\_Past\\_Simple\\_Tense\\_as1224654mc](https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Regular_and_Irregular_Verbs/The_Past_Simple_Tense_as1224654mc). The Windows taskbar at the bottom shows the date as 27/04/2021 and the time as 11:12.

Students enjoyed completing them, took screen shots when finished to show me their results or clicked on the option where they could send me the results in emails which was also a brilliant way to show their engagement.

In time, when students have gained more experience in using technology, I think the slides could get more complicated and our students will be able to manage a higher level of IT-based tasks.

Students really engaged with this approach and were keen to provide feedback. The email from one of my students is an example of how engaged they became.



"I liked your PPT Slides for several reasons:

- The document starts with a clear explanation about what to do.
- The slides are linked to liveworksheets.com, I really enjoy these exercises because they are easy to do and we can check the answers by ourselves.
- I found the topic "Popular Travel Destinations" very motivating. Most people enjoy travel 😊 so in my opinion it's more comfortable work about an exciting topic.
- The last activity was to create a Poster about our favourite travel destination. The explanation about the activity was also clear, and I liked that you added an example to inspire us.

I did this activity and it was interesting because I thought it would be easy, and finally I realize that it was complicated because I had to read too many information about my favourite place to be able to summarize everything in a small Post.

- The document is short.

Some of the activities on the other PPT document with topic about Crime were confusing for me.

For example, the first activity about Vocabulary, I didn't understand if the activities should be done on the PPT or in a paper, because I remember some of us tried to do it in the PPT but it was really complicated to do, I helped some of my classmates because they can't do it.

Some slides have links to external websites but there isn't an order on it, so in the middle I didn't remember which one I was done and which one was pending.

To be honest too many links to external websites in the activities was very boring for me.

I really liked this document included some links to Grammar explanation about the activities, I think would be a good idea add this in your PPT, because is an extra help to "refresh knowledge".

|



## Appendix 11 – An Example Interactive PowerPoint

Do you know your film genres?  
Play this game to find out!

LET'S GO TO THE MOVIES!

A film trailer

Going to the cinema  
– listening activity


### Relative clauses Try rewriting these sentences using relative pronouns

- 1 In *The Curious Case of Benjamin Button*, Brad Pitt plays a man. He lives his life backwards.  
*In The Curious Case of Benjamin Button, Brad Pitt plays a man who lives his life backwards.*
- 2 Megastar Zac Efron gives an emotional and mature performance in his latest film. He shot to fame in *High School Musical*.
- 3 *Invictus* is a story about leadership and forgiveness at a critical period. Nelson Mandela had just become president of South Africa.
- 4 The film *Star Trek* was based on a popular TV series. The series has been watched around the world.
- 5 The film is Daniel Craig's second outing as James Bond. It is directed by Marc Forster.
- 6 Adrian Brody plays a Jewish refugee in *The Pianist*. He is a famous Polish piano player.
- 7 *Lost in Translation* is a film about two Americans in a Tokyo hotel. They meet and form an unusual bond there.
- 8 *The Hurt Locker* is a gripping story about the insanity and foolishness of war. It was made in Jordan.



Try this game to check your understanding!

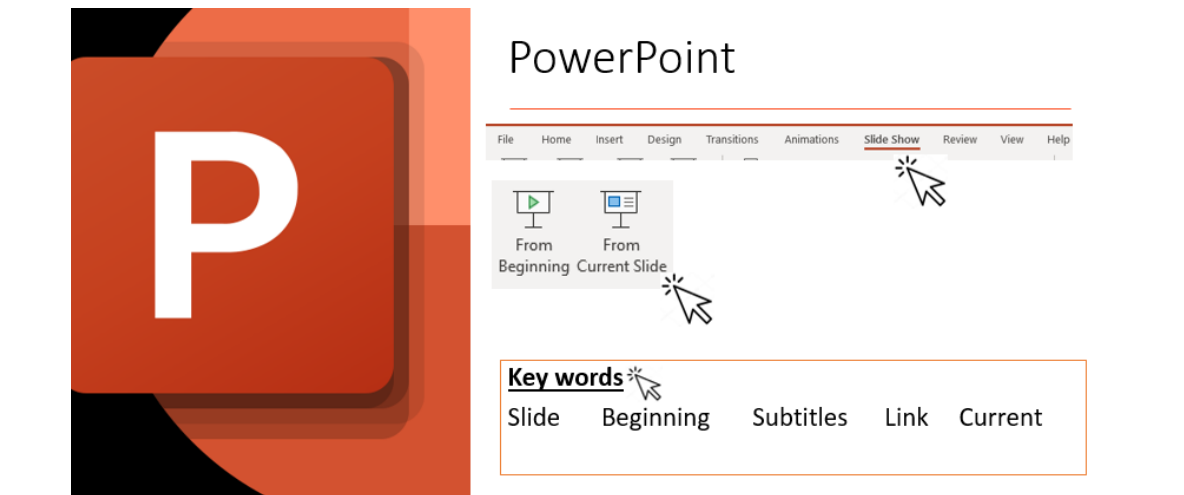
# Appendix 12 – Language for Online Learning PowerPoint



Language for online learning

Everything you need to prepare for your online course

Developed for Wakefield College by Lucy Palmer, with thanks to Hawa Lunat and Angela Palmer.

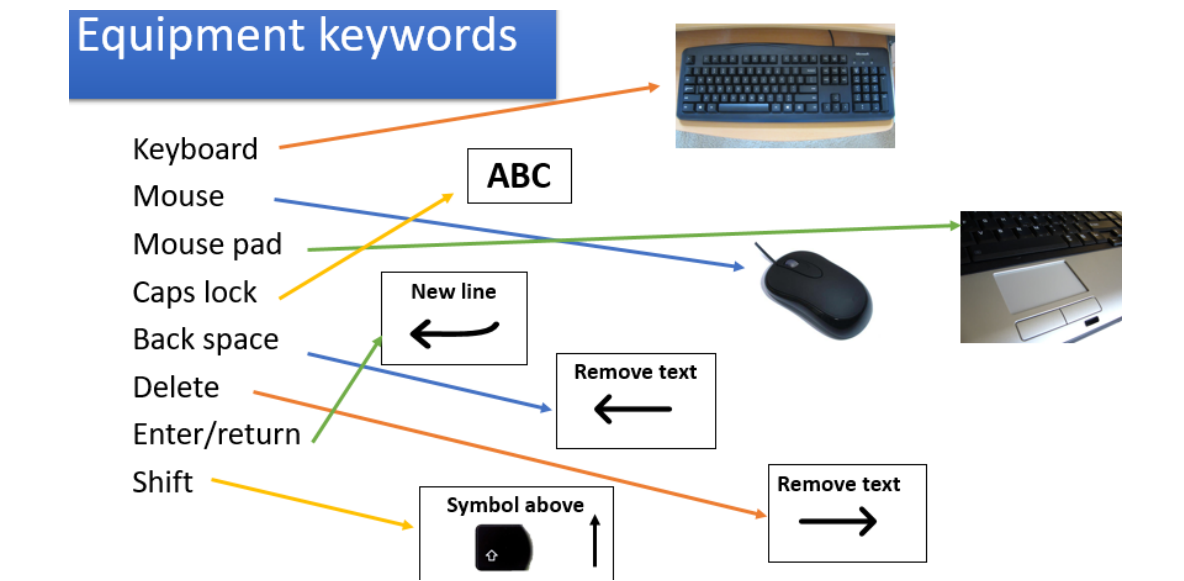


## PowerPoint

File Home Insert Design Transitions Animations Slide Show Review View Help

From Beginning From Current Slide

**Key words**  
Slide Beginning Subtitles Link Current



## Equipment keywords

- Keyboard → ABC
- Mouse → New line
- Mouse pad → Remove text
- Caps lock → New line
- Back space → Remove text
- Delete → Remove text
- Enter/return → Symbol above
- Shift → Remove text

## Appendix 13 - Microsoft Forms digital skills IA V2

Link to access document:

<https://forms.office.com/Pages/ShareFormPage.aspx?id=Alqr21tH9UW8UYk4Fr15lWUYD12TbGVDiw86XIN4XrBURFAwUEXRRTIORFhERFAwNFU5QjQ4ODUzQi4u&sharetoken=h5kzR7qMrfgQIBSEzRqm>

## Appendix 14 – Teacher Feedback on Language for Online Learning PowerPoint

### What level did you do it with?

Adult Entry Level 3 and Pre-Entry (mostly Pre-Entry).

### Why/How did it help?

It enabled some of my students to log-on to the college moodle site and access teams and their college email successfully.

#### **Background:**

I started teaching Face to Face adult classes at the end of October last year. Not all of the learners had suitable devices. Online learning was therefore problematic so most of the extra work I gave them to do at home was paper/experience based. However, when we suddenly went online after Christmas, many students could not log-on to their Wakefield College accounts. Infact, I couldn't either for the first 1.5 weeks because the college de-activated my account!

I got around this by sending a zoom link to their personal emails from my personal email and taught a couple of lessons on zoom, which was actually ok, but not what we were officially supposed to be doing. Once I got up and running again with my own Wakefield account, I wanted to get them up and running as well.

I tried to explain how to do this over zoom and I also sent emails but some students were still unable to log on. Wasn't sure whether this was due to a technical problem or because they didn't understand my instructions.

### How did you use it?

I didn't send out the whole PPT but I think I sent slides 7 - 13 to their personal emails (hope that's ok) and encouraged them to watch it several times. I set it as homework at the end of my zoom class. I said that they should watch it and then try and log on to Moodle and Teams before the next lesson, which would be on Teams. If they still couldn't access what they needed, they should text me during the week and I speak to them over the phone to establish what the problem was.

At that point, the reason they couldn't log on was no longer because they didn't know how, it was because they either didn't have a device, had an unsuitable device or there was some technical issue with how IT had set things up at the start. This resulted in a lot of time spent on the phone to IT but the IT guys were actually very helpful.

Your slides particularly helped with the instructions side of things because they are clear and slow and they can be repeated. I also thought this was a good listening activity too, with the advantage that students can listen in their own time.

## How can it be improved?

Well, I thought it was great and was so grateful to have it available as a resource at the time. I can only really comment on the slides that I used, but students also said they found it really helpful and I can't think of anything I would change about what I used. I think even the Pre-Entry learners grasped most of it. The fact that I only used part of it could mean that the presentation could be split into several shorter presentations. It could be a lot to digest in one go for many students. However, it's not hard for teachers to use their own professional judgement and use only the slides that seem relevant at the time, which is what I did.

## Suggestion?

Not sure what the current procedure is, but I think if the 'logging-on' slides were sent to new learners' personal emails as soon as they enrol, and also if they are told at enrolment that they need to be logged-on to moodle and teams before their first lesson if they can, it could possibly save teachers a whole load of time faffing around. It would also mean technical issues get directed straight back to IT, who should be able to offer appropriate support (in an ideal world!)

## Appendix 15 – Online Resources Evaluations

The following evaluations are for some of the most common online teaching and learning resources used by teachers in our team as part of the blended learning model, and in online courses during lockdown.

We found it useful to consider the benefits and drawbacks of each site, and have a record of what each can be used for. These evaluations are taken from the shared document that we used to record our findings throughout the course.

### Evaluation 1 – Mentimeter

Mentimeter is a platform to create interactive presentations, quizzes, polls and more. There are example ones that can be used but the majority of content is created by the teacher.

**Benefits** – Once a quiz or presentation has been created, it can be shared with students who can access it on their devices, either while in class or remotely. Word clouds and mind maps can be created from answers that students input themselves. Good for warmers and starter activities, and to check understanding as a group.

**Drawbacks** – There is no way to separate out individual answers, so it cannot be used for student assessment in any meaningful way. The free basic package allows for a limited number of activities, and you have to subscribe and pay to access the full range of options.

As access to pre-prepared resources is limited, the teacher needs to make their own, which is time-consuming. If we spend the time making a presentation, it needs to be one that can be shared with the group and used numerous times, and adapted for different levels. As with Kahoot, students need two devices to access this in online lessons.

### Evaluation 2 – Liveworksheets.com

Liveworksheets.com is a site where you can access a range of interactive worksheets, and make your own.

**Benefits** – Liveworksheets are interactive, so once the student has completed them they can submit them and they are automatically marked. This makes them really good for self-study, and setting as homework on Teams, taking away the need for them to be submitted to the teacher for marking. They are also good used as a group activity or starter in lessons. They work very well with low level learners – Pre-Entry and Entry Level 1 particularly.

**Drawbacks** – Many of the worksheets available have been found to be unreliable, with mistakes in them, so they need careful checking before use. We preferred to make our own, but again this is time consuming.

## Evaluation 3 – Kahoot

Similar to Mentimeter, Kahoot allows you to create and share quizzes and activities online, to individual devices.

**Benefits** – Can be created and shared for homework or revision activities on Teams. Can be used in class, sent to individual devices. Wide range of activities already available, so there is less of a need to make your own. Free to use. You need to sign up, but don't need to pay a subscription in order to access content. Can be set as an assignment and sent out as a link, so doesn't need to be embedded in a lesson in order to be useful. Can be used to measure starting points and progress of individual students.

**Drawbacks** – Can be time-consuming to create your own, and students will need some training on how to access it. Can seem complex at first and requires time input in order to become comfortable using it, for both students and teachers. If using it in an online class, students need to use two devices simultaneously to see your screen and to access it on their own device.

## Evaluation 4 – Wordwall

A website that allows you to create interactive matching activities and games in various different formats.

**Benefits** – Easy to use and create new activities quickly. There is a wide range of activities already available to use. You can change the format of each activity to suit your class. Good for warmers, starter activities, revision and group activities. Links can be shared on Teams, so good for revision and homework activities.

**Drawbacks** – Although there are a lot of activities available to use, you can only create five of your own before you need to pay for a subscription.

## Evaluation 5 – Padlet

An online 'noticeboard' that you can use as a forum for discussion, for students to post questions and responses to your questions.

**Benefits** – A very good interactive resource. Used as a follow-up to a lesson, students can post questions and answers and respond to each other. Links to further activities can also be posted on Padlets. Before we started using Teams, this was a really good way to get them interacting.

**Drawbacks** – The main drawback is that you can only create a limited number of Padlets before you have to buy more, so this is something that the college needs to pay a subscription for. Teams has made the use of Padlets redundant in the main, so it's generally not worth paying the subscription.



## Evaluation 6 – ESOL Nexus and British Council 'Learn English' websites

Websites created by the British Council for ESOL learners and teachers – includes lesson plans, worksheets and self-study activities.

**Benefits** – Easy to link to activities in Teams, can be linked from interactive PowerPoints. Students find this easy to use independently, and feedback is immediate, no input required from the teacher. Good videos for integrated skills.

**Drawbacks** – Topics can be quite dull, not particularly inspiring. Particularly ESOL Nexus, range of topics is quite narrow. Good if used sparingly.

## Evaluation 7 – ESOLcourses.com

A website with interactive skills and grammar lessons aimed at all levels of ESOL learners.

**Benefits** – Provides a good range of lessons and topics. Particularly useful for listening activities. Can be used in online lessons or sent as a link for homework/ follow up to lessons. Good integrated skills lessons, and excellent reading activities mainly for higher levels. Good for independent learning and revision.

**Drawbacks** – Many of the activities are IELTS based, which is not relevant to our learners. Students need to send screenshots of what they have done in order for the teacher to get feedback.

**OUR PARTNERS**



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