

Trainer pack

Assessing learners' needs

A learner-centred approach to initial
and diagnostic assessment

Introduction

The QIA Skills for Life Improvement Programme is an essential aspect of the Government's commitment to improving the literacy, language and numeracy skills of adults.

The specific aims of the Skills for Life Improvement Programme in 2007–08 are to:

- professionalise the workforce, and
- build a whole organisation approach to Skills for Life development.

The Skills for Life Improvement Programme continues to be delivered through three key aspects:

- the development of a regional infrastructure
- a range of professional development activities
- a network of development advisers.

The professional development activities include support with professional development planning, where organisations are helped to produce a training needs analysis for all staff and compile an overall organisational development plan. In addition, there is a range of in-house courses, coupled with online learning, which training providers can access.

The activities of the Skills for Life Improvement Programme will ensure future quality and sustainability.

The key agencies involved in the Skills for Life Improvement Programme are:

- CfBT Education Trust
- LLU+ London South Bank University
- LSN (Learning and Skills Network)
- NIACE (National Institute of Adult Continuing Education)
- NRDC (National Research and Development Centre for Adult Literacy and Numeracy)
- Skill: National Bureau for Students with Disabilities
- University of Wolverhampton.

Further information on the initiative can be found on the Skills for Life Improvement Programme website at www.sflip.org.uk, where you can also register to receive regular updates on the programme.

This CPD package is part of a range of materials developed by the QIA Skills for Life Improvement Programme in 2007–08.

Titles of Skills for Life Improvement Programme CPD packages

- Supporting managers: assessment and the learner journey
- Using skills checks
- Assessing learners' needs: a learner-centred approach to initial and diagnostic assessment
- Learners in control: using assessment to support individual learning plans (ILPs).

Titles of Skills for Life Improvement Programme assessment guidance leaflets

1. High-quality assessment processes: guidance for managers
2. Using skills checks
3. Initial and diagnostic assessment: a learner-centred process
4. Individual learning plans
5. Assessment for learning.

Assessing learners' needs

Course information	A one-day course (10.00–16.00; alternatively, the course can be presented as two x 2.5-hour sessions)
Target group	<p>Job role: Teachers of literacy and numeracy, particularly those who are newly qualified, and/or teachers of vocational or other programmes where literacy and numeracy are embedded; learner support staff involved in initial assessment</p> <p>Subject specialism: Vocational, literacy, numeracy, ESOL, Communication, Application of Number</p> <p>Sector: Any</p>
What will the course be like?	Participants will find out more about good practice in initial and diagnostic assessment. There will be an opportunity for participants to share experiences and to try out a range of initial and diagnostic assessment tools and methods.
Rationale	<p>The course will:</p> <ul style="list-style-type: none"> • promote good practice in initial and diagnostic assessment • encourage the use of existing tools and resources published by the DfES (now DCSF/DIUS).
Aims	The course aims to familiarise participants with the approach to, and methods of, initial and diagnostic assessment.
Outcomes	<p>By the end of the first session, participants will be able to:</p> <ul style="list-style-type: none"> • define initial and diagnostic assessment • use the main methods of initial and diagnostic assessment • apply good practice in initial and diagnostic assessment. <p>By the end of the second session, participants will be able to:</p> <ul style="list-style-type: none"> • make appropriate use of the DfES (now DCSF/DIUS) 'Tools Library' initial assessment tools and diagnostic assessment materials • give appropriate feedback to learners.
How is the course assessed?	There is no formal assessment of outcomes. However, participation in this session, followed by implementation of new ideas and evaluation of and reflection on the impact of the change in teachers' practice could contribute to participants' personal continuing professional development (CPD) plans. This can form part of the requirement to complete at least 30 hours of CPD each year (pro rata for part-time staff) in order for teachers to remain in good standing. Evidence of this professional development, and reflection on its impact, will be required for the professional development portfolio.

Course overview

Session	Content
	Morning/first half-day – An introduction to initial and diagnostic assessment
1. Introduction to initial and diagnostic assessment	The importance of initial and diagnostic assessment for getting to know the learner and helping them to take a central role in their teaching and learning. What initial and diagnostic assessment involve, the differences between them, and how they are used.
2. Methods of initial and diagnostic assessment	The six main methods and their role in building a relationship with, and getting to know, the person. The importance of using a variety of methods.
3. Good practice in initial and diagnostic assessment	Identifying good practice. The characteristics of an effective assessment system. Using outcomes of initial and diagnostic assessment to inform individual learning plans and group/individual teaching and learning.
	Afternoon/second half-day – Getting to grips with the DfES (now DCSF/DIUS) assessment tools
4. Using the DfES (now DCSF/DIUS) assessment tools	An introduction to the tools and resources.
5. Using the Tools Library initial assessment tools	An introduction to, and the opportunity to try out, the DfES (now DCSF/DIUS) ‘revised trial version’ skills checks and initial assessment tools: www.toolslibrary.co.uk
6. Using the Skills for Life diagnostic assessment materials	An introduction to, and the opportunity to try out, the diagnostic assessment materials.
7. Giving feedback	An introduction to feedback and its role in assessment. The characteristics of good feedback: www.ksspforwork.net/guides.php

<p>Pre-course reading for trainers</p>	<p><i>Good Practice Guidelines in Skills Check and Initial Assessment</i>, available on the Tools Library website (see below)</p> <p><i>Improving initial assessment: good practice guide</i> (Key Skills Support Programme 2006) – see below</p> <p><i>Top tips: initial and diagnostic assessment: some practical suggestions</i> (Skills for Life Improvement Programme 2008), available at www.sflip.org.uk/assessment/assessmentguidance.aspx</p>
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Resources

<p>Resources to be available for delegates at the session</p>	<p>Copies of the SfLIP assessment guidance leaflet, <i>Initial and diagnostic assessment: a learner-centred process</i> www.sflip.org.uk/pdf/4.2sflguidance_3.pdf</p> <p>Revised trial version initial assessment tools www.toolslibrary.co.uk</p> <p><i>Good Practice Guidelines in Skills Check and Initial Assessment</i> www.toolslibrary.co.uk</p> <p><i>Diagnostic assessment materials for literacy and numeracy</i> (Skills for Life Improvement Programme 2006) www.dcsf.gov.uk/readwriteplus/publications</p> <p><i>Initial assessment toolkit</i> (Key Skills Support Programme 2007) www.ksspforwork.net/guides.php</p> <p><i>Improving initial assessment: good practice guide</i> (Key Skills Support Programme 2006) www.ksspforwork.net/guides.php</p>
<p>Equipment required</p>	<ul style="list-style-type: none"> • Flip chart • Scissors • Computer facilities with soundcards for the initial assessment and diagnostic assessment tools, and internet access • Highlighter and marker pens • Multi-purpose tack • Sticky notes

Pre-course activity for participants	Participants are requested to read the SfLIP guidance leaflet, <i>Initial and diagnostic assessment: a learner-centred process</i> .
Useful websites	www.sflip.org.uk/assessment.aspx www.toolslibrary.co.uk www.dfes.gov.uk/readwriteplus/publications www.keyskillssupport.net

Session plan and resources for ‘Assessing learners’ needs: a learner-centred approach to initial and diagnostic assessment’

Aim

The course aims to familiarise participants with the approach to, and methods of, initial and diagnostic assessment.

Learning objectives

By the end of the first session, participants will be able to:

- define initial and diagnostic assessment
- use the main methods of initial and diagnostic assessment
- apply good practice in initial and diagnostic assessment.

By the end of the second session, participants will be able to:

- make appropriate use of the DfES (now DCSF/DIUS) ‘Tools Library’ initial assessment tools and diagnostic assessment materials
- give appropriate feedback to learners.

	Morning/first half-day	An introduction to initial and diagnostic assessment		
Time	Content	Resources		
		No.	Style	Title
10 mins (10)	Welcome Welcome, housekeeping, introductions			
20 mins (30)	Introduction to initial and diagnostic assessment	TN1 PP1–3 PP4–6	Trainer notes PowerPoint slides PowerPoint slides	Introduction to initial and diagnostic assessment Aims and objectives of the session Introduction to initial and diagnostic assessment
90 mins (2h)	Methods of initial and diagnostic assessment	TN2 HO1 HO2 HO3 HO4 HO5 HO6 PP7–8	Trainer notes Handout Handout Handout Handout Handout PowerPoint slides	Methods of initial and diagnostic assessment Free writing guidance and exercise Free writing sample Methods of initial and diagnostic assessment Number self-assessment card sort Discussion guidance and protocol Observation guidance and record sheets Methods of initial and diagnostic assessment

(30 mins)	Optional activity Listening triads	HO7	Handout	Effective listening
30 mins (2h 30)	Good practice in initial and diagnostic assessment	TN3 HO8	Trainer notes Handout	Good practice in initial and diagnostic assessment Characteristics of an effective assessment system

	Afternoon/second half-day	Getting to grips with the DfES (now DCSF/DIUS) assessment tools		
Time	Content	Resources		
		No.	Style	Title
10 mins	Using the DfES (now DCSF/DIUS) assessment tools	TN4 PP9	Trainer notes PowerPoint slide	Getting to grips with the DfES assessment tools Learning objectives
40 mins (3h 20)	Using the Tools Library initial assessment tools	TN5 HO9 PP10 -12	Trainer notes Handout PowerPoint slides	Using the Tools Library initial assessments Using the Tools Library initial assessments Initial assessment
70 mins (4h 30)	Using the Skills for Life diagnostic assessment materials	TN6 HO10 HO11 PP13 -16	Trainer notes Handout Handout PowerPoint slides	Using the Skills for Life diagnostic assessment materials An evaluation of assessment tools SWOT analysis Diagnostic assessment
30 mins (5h)	Giving feedback	TN7 HO12 PP17 -18	Trainer notes Handout PowerPoint slides	Giving feedback Characteristics of good feedback Effective feedback

Resources for delegate packs

For the first 2.5-hour session

res no.	style	title
HO1	Handout	Free writing guidance and exercise
HO2	Handout	Free writing sample
HO3	Handout	Methods of initial and diagnostic assessment
HO4	Handout	Number self-assessment card sort
HO5	Handout	Discussion guidance and protocol
HO6	Handout	Observation guidance and record sheets
HO7	Handout	Effective listening
HO8	Handout	Characteristics of an effective assessment system

Resources for delegate packs

For the second 2.5-hour session

res no.	style	title
HO9	Handout	Using the Tools Library initial assessments
HO10	Handout	An evaluation of assessment tools
HO11	Handout	SWOT analysis
HO12	Handout	Characteristics of good feedback

**Copies of the Tools Library initial assessments
(one copy per two participants)**

**Copies of the Skills for Life diagnostic
assessment materials**

res no.	style	title
TN1	Trainer notes	Introduction to initial and diagnostic assessment

A 20-minute session

Initial activity

Ask participants to work in pairs to find out two or three things about their partner’s experience of delivering initial and diagnostic assessment and what they feel their development needs are.

Debrief

Take three or four examples from around the room and use these to stress the importance of using initial and diagnostic assessment to begin to build a whole picture of the learner. Mention that discussion is one of the main methods of initial and diagnostic assessment.

Presentation

Trainer tip

PowerPoint presentation slides 1–6 are available to accompany these notes if required. PP1–3 outline the aims and objectives of the session. PP4–6 introduce initial and diagnostic assessment.

Give a short presentation to introduce the topic.

- Outline what initial and diagnostic assessment involve. Initial assessment involves finding the learner’s level to help them choose an appropriate programme, while diagnostic assessment is about identifying a learner’s specific needs (eg with percentages or with the punctuation of sentences), to help them prepare a personalised learning plan. (Note that the *Personalisation Literature Review* (LSN 2007, unpublished) states that: ‘For many practitioners initial assessment is a process which is different from diagnostic assessment. For others, diagnostic and initial assessment seem to be in the same box.’)
- Stress some key messages about the role of initial and diagnostic assessment in the learner’s programme.
 - They help you and the learner to negotiate and agree an individual learning plan.

- They begin the process of building a relationship.
- They are early steps in the continuing process of assessment for learning.
- They should not be seen as one-off events but part of the ongoing process, and they must be relevant to a learner's contexts, interests and aspirations.
- Outline the factors that help make initial and diagnostic assessment a positive experience for learners.
 - Involving learners – doing the assessment 'with them' not 'to them'
 - Supporting learners' self-esteem and sense of self-worth
 - Recognising strengths and achievements, not just areas for development (or, as the learner might feel, weaknesses)
 - Linking assessment to learners' own aspirations.
- Emphasise the importance of setting the scene for learners at the start by explaining the initial and diagnostic assessments they will undertake and how these form part of the overall learner journey. Stress that, throughout, the learner has a central role to play. Refer to relevant sections of the SfLIP assessment guidance leaflet *Initial and diagnostic assessment: a learner-centred process*.

res no.	style	title
PP1-3	PowerPoint slides	Aims and objectives of the session

QIA Quality Improvement Agency | Skills for Life Improvement Programme

Initial and diagnostic assessment: a learner-centred process

QIA Quality Improvement Agency | Skills for Life Improvement Programme

Aim

- **To become familiar with the approach to, and methods of, initial and diagnostic assessment.**

2



Learning objectives

By the end of this programme, you will be able to:

- **define initial and diagnostic assessment**
- **use the main methods of initial and diagnostic assessment**
- **apply good practice in initial and diagnostic assessment**
- **make appropriate use of the DfES (now DCSF/DIUS) 'Tools Library' initial assessment tools and diagnostic assessment materials**
- **give appropriate feedback to learners.**

3



res no.	style	title
PP4–6	PowerPoint slides	Introduction to initial and diagnostic assessment

Initial and diagnostic assessment

- **Initial assessment involves finding out the learner’s level to help them choose an appropriate programme.**
- **Diagnostic assessment is about identifying a learner’s specific needs.**
- **Usually initial assessment and diagnostic assessment are separate processes, but...**

4

The role of initial and diagnostic assessment

Initial and diagnostic assessment:

- **help you and the learner to negotiate and agree an individual learning plan**
- **begin the process of building a relationship**
- **are early steps in a continuing process of assessment for learning**
- **are not one-off events – they are part of an ongoing process.**

5

Factors for a positive experience of initial and diagnostic assessment

- **Involves learners – doing it ‘with them’ not ‘to them’**
- **Supports learners’ self-esteem and sense of self-worth**
- **Recognises strengths and achievements, not just areas for development**
- **Links to learners’ own experiences**

res no.	style	title
TN2	Trainer notes	Methods of initial and diagnostic assessment

This 90-minute session will help participants to:

- understand the importance of using a variety of initial and diagnostic assessment methods
- experience the free writing and self-assessment methods
- recognise the value of listening skills in assessment.

Activity: Free writing (25 minutes)

Give participants Handout 1. Stress that free writing is a potentially invaluable part of initial and diagnostic assessment because it gives a rounded picture of how someone actually writes. It also helps put the learner at the centre of the assessment process because they can write about themselves and their interests. Talk through the suggested focus areas, which can be found in Handout 1: text focus, sentence focus and word focus, and the importance of looking for learners' strengths.

Then give participants Handout 2. Ask them just to look at side 1 first, which gives an example of a learner's free writing. Ask them to work in pairs to analyse the sample piece of writing, drawing on the suggestions in the guidance (Handout 1).

- What specific skills does it show? What are this learner's strengths?
- What does it tell you about the individual's learning needs, in terms of text focus, sentence focus and word focus?
- What else could you learn about this learner from this piece of writing?

Then show the participants the commentary on the sample piece of writing (the second side of Handout 2) and spend a few minutes going through this. Stress the importance of finding positive aspects – much is correct, there is some logical thought and planning, and the learner changed their mind about using the word 'ached' when they realised they weren't confident about how to spell it ('ack'), and changed it to 'hurt'.

Discuss the role of professional judgement in initial and diagnostic assessment. Participants will have identified specific learning needs from the writing sample on the basis of their experience and professional knowledge. You could also invite them to judge the approximate level of the writer.

Mention that this example came from the KSSP *Initial assessment toolkit*, and that you will be using further examples from this resource during the session.

Trainer tip

PowerPoint presentation slides 7–8 are available to accompany these notes if required.

Presentation (10 minutes)

Introduce the six main methods of initial assessment (illustrate with PP7 and Handout 3) and point out to the participants that they have just used one method – a structured activity, ie free writing. Refer participants to page 4 of the SfLIP assessment guidance leaflet *Initial and diagnostic assessment: a learner-centred process*, which explains the assessment methods, and stress that assessment tools are only one of the six methods:

Many providers felt that additional activities are needed to inform learner level. Additional activities used include free writing (39%), interview (52%), observation (12%). Few feel that a test is sufficient on its own.

(An Evaluation of DfES Skills for Life 'revised trial version' Skills Checks and initial assessment tools and diagnostic assessment materials, LSN/NRDC, May 2007)

Stress two key messages. First, many of the methods do not require a big investment and may already be part of the learner's experience. Second, learners may come with awareness or evidence of their needs. Where this is the case, they may need little extra assessment.

No organisation should rely on one method, but should use a blend of them. It is important to ask participants to consider the quality of information they gather from each method, while highlighting that the use of one method (eg an assessment tool) will not provide a holistic picture of the learner's strengths and needs. Stress also the role of professional judgement, as in the free writing activity, and the importance of building a relationship and getting to know the person. Once teachers have begun to get to know the learner and the learner's learning preferences, this will inform their selection of appropriate assessment methods.

Trainer tip

Mention that there is more information on free writing, spelling and handwriting analysis in the DfES (now DCSF/DIUS) diagnostic assessment materials.

For numeracy tutors, the DfES (now DCSF/DIUS) diagnostic assessment tutor resources have information on numeracy error analysis.

Explain to the participants that the activities which follow will give them an opportunity to try out other assessment methods, including:

- self-assessment
- discussion
- observation.

Activity: Number card sort (20 minutes)

When introducing this activity, again stress the role of the teacher's professional judgement; if the learner is clearly at a very basic level, the teacher would want to avoid displaying the higher level cards to ensure that the learner does not feel demoralised. The teacher might also decide to read out the cards to a less confident reader.

Individuals use Handout 4: Number self-assessment card sort. They carry out the activity, which is designed for learners, themselves.

Brief participants as follows:

- Begin by laying out the three heading cards ***Always***, ***Sometimes*** and ***Hardly ever*** in front of you.
- Cut out and shuffle all the other cards and put them in a pile face down.
- Turn over the top card. Is this statement true for you always, sometimes or hardly ever?
- Put the card below the relevant heading card.
- Do the same with the other cards, so you build up three columns of cards.

Reassure participants that they will not be scored on the results and that there are no right or wrong answers.

After 10 minutes' individual work, ask participants to pair up and review their individual card-sort outcomes.

Group feedback – ask participants to feed back on whether or not self-assessment is a useful tool to use with their learners.

Trainer tip

There is a set of cards for literacy/communication in the KSSP *Initial assessment toolkit*. You may like to mention the additional resource at this stage, or, if your audience are all literacy tutors, you could use these instead of the numeracy ones.

For learners who are below Entry 3 level, the following suggested questions could be substituted in the card sort activity:

1. I can read a 24-hour digital clock.
2. I can measure a room.
3. I can work out 10% to pay a tip.
4. I can estimate the cost of my shopping basket.
5. I can use a thermometer.
6. I can work out for how long I need to set my DVD/video to record my favourite programme.
7. I can add up two items I am buying, eg a can of drink and a packet of crisps.

You could also encourage providers to write their own questions that suit the course and are relevant to a particular vocational area.

Activity: Discussion and observation (25 minutes)

Explain that discussion and observation are two more assessment methods. These methods also feature in the *Initial assessment toolkit*.

Introduce the two sets of material from the toolkit:

- Discussion guidance and protocol (Handout 5)
- Observation guidance and record sheets (Handout 6).

Explain that, while the materials have been developed for key skills, they are equally relevant to Skills for Life.

Provide a brief summary of the two methods of assessment and then ask participants to discuss these in pairs for 10 minutes or so. There are some key questions that may help guide their discussions, which are on PP8 as a prompt:

- How might discussion and observation contribute to your initial and diagnostic assessment system?
- When might you use them?

Ask participants to share with you their responses to these two questions and any other points that arose during their discussions. Note these on separate sheets of flip chart paper (one for discussion and another for observation).

Summarise any emerging key messages from the feedback.

Trainer tip

Mention to participants that the information in the handouts on discussion and observation link to the interview guidance material in the DfES (now DCSF/DIUS) diagnostic assessment suite. They will be looking at this resource in the afternoon/following session.

Plenary (10 minutes)

Underline the importance of using a variety of assessment methods and briefly refer to the other methods (tools); participants will look at these in the afternoon/following session. Refer to relevant sections of the SfLIP assessment guidance leaflet *Initial and diagnostic assessment: a learner-centred process*.

Ask participants to think about the assessment methods fan diagram (Handout 3). How many segments would they have been able to fill before this session, and how many might they fill when they get back to their organisation? Are there methods they will incorporate into their assessment strategy? If so, what and why?

Trainer tip

Depending on the expertise and backgrounds of the audience, *Listening triads* provides an optional activity that could be used to introduce and reaffirm the key role that listening plays in assessment. It could replace one of the previous activities or may be used if more time is available in the session. More experienced tutors are likely to be aware of the messages from this activity.

Optional activity: Listening triads (30 minutes)

Explain that listening is central to doing initial and diagnostic assessment well. Introduce the skills of active listening and give participants Handout 7. Trainers might choose to use a video clip that demonstrates effective listening skills. (See Link Up Training Materials <http://archive.basic-skills.co.uk/ouractivities/completedprojects/detail.php?NewsOpinionID=732020092>)

Ask participants to work in groups of three. One person will take the role of speaker, one of listener and one of observer. The speaker will talk for five minutes about an aspect of their initial or diagnostic assessment practice that

they'd like to improve. Give the trios a few minutes to allocate roles and allow the speakers some time to gather their thoughts.

While the speaker talks, the listener listens. The observer watches and makes notes on the listening skills they see. The observer then gives feedback to the other group members. End the activity with a short discussion about the importance of listening in initial and diagnostic assessment.

res no.	style	title
HO1	Handout	Free writing guidance and exercise

(Extract from *Initial assessment toolkit*, Key Skills Support Programme 2007)

See the PDF 'Free_writing_guidance'

res no.	style	title
HO2	Handout	Free writing sample

(Extract from *Initial assessment toolkit*, Key Skills Support Programme 2007)

See the PDF 'Free_writing_example'

res no.	style	title
HO3	Handout	Methods of initial and diagnostic assessment

See the PDF 'IA_methods_fan', adapted from *Initial assessment toolkit* (Key Skills Support Programme 2007)

res no.	style	title
HO4	Handout	Number self-assessment card sort

See the PDF 'Number_card_sort', from *Initial assessment toolkit* (Key Skills Support Programme 2007)

res no.	style	title
H05	Handout	Discussion guidance and protocol

See the PDFs 'Discussion_guidance' and 'Discussion_protocol', from *Initial assessment toolkit* (Key Skills Support Programme 2007)

res no.	style	title
HO6	Handout	Observation guidance and record sheets

See the PDFs 'Observation_guidance', 'Observation_plan' and 'Observation_record_sheets' from *Initial assessment toolkit* (Key Skills Support Programme 2007)

res no.	style	title
H07	Handout	Effective listening

- Make sure your mind is focused so that you can give the speaker your full attention.
- Sit where you can see each other. Arrange the chairs so that you are at a slight angle, where each of you can comfortably see the other one.
- Sit close enough for comfort and so that you can easily be heard without having to raise your voice. Check whether the distance between you feels comfortable for both of you. People vary in the amount of ‘personal space’ they need.
- Give the speaker time to organise their thoughts.
- Relax and allow periods of silence – this will encourage the other person to speak.
- Don’t interrupt and avoid expressing your own opinions.
- Nod your head and accept what the speaker says.
- Use expressions like ‘*I see*’, ‘*Yes*’ and ‘*Mmm*’.
- Check your understanding from time to time. Say, ‘*So you mean...?*’
- Paraphrase – this doesn’t just mean repeating what the person has said but putting it into your own words.
- Maintain eye contact with the person you are talking to – but do not stare at them so intently that they begin to feel uncomfortable.
- Use ‘open’ body language, such as leaning forward, facial expressions and gestures that show you are actively listening and interested.
- Ask ‘open questions’ that encourage the person to share their thoughts and feelings, rather than give ‘*Yes*’, ‘*No*’ or one- or two-word answers. Take great care with questions which ask ‘*why?*’ as these can sound too personal and challenging.
- Try to really ‘hear’ what the speaker is attempting to say, including any emotion behind it. Avoid jumping to conclusions too quickly.

res no.	style	title
TN3	Trainer notes	Good practice in initial and diagnostic assessment

This 45-minute session will help participants to reflect on assessment practice in their organisation.

Introduction (15 minutes)

Introduce the topic by discussing good practice in initial and diagnostic assessment in terms of:

- an organisation’s system
- teachers’ skills – refer to the Teaching Qualifications Framework as set out in Appendix 2 of *Good Practice Guidelines in Skills Check and Initial Assessment*.

Refer to Handout 8. Ask the group to identify the skills teachers need to carry out initial and diagnostic assessment, and write these on a flip chart.

Presentation (5 minutes)

Using these prompts, explain to participants that an effective initial and diagnostic system should answer the following questions:

- **Why are you doing initial and diagnostic assessment?** You need a clear *vision* of how the organisation views its relationships with learners and its approach to teaching and learning. Learners’ attitudes to initial and diagnostic assessment will be dictated by your organisation’s attitude: if you see assessment as something you ‘do’ to them, don’t be surprised if they feel intimidated or resentful. But if, on the other hand, you treat each learner as an equal partner in the process, you can expect a much more positive reaction.
- **What will result from initial and diagnostic assessment?** Once the overall vision is clear, you can then identify the *objectives* that your initial assessment system must deliver. Above all, the system should help develop truly individual learning plans which clearly identify each learner’s initial learning needs, and appropriate and practical ways of achieving them.
- **How will you know initial and diagnostic assessment is working?** Objectives will only be useful if you have clear methods for *measuring* them and gauging whether the system is genuinely fair, accurate and

consistent. The results of initial and diagnostic assessment are sometimes filed away and not used again.

- **Which combination of *techniques* and *approaches* will you use?** The detailed choice of techniques and approaches must be informed by the overall vision, the target objectives and the needs and preferences of the learner.

Activity (20 minutes)

Ask participants to work in groups of three or four to identify how far their organisation's system answers the four questions above.

Discussion (5 minutes)

Discuss the role of initial assessment and diagnostic assessment in informing the learner's individual learning plan and in planning individual and group learning. You can refer participants to SfLIP assessment guidance leaflet 4: *Individual learning plans* and to the CPD training pack *Learners in control: using assessment to support individual learning plans (ILPs)*.

Trainer tip

Initial and diagnostic assessment: some practical suggestions, which can be downloaded from the SfLIP Assessment pages of the QIA website, suggests that the guidance leaflet can be used together with the initial and diagnostic assessment checklist (which can be downloaded from www.sflip.org.uk/assessment/assessmentresources.aspx) to provide a focus on what is well-developed practice and practice that needs further development. It can be tailored to participants' own organisations.

res no.	style	title
H08	Handout	Characteristics of an effective assessment system

Effective initial and diagnostic assessment depends on having a robust system and co-ordinated processes. An initial and diagnostic assessment system is simply a way of doing this using an approach that is:

- **Fair** – all individuals are treated equally, and there should be no discrimination, even implicitly
- **Positive** – the experience should be positive for learners, and should keep stress to a minimum
- **Consistent** – you need to be confident that the results of assessment are right first time and every time
- **Rigorous** – it is equally important that the results of assessment are sound and provide a true picture of the learner’s skills, knowledge and learning needs
- **Documented** – the system should generate records which are simple to use and understand. It is important to consider who should keep the documents and where and how they should be stored.
- **Linked** – to a dynamic learning plan which informs the individual’s development and is continually reviewed and updated.

Adapted from *Improving initial assessment: good practice guide* (Key Skills Support Programme 2006)

Four questions an effective system should answer

- Why are you doing initial and diagnostic assessment?
- What will result from initial and diagnostic assessment?
- How will you know initial and diagnostic assessment is working?
- Which combination of techniques and approaches will you use?

Providers with the most effective practice reported that they used formal assessment tools within an assessment process that included a range of other methods and approaches to identifying learner strengths, potential and needs.

An Evaluation of DfES Skills for Life ‘revised trial version’ Skills Checks and initial assessment tools and diagnostic assessment materials (LSN/NRDC May 2007)

res no.	style	title
TN4	Trainer notes	Getting to grips with the DfES assessment tools

This point marks the start of the second 2.5-hour session, or the afternoon session if the course is being run over one day

If this is a separate half-day session, begin with welcomes, housekeeping and introductions. If not, welcome people back from lunch.

Use PP9 to outline the learning objectives for this session. This session will help participants to:

- obtain an overview of the DfES (now DCSF/DIUS) assessment tools
- look at giving effective feedback to learners.

Begin by introducing the main DfES initial and diagnostic assessment tools from Government programmes:


- The Tools Library initial assessment tools: www.toolslibrary.co.uk
- The Read-Write-Plus diagnostic assessment materials: www.dfes.gov.uk/readwriteplus – also available from Prolog, tel 0845 60 222 60.

Explain to the participants that they will spend most of the afternoon (or second) session becoming familiar with these tools and trying them out.


Trainer tip

Make sure the initial assessment and diagnostic assessment tools are loaded onto the computers before the start of the session if at all possible, as this can be very time consuming.

res no.	style	title
PP9	PowerPoint slide	Learning objectives



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Learning objectives

By the end of the session, you will have:

- **obtained an overview of the DfES (now DCSF/DIUS) assessment tools**
- **looked at giving effective feedback to learners.**

9

res no.	style	title
TN5	Trainer notes	Using the Tools Library initial assessments

This 40-minute session will help participants to:

- become familiar with the paper-based and CD-ROM versions of the Tools Library initial assessments
- identify how they might use the Tools Library initial assessments as part of their initial assessment system.

Trainer tip

PowerPoint presentation slides 10–12 are available to accompany these notes if required.

Say that you are now moving on to look at another of the six methods of initial and diagnostic assessment – assessment tools.

Explain that a key finding from *An Evaluation of DfES Skills for Life ‘revised trial version’ Skills Checks and initial assessment tools and diagnostic assessment materials* was that how and why tools are used has a more important critical impact than the tools themselves (PP10):

The majority of the providers across all contexts appear to understand the broad purpose of the initial assessment tools, ie for a starting point, although they didn’t always appreciate how it fitted into the learner journey. They recognised in the majority of cases the need for it to be a positive experience by giving timely and sensitive feedback.

(LSN/NRDC May 2007)

Explain that you will be starting with the Tools Library initial assessments (PP11).

- The literacy initial assessment tool assesses aspects of reading, writing and listening skills.
- The numeracy assessment tool covers number, measuring shape and space, and handling data.

They are both available in standard version, generic workplace version and tailored for health, retail, transport and cleaning industries.

Show participants the *Assessor guide and learner answer booklet* for the literacy initial assessment. Point out that this contains guidance for assessors, the audio script and a copy of the assessment with the correct answers. (It may be worth mentioning that people have found this difficult to access from the CD-ROM version. If participants need to do so, they should go into My Computer, right click on the CD-drive icon and select 'Open' to access all the files.)

Refer to Handout 9, which includes extracts from the *Good practice guidelines in skills check and initial assessment*.

Explain that, while the materials have been developed for Skills for Life, they are equally relevant to key skills.

Activity

Ask participants to work in pairs. Each pair should begin by spending 10 minutes or so exploring the paper-based version of one of the initial assessments. They should look at the relevant *Assessor guide and learner answer booklet* (for the paper-based version).

They should then try one of the computer-based assessments. They should discuss:

- how they might use the initial assessment tools as part of their initial and diagnostic assessment system
- which learners they might be appropriate for
- whether they would use the paper-based and/or computer version, and why
- whether they would use any of the contextualised versions
- what they would need to do to support learners using the assessments.

Plenary

Take feedback from each pair and record on the flip chart the suggestions for how to support learners using the assessment tools. Make sure the key points in using discussion are covered (you could refer to Handout 5). The guidance booklet, *Initial and diagnostic assessment: a learner-centred process*, has details on where to obtain the tools.

res no.	style	title
HO9	Handout	Using the Tools Library initial assessments

(Extracts from the *Good Practice Guidelines in Skills Check and Initial Assessment*)

What training is needed?

Initial assessment should be conducted by individuals trained to administer the initial assessment tool. The interpretation of the assessment results should be overseen by an experienced Skills for Life practitioner.

The induction of new staff into the organisation’s initial assessment process can include interview training, work-shadowing and observation of experienced teachers.

Where does an initial assessment take place?

An initial assessment may take place within the organisation that checked the learner’s skills or in a different organisation, to which the learner has been referred. In many organisations, skills checking and initial assessment are treated as a continuous process. An initial assessment will require:

- a quiet place to learn, where the learner can complete the tasks without being disturbed
- access to a computer (if a computer-based tool is being used)
- support on hand to answer any queries the learner may have
- an appropriately qualified person to give feedback to the learner.

How long does the initial assessment process take?

How long the initial assessment takes will depend to a large extent on the context of the organisation conducting the process and on the initial assessment tool used. It will normally take about 40 minutes to make an initial assessment of each skill but this process may take longer for some individuals, depending on the tool or context. The assessor will be trying to get a general indication of the learner’s background, skills, confidence and goals, and also to ensure that the learner is sufficiently comfortable with the situation to be able to engage with the assessment tool with confidence.

The initial assessment is often conducted on a one-to-one basis. Some organisations dealing with large numbers of learners may carry out the initial assessment process as part of an induction programme.

How does the assessor set the scene for the initial assessment?

It is important to remember that for many learners this will be their first encounter for many years with a learning organisation.

Some ESOL learners may have very little previous educational experience; others may have been highly educated, in their own language. For the majority, this is likely to be their first encounter with the British education system.

Literacy and numeracy learners may be very nervous and lack confidence: this may affect their ability to respond to the questions.

ESOL learners may also be very nervous, and their ability to respond to the questions is also likely to be affected by their level of language ability.

It is, therefore, important to put learners at ease from the beginning by creating a non-threatening, relaxed and supportive environment.



The experience and skill of the assessor are central to:

- establishing a picture of the learner's background, skills, confidence and goals
- ensuring that the learner does as well as possible in the assessment.

The experienced assessor will adjust the order of the questions and their position in the overall process to suit the emerging characteristics of the learner. So, if, for example, an ESOL learner says they have difficulties in writing but that they like reading, it may be appropriate to give them a reading test at this point to show what they can do and boost their confidence.

The experienced assessor will also be able to use follow-up questions which will encourage the learners to open up, speak more freely and be more forthcoming. The sequence of events will depend on the learner's responses, and the experienced assessor will select the most appropriate sequence to make the learner feel comfortable and build their confidence.



res no.	style	title
PP10-12	PowerPoint slides	Initial assessment

Evaluation of the DfES ‘revised trial version’ skills check and initial assessment tools and diagnostic assessment materials

How and why the tools are used has a more important critical impact than the tools themselves.

10

DfES initial assessment tools

- **The literacy assessment assesses aspects of reading, writing and listening skills**
- **The numeracy assessment covers number, measuring shape and space, and handling data**
- **Standard and workplace versions available**
- **Paper-based and electronic versions available**
- **Downloadable from www.toolslibrary.co.uk**

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Activity

Discuss:

- **How might you use the initial assessment tools as part of your initial and diagnostic assessment process?**
- **Which learners might they be appropriate for?**
- **Would you use paper-based and/or computer version? Why?**
- **Would you use any of the contextualised versions?**
- **What would you need to do to support learners using the assessment?**

12

res no.	style	title
TN6	Trainer notes	Using the Skills for Life diagnostic assessment materials

This 70-minute session will help participants to:

- become familiar with the paper-based and CD-ROM versions of the diagnostic assessment materials
- identify how they might use the diagnostic assessment materials as part of their process of assessing learners' needs
- reflect on the strengths and weaknesses of the materials.

Trainer tip

PowerPoint presentation slides 13–16 are available to accompany these notes if required.

Introduction (10 minutes)

Using PP13, introduce the diagnostic assessment materials. Explain that there are assessments for:

- literacy
- ESOL
- dyslexia
- numeracy

for each of Entry 1–3 and Levels 1 and 2.

For each of the diagnostic assessments there is a paper-based version and a CD-ROM version.

The paper-based version contains a task book for each assessment and a teacher administration manual.

The CD-ROM version includes all the assessments plus a database on which teachers can enter details of groups and learners and record learners' performance in the assessments. In addition, the CD-ROM provides suggestions for the teacher about how they might probe more deeply about a learner's learning needs.

Presentation (20 minutes)

First, walk through using the diagnostic assessment paper-based tools to allow participants to encounter the tools in the (rather) large set of files! Unless you have tutors who are all literacy or all numeracy specialists in the group, it may be advisable to do a walk through using both types of assessment.

At this stage it is worth stressing that the whole booklet per level ISN'T given to a learner in one chunk. Flick the booklet to give an indication of the volume of work it contains. The focus of the actual tasks chosen should be informed by the initial assessment results, the demands of the skills in the learner's chosen course and the priority areas for development.

Two example pathways for walking through the paper-based materials are outlined, but any suitable pathway that shows how the materials and tutor resource is set up would be appropriate.

Numeracy example:

Case study: A learner has been assessed as needing to work on adding and subtracting whole numbers at Entry 2.

Entry 2 curriculum reference, curriculum definition and task number **navigation grids**, Tutor Instruction Manual – Numeracy, page 4

Task 2, Entry 2 in *Materials for assessing adult numeracy Entry 2* task book

Diagnostic feedback and ILP information, Tutor Instruction Manual – Numeracy, pages 191–192

Record grids for keeping track of learner results (including Entry 2) Tutor Instruction Manual – Numeracy, page 104

Literacy example:

Case study: A learner has been assessed as needing to work on recognising the purpose of texts and skimming at Entry 3.

Entry 3 curriculum reference, curriculum definition and task number **navigation grids**, Tutor Instruction Manual – Literacy, pages 7–9

Task 6, Entry 3 in *Materials for assessing adult literacy Entry 3* task book

Diagnostic feedback and ILP information, Tutor Instruction Manual – Literacy, pages 234–235

Record grids for keeping track of learner results (including Entry 3) Tutor Instruction Manual – Literacy, pages 134–136

Now walk through using the diagnostic assessment computer-based tools, focusing on the same skills and levels as in the previous walk-through for the paper-based tool. This reassures participants with, now, familiar activities.

Activity: Using the diagnostic materials (40 minutes)

Display PP14. Ask pairs to work with one of the paper-based diagnostic assessments and one of the CD-ROM versions. Ask them to consider:

- how they might use the diagnostic assessment materials as part of their process of assessing learners' needs
- which learners they might be appropriate for
- how they would ensure that learners understood the purpose of the diagnostic materials and brought into the assessment process
- whether they would use the paper-based and/or computer version, and why
- what they would need to do to support learners using the assessments
- how the materials would help them to agree targets for the ILP.

Plenary

Go round the group collecting pairs' answers to the questions.

Display PP15. Refer to Handout 10, which contains extracts from *An Evaluation of DfES Skills for Life 'revised trial version' Skills Checks and initial assessment tools and diagnostic assessment materials* (LSN/NRDC May 2007). Highlight key points such as:

- *In the best practice identified, the diagnostic assessment materials were used as part of a range of approaches to identifying learning needs and preferences.*
- *The evaluation highlighted the importance of the skills, qualifications and experience of practitioners to effective assessment of learners' needs.*

Trainer tip

Emphasise that the whole task book isn't given to learners at any one time – it would be enough to frighten the life out of an already hesitant learner! The tasks used should be informed by the initial assessment results, the learner's aims and experiences, the priority areas for development identified by the learner and the demands of the course the learner is following. The tasks selected for the diagnostic assessment should focus on those areas specifically. This enables the tutor to put together a package of tasks taken from across literacy and numeracy, and even across levels, to suit the learner's needs. At the next review, when progress is discussed, further tasks from the diagnostic assessment may be used to determine the next targets for the learner – again focused on need, aims and course demand. Over time, a learner may indeed complete all the tasks in any one task book at any one level, but, using the approach outlined, this is unlikely because it takes account of a learner's spiky profile.

Refer participants to the Resource Bank at www.sflip.org.uk/assessment.aspx for more information and case studies.

Activity

Display PP16. Drawing on this, ask participants to carry out a SWOT analysis. Allocate 20 minutes for this. Pairs review the strengths and limitations of the tools using SWOT analysis to identify strengths, weaknesses, opportunities and threats (Handout 11).

res no.	style	title
HO10	Handout	An evaluation of assessment tools

This handout contains some extracts from *An Evaluation of DfES Skills for Life 'revised trial version' Skills Checks and initial assessment tools and diagnostic assessment materials* (LSN/NRDC 2007).

From the *Summary of conclusions drawn from the responses to the diagnostic assessments*

When used in a learner-centred way, the diagnostic tools are used flexibly in terms of selection of task, timing and purpose...

Sometimes it is appropriate to give a learner the whole booklet to work through, but in some cases this is done because the tutor is not sufficiently trained or experienced to make a reasoned selection...

In terms of the choice of computer-based or paper-based versions, there are advantages to using the paper-based version because it is more flexible, but also because tutors can be more closely involved, observing the process and how the learners engage with it. This can produce a richer range of information with which the teacher can assess the student's profile more accurately and sensitively. In these circumstances, feedback to the learner will be improved as well. In some situations the computer-based version of the tool may be preferred because it is 'more adult' and makes learners feel less singled out. Providers like the fact that the computer-based assessment will allow them to identify group needs.

The importance of a range of methods

Providers with the most effective practice reported that they used formal assessment tools within an assessment process that included a range of other methods and approaches to identifying learner strengths, potential and needs.

In the best practice identified, the diagnostic assessment materials were used as part of a range of approaches to identifying learning needs and preferences. Several practitioners commented that observing students using the materials enriched the information obtained from the process.

The link to the ILP

Some providers had a clear understanding of the purpose and value of diagnostic assessment and used the outcomes appropriately:

- as a basis for discussion to draw up individual targets for the learning plan
- to establish support needs

- to inform their planning of schemes of work, teaching sessions and differentiation activities in their sessions.

For others, however, diagnostic assessment was seen as a required activity that had little or no influence on their planning or teaching.

Using results appropriately

Some providers had a clear understanding of the purpose and value of diagnostic assessment and used the outcomes appropriately as a basis for the learning plan. Some used the results as a basis for discussion to draw up individual targets for the learning plan. Any notes made of suggested topics to work on would be discussed and agreed with the learner then confirmed on the ILP.

In the least effective practice, the printouts from the computer-based tool were used mechanically to generate the learning plan. The results had little impact on the set scheme of work.

Many providers recognised that in some cases results are not made best use of, particularly in contexts where there is no central database on which to record them.

The importance of staff competence


The evaluation highlighted the importance of the skills, qualifications and experience of practitioners to effective assessment of learners' needs. Where practitioners were experienced and well qualified, they had the confidence and expertise to use tools appropriately and flexibly to meet individual needs. The tools were seen to help placement and to inform teaching, which in turn impacted favourably on retention and achievement.

res no.	style	title
HO11	Handout	SWOT analysis

Make notes of the strengths and limitations of the diagnostic assessment tools, using the following SWOT grid.

Within the tools themselves:	In the wider context:
Strengths	Opportunities
Weaknesses	Threats

res no.	style	title
PP13-16	PowerPoint slides	Diagnostic assessment




Quality Improvement Agency

Skills for Life Improvement Programme

DfES diagnostic assessment tools

- **Variants are:**
 - **Literacy**
 - **Numeracy**
 - **ESOL**
 - **Dyslexia**
- **Entry 1 to Level 2 (and Milestones)**
- **Paper-based and IT versions**

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Quality Improvement Agency

Skills for Life Improvement Programme

Activity

Discuss:

- **How might you use the diagnostic assessment materials as part of your process of assessing learners' needs?**
- **Which learners might they be appropriate for?**
- **How would you ensure that learners understand the diagnostic materials and buy into the assessment process?**
- **Would you use the paper-based and/or electronic version, and why?**
- **What would you need to do to support learners using the assessment?**
- **How would the materials help you to agree targets for the ILP?**

14

Evaluation of the DfES Skills for Life ‘revised trial version’ Skills Checks and initial assessment tools and diagnostic assessment materials

In the best practice identified, the diagnostic assessment materials were used as part of a range of approaches to identifying learning needs and preferences.

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Activity

Complete the SWOT analysis, reviewing the strengths and weaknesses of the assessment tools and methods you have seen today.

16

res no.	style	title
TN7	Trainer notes	Giving feedback

This 30-minute session will help participants to appreciate the importance of giving good feedback as part of assessment.

Trainer tip

PowerPoint presentation slides 17–18 are available to accompany these notes if required.

Presentation

Display PP17 to introduce the process of giving feedback and the role that feedback has to play in assessment. *An Evaluation of DfES Skills for Life 'revised trial version' Skills Checks and initial assessment tools and diagnostic assessment materials* (LSN/NRDC May 2007) stressed the importance of giving feedback on initial assessment to learners. Refer to appropriate sections of the SfLIP draft assessment guidance leaflet: *Assessment for learning*.

Quote aspects of research that demonstrate the value of feedback. For example:

- Butler compared the impact on performance of giving people comments or grades. While grades led to a small decline in performance, feedback in the form of comments led to a 33% improvement in performance.

Butler R (1988). 'Enhancing and Undermining Intrinsic Motivation; the Effects of Task-Involving and Ego-Involving Evaluation on Interest and Performance', *British Journal of Educational Psychology* 58, pp1–14

- Hattie found that giving learners feedback on learning errors and identifying strategies to improve future work also had a significant positive impact on performance.

Professor John Hattie's research (*Quality Matters*, LSDA 2002) statistically combined the results of 200,000 experiments in classrooms and published a table listing the most effective teaching strategies in order of effectiveness. Giving learners feedback on their learning errors and omissions and getting them to correct them and work towards improvement of future work was ranked overall third. It was directly linked to significant improvement in achievement rates (www.arts.auckland.ac.nz/edu/staff/jhattie/inaugural.html).

- Black and Wiliam's research: effective feedback
 - Culture of success, a belief that all can achieve
 - Clear understanding of achievements, gaps in understanding and what must be done (give a medal and a mission!)
 - Avoid reference to ability, competition, comparison with others.

Black P and Wiliam D (1998). *'Inside the Black Box: Raising Standards through Classroom Assessment'*. London: King's College, Department of Educational and Professional Studies

Black P and Wiliam D (1998). 'Assessment and Classroom Learning' *Assessment in Education* 5 (1) pp7–74

Introduce Handout 12: The characteristics of good feedback.

Activity

Display PP18. Ask pairs/groups to reflect on their own learning experiences, using the following questions:

- What type of feedback helped them?
- What type of feedback was unhelpful?
- Which skills did the reviewer use when making the feedback most effective?

Groups come up with a list of 'do's and don'ts' for effective feedback.

Plenary

Gather and note on the flip chart any feedback. Agree do's and don'ts. Refer to Handout 12 (which is also present in the SfLIP draft assessment guidance leaflet: *Assessment for learning*) to see if participants want to add or amend their list.

Discuss the implications of providing feedback on computer-based assessments. Stress that the tutor guidance for the paper versions will be just as relevant to giving feedback on the computer versions. Point out as well that the computer will give them some guidelines about how the learner has performed, and some suggestions for further probing. However, they will need to interpret these guidelines and suggestions sensitively, and follow the normal best practice for giving feedback. *An Evaluation of DfES Skills for Life 'revised trial version' Skills Checks and initial assessment tools and diagnostic assessment materials* (LSN/NRDC May 2007) pointed out that:

In terms of the choice of computer-based or paper-based versions, there are advantages to using the paper-based version because it is more flexible, but also because tutors can be more closely involved, observing the process and how the learners engage with it. This can produce a richer range of information with which the teacher can assess the student's profile more accurately and sensitively. In these circumstances feedback to the learner will be improved as well.

So, it really is important to point out that the basic rules of feedback still apply – assessors must not assume that the computer has done the job for them.

Reflection

Recap on what has been covered during the training event.

These are 'action learning' approaches to CPD. If they include an evaluation of, and reflection on, the impact on participants' professional practice, they can contribute towards the new regulatory CPD requirements for teachers. Participation in this session, followed by the implementation of new ideas, evaluation of, and reflection on, the impact of the change in teachers' practice could contribute to demonstration of the following:


- New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector
- ES1 Designing and using assessment as a tool for learning and progression.

Evaluation, thanks and close.

res no.	style	title
H012	Handout	Characteristics of good feedback

- Make sure feedback is timely.
- Stress the positive – always celebrate what a learner has done well. For example, if you comment on a piece of writing, don't jump straight in to highlight the errors, but point out first the correct points. This helps build confidence and accuracy. Use the positive-negative-positive feedback sandwich approach.
- Ask the learners for their views, and value their contribution. This will help them to get better at assessing their own work: vital to becoming a more independent learner.
- Frame questions carefully and use prompts such as 'Would you like to say more about that?'
- Wait after questions or responses to encourage learners to carefully consider and expand on what they have said.
- Be specific. Avoid generalisations like 'there are a lot of inaccuracies' and instead focus on individual points which you can discuss with the learner.
- Focus on things the learner can change, and avoid overloading them with too much feedback at once.
- Look for ways forward together. Share ideas and explore solutions rather than always putting forward your own suggestions.
- Agree what you will do as a result. This could include agreeing new targets or planning learning opportunities.


res no.	style	title
PP17-18	PowerPoint slides	Effective feedback


Skills for Life Improvement Programme

Giving feedback

- **Research identifies that effective assessment feedback can raise achievement:**
 - **Timely**
 - **Positive**
 - **Involve the learner**
 - **Specific**
 - **Focus on things that the learner can change**
 - **Moving forward**

17


Skills for Life Improvement Programme

Activity

Discuss:

- **What type of feedback helped you?**
- **What type of feedback was unhelpful?**
- **What skills were used to give effective feedback?**

- **Think about do's and don'ts.**

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