



SHAPING SUCCESS ACTION RESEARCH PROJECTS

**FINAL REPORT ON THE SHAPING SUCCESS AR PROJECT – DO
THEY WANT TO LEARN WHAT WE ARE TEACHING? LEARNER
FEEDBACK IN PRISON EDUCATION**

Novus - HMP Liverpool

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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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Final report - Do they want to learn what we are teaching? Learner feedback in prison education

Novus - HMP Liverpool

While this project originally intended to link reflections on learning to improving target setting in English and maths, it also used surprising and unexpected responses from learners and tutors to develop a blended approach to classroom teaching.

Summary

The education department at HMP Liverpool provides a range of education including Functional Skills English and maths to men in a category B and C prison. As a local remand prison, HMP Liverpool has a regularly changing cohort of prisoners. This level of change and flux is reflected in the learners we teach.

Project 24 aimed to improve target setting by encouraging learners to reflect on their learning and feel confident in independently identifying strengths and weaknesses. It was hoped that the act of helping learners with their ability to reflect could be linked to discussions about targets and that learners would be able to choose goals relevant to their course that would also be inspiring and meaningful to them.

Stakeholders involved in Project 24 include learners, tutors and education managers across Novus as well as in HMP Liverpool. Prison staff involved with activities management and Ofsted may also benefit from its findings.

Rationale

In September 2019, HMP Liverpool's education department had an Ofsted inspection which identified that "target setting was weak in most lessons...Tutors ...did not set clear or challenging targets to inspire prisoners to progress and achieve their full potential." (Justice Inspectorates, 2020)

It was also noticed by tutors that in many English and maths lessons, learners rarely reflected independently on their learning and were often reluctant to admit when they did not know something. Learners did, however, respond positively on the occasions when they were given the opportunity to reflect on their learning.

Project 24 intended to link opportunities for learners to reflect on and take ownership of their learning with setting individual targets that were meaningful and motivational.

Plans were made to introduce a range of reflective activities to English and maths lessons to allow learners to openly identify the learning they could remember as well as areas that needed more practice. It was hoped that learners would be able to set their own targets based on the topics they had decided they needed to improve on. This would lead to targets that would be more likely to inspire and motivate learners and spark a sense of interest and ownership.

Approach

The activities that took place during the project had to be significantly adapted due to restrictions imposed on education at HMP Liverpool due to the COVID-19 pandemic. The project's original proposal was based on classroom learning where tutors would have discussions with learners and easily trial a variety of reflective practices and build on these to establish more inspirational targets.

Throughout the project, learners were restricted to in-cell education. This meant they were working independently through workbooks and paper-based tasks. While tutors could telephone learners, in-person communication was difficult and, when it happened at all, was conducted through a small window in a locked door.

One reflective practice that was trialled was the use of exit slips. Learners were asked to respond to quick questions about what they had just studied, identifying strengths and weaknesses. The exit slips used a range of questions, complexity of vocabulary and levels of specificity. [Appendix 2] Due to COVID-19 outbreaks over the year, there was limited access to wings to deliver and collect the slips. However, it was still possible to gain some useful information from the responses that were received.

Reflections

The thing I understood most was:
the punctuation module.

The thing I understood least was:
the Grammar module.

The thing I found most interesting was:
trying to concentrate and complete both modules with all this noise surrounding me, and my lack of sleep.

When it became clear that the scope of the project would need to change, telephone interviews were implemented to record learners' reflections. Questions were chosen to find out how much learners could remember about their most recent work and how they felt about it as well as what they wanted to work on next. [Appendix 3] The responses to these interviews were analysed for trends and provided some interesting data about learners' attitudes to English and maths education. [Appendix 4]

The attitudes of tutors towards target setting were also reviewed through a survey. [Appendix 5] This looked at how tutors felt about targets and why they thought Ofsted has asked for target setting to be improved.

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

One of the first things that became obvious during the project was the importance of building relationships. The lack of face-to-face contact with learners directly impacted communication which made it harder for learners to know exactly what was expected of them as well as the benefits of engaging with the research.

The main learning from the exit slips was that detailed and relevant reflections were provided when prompted by more specific and detailed questions. Fewer responses were received to simple questions such as 'What was easy?' It is possible that this is because they were aimed at lower-level learners who have had more difficulty understanding the relevance of the activity. When responding to a more direct question such as 'What do you know now that you didn't know before?', learners referred directly to the topic of the work they had just done. This suggests that tutors should be careful in their choice of language and deploy strong coaching skills when questioning learners to get the most useful responses from their learners.

The results of the staff survey around target setting were interesting. Whilst the staff responses were perfectly valid in regard to target setting, they showed a clear difference to Ofsted's feedback. The tutors' responses seemed to concentrate on results: "to ensure learners make progress", "...to improve teaching and results for our learners...", "Targets are often not SMART" [Appendix 5] whereas the Ofsted feedback could be said to focus more on a love of learning. These responses were considered as a group and ideas were gathered to improve the relevance and meaningfulness of targets by tying Functional Skills objectives to learners' real-life aims. [Appendix 9]

The tutors' group discussions allowed for development in professional practice, especially the evaluation of practice and to build positive and collaborative relationships. Some of the information from the project exposed areas for improvement which certainly challenged established models of practice and beliefs about target setting.

Evidence of improved collaboration and changes in organisational practices

Responses to the interviews showed that 64% of learners were unable to identify a new target that was relevant to their course. Learners would typically focus on the next course they wanted to do (such as plastering) or say they didn't know and would refer to their tutor. This suggests that learners see the act of learning as something being 'done to them' rather than something they can be actively involved in and make decisions about. This raised questions about how, as an organisation, we could motivate learners to take ownership of their learning. These questions were taken back to learners through a survey on the prison communication system so that ways to better involve and motivate them in English and maths could be established. [Appendices 10 and 11]

This survey provided a range of responses with most learners stating their current motivation comes from a desire to better and improve themselves. This suggests that there is a significant amount of intrinsic motivation in the learner population to be tapped into. The men at HMP Liverpool want to learn. Do they want to learn what we are teaching them?

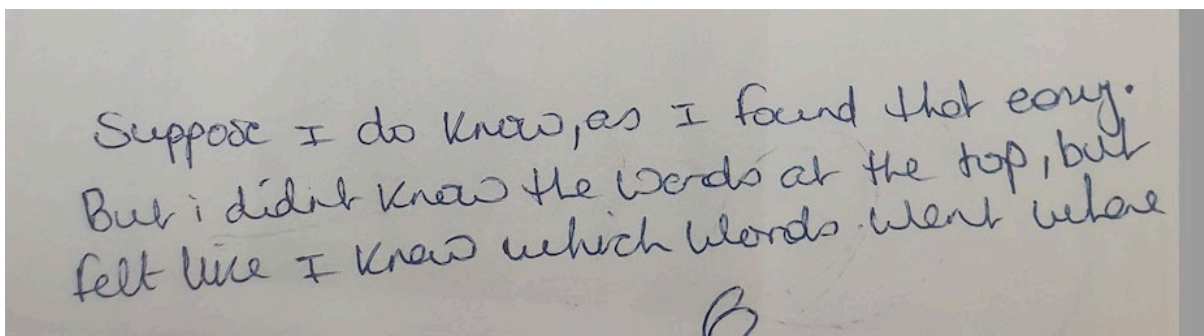
Tutor focus groups discussed the problems caused by learners obliged to pass Level 1 in English or maths before studying vocational courses or gaining prison employment which prevents lower-level learners accessing activities of their choice and limits equal opportunities. A blended learning model might encourage learners to study English or maths while doing vocational qualifications or paid prison work. This would lead to a more diverse range of learners studying English and maths.

When men were asked how their motivation and involvement could be increased, the most common response was more communication and discussion with their tutor. The new classroom model will allow opportunity for a collaborative approach to learning which builds on the motivation that is already present.

Evidence of improvement in learners' achievements, retention and progression

Evidence of the positive effects of motivated learners who already take ownership of their education can be seen through case studies followed throughout the project. These show learners who were able to communicate with their tutors despite being unable to meet in person. They did this through notes on the work that they did in their cells. [Appendices 12, 13 and 14]

These learners were able to identify when they felt confident about what they had just learnt and this enabled them to build on their learning.



"Suppose I do know, as I found that easy. But i [sic] didn't know the words at the top, but felt like I knew which words went where." [Appendix 13] As they have achieved success, they can achieve further success and are therefore motivated to continue. This contrasts sharply with the 68% of learners participating in the telephone surveys who were unable to identify any new learning from their last workbooks but is positive evidence to suggest that men can make use of reflecting on learning when encouraged.

The case study learners felt safe to admit when they did not understand something, possibly because they were not surrounded by peers and knew that only their tutor would be seeing their comments. Throughout the in-cell learning process necessitated by COVID-19, much has been made of how much better teaching and

learning will be when classroom practice resumes. However, the case studies have shown that there is something to be said for the safety and freedoms allowed by in-cell learning and this has been echoed by comments from other learners in the telephone conversations: "...he had progressed much better working in cell rather than a classroom...he previously used to copy answers as he did not want to admit to not understanding things in front of peers..." [Appendix 15]. Surprisingly, the survey of all learners also revealed that over two thirds who expressed a preference wanted to continue in-cell learning even when it will no longer be necessitated due to external circumstances or combine it with classroom sessions. [Appendices 10 and 11]

These case studies also showed learners who were curious about what they were studying, asking questions and engaging with the materials. "[Is] it a cilent [sic] d if not why is it spelled like that[?]" [Appendix 12] This curiosity would be an ideal platform to build meaningful and relevant targets following discussions with tutors.

Learning from this project

While this project has undergone necessary changes in focus, it has highlighted the importance of the motivation and involvement of learners in their study of English and maths.

Most men at HMP Liverpool have intrinsic learning motivation but this has not always translated into being engaged in their current course. Consideration should be made to combining men's needs and interests with their English and maths learning whether that is using these to create relevant and real targets or increasing engagement through teaching the subjects alongside vocational courses or paid prison jobs.

Learners' lack of ability to identify targets specific to their course shows that tutors need to offer support and clarity about what they can achieve. Learners cannot be expected to choose targets without a true understanding of their meaning or relevance to their lives. When classroom teaching resumes, tutors should hold regular, collaborative discussion about targets and use learners' personal needs to support them to choose goals they will be motivated to work towards. The language used to help learners reflect and identify gaps in learning should be specific and should relate to it.

As with learning, reflecting on learning works best when it takes place in an environment where a learner feels safe. A safe environment is essential for learners to learn, reflect and identify targets effectively. Consideration should be made for all learners to feel comfortable when talking about their strengths and weaknesses, not just those who are confident speaking in front of peers. A blended model that combines classroom and in-cell teaching and learning would provide learners with flexibility and safety.

This project encourages tutors at HMP Liverpool to prioritise collaborative discussion between tutors and learners which will make learning and targets relevant for men as well as building flexible teaching models that cater for a variety of learners' needs and motivations.

References

justiceinspectrates.gov.uk (2020) *Liverpool-web-2019-1.pdf*. Available at <https://www.justiceinspectrates.gov.uk/hmiprisons/wp-content/uploads/sites/4/2020/01/Liverpool-web-2019-1.pdf> (Accessed: 07/05/21)

Appendix 1 – The Project Team

Project Role	Name	Job Role
Project Lead	Esther Kelly	Tutor
Deputy Lead	Nicola Swain	Hub Manager
Project team	Anthony Thompson	Hub Manager
	Pam Lock	Tutor
	Rob Moorcroft	Tutor
	Caroline Russell	Tutor
	Trish Travis	Tutor
	Pat Davies	Tutor
Project Mentor	Lesley Littlewood (ccConsultancy)	
Research Group Lead	Tricia Millar (That Reading Thing)	

Appendix 2 – Exit Slips

Blank Exit Slips

1. Today's Learning

Answer these questions about you have learnt today.

What was new?

What do you remember most?

What do you need to practise again?

2. Your Learning

Answer these questions about you have learnt today.

What was easy?

What was difficult?

What do you need to do again?

3. Reflections

The thing I understood most was:

The thing I understood least was:

The thing I found most interesting was:

4. Thinking About Your Learning

Compare how you feel now to how you felt before you did this task.

What do you know now that you didn't know before?

What new information are you still unsure about?

How positive do you feel about what you have learnt?

Appendix 3 – Telephone Interview Questions

Blank Telephone Interview Questions

Reflection Interview

Date							
Learner Initials		English/Maths	E1	E2	E3	L1	L2
When did you complete your last workbook?							
What topics did you learn about in your last workbook?							
Tell me everything you can remember about it.							
What did you learn that you didn't know before?							
Which topics from the workbook do you need more practice on?							
If you took a test now on the topics you covered, how confident would you feel?							
What would you like to work on next? Why?							

Appendix 4 – Telephone Interview Responses

Summary of Responses to Telephone Interviews

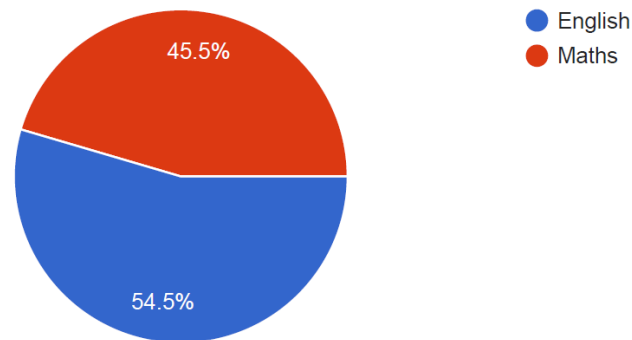
Telephone Interview Responses

22 responses

[Publish analytics](#)

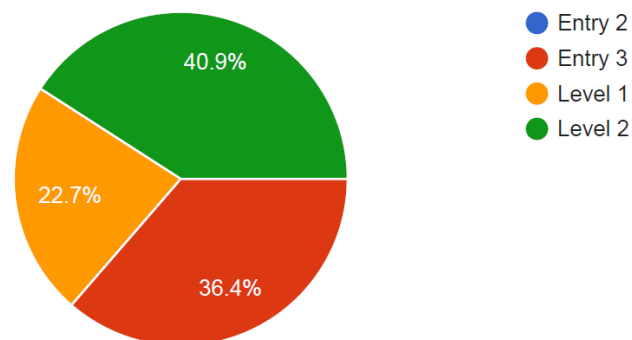
What subject do you study?

22 responses



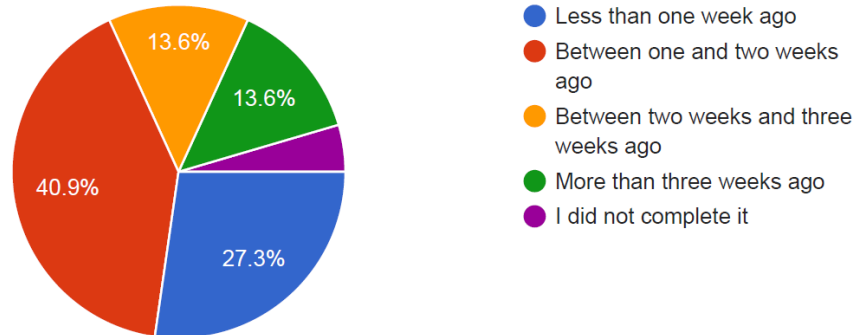
What level do you study?

22 responses



When did you complete your last workbook?

22 responses



What topics were covered in your last workbook?

22 responses

Punctuation

Paragraphs, commas and conjunctions

Writing

Paragraphs, bullet points, headings, linking sentences

Question marks, apostrophes, nouns, writing paragraphs

Articles, comparing texts, how texts are written

Sums

Addition, subtraction, multiplication

Letter writing and complex sentences

What did you learn that you didn't know before?

22 responses

Nothing

I already knew it. It was a refresher.

Nothing. It was a refresher

You don't learn until you get your feedback

Where to put full stops, question marks and apostrophes

Alphabetical order, linking words and plurals

I can't remember

Colons

Complex sentences

Which topics do you need more practice on?

22 responses

Nothing

Conjunctions

Apostrophes

Complex sentences and this was new

Spelling

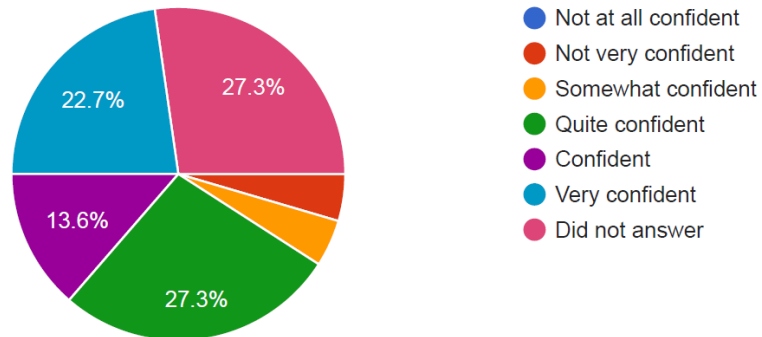
Apostrophes and how to break up paragraphs

More work on apostrophes as this was new

Ratio (from a previous book)

If you took a test now on the topics you covered, how confident would you feel?

22 responses



What would you like to work on next?

22 responses

Don't know

Nothing

Plastering

Creative writing

Level 1

Nothing - learner had finished course

Grammar and punctuation

Spelling

Apply skills to my own writing

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Appendix 5 – Target Setting Survey

Summary of Responses to Tutor Target Setting Survey

Target Setting - 1

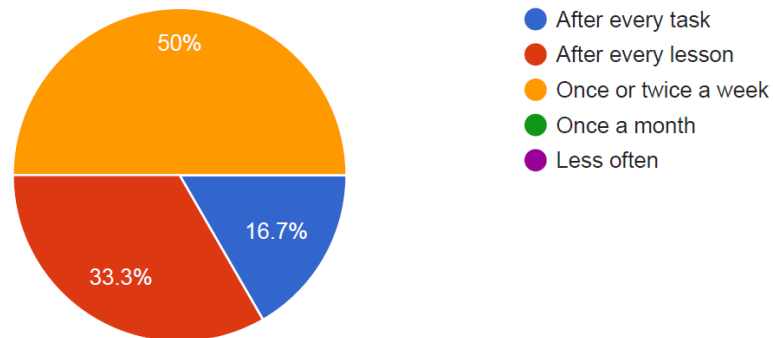
6 responses

[Publish analytics](#)

In your lessons, how often do you set individual targets for learners?

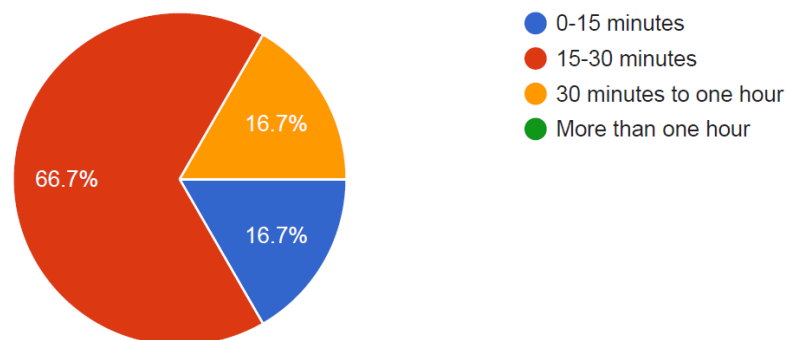


6 responses



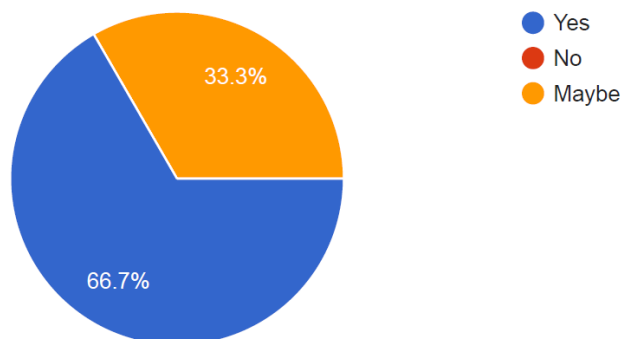
On average, how much time do you spend reviewing and setting targets each lesson?

6 responses



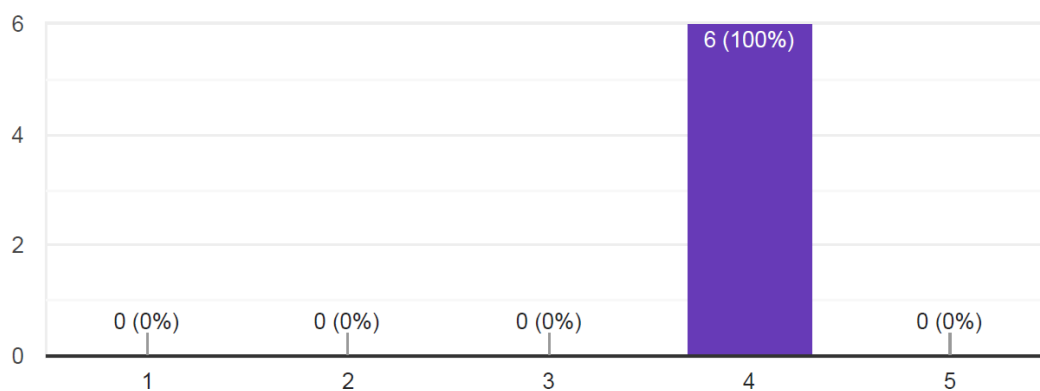
Do you enjoy setting targets?

6 responses



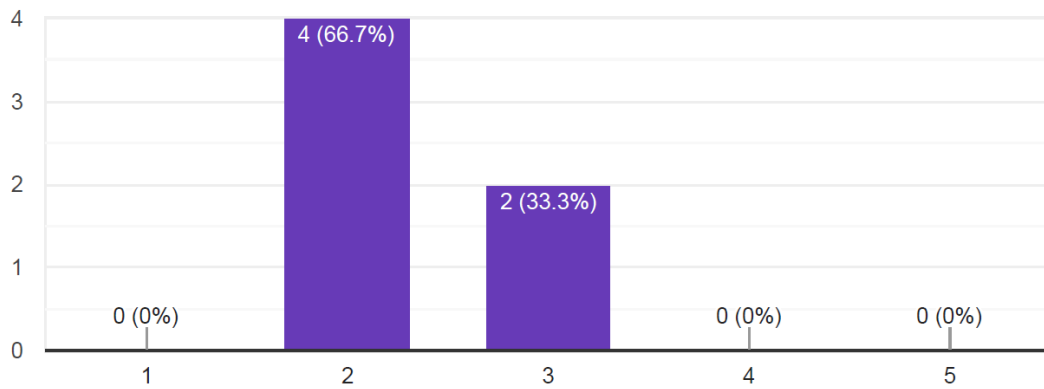
How confident do you feel when setting targets?

6 responses



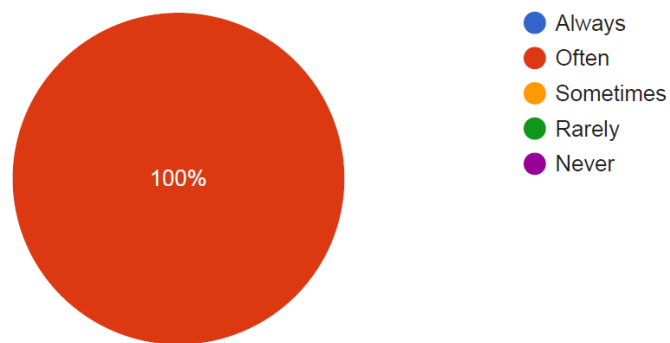
In your experience, how often do learners independently refer to their targets?

6 responses



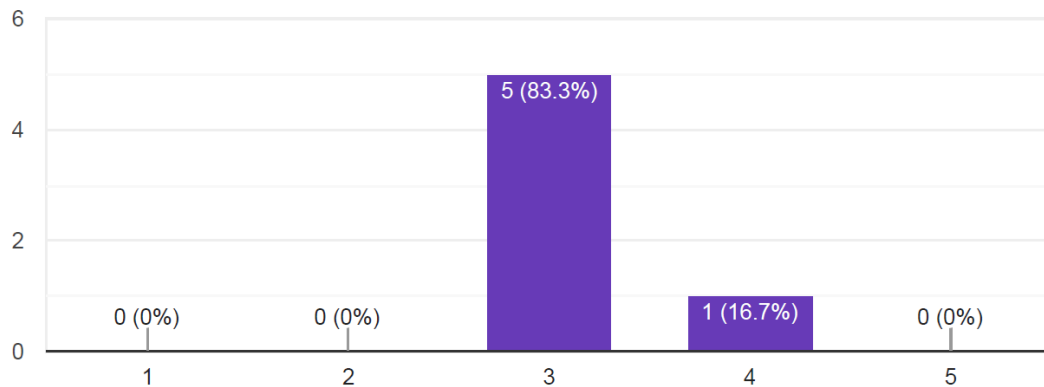
How often do learners achieve their targets?

6 responses



On the whole, how positively do learners react to their targets?

6 responses



Why do you think OFSTED has asked us to improve our target setting?

6 responses

to ensure learners make progress.

Targets often lack clarity, detail and are not always written in a way that the learner will understand.

To develop our teaching strategies and to improve teaching and results for our learners for the best possible outcomes. Also it enables us to regularly assess our own teaching and the learning taking place.

Not consistently using individual targets to support progression and only using generic course criteria related targets

Targets are often not SMART. Importance of target setting seems to be stressed within offender learning due to the often complex needs of learners.

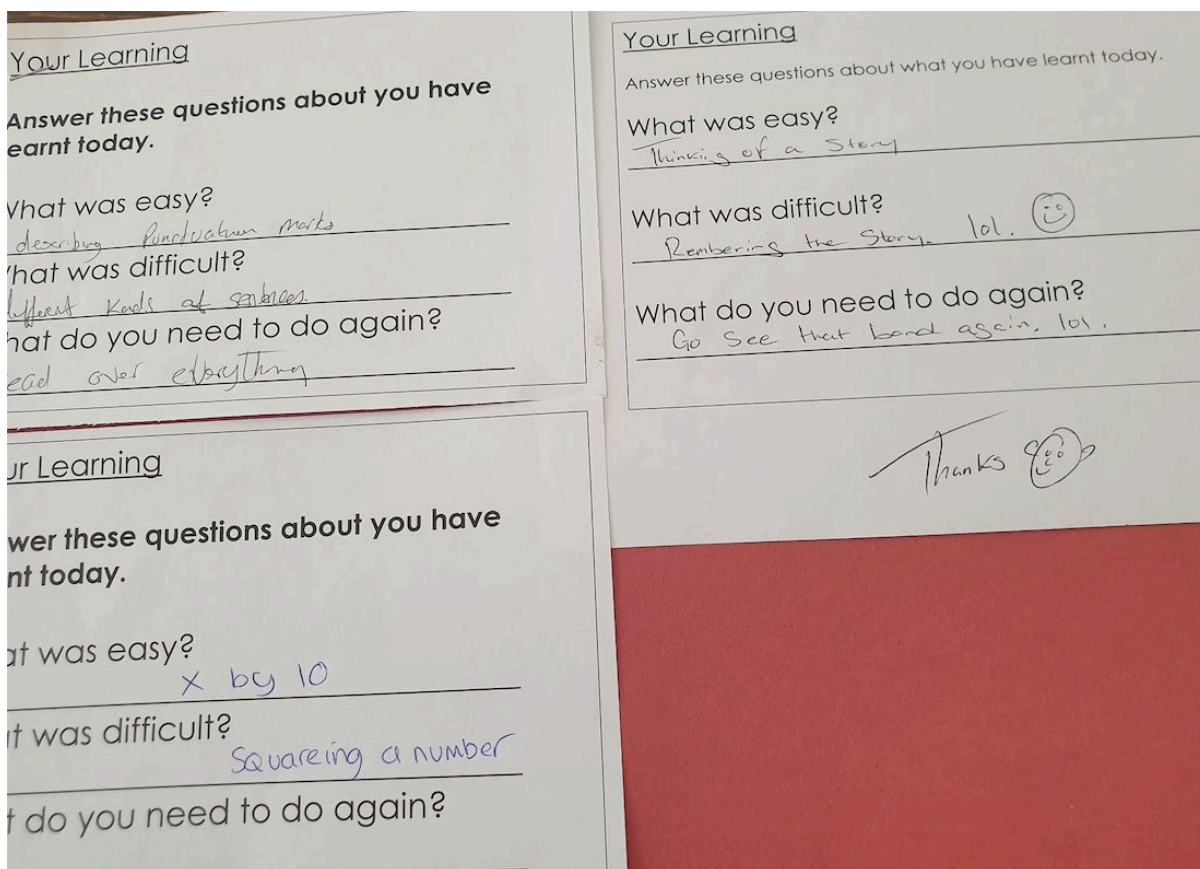
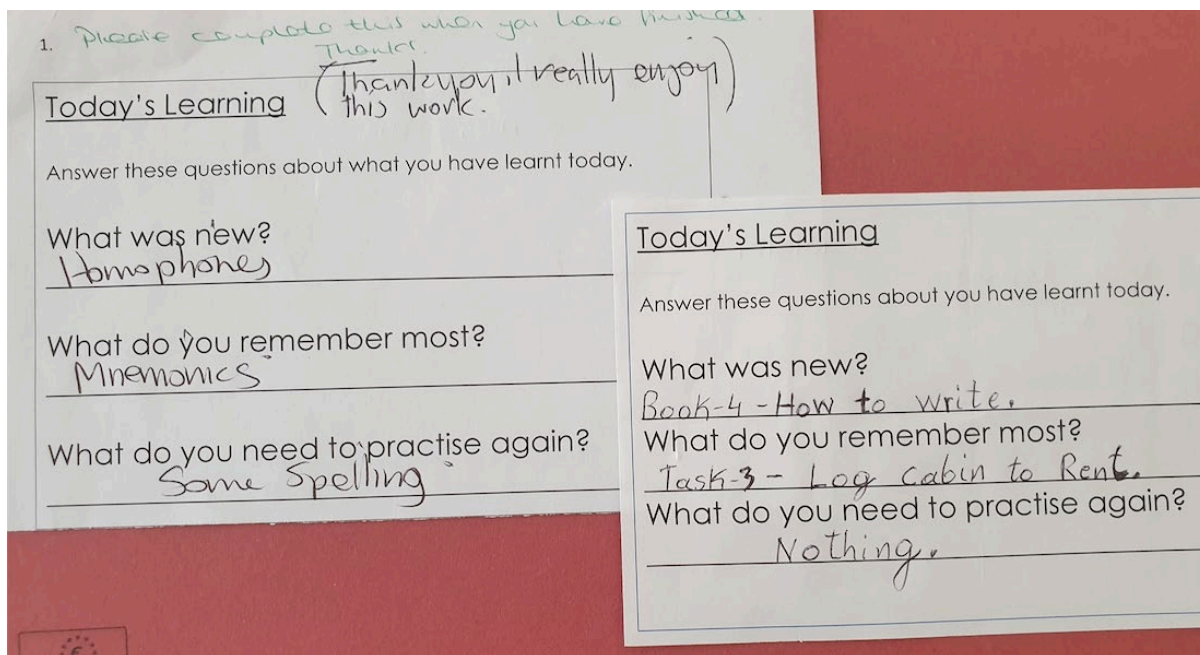
To encourage learners to take more ownership of their individual progress.

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Appendix 6 – Exit Slip Responses

Photographs of Responses to Exit Slips



Reflections

The thing I understood most was:
Everything was easy to understand,

The thing I understood least was:

The thing I found most interesting was:
It was an interesting

Reflections

The thing I understood most was:
Comma's

The thing I understood least was:

The thing I found most interesting was:
Analysing

Reflections

The thing I understood most was:
How to Set out the letter I wrote

The thing I understood least was:

The thing I found most interesting was:
How to Set out the review

Writing the letter to A-Z Technology

The thing I understood most was:
The area of shapes mostly 2-dimensional.

The thing I understood least was:

The thing I found most interesting was:
Volume and the amount of 3-dimensional space something takes up.

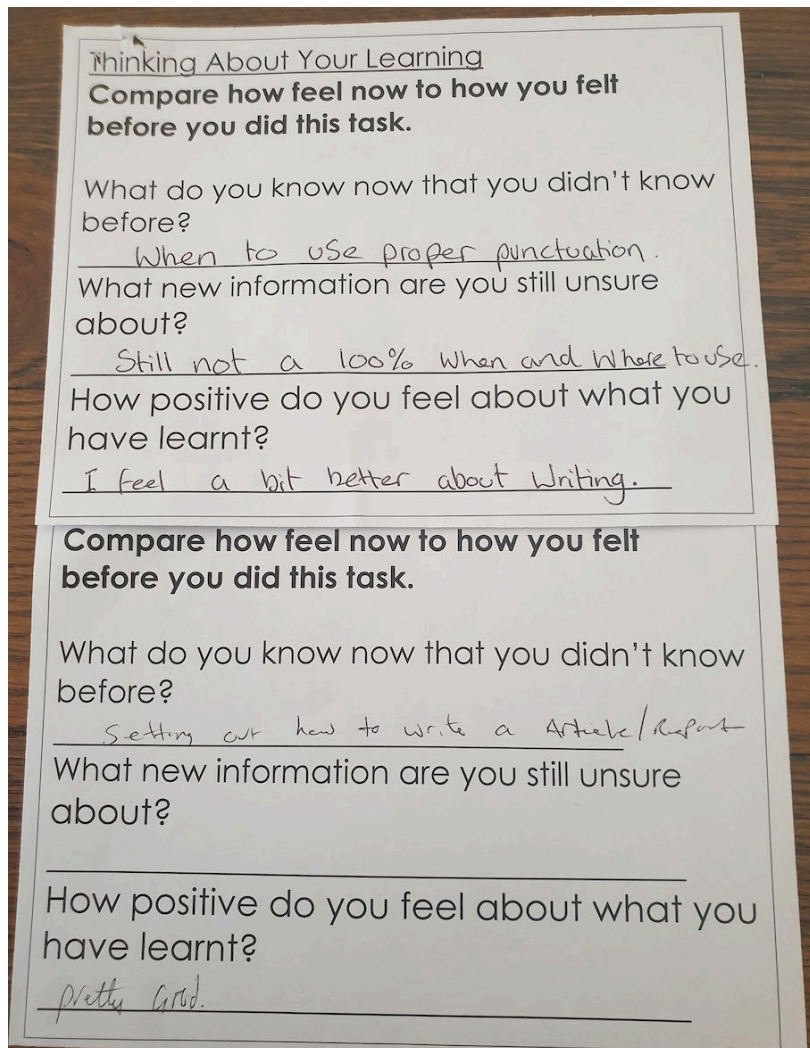
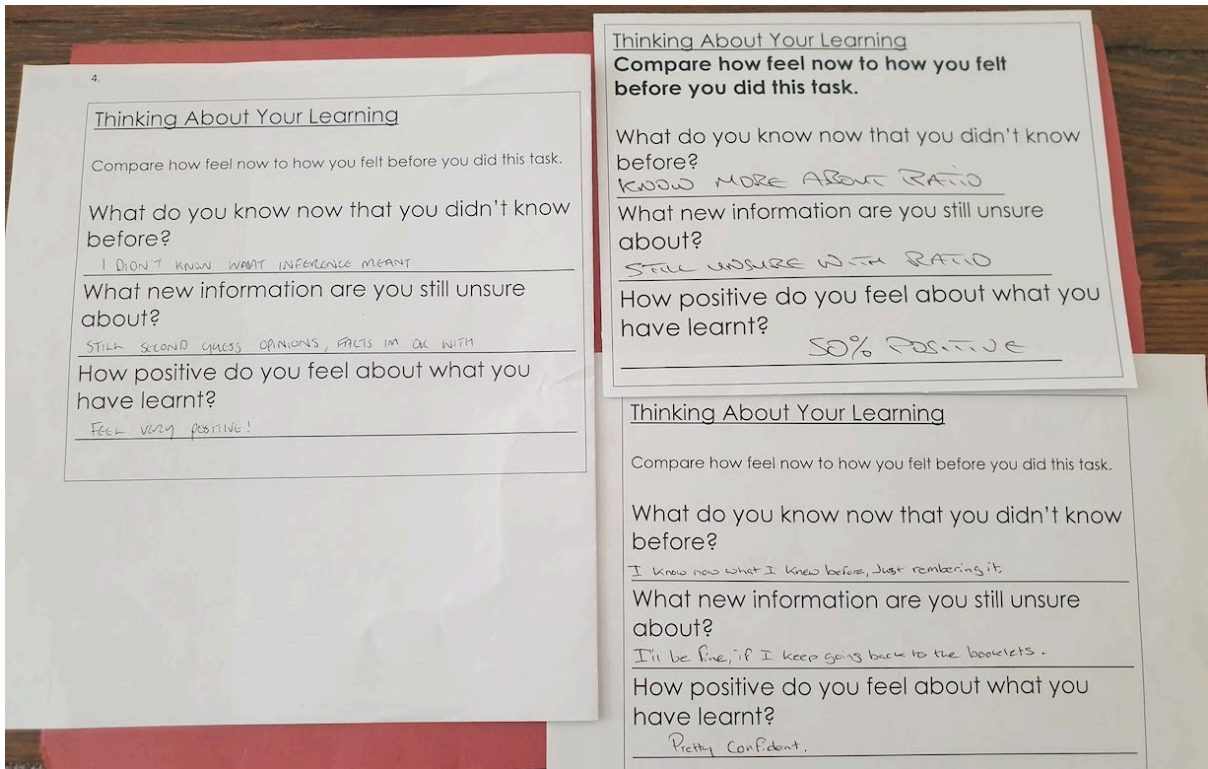
Re-capping what I did know and learning what I didn't.

Reflections

The thing I understood most was:
The punctuation module.

The thing I understood least was:
the Grammar module.

The thing I found most interesting was:
trying to concentrate and complete both modules with all this noise surrounding me, and my lack of sleep.



Appendix 7 – Exit Slip Response Collation

Collation of Exit Slip Responses

What was easy?	What was difficult?	What do you need to do again?	Subject/Level
Describing punctuation marks	Different kinds of sentences	Read over everything	English L1
X by 10	Squaring a number		Maths E3
Thinking of a story	Remembering the story	Go see that band again	English L1

What was new?	What do you remember most?	What do you need to practise again?	Subject/Level
Book 4 – How to Write	Task 3 – Log Cabin to Rent	Nothing	English E2 (ESOL)
Homophones	Mnemonics	Some spelling	English L1

The thing I understood most was:	The thing I understood least was:	The thing I found most interesting was:	Subject/Level
Everything was easy to understand		It was all interesting	English L2
Commas	Contracted	Analysing	English L1
How to set out the letter I wrote	How to set out the review	Writing the letter to A-Z Technology	English E3
The area of shapes mostly 2-dimensional	Volume and the amount of 3-dimensional space something takes up	Recapping what I did know and learning what I didn't	Maths L1
The punctuation module	The grammar module	Trying to concentrate and complete both modules with all this noise surrounding me and lack of sleep	English L1

What do you know now that you didn't know before?	What new information are you still unsure about?	How positive do you feel about what you have learnt?	Subject/Level
Know more about ratio	Still unsure about ratio	50% positive	Maths L1

I know now what I knew before, just remembering it	I'll be fine if I keep going back to the booklets	Pretty confident	English L1
I didn't know what inference meant	Still second guess opinions, facts I'm ok with	Feel very positive	English L1
When to use proper punctuation	Still not 100% when and where to use	I feel a bit better about writing	English L1
Setting out how to write an article/report		Pretty good	English L1

Appendix 8 – Exit Slip Analysis

Analysis of Exit Slip Responses

Level	Slip Number	Meaningful Response 1	Meaningful Response 2	Meaningful Response 3	
L1	1	Yes	Yes	No	
E3	1	Yes	Yes	Missing	
L1	1	No	No	No	
E2 (ESOL)	2	No	No	Yes	Meaningful Response = a comment that shows an engagement with specific aspects of learning
L1	2	Yes	Yes	Yes	
L2	3	Yes	Missing	Yes	Analysis suggests that general/vague questions do not provoke detailed or useful reflection
L1	3	Yes	Yes	Yes	
E3	3	Yes	Yes	Yes	
L1	3	Yes	Yes	Yes	
L1	3	Yes	Yes	No	
L1	4	Yes	Yes	Yes	
L1	4	Yes	Yes	Yes	
L1	4	Yes	Yes	Yes	
L1	4	Yes	Yes	Yes	
L1	4	Yes	Missing	Yes	

Appendix 9 – Target Setting and Relevance to Learners

An Example of a Contextual Approach to Target Setting

Concrete and Relevant Targets in Context

During a conversation with their tutor, a learner might say that they would like to work towards understanding the letters they are getting from their probation officer or solicitor. Being able to do this would have real relevance and use for them; they would be able to access information that have a direct and potentially huge influence on their life.

Their tutor could support them to achieve this goal by explaining English targets that would serve as steps towards being able to read these letters. Examples might be

- Use context to understand the meaning of unfamiliar words
- Use organisational features such as subheadings to locate information
- Explain the main point of a text
- Understand compound and complex sentences

These 'sub-targets' link well to Functional Skills objectives so the learner would undertake activities that support both their qualification and their overall 'real-life' goal. This would enable the learner to be involved in their learning and intrinsically motivated to remember what they have learnt.

Appendix 10 – Education Survey Responses 1

A Summary of Responses to Prisoner Survey on Motivation

1	
What currently motivates you to learn English and Maths at HMP Liverpool?	
N/A	16
Blank responses	4
Responses	To learn
	Willingness from NOVUS staff
	Get a good education
	Being in cell wanting to learn
	Interested in bettering self
	Wanting to better myself
	To learn
	To learn more up to date skills
	Improve mental arithmetic
	Boredom
	Never did them in school, will help for future
	Success
	It's mandatory
	Better myself
	For myself and future jobs
	Just to improve my education
	To improve my knowledge
	For myself
	Good use of downtime after work
	In-cell induction pack
	To learn more on English
	To do distant learning
	Time
Being able to get out of cell	
Not sure	
Better myself	
My kids	
The teachers	

2	
What would motivate you more to learn English and Maths at HMP Liverpool?	
N/A	8
Blank responses	8
Responses	Don't know
	More incentives (competitions, short regular tests)
	Tutor
	Money
	Better qualifications and incentives
	Keep practicing
	If we still got paid part time as well as cleaning job
	To do it again
	To brush up on skills
	Myself
	Not interested, would rather work
	Extra help
	If I didn't feel pressured
	Classroom
	Help me in future
	Opportunity
	If it was explained rather than just papers coming under your door
	I have my levels
	Classrooms being open
	To be able to progress to a higher level
	Myself
	Having daily or weekly workpacks
	To update myself on English for employment
	Pay
	To be out of cell
	Not sure
	Contact from teachers
Bonuses	
Money	
To get a job	
Higher pay	
More interaction with teachers	
Money	

What would help you to remember what you have learnt?

N/A	7
Blank responses	7
Responses	<p>Reading</p> <p>Regular notes, revision and incentives</p> <p>Computer</p> <p>One-to-one</p> <p>Going over it once or twice</p> <p>Revising</p> <p>I always remember</p> <p>Resitting test papers</p> <p>Write it down</p> <p>Learning in a quieter environment</p> <p>Going over things 2-3 times</p> <p>Reading</p> <p>Reminders</p> <p>A computer</p> <p>Marks to make sure it's right</p> <p>I'm a quick learner and don't forget</p> <p>Not sure</p> <p>I haven't, I've only been tested</p> <p>Practice</p> <p>Taking completed work with me</p> <p>Copies of completed work for revision</p> <p>Myself</p> <p>A certificate</p> <p>Thinking about being brought back to jail</p> <p>Reading over booklets</p> <p>Refresher courses</p> <p>Books to write in</p> <p>Worksheets</p> <p>Write it down</p> <p>Books to write in</p> <p>Diary</p> <p>Actual workshop sessions, etc.</p> <p>Going over</p> <p>Book to keep</p> <p>Doing it</p>

How can we help you to be more involved in your own learning? Eg: know levels, choose targets, identify strategies that would help you learn?

N/A	6
Blank responses	8
Responses	<p>Goals</p> <p>By highlighting personal growth and benefits</p> <p>Earlier release</p> <p>One-to-one</p> <p>By paying me a nice wage please. Thanks.</p> <p>More money</p> <p>I have got qualifications</p> <p>A degree</p> <p>More awareness of education and to which courses are exactly available. Plus the opportunity of being able to study in an appropriate environment.</p> <p>By letting me do in cell education cause I done the induction then heard nothing back</p> <p>Reading</p> <p>Extra help</p> <p>More time and larger print</p> <p>Ask me</p> <p>In-cell English & Maths</p> <p>Choose targets</p> <p>Talk to us</p> <p>More work</p> <p>One-to-one sessions and open classrooms</p> <p>More one-to-ones</p> <p>Staying in contact with me</p> <p>In-cell education</p> <p>Courses and employment</p> <p>Have people take the time to sit down and speak to you</p> <p>Education</p> <p>Let us know what our levels are</p> <p>Not sure</p> <p>Try contacting me</p> <p>Targets</p> <p>Money</p> <p>Tell us in person</p> <p>Not really sure</p> <p>In-cell work</p> <p>More access to info on the kiosk.</p> <p>Try it out.</p>

5	
How can we help you to choose your own targets in English and Maths?	
N/A	5
Blank responses	9
Responses	<p>Via understanding ones level</p> <p>Unsure</p> <p>Unsure</p> <p>By showing me the worksheets first</p> <p>Talk about what we need</p> <p>Do level 1 and 2 see what I remember</p> <p>I have already completed and returned various packs</p> <p>By seeing what my weaknesses are</p> <p>Provide books</p> <p>Tutoring and mentors</p> <p>More support</p> <p>I don't know</p> <p>Talk to me</p> <p>NVQ</p> <p>Handwriting</p> <p>Talk to us</p> <p>You can't</p> <p>Assessments</p> <p>By classrooms being open and getting more involved</p> <p>Constructive criticism</p> <p>Send work</p> <p>Give calculators to check written and well-thought answers</p> <p>Having more work to complete</p> <p>Surveys or a feedback form</p> <p>Don't know</p> <p>More classes</p> <p>In-cell workbooks</p> <p>Not sure</p> <p>Initial contact</p> <p>Listen</p> <p>The teacher</p> <p>Have a discussion with us</p> <p>At the moment, having staff speak to you would be best</p> <p>A good chat at beginning of any piece of work</p> <p>Find my levels</p>

6

How would you prefer to learn? In a classroom, in your cell, or a combination of the two?

Both	14
Classroom	13
In-cell	15
No preference	8

Appendix 11 - Education Survey Responses 2

A Summary of Responses to Prisoner Survey on Motivation

1	
What currently motivates you to learn English and Maths at HMP Liverpool?	
N/A	3
Blank responses	5
Responses	Good level of tutoring Qualifications Better job Anything that helps me learn Be good Learning Like to learn So I can proceed to getting employment on release Better myself I am already qualified in English & Maths

2	
What would motivate you more to learn English and Maths at HMP Liverpool?	
N/A	2
Blank responses	4
Responses	Feedback Access to library Already motivated Not sure. Fork lift licence Because I can study Giving opportunity The pay Meaning full education (NVQ Lv 3 & 4) Easier access Got levels I need So I can get a goiod job Just do it Not sure. Fork lift licence

3	
What would help you to remember what you have learnt?	
N/A	4
Blank responses	5
Responses	Doing activities because I'm a kinesthetic learner Paper notes Because I am level-headed Text book Refreshers Revision Follow up quiz Revision One to one Reading

4	
How can we help you to be more involved in your own learning? Eg: know levels, choose targets, identify strategies that would help you learn?	
N/A	4
Blank responses	5
Responses	More information I already have Choose targets That green thing so I can read Visual Better education, courses, etc. Have available to view easier on kiosk Put me on courses One to one Not sure

5	
How can we help you to choose your own targets in English and Maths?	
N/A	4
Blank responses	6
Responses	Always done already Test By my scores Help me Maths good English bad Give examples By testing me Someone show me Talking

6	
How would you prefer to learn? In a classroom, in your cell, or a combination of the two?	
Both	4
Classroom	6
In-cell	6
No preference	3

Appendix 12 – Case Study: English Entry Level 1

A Case Study of an Entry Level 1 Learner

Case Study EE1

Case studies were chosen to look at learners who have been seen from the notes they had written on their work to reflect independently on their learning. These notes were analysed for data that provides relevant or thought-provoking information that might inform our teaching strategies and models at HMP Liverpool.

Background

This learner was at first reluctant to embark on the English course and seemed wary until he had got to know his tutor who fully explained the course. He has gradually opened up throughout the learning process. At first, he would only speak to his tutor sitting down at the back of his cell but will now happily talk through the door both about his English studies and general conversation topics.


He is a higher-level E1 learner who has basic reading and writing skills but struggles with spelling, alphabetical order and the use of capital and lower-case letters. He is dyslexic and uses overlays to support his reading.

Throughout his time in prison, he has had to deal with some personal challenges alongside being incarcerated during the COVID-19 pandemic.


He will give unprompted feedback about how well he understood the activities he was doing and is comfortable writing on the workbooks when he doesn't understand something. He will often ask questions about specific aspects of the work, especially in regard to spelling.

Analysis


On a number of occasions, this learner was able to identify when he felt confident that he was able to complete a task.

If you could do this task tick this box.		
What was easy?	most of it was	
What was hard?	it was easy	


EE1 8

If you could do this task tick this box.		
What was easy?		
What was hard?	all of it was easy.	


EE1 9

If you could do this task tick this box.		
What was easy?	it was ok	
What was hard?	part NOT alot	

EE1 10

If you could do this task tick this box.		
What was easy?		
What was hard?	Not to easy Not to hard.	

EE1 12

 **Do:**

Here are some words that you have been working on so far. Tick the words that are spelt correctly. Cross out the words that are spelt incorrectly.

kan ✓	act ✓ ✓	skool ✓	luk ✓ ✓	book ✓ ✓
mis ✓	cross ✓ ✓	house ✓ ✓	write ✓ ✓	hoo ✓
rong ✓	wrote ✓ ✓	wil ✓ ✓	tell ✓ ✓	iz ✓ ✓
live ✓ ✓	hav ✓ ✓	large ✓ ✓	as ✓ ✓	Wensday ✓

This was simple.

EE1 17



If you could do this task tick this box.



What was easy?

it was ~~se~~ simple.

What was hard?

~~Not~~ Not hard.

EE1 18



If you could do this task tick this box.




What was easy?

it was easy

What was hard?

simple

EE1 21




If you could do this task tick this box.		
What was easy?		
What was hard?	So Simple	


EE1 22

This seems important to him and may suggest that noting success is important in creating a safe foundation for a learner to build on. It is important for a learner to know where their knowledge is secure so they are aware they are capable of being successful learners. Noting achievements may be crucial to lower-level learners for their confidence and engagement levels and should not be taken simply as an indicator that it is time to move on because knowledge has been gained. Learners should be allowed to recognise their success.

This learner was also happy to admit when he did not understand something.

If you could do this task tick this box. 	
What was easy?	The proper nouns was easy
What was hard?	Not Not knowing the what a really is a proper nouns really

EE1 6

 Do:

Task 1
Write capital letter or full stop in the correct boxes.

•

The chair is next to a table. A table is by the door.

The chair
capital letter

the door.
full stop

A table.

~~Not~~ Not too easy

If you could do this task tick this box.		
What was easy?		
What was hard?	a bit harder	

As his tutor did not see him in a classroom environment, it is impossible to know if he would have been as open in a group of peers. It can be seen though, that he feels safe to discuss gaps in knowledge and allow his tutor to help with this. It does suggest that this learner is engaged and thinking about what he is doing and what he wants or needs to do more of. Even though he is a lower-level learner, he is still able to reflect and fully engage in the learning process.

Further engagement with the learning process is seen through the learner's general comments and feedback about his learning experience.

Please give this book back to your tutor for marking.
Your tutor will write feedback on it for you to read.
If you would like more help, tell your tutor.

Thank you for all your
help. I would like to continue.
Please doing the same
sort of things.
IF it is ok.
thank you
very much.

EE1 5

This one it tuck longer
+

EE1 13



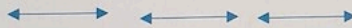
Learn:

Sounds can be shown using one or more letters.

which



wh i ch



wh i ch



which

ok.
I see.

EE1 15

happened & these make sense.

- **Learning Objective: Communicate information in words, phrases and simple sentences.**

~~They to~~ I just tried to make
makes sense as much sense as I could.
something they make.
put a end with what happened.

Learn:

Writing Sentences

EE1 19

This is more evidence to suggest that he is participating in his learning and is active towards it.

This learner shows a curiosity towards English topics and will ask questions, especially about spelling.

*Remember:

The letter 'd' in Wednesday is not said aloud.



is it a silent d. if not why is it spelled *
Like that

If you could do this task tick this box.		<input type="checkbox"/>
What was easy?	It was ok.	
What was hard?	Not really hard.	

* It is named after the god Odin who is sometimes called Woden. The d has 'stuck'.
'Woden's day'.

EE1 7



Do:

They come from German words.

Kind of. The letters kn together always make a 'n' sound at the start of a word.

Read the blue words aloud. If you need to, read each sound the letters make first (not the letter names) and then put the sounds back together. Tell someone or think about the meaning of each word.

Say each word in a sentence and check with someone else that it makes sense.

Know without the 'k' would say now is it a silent k.

come	know	when	see	real	Tuesday
some	done	which	seem	be	new
	one	what	feel	he	few
	gone	while	meet	me	
		white	week	we	
			eat	she	
			even		

this one allways dont make much sence

*Remember:

The letters kn together make a 'n' sound.

to me. it seemes like

ow or on-e

to me own

Yes this is a word you just need to remember.

EE1 16

As the nature of curiosity is to admit a lack of knowledge about something, this also supports the assumption that this learner currently feels safe to admit a gap in what he knows.

Comments made by the learner show that he sometimes starts a task before he fully understands it and has realised half-way through that he should have done something else.

Do:
Read the sentences.
Which words are the same? Which words are different?
Explain them to someone else.
Circle the words in each pair which are different.

1. I can play football.
I can play golf.
Same → different → different

2. Get me a drink.
Give me a drink.
different → same → A bit confusing.

3. I will change my car.
I will get a large car.
same → different → same then I understood.

4. I have a cup of tea.
I live at the top of a hill.
different → different

EE1 1

If you could do this task tick this box.		
What was easy?	the The alphabet ALPHABET	
What was hard?	not fully understanding what to do.	

EE1 3

If you could do this task tick this box.		
What was easy?	most of it	
What was hard?	Just not understanding what to do. I do now	

EE1 4

This could suggest either that this learner is not thinking carefully enough about his learning at this stage or that the task instructions may have been unclear. Given the learner's obvious engagement and participation shown in other workbook notes, it is likely that more consideration should be made for the clarity of instructions and the complexity of tasks, especially for lower-level learners.

Learning for Tutors

This learner's reflections and notes offer a range of information that may help tutors in their practice.

Noting Success

This learner's confidence levels can be seen to grow throughout the course, both in his work and in conversations with his tutor. The fact that he was able to note when he was able to do something, or found something easy, has been instrumental to

this. Each learner, particularly those whose previous experience of education may not have been positive, should be aware that success is possible for them. Tutors are generally well aware of the power of praise in the classroom. It may be useful for tutors to let learners to realise for themselves when they have achieved something. To do this, learners will need to have a clear knowledge of what they are working towards and how they will know when they have achieved it. This links to the benefit of learners having input and ownership of their targets. If their targets are meaningful to them, the achievement of them mean more to the learner. Collaborative discussions about target should take place between learners and tutors when they are back in the classroom.

Safe Learning Environment

Like the other case studies, this learner felt safe to admit when he found something difficult as well as when he had more confidence. This suggests that lower-level learners are just as capable on reflecting on their learning as higher-level learners and that reflection is connected more to motivation than ability. Opportunities for reflection should be offered to all learners regardless of ability, although consideration should be made towards the wording of questions and prompts that promote reflection, so that learners are able to think carefully and specifically about their learning. As this learner has benefitted from feeling comfortable in sharing gaps in knowledge, it is essential that learners feel safe enough to do this in all learning environments. It may have been easier for him to do this through a workbook that he has written alone in his cell and will only be seen by tutors. He has not had to expose himself to the judgment of peers in a classroom. When we return to the classroom, we should consider how to make use of this. It may be worth considering a way for learners to reflect and express perceived weaknesses in writing using a method that allows privacy for those who need it. This is especially important for learners whose confidence levels in the subject and trust in the benefits of education is lower.

Curiosity Towards Learning

If a learner is curious about a subject, it shows that they are engaged with it and want to know more about. It also requires a learner to admit they do not know everything about the subject. While curiosity builds engagement and develops thinking skills, it also requires a safe learning environment where questions are encouraged and some lack of knowledge is accepted. Tutors should build time for wider discussion about their subject when classroom teaching returns.

Approach to Tasks

To ensure success in learning, it is important that a learner knows exactly how to approach a task. It must have been confusing and possibly frustrating for this learner to get part-way through an activity only to have to start again when he realised what he should be doing. While they are waiting to return to the classroom, tutors should consider the wording for task instructions for in-cell activities, especially for lower-level learners, and be mindful that they are not setting

unnecessarily complex activities. When classroom teaching resumes, written and verbal instructions should be simple and clear.

Data Collation

Picture Code	Comment	Analysis	Links
EE1 1	'I first circled words that were the same sorry.' 'A bit confusing then I understood.' (Differences and similarities in sentence pairs)	Learner starts activities before fully understanding instructions.	EE1 3 EE1 4
EE1 2	A diagnostic assessment shows that areas to work on are: <ul style="list-style-type: none"> • Capitals and lower case • Full stops • Spelling • Alphabetical order 	Learner has basic reading and writing skills and is a 'more able' E1 learner.	
EE1 3	[What easy?] 'The alphabet.' [What was hard?] 'Not fully understanding what to do.' (Reading E1 designated words)	Learner starts activities before fully understanding instructions.	EE1 1 EE1 4
EE1 4	[What was easy?] 'Most of it.' [What was hard?] 'Just not understanding what to do. I do now.' (Writing the alphabet)	Learner starts activities before fully understanding instructions.	EE1 1 EE1 3
EE1 5	Thank you for all you help. I would like to continue please doing the same sort of things. If it is ok. Thank you very much.' (Response at end of workbook)	Learner is finding study activities useful and is feeling positive about his learning.	EE1 20

EE1 6	[What was easy?] The proper nouns was [sic] easy. [What was hard?] 'Not knowing what a proper noun is really.' (Capitals for proper nouns)	Learner is happy to admit when he does not understand something. These comments are conflicting. Does the learner understand proper nouns or not?	EE1 11 EE1 14 EE1 23
EE1 7	'Is it a silent d if not why is it spelled like that?' [What was easy?] 'It was ok.' [What was hard?] 'Not really hard.' (Reading E1 designated words)	Learner is engaged with his learning because he is curious and asks questions.	EE1 16
EE1 8	[What was easy?] 'Most of it was.' [What was hard?] 'It was easy.' (Choosing the correct missing word in sentences)	Learner is able to identify when he feels confident about an aspect of his learning.	EE1 9 EE1 10 EE1 12 EE1 17 EE1 18 EE1 21 EE1 22
EE1 9	'All of it was easy.' (When to use lower case and when to use capitals)	Learner is able to identify when he feels confident about an aspect of his learning.	EE1 8 EE1 10 EE1 12 EE1 17 EE1 18 EE1 21 EE1 22
EE1 10	[What was easy?] 'It was ok.' [What was hard?] 'Not a lot.'	Learner is able to identify when he feels confident	EE1 8 EE1 9 EE1 12

		about an aspect of his learning.	EE1 17 EE1 18 EE1 21 EE1 22
EE1 11	(Responding to capital letter and full stop diagram) 'Not to easy.'	Learner is happy to admit when he does not understand something.	EE1 6 EE1 14 EE1 23
EE1 12	[What was easy?] 'Not to easy.' [What was hard?] 'Not to [sic] hard.' (Alphabetical order)	Learner is able to identify when he feels confident about an aspect of his learning.	EE1 8 EE1 9 EE1 10 EE1 17 EE1 18 EE1 21 EE1 22
EE1 13	'This one it tuck [sic] longer. Thanks ok.' (Response to whole workbook)	Learner is keen to communicate with tutors and feed back on his learning experience.	EE1 15 EE1 19
EE1 14	[What was easy?] 'All of it was a bit confusing.' [What was hard?] 'A bit hard.' (Writing sentences)	Learner is happy to admit when he does not understand something.	EE1 6 EE1 11 EE1 23
EE1 15	'Ok I see.' (Responding to a diagram of blending sounds)	Learner is keen to communicate with tutors and feed back on his learning experience.	EE1 13 EE1 19
EE1 16	'Know without the k would be now is it a	Learner is engaged with his learning	EE1 7

	silent k' (Drawing an arrow to the word 'one') 'this one always don't make much sense to me. It seems like ow or on-e to me own.' (Reading E1 designated words)	because he is curious and asks questions.	
EE1 17	'This was semple [sic].' (Identifying incorrect spellings)	Learner is able to identify when he feels confident about an aspect of his learning.	EE1 8 EE1 9 EE1 10 EE1 12 EE1 18 EE1 21 EE1 22
EE1 18	[What was easy?] 'It was simple.' [What was hard? 'Not hard.' (Identifying misspelt words)	Learner is able to identify when he feels confident about an aspect of his learning.	EE1 8 EE1 9 EE1 10 EE1 12 EE1 17 EE1 21 EE1 22
EE1 19	'These make sense.' 'I just tried to make as much sense as I could. Something they make. Put a end with what happened.' (Sentence writing)	Learner is keen to communicate with tutors and feed back on his learning experience.	EE1 13 EE1 15
EE1 20	'Think I need to do the same kind of stuff ok. Thank you.' (Response to whole work book)	Learner is finding study activities useful and is feeling positive about his learning.	EE1 5
EE1 21	[What was easy?] 'It was easy.' [What was hard?]	Learner is able to identify when he	EE1 8

	'Simple.' (Identifying incorrect spellings)	feels confident about an aspect of his learning.	EE1 9 EE1 10 EE1 12 EE1 17 EE1 18 EE1 22
EE1 22	[What was hard?] 'Simple.' (Choosing the correct missing word in sentences)	Learner is able to identify when he feels confident about an aspect of his learning.	EE1 8 EE1 9 EE1 10 EE1 12 EE1 17 EE1 18 EE1 21
EE1 23	[What was hard?] 'A bit harder.' (Choosing the correct missing word in sentences)	Learner is happy to admit when he does not understand something.	EE1 6 EE1 11 EE1 14

Appendix 13 - Case Study: English Level 2

A Case Study of a Level 2 Learner

Case Study EL2

Case studies were chosen to look at learners who have been seen from the notes they had written on their work to reflect independently on their learning. These notes were analysed for data that provides relevant or thought-provoking information that might inform our teaching strategies and models at HMP Liverpool.

Background

This learner studied Functional Skills English at Level 1 and then progressed to Level 2. He also works full time in the prison laundry and has had lots of paperwork to prepare for the probation service as he is soon due for release. He has also participated in a creative writing project.

He has stated he has issues with his memory. This may be due to previous drug/alcohol problems. He is very chatty and happy to talk to tutors about his learning and personal circumstances. This is reflected in his written work.

He can be seen to 'talk' to tutors through his workbooks and will often provide a 'running commentary' about his learning experience especially about how he has overcome misunderstandings and suggestions for learning strategies.

Analysis

Through his reflections, this learner can be seen to be very open about any gaps in knowledge he might have and any difficulties he has faced when completing English tasks.

I could do with a little extra time as i've at work all day and am tired when i finish, maybe like 9 days rather than a week and once i've caught up with all my work, put it back to 1 week.

The intro on page 24 would of helped me alot if it was at the start of the booklet as I was being asked Questions on things i had forgot like Subjective adjectives. The Work is fairly challenging, i prefer it when there is info at the start that you can read to prompt memory so I can answer questions.

The difference between fact and opinion can be quite difficult at times and also remembering things like remember the Meaning of words etc.

Thanks for this feedback

EL2 2

top of the activity. Try to bear this in mind as when you undertake each task.

Task One

This is where I need info to remind me what Colons are, where inverted commas go and what they look like, Quotation marks i have forgotten as well

Skill: Punctuate writing correctly using a wide range of punctuation markers (e.g. colons, commas, inverted commas, apostrophes and quotation marks)

Task: This paragraph is missing some punctuation. Add the required punctuation

EL2 6

I'm still not 100% on Complex Sentences and grammar such as Colons, i don't even know what they are. I've never done any work, that i remember with Colons.

On the reverse side of this it says what a Complex Sentence is. However, it refers to dependent and independent clauses, so you go to them and they describe a Subject which i know what it is. However, i don't know what a Verb is, so i'm still not the wiser what a Complex Sentence is because i can't remember what Clauses and Verbs are etc. —

But i did try, oh, and i've already done this booklet.

EL2 13

even though this explains what they are, its using words that are unknown to me so i don't understand what is being said 😞

EL2 14

This shows that he is engaged in his learning and is thinking carefully about it. It also shows that he feels safe enough to admit to weaknesses. By explaining which topics he feels he needs more practice on, this learner allows his tutor to respond to those which might not show up obviously in his written work, further ensuring secure progress.

The learner also describes how he is responding to his work.

Well why, on the previous pages
Paragraphs is there no more
than two sentences in each
Paragraph

its okay, i did not read this
bullet point correctly

EL2 8

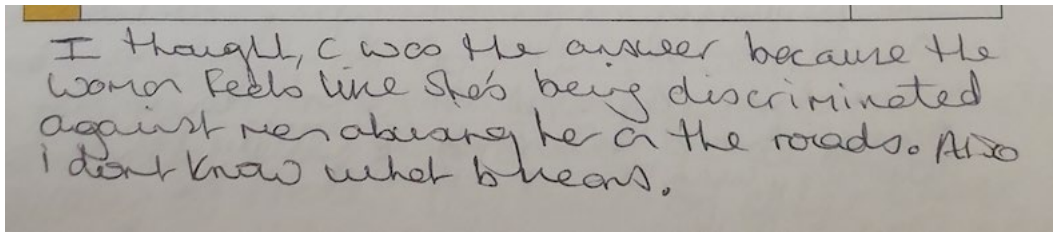
at's not the organisation's goal. We want to win it.

text? It was easier to read
and understand, plus it would be
easier to find info if needed.

EL2 9

ading it? None, maybe a bit
Confused with all the scores,
teams, player names etc.

EL2 11

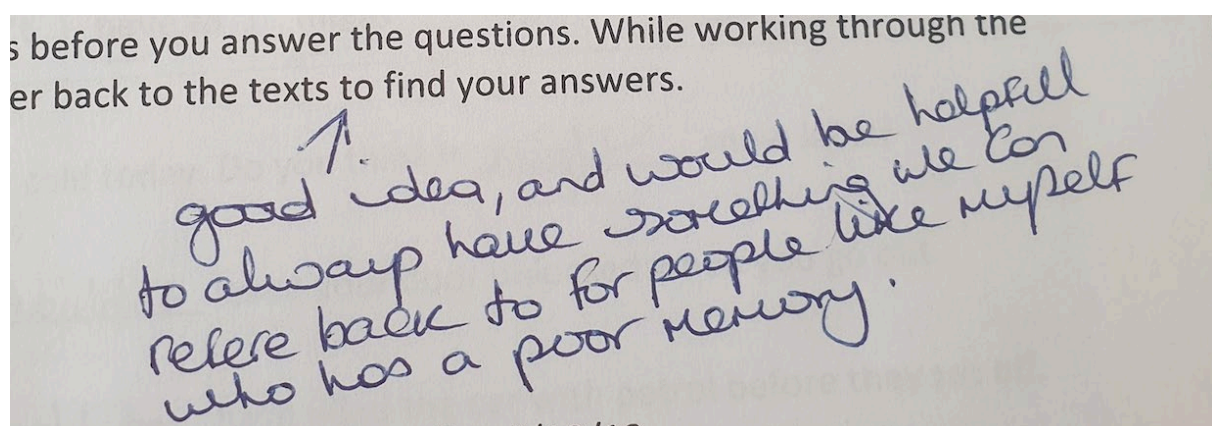


I thought, C was the answer because the woman feels like she's being discriminated against men abusing her on the roads. Also I don't know what b means.

EL2 12

This shows a high level of engagement with the teaching material and is further evidence that he is thinking deeply about what he is learning. He seems to be fully active in the learning process by reacting positively and negatively to what he is reading. This assures his tutor that the learner has high levels of participation and is also likely to act on any feedback she may give.

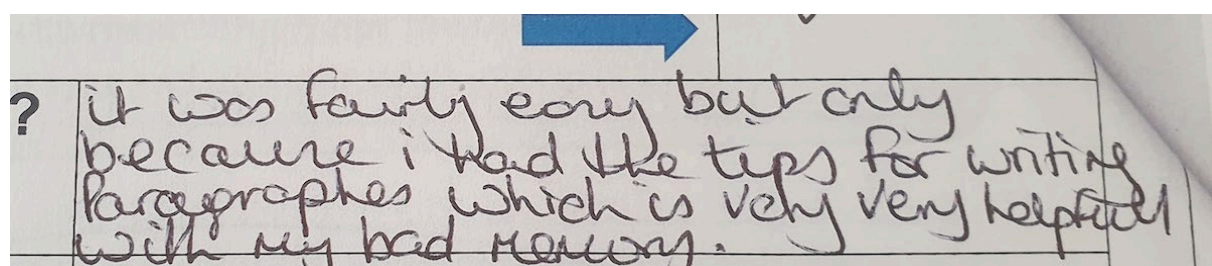
Many strategies to support progress in English are offered by the learner throughout the notes he has written. He often refers to his poor memory as reason why he cannot always recall information.



s before you answer the questions. While working through the
er back to the texts to find your answers.


↑
good idea, and would be helpful
to always have something we can
refer back to for people like myself
who has a poor memory.

EL2 4



? it was fairly easy but only
because i had the tips for writing
paragraphes which is very very helpful
with my bad memory.

EL2 7

If you could do this task tick this box.		
What was easy?	No it was not easy but because it explains what things are at the front I had the info needed to work it out.	
What was more difficult?	Remembering what things are such as subordinate clauses, complex sentences, I like it when the info is there to remind me of things.	

EL2 10

These strategies are often suggestions about ways to help him remember things, for example: lists of key terms. While it is good to see a learner who is thinking deeply enough about his learning to consider tools to improve it, there may be concerns about over-reliance on lists and crib sheets to support memory.

This learner has also made a comment about the way learning objectives are worded.

...ree

...: Use correct grammar (e.g. subject-verb agreement, consistent use of a range of tenses, definite and indefinite articles) and modality devices (e.g. to express probability or desirability)

Task: Write the correct modal verbs from the options. *one*

I'm really knoovered here as I don't ever know what the underlined words are

<u>can</u>	<u>couldn't</u>	<u>have to</u>	<u>might</u>	<u>must</u>	<u>ought to</u>	<u>shouldn't</u>	<u>was able</u>
------------	-----------------	----------------	--------------	-------------	-----------------	------------------	-----------------

1. It's very cold today. Do you think it might snow later?
2. You Shouldn't leave your door unlocked when you go out.

EL2 5.1

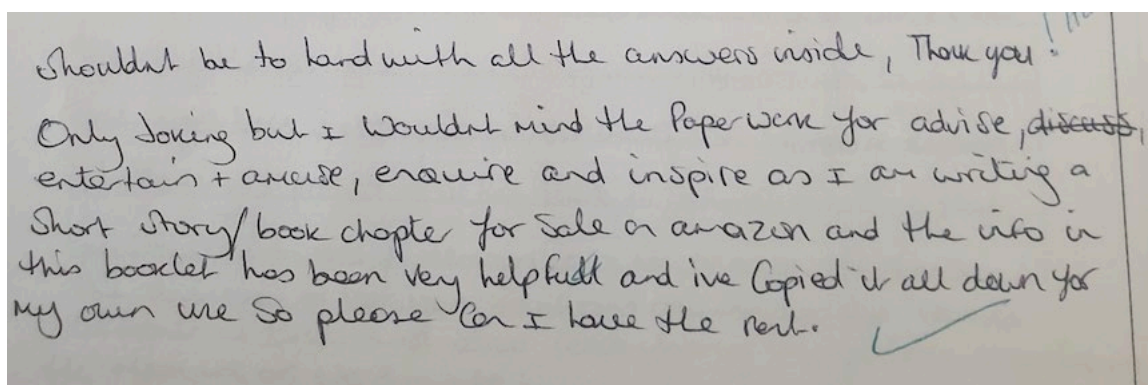
Suppose I do know, as I found that easy. But I didn't know the words at the top, but felt like I knew which words went where

B

EL2 5.2

Although this is an isolated example, it raises interesting questions about the purpose of learning objectives and the language tutors use when writing them. Who are learning objectives for? Do they help tutors or learners track progress? Shouldn't it be both? How do we do this?

The learner also refers to how he intends to apply his learning to activities he is doing outside lessons to use it to create new writing in a different context.



EL2 3

He might not be quite at the top of Bloom's Taxonomy yet, but it appears that he certainly intends to get there.

Learning for Tutors

This learner's reflections and notes offer a range of information that may help tutors in their practice.

Safe Learning Environment

As this learner, like the other case studies, has benefitted from feeling comfortable in sharing gaps in knowledge, it is essential that all learners feel safe enough to do this in all learning environments. It may have been easier for this learner to do this through a workbook that he has written alone in his cell and will only be seen by tutors. He has not had to expose himself to the judgment of peers in a classroom. When we return to the classroom, we should consider how to make use of this. It may be worth considering a way for learners to reflect and express perceived weaknesses in writing using a method that allows privacy for those who need it.

Engagement with Resources

By providing a range of responses to the learning material, this learner has proved high levels of engagement with his progress in English. This could be replicated in

the classroom through good levels of open discussion and the freedom for learners to be honest about how they feel about what they are learning.

Ownership of Learning Strategies

By suggesting strategies for learning support, this learner has demonstrated a degree of ownership of his learning. He knows what works for him. However, it is possible that the strategies he suggests may not be wholly helpful for learning and retention of knowledge in the long term. While learners are well placed to say which strategies will assist them most, they should be deployed along with tutors' expertise. Discussions about the pros and cons of learning support strategies should take place between the learner and tutor. This would promote a collaborative approach to learning in which the learner has both support and an element of control.

Learning Objectives

We should also consider the language used when writing learning objectives. They should certainly not confuse the learner and ideally should inspire them and help them to track their progress. Whilst personal paperwork already phrases targets using 'I can...' statements, consideration should be made towards simplifying objectives in the classroom.

Application of Skills

Opportunities to apply learning outside of the classroom should be celebrated and encouraged. They are likely to provide context and relevance for learners which may help them to engage and participate in their Functional Skills courses and make further progress as has been seen in this case study.

Data Collation

Picture Code	Comment	Analysis	Links
EL2 1	'I got it confused with the purpose on Task 3.' (Referring to the words 'main idea' in a question.)	Learner is able to identify the reason for misunderstandings and wants to express this.	
EL2 2	'I could do with a little extra time as I'm at work all day and am tired when I finish, maybe like 9 days rather than a week and once I've caught up with all my work, put it back to 1 week. The info on	Learner is able to identify strategies to help him learn. Learner is able to identify areas he finds difficult.	EL2 6 EL2 13 EL2 14

	<p>page 24 would have helped me a lot if it was at the start of the start of the booklet as I was being asked questions on things I had forgot like subjective adjectives. The work is fairly challenging, I prefer it when there is info at the start that you can read to prompt memory so I can answer questions. The difference between fact and opinion can be quite difficult at times and also remembering things like the meaning of words etc.'</p>		
EL2 3	<p>'I wouldn't mind the paperwork for advise, entertain, and amuse, enquire and inspire as I am writing a short story/ book chapter...and the info in the booklet has been very helpful and I've copied it all down for my own use so please can I have the rest.'</p>	<p>Learner wants to apply the skills he is learning to wider aspects of his life. This course has relevance to his life.</p>	
EL2 4	<p>'...would be helpful to always have something we can refer back to for people like myself who has a poor memory.'</p>	<p>Learner is able to identify strategies to help him learn. But this also raises questions about learner's ability to do tasks independently. How would he manage in an exam situation if he cannot access</p>	<p>EL2 7 EL2 10</p>

		information that reminds him what to do?	
EL2 5	'I'm really knackered here as I don't even know what the underlined words are...Suppose I do know, as I found that easy. But I didn't know the words at the top, but felt like I know which words went where.'	Learner was intimidated by words in the learning objective. Who is the learning objective for? Do they need to be worded at a high level?	
EL2 6	'This is where I need info to remind me what colons are, where inverted commas go and what they look like, quotation marks I have forgotten as well.'	Consolidation/practice book Learner is able to identify areas he finds difficult. Learner is happy to admit when he doesn't understand something,	EL2 13 EL2 14
EL2 7	[What was easy?] 'It was fairly easy but only because I had the tips for writing paragraphs which is very, very helpful with my bad memory.' [What was more difficult?] 'Trying to figure out when it's a new topic or idea to start the new paragraph.'	Learner is able to identify strategies to help him learn. But this raises questions about learner's ability to do tasks independently. How would he manage in an exam situation if he cannot access information that reminds him what to do?	EL2 10 EL2 4
EL2 8	'Well why on the previous pages paragraphs is there no more than two sentences in each paragraph...it's ok I did not read the bullet point correctly.'	Responding to teaching points about paragraphs. Learner responds readily to teaching material.	EL2 9 EL2 11 EL2 12

EL2 9	(After paragraphs were added to a text) 'It was easier to read and understand, plus it would be a lot easier to find info if needed.'	Learner responds readily to teaching material.	EL2 8 EL2 11 EL2 12
EL2 10	[What was easy?] 'No it was not easy but because it explains what things are at the front I had the info needed to work it out.' [What was more difficult?] 'Remembering what things are such as subordinate clauses, complex sentences, I like it when there is info to remind me of things.'	Learner is able to identify strategies to help him learn. But this raises questions about learner's ability to do tasks independently. How would he manage in an exam situation if he cannot access information that reminds him what to do?	EL2 7 EL2 4
EL2 11	(Responding to a text without paragraphs) None, maybe a bit confused with all the scores, teams, players' names etc'	Learner responds readily to teaching material.	EL2 8 EL2 9 EL2 12
EL2 12	'I thought C was the answer because the woman feels like she's being discriminated against, men abusing her on the roads. Also I don't know what B means.' (B was the word ambiguous)	Learner responds readily to teaching material.	EL2 8 EL2 9 EL2 11
EL2 13	'I'm still not 100% on complex sentences and grammar such as colons, I don't even know what they are. I've never done any work	Learner is able to identify areas he finds difficult. Learner is happy to admit when he doesn't understand something,	EL2 14 EL2 6

	<p>that I remember, with colons.</p> <p>On the reverse side of this it says what a complex sentence is. However, it refers to dependent and independent clauses, so you go to them and they describe a subject which I know what it is. However, I don't know what a verb is, so I'm still none the wiser what a complex sentence is because I can't remember what clauses and verbs are etc.</p> <p>But I did try and, oh, I've already done this booklet.'</p>		
EL2 14	<p>'Even though this explains what they are, it's using words that are unknown to me so I don't understand what is being said.' (Referring to a glossary) 'I look here for the answer and don't know what verbs are so still none the wiser.' 'Don't know what clauses are.' 'Same again.' 'What are independent clauses.'</p>	<p>Learner is able to identify areas he finds difficult.</p> <p>Learner is happy to admit when he doesn't understand something,</p>	<p>EL2 6</p> <p>EL2 13</p>

Appendix 14 - Case Study: Maths Level 1

A Case Study of a Level 1 Learner

Case Study ML1

Case studies were chosen to look at learners who have been seen from the notes they had written on their work to reflect independently on their learning. These notes were analysed for data that provides relevant or thought-provoking information that might inform our teaching strategies and models at HMP Liverpool.

Background

This learner studied maths at Level 1. He did not declare and was not found to have any additional learning needs.

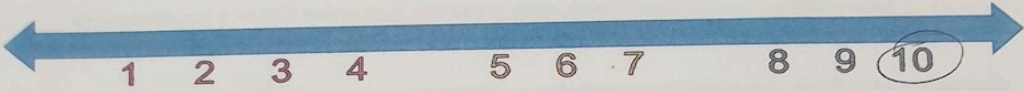
He stated he had previously done maths at GCSE level and thought he should be doing L2. However, his diagnostic assessment showed areas to work on at Level 1.

He has recently been transferred to another prison.

Analysis

On a number of occasions, this learner stated that he felt he should be doing Level 2 maths, not Level 1.

On a scale of 1 -10, 1 being low, 10 being high, how much do you now know about Graphs, tables and charts in Maths? Circle your answer.



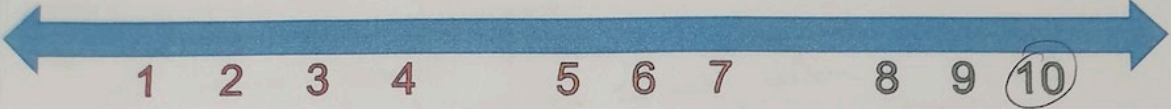
1 2 3 4 5 6 7 8 9 10

● Struggling with this topic ● OK on this topic ● Good on this topic

Learners Comments:
I have level 4 maths certificate
GCSE - B
Enjoyable + easy to understand
Can I have a Level 2 practice test

ML1 2

On a scale of 1 -10, 1 being low, 10 being high, how much do now know about area, perimeter & volume in Maths? Circle your answer.



1 2 3 4 5 6 7 8 9 10

Struggling with this topic OK on this topic Good on this topic

Learners Comments:

have level 1 math's
Certificate
Some level 2 incell work to
Prepare for exam.
A list of all methods for fraction's
and volume's. mean, mode etc.

ML1 3

onal Skills Maths Level 1 Area and Perimeter

Learner Feedback: (this is your chance to tell me what you liked, didn't like, found interesting in this pack. be constructive but honest)

I have level 1 certificate
Can you send me a sheet with
methods + formula's on. One? remember
methods i am good for exam

Signed / Date 29.10.2020

ML1 4

This is at odds with the diagnostic assessment that took place at the start of the course which showed he had some knowledge gaps at Level 1.

Section	Q	Topic	Result	Max Mark
Whole Numbers	1	Place value	1	1
Whole Numbers	2	Negative numbers in temperature	1	1
Calculations	3-5	Multiply and divide	3	3
Calculations	6	Square numbers	0	1
Calculations	7	Order of operations	0	1
Fraction, Dec, Perc & Ratio	8	Improper fractions & mixed numbers	0	1
Fraction, Dec, Perc & Ratio	9	Fractions of amounts	1	1
Fraction, Dec, Perc & Ratio	10-11	Add, subtract, multiply & divide decimals	2	2
Fraction, Dec, Perc & Ratio	12	Round & estimate decimals	1	1
Fraction, Dec, Perc & Ratio	13	Fractions of amounts	1	1
Fraction, Dec, Perc & Ratio	14	Equivalencies	1	1
Fraction, Dec, Perc & Ratio	15	Ratio	1	1
Fraction, Dec, Perc & Ratio	16	Direct proportion	1	1
Measure	17-18	Calculate interest & discounts	1	2
Measure	19-20	Length, Weight & Capacity	2	2
Measure	21	Time	1	1
Measure	22	Scale	1	1
Measure	23-25	Perimeter, area & volume	2	3
Shape	26	Lines of symmetry	1	1
Shape	27	Plans, elevations & nets	1	1
Shape	28	Angles (degrees in a compass)	1	1
Handling Data	29	Pie charts	1	1
Handling Data	30	Grouping discrete data	0	1
Statistics	31-32	Mean & range	1	2
Statistics	33-34	Probability	2	2

It is not clear if any discussion took place to address these discrepancies. It is possible that the reason why he has asked a number of times to do Level 2, is that the relevance and purpose of working on Level 1 objectives has not been explained fully to him.

While this learner is quite insistent that he should be working at a higher level, he is still open about occasions when he has struggled to understand something.

The image shows a learner feedback form. At the top, there is a blue double-headed arrow with numbers 1 through 10 below it. The number 9 is circled. Below the scale are three colored circles with corresponding text boxes: a red circle for 'Struggling with this topic', a yellow circle for 'OK on this topic', and a green circle for 'Good on this topic'. At the bottom, there is a box labeled 'Learners Comments:' containing handwritten text.

1 2 3 4 5 6 7 8 9 10

Struggling with this topic OK on this topic Good on this topic

Learners Comments:
Very Enjoyable, made some
mistake's but will learn from
Them

ML1 5

Example 3 – painting a fence

It takes 3 people, 4 days to paint a fence.

How long does it take 6 people?

- $3 \times 4 = 12$ days
- $12 \text{ days} \div 6 \text{ people} = 2$ days each

Calculate the following:

1. How long it would take 12 people to paint the fence?

$$12 \times 4 = 48$$

$$48 \div 12 = 4$$

4 days each

1. day

2. How many painters would be needed to complete the job in 6 days?

Don't know how to do this one ?

2 Painters

ML1 6

Direct Proportion

A useful application of direct proportion is everyday shopping. With half price, buy one get one free offer, it can be quite a challenge to calculate what offers really are the best value for money.

Use direct proportion to work out which of each of these is the best value?

Please show your calculations.

1. Toilet rolls – 6 rolls £1.80 or 9 rolls £2.90

$$\begin{aligned} 180 \text{ pence} \div 6 &= 30 \text{ pence per roll} \\ 290 \text{ pence} \div 9 &= 32 \text{ pence per roll} \\ 6 \text{ rolls is cheaper} \end{aligned}$$

2. Cornflakes – 350g £2.65 or 500g £4.20

$$175 \text{ g} = 132.5 \text{ pence}$$

$$250 \text{ g} = 210 \text{ pence}$$

3. Ketchup – 425g £1.90 or 1.35kg £3.80

[Empty box for calculations]

*

4. Choc bars – 9 treat-size bars for £1.99 (30g each bar) or 1 pack of 5 (50g each) for £1.79

[Empty box for calculations]

*

Struggled on this page

ML17

This shows an ability to reflect and admit to gaps in knowledge. It might be expected that someone who wants to do a higher qualification level might gloss over these gaps but this learner does not do this. This shows a mature level of engagement with learning and suggests that he wants to improve his wider knowledge of maths and not just acquire qualifications.

At the end of the course, this learner was asked to complete a feedback form.

HM Prison & Probation Service

Name..... *NOMIS*

Course..... *MATHS*

Please rate your learning experience below

1. I have enjoyed studying this course

Disagree 1 2 3 4 5 Agree

2. The course covered topics that I needed to learn about

Disagree 1 2 3 4 5 Agree

3. The learning outcomes of this course were clearly defined and understood

Disagree 1 2 3 4 5 Agree

4. The content was well-organised and easy to follow

Disagree 1 2 3 4 5 Agree

5. I feel prepared for my next steps in education, employment, and training

Disagree 1 2 3 4 5 Agree

6. I would recommend this course to other learners

Disagree 1 2 3 4 5 Agree

He responded positively to all questions. This suggests that he felt positively towards his learning and benefitted from despite feeling he should have been working at a higher level.

Learning for Tutors

This learner's reflections and notes offer a range of information that may help tutors in their practice.

Agreeing Targets

This learner seems to have spent much time on his course feeling that he should be doing a different one. This supports the idea that agreeing targets that are relevant and meaningful to the learner is crucial. This learner had a good idea about what he wanted to work towards which could have been built on to ensure that he agreed with his targets and their purpose. Collaborative discussions about targets should take place between tutors and learners upon return to the classroom. It may also be necessary to discuss any differences in opinion in regard to potential targets over the phone while in-cell education is ongoing.

Safe Learning Environment

Like the other case studies, this learner felt safe to admit when he found something difficult as well as when he had more confidence. As this learner has benefitted from feeling comfortable in sharing gaps in knowledge, it is essential that learners feel safe enough to do this in all learning environments. It may have been easier for him to do this through a workbook that he has written alone in his cell and will only be seen by tutors. He has not had to expose himself to the judgment of peers in a classroom. When we return to the classroom, we should consider how to make use of this. It may be worth considering a way for learners to reflect and express perceived weaknesses in writing using a method that permits privacy for those who need it.

Positivity and Engagement

This learner was able to reflect on his perceived strengths and weaknesses in his maths knowledge which suggests a good level of engagement with his learning. This engagement appears have promoted a positive attitude towards his course even though there was potential for him to become disengaged due to his view that he should have been doing a different course. This supports the idea that reflection leads to learners appreciating the benefits of learning. Opportunities for reflection should be built into lessons upon return to the classroom.

Data Collation

Picture Code	Comment	Analysis	Links
ML1 1	<p>Diagnostic results show areas to work on are:</p> <ul style="list-style-type: none"> • square numbers • order of operations • improper fractions and mixed numbers • interest and discounts • perimeter, area and volume • grouping discrete data • mean and range • <p>Learner achieved full marks on ratio.</p>	<p>This is at odds with learner's confidence that he should be working at level 2.</p> <p>Is there a need for a discussion between tutors and learners if ideas on areas of strengths and weaknesses differ?</p>	
ML1 2	<p>'I have Level 1 maths certificate. GCSE B. Enjoyable and easy to understand. Can I have a Level 2 practice test? '(Circled 10 on 1-10 confidence gauge)</p> <p>Book subject: pie charts</p>	<p>Learner feels he should be working at a higher level.</p> <p>Learner is still able to enjoy the work even though he does not find it challenging.</p>	<p>ML1 3 ML1 4</p>
ML1 3	<p>'Have Level 1 maths certificate. Some Level 2 incell work to prepare for the exam. A list of methods for fractions and volumes, mean, mode etc.' (Circled 10 on 1-10 confidence gauge)</p>	<p>Learner feels he should be working at a higher level.</p> <p>Learner has a clear idea of the topics he wants to work on.</p>	<p>ML1 2 ML1 4</p>

ML1 4	'I have Level 1 certificate. Can you send me a sheet with methods and formulas on? Once I remember methods I am good for the exam.'	Learner feels he should be working at a higher level.	ML1 2 ML1 3
ML1 5	'Very enjoyable. Made some mistakes but will learn from them.' (Circled 9 on 1-10 confidence gauge)	Learner is able to identify gaps in his knowledge.	ML1 6 ML1 7
ML1 6	'Don't know how to do this one.' (Ratio problems)	Learner is able to identify gaps in his knowledge.	ML1 5 ML1 7
ML1 7	'Struggled on this page.' (Direct proportion)	Learner is able to identify gaps in his knowledge.	ML1 5 ML1 6
ML1 8	Feedback form about the enjoyability and usefulness of the course. Learner ticked agree/strongly agree for all questions.	Learner is able to identify and admit to strengths and weaknesses. This links to enjoyability of the course and shows that even though he wanted to work at a higher level, he still got something from it.	

Appendix 15 – Interview Response – In-Cell Learning

A Response Supporting the Benefits of In-Cell Learning

Reflection Interview – Version 1

functional skills
- had to check level

Date	2/3/21					
Learner Initials	[redacted]					
English	Maths	E1	E2	E3	L1	L2

When did you complete your last workbook?
About two weeks ago

What topics did you learn about in your last workbook?
questions marks, apostrophes
near words, writing paragraphs.

Tell me everything you can remember about it.

What did you learn that you didn't know before?
where to put full stop, apostrophes +
question marks.

Which topics from the workbook do you need more practice on?
not really I've more or less got the
hang of it.

If you took a test now on the topics you covered, how confident would you feel?
Quite confident about 70/80%.

What would you like to work on next? Why?
if I pass my E3 I would like to work on
L1

learner explained he had progressed much better working in cell rather than a classroom due to fewer distractions and more time to read. He said he previously used to copy answers as he did not want to admit to not understanding things in front of peers, especially in a prison environment.

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