



OUTSTANDING TEACHING, LEARNING & ASSESSMENT: LEARNER PROGRESS REPORT

**Education and Training Foundation (ETF) and Achievement for All's
(AfA) Outstanding Teaching Learning and Assessment, Learner
Progress Project**

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PROJECT OUTLINE



Overview

Throughout the 2018/19 academic year, the Education and Training Foundation (ETF) and Achievement for All (AfA) supported 10 project teams whose organisations offer vocational and technical qualifications and support for learners retaking maths and English or adults taking them for the first time.

The project welcomed a mix of post-16 and adult providers - particularly those smaller training and education providers who may wish to build capacity and network with other providers.

The collaborative projects sought to find creative solutions, by way of action research, to the following issues, which are hindering progress and impacting on learner outcomes across the sector:

1. Learners do not make sufficient progress in subjects that are included in value added measures (e.g. maths and English)
2. Learners in vocational and technical subjects are not able to contextualise their progress and skills in relation to the industry standards of their chosen vocation, making them less ready for the transition from education to employment
3. Learners often don't have a clear idea of what they need to do next to progress because of ineffective target setting processes
4. Learners do not always develop the professional behaviours they require in employment, such as working well within a team and punctuality
5. Teachers need support to translate their general understanding of what progress looks like into what progress and mastery look like in a specific subject area.



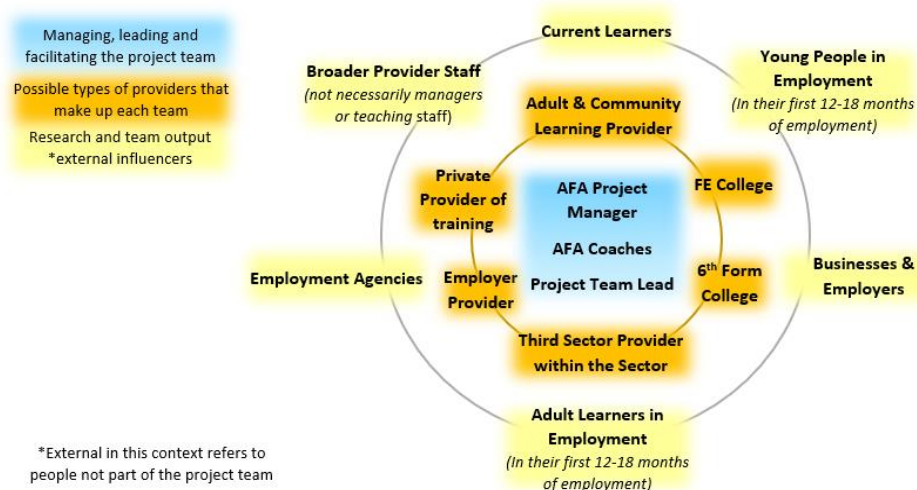
This project aimed to create innovative thinking, to combat barriers, address issues and engage both staff and learners in more effective methods of improving progress, outcomes and transition into employment.

**LAINY RUSSELL
POST-16 PROGRAMME
MANAGER
ACHIEVEMENT FOR ALL**



Approach

- Each provider committed to one senior/team manager and up to three other team members (depending on size and capacity of provider) to actively participate in the team for the duration of the project
- Each team nominated a 'lead' and they were coached and supported by an AfA specialist coach (some groups had two providers sharing the lead role)
- The AfA coach facilitated and supported team research and offered training/workshops to enhance the teams' collaboration and output where appropriate; some teams also engaged external agencies for training
- Each provider committed to monitoring one group of at least 18 learners
- Each group were encouraged to look externally for support, information and partner activities
- Each project group participated in a webinar to share their work and findings.



The 10 projects explored a range of approaches. These included:

1. Putting the sparkle into maths, English and functional skills delivery. A summary report on this can be found [here](#)
2. Skill exchanges for learners and staff to develop professional behaviours and employment skills (see page 10)
3. Creating strategies to overcome poor outcomes for English and maths (see page 4)
4. To Google or not to Google – the impact that Google Classroom can have on staff and students across four Further Education institutions. A full report on this can be found [here](#)
5. Promoting a growth mindset and creating a positive lexicon. A full report on this can be found [here](#)
6. Developing learners employability skills
7. Supporting maths and English delivery on vocational programmes (see page 23), including action research on retention of knowledge and the use of GCSE Pod to support learning. A full report on this can be found [here](#)

8. Utilising new digital technologies to enhance engagement and support progress (see page 15)
9. Leading change. Two participants share their views in the summary reports [here](#) and [here](#)
10. Journey to excellence: Improving outcomes of teaching, learning and assessment through online learning, differentiation and portfolio adoption (see page 20).

CASE STUDY

Date: July 2019

Organisations:

- Lambeth College
- Sutton College
- United Colleges Group
- Westminster Adult Education (WAE)

Programme: The Education and Training Foundation (ETF) and Achievement for All (AfA) Outstanding Teaching, Learning and Assessment Learner Progress Project

**CREATING STRATEGIES TO
OVERCOME POOR OUTCOMES
IN ENGLISH AND MATHS**

ABOUT THE PROJECT

This project's purpose was to, by way of action research, solve issues and create strategies to overcome poor outcomes for English and maths. Four colleges were involved in this project: Lambeth College (LC), City of Westminster College (CWC), Westminster Adult Education Services (WAES), and Sutton College (SC). These are all FE providers, although LC and CWC have 16-18-year-old learners while WAES and SC work mainly with adults.

As the key issue was vast, each provider identified a precise aim to focus on:

- **Lambeth College** – Learners have poor attitudes towards English and maths (E&M), which often hinders their progress and achievement. The aim for this provider was to improve poor attitudes towards these subjects
- **City of Westminster College** – Poor attendance in maths negatively impacts the learners' progress and achievement. Consequently, the aim was to improve learners' attendance to maths lessons in order to contribute to a clearly measurable improvement in achievement
- **Westminster Adult Education Services** – The outcomes for ESOL learners progressing to Functional Skills English is very low. The aim, therefore, was to improve these outcomes specifically for learners progressing to Functional Skills English
- **Sutton College** – Learners lack engagement in maths lessons; therefore, the specific aim was to improve subject delivery and support for learners in lessons.

WHAT DID THE PROJECT DO?

Lambeth College – Teachers facilitated a short activity designed to improve attitudes towards E&M.

This included:

- Questionnaires to elicit learners' attitudes towards E&M
- Imagining a world without E&M and reflecting on the consequences
- Linking the skills in lessons to learners' life and vocational contexts
- Discussions of barriers towards E&M
- Growth vs. fixed mindset activities (Carol Dweck).

City of Westminster College – Central to this study was the intention to not add to the participating teachers' workloads, as this is often seen as a major contributing factor to the failure of many initiatives. The aim, therefore, was merely to enhance opportunities for collaboration between staff. To this end, Maths teachers held meetings with vocational staff to discuss issues affecting attendance and engagement with specific learners. This included:

- Face-to-face discussions as opposed to relying solely on emails/online monitoring system (Pro-Observe)
- Informal lunch meetings where colleagues gathered to discuss strategies for improving attendance, focusing on named individual learners
- Classroom visits from vocational tutors to maths lessons, so learners could see that their attendance to maths was very much a requirement of their study programme, not simply an insignificant (and unmonitored) "add-on"

Westminster Adult Education Services – Focus on interventions to improve outcomes of ESOL learners in Functional Skills (FS) English. This included:

- Targeting mainly L1 FS learners
- Analysing results to identify gaps and common issues and reviewing a sample of marked examination papers
- Providing targeted resources through a workbook for exam preparation
- Learners individually invited to re-sit and to attend a workshop before the exam on the same day.

Sutton College – Managers and teachers looked at how best to support learners with maths. This included:

- Focus on the teachers and their methods and approaches to delivering maths classes
- Analyse how maths is being taught currently
- Identifying a cohort next academic year to experiment with new methods
- Discussing working with other providers to share good practice on engaging learners
- Potential for coaching skills to be acquired to engage learners
- Implementing reward systems and championing of learners – including buddying systems.

WHAT HELPED THE PROJECT SUCCEED?

Buy-in from management - Across the providers, management bought into the idea of the project. They contributed to the success of the project by allowing dedicated time and encouraging teaching staff and tutors to initially participate.

Most teachers embracing the project - Teachers worked well in the project as they realised the need for action research to take place. The problems were visible and apparent across the providers. Teachers taking ownership of their participation greatly assisted the project's success. As one member of staff on the City of Westminster project remarked, "It is amazing to see such positive impact from essentially replacing online recorded concerns with face-to-face conversations, where one of the most useful aspects was to be able to compare each other's experiences of working with named individual students, enabling us to develop consistent strategies there and then!"

Collaborating with other providers - The collaboration across all providers allowed for the sharing of best practice. This was invaluable for the project, developing the individuals and the colleges. The implication here for the sector is to move beyond providers being competitive with each other. Rather, they should move towards a more collaborative approach that benefits the learners.

Working within the contexts of each provider - One of the key factors that contributed to the success of the project was the fact that each provider took the context of their organisation into account. By identifying a specific aim that fits with the organisation's context, it created a specific area to develop that teachers and managers alike could recognise. The providers then returned to discuss their individual findings and progress collectively. This created a common framework for solutions as many issues were familiar across colleges.

WHAT CHALLENGES DID THE PROJECT FACE?

- Staff turnover and a reliance on temporary, hourly-paid agency staff provided challenges in several areas e.g. staff moving on during the project created more work from the project leads to try to encourage engagement from new, often temporary staff. This also meant that there was sometimes difficulty with finding time to arrange teachers' meetings between visiting lecturers and tutors. In addition to this, there were some issues with vocational teachers' attitudes to English and maths where it was not always evident that they understood how English and maths actually impacted on things like the Value Added score for a learner's progress on their particular study programme
- Some providers felt it was a challenge to measure impact without 'solid data', relying as they had to on surveys, feedback and teacher/learner perspectives
- Time constraints: as it started in the Spring term, this tended to limit the amount of measurable data for some. They felt it would have been an advantage to have started earlier in the year and to have been able to include other measures that might impact on achievement - such as behavioural issues.

WHAT DIFFERENCE DID THE PROJECT MAKE?

Overall, the project was responsible for raising the profile of E&M in the participating colleges, where a total of 43 staff and 488 learners took part.

It had a clearly positive, measurable impact on attendance and achievement, where we saw overall improvements across all participating learners, both in Current Working Grades (CWG's) and attendance for those learners who were below the college benchmark of 85%.

Group	Attendance APRIL	Attendance JUNE	Final Attendance	Attendance Below 85% Benchmark	CWG	CWG Below 85% Attendance benchmark	Statistics Below 85% Attendance benchmark
Group 1 Session 1	59%	64%	12%	8.7%	26.3%	11%	1 out of 19 students
Group 1 Session 2	57%	51%					
Group 2	51.6%	50%	-1.6%	2.2%	35%	35%	7 out of 20 students
Group 3	66.2%	68.2%	2.1%	3.45%	64.3%	42.9%	6 out of 14 students
TOTAL			12.5%	14.35%	AVERAGE 42%	26.4%	

In summary:

- 12.5% increase in attendance for all three providers
- 14.35% increase for those whose attendance was below the 85% benchmark
- CWG's improved by 42% over the three providers on average
- Average of 26.4% improvement for those whose attendance was below the 85% benchmark for CWG.

All participating staff, when surveyed, agreed that the projects were successful in raising the profile of the central importance of English and maths in their vocational area. In all cases, participating colleagues have agreed to drive forward the strategies they undertook and management buy-in has been key to this, with time for regular informal face-to-face breakfast and lunch meetings between vocational and E&M staff added to the year planner for the coming academic year.

Projects also provided measurable evidence of the impact of closer monitoring of targeted learners, enabling early intervention and referrals to support learners, which saw improved differentiation and personalised learning opportunities for those involved.

WHERE CAN I FIND MORE INFORMATION?

Further details and information is available from project leads:

- Nora Holder, City of Westminster College (nora.holder@cw.ac.uk)
- Vernon Eskander, Lambeth College (veskander@lambethcollege.ac.uk)

CASE STUDY

Date: July 2019

Organisations:

- New City College
- People and Business Development
- South Essex College
- USP College (SEEVIC)
- Waltham Forest Adult Learning Service

Programme: The Education and Training Foundation (ETF) and Achievement for All (AfA) Outstanding Teaching, Learning and Assessment Learner Progress Project

**SKILL EXCHANGES TO DEVELOP
PROFESSIONAL BEHAVIOURS
AND EMPLOYMENT SKILLS**

ABOUT THE PROJECT

This project had two main aims: to develop innovative approaches to engage learners in maths and English on vocational programmes and to develop skill exchanges for learners and staff to cultivate professional behaviours and employment skills. This involved engaging with learners and tutors as well as employers in supporting progression through effective target setting.

A range of providers were involved in the bid. Three large general further education colleges (GFEs) looked at ways of supporting the delivery of maths and English qualifications within vocational programmes, engaging with employers in skill exchanges between staff and students. A private training provider of apprenticeships had learners leading their action research, working with peers and employers to find ways to best engage learners in maths and English. An adult and community learning organisation focused on finding ways to engage learners in maths and English and to consider employment progression.

The project aimed to discover new methodologies for engaging learners in maths, English and employment skills, with small initiatives trialled by all providers.

WHAT DID THE PROJECT DO?

Activities	Outputs	Next Steps
<ul style="list-style-type: none"> Preparation for industry and skills Working with staff and employers on skill exchanges/ placements and visits to develop mastery and professional behaviours for staff and learners. 	<ul style="list-style-type: none"> 120 learners 88 teachers 67 employers Student and Staff CPD days were arranged throughout the year which looked at specific career skills-based courses with employers and industry experts Questionnaires were distributed to staff and learners Teacher CPD – went into industry. 88 teachers were involved with 67 employers and this skills training will be used in the classroom for 2019-2020. 	<ul style="list-style-type: none"> CPD: staff exchange/ placements for 2019-2020 Following teacher CPD (88 teachers were involved with 67 employers) evidence from these placements will be in-built into curriculum delivery from September 2019.
<ul style="list-style-type: none"> Embedding of FS maths and English within Foundation Learning Progression for learners from college towards employment/voluntary work. 	<ul style="list-style-type: none"> 40 learners Two surveys of teachers' attitudes and expectations towards maths and English Progression: In-class discussions about industry standards, behaviours, outcomes and setting realistic progression routes Audits of EHCPs to look at realistic progression Focus groups with students where they shared views on progression 	<ul style="list-style-type: none"> Embedding of English and maths within vocational areas Leaflet re-designed for pre and post college progression Working with employers via the Job Coach and internship programme.
<ul style="list-style-type: none"> Improving learner attendance in maths and English Building tutor confidence in delivering maths and English Integration of maths and English in course programme and delivery. 	<ul style="list-style-type: none"> 50 learners Consulted with employers regarding the maths and English skills they look for Worked with tutors to help build confidence in delivering maths and English with one-to-one sessions, guidance on ICT and Level 5 FS offered to tutors to upskill themselves Reviewed how exams are booked to prevent learners being entered when they are not ready 	<ul style="list-style-type: none"> Learners' ideas will be carried forward to 2019-2020 curriculum planning Tutors will work with learners on a one-to-one basis to make sure they are entered for FS tests once they are ready.
<ul style="list-style-type: none"> Raise learners' expectations with a direct line of sight to employment. 	<ul style="list-style-type: none"> 50 learners from Level 2 and 3 courses/ apprenticeships who had completed in the last 12 months Developed an in-house questionnaire (SurveyMonkey) to support with tracking learner destinations 6 months to a year after finishing their course. 	<ul style="list-style-type: none"> Will build telephone-based SurveyMonkey questionnaire process into 2019-2020 curriculum planning.

	<ul style="list-style-type: none"> • Rang each learner to complete the survey via telephone (38 learners completed the survey) • Analysed the SurveyMonkey data to further understand what support learners found most useful. 	
<ul style="list-style-type: none"> • Improve learner attendance to GCSE maths lessons and exams • Improve parent and carer engagement with GCSE English and maths. 	<ul style="list-style-type: none"> • 300 learners • 400 parents/carers • Parent/Carer IAG event specific to GCSE maths and English where teacher RAG and tracking explained • Development and use of information sheets and feedback postcards for parents/carers, as well as students, which show mock results, objectives met, areas for improvement, key targets for students to work on and target grades • Worked with parents/carers, students and tutors to move away from <4 grade being perceived as a fail. 	<ul style="list-style-type: none"> • To expand on parental/carers information sheets and feedback post cards • Improve the feedback that teachers provide to students to focus on objectives met and areas/skills for improvement.

WHAT HELPED THE PROJECT SUCCEED?

Collaborative Approach – All the members of the project shared the same challenges and issues. Working together enabled them to share ideas via visits, on-line and face-to-face meetings within a supportive and open forum.

Shared purpose – each member of the project had the same shared purpose to work with learners and staff to help improve the delivery of maths and English, as well as professional behaviours.

New initiatives – every organisation tried a new way of working, including new initiatives around learner and staff CPD scheduled skill exchanges and workplace behaviours plus engagement with peers, tutors and employers. This enabled organisations to review their current delivery model and CPD for 2019-2020.

Positive outcomes for learners and staff – the project's focus enabled learners and staff to try out new initiatives, which have become part of each organisation's 2018-2019 self-assessment reports and Quality Improvement Plans for 2019-2020.

WHAT CHALLENGES DID THE PROJECT FACE?

Staff changes – some staff left or were moved onto other assignments before this project ended, so, availability for face-to-face meetings was a challenge at times as some key staff were not available for meetings.

Contacting learners – Engaging with learners who had gained employment, i.e. catching them at a good time to complete surveys, required persistence and time.

Engaging employers and some staff – This was a challenge at times but feedback from CPD skill exchange days has been used to develop 2019-2020 curriculum planning.

SurveyMonkey – using this resource requires a license, so there is a cost involved in being able to use this service, despite it being an efficient way to extract/ retrieve survey reports/data.

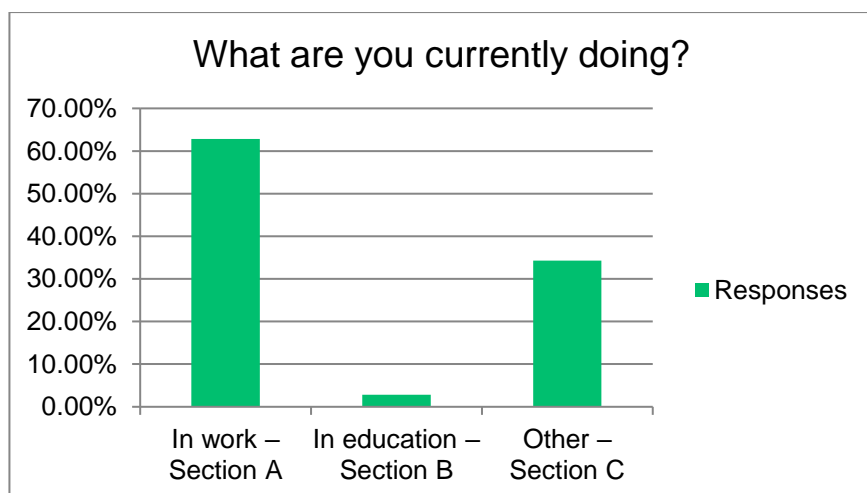
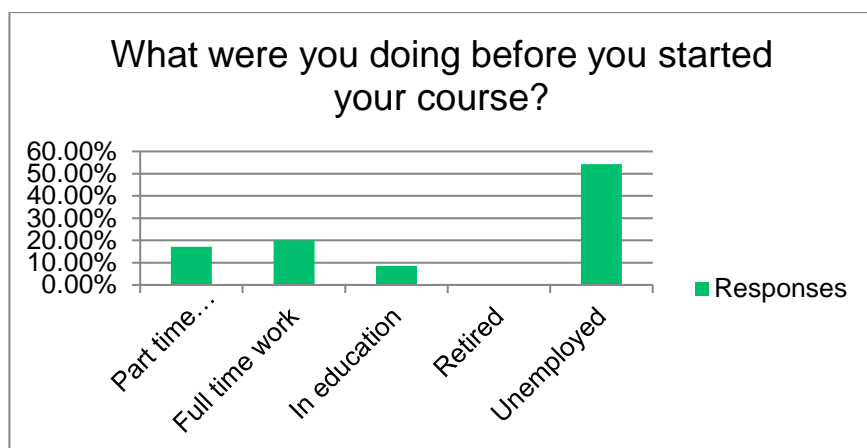
WHAT DIFFERENCE DID THE PROJECT MAKE?

The project acted as a pilot to see if this activity was feasible and to gauge the impact that attended courses have on learners' welfare and ability to progress into work.

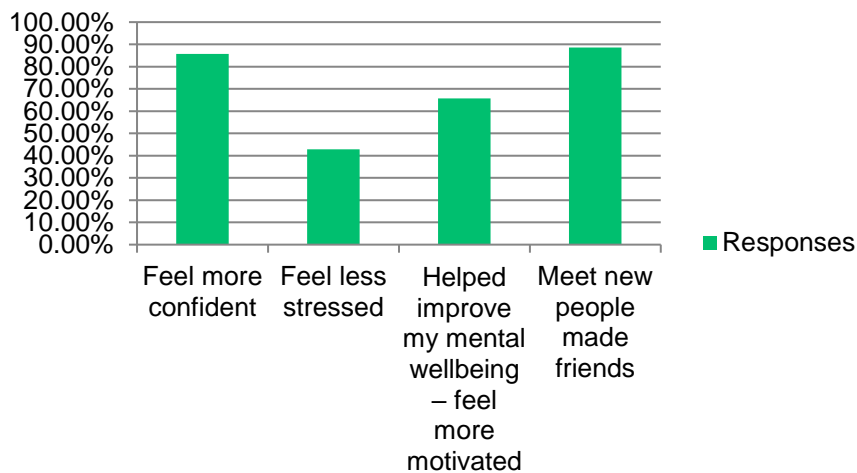
In addition:

- Teachers had the opportunity to review practice and share ideas
- Over 540 learners were engaged in the project. Their input to the project through survey results and reports has affected curriculum development for 2019-2020
- 88 staff were engaged in the project with skill exchanges being an important part of this project
- Links with employers were strengthened and further developed. This has also enabled organisations to work more closely with employers, build on current and new effective relationships and create new business opportunities
- The project has allowed space to review and evaluate TLA approaches in order to have a wider impact on maths and English delivery and improve workplace behaviours.

A list of the outputs that practitioners can access for more information are stated below. Copies of these materials have been provided with this case study.



Did completing the course improve your health and wellbeing?



WHERE CAN I FIND MORE INFORMATION?

More information can be found at:

- [PDB leaflet](#)
- [USP](#)

CASE STUDY

Date: July 2019

Organisations:

- Barnsley College
- Inspire Learning
- Learning Skills Partnership
- Leeds City College
- Lincoln College
- The Sheffield College

Programme: The Education and Training Foundation (ETF) and Achievement for All (AfA) Outstanding Teaching, Learning and Assessment Learner Progress Project

**UTILISING DIGITAL TECHNOLOGIES
TO ENHANCE ENGAGEMENT AND
SUPPORT PROGRESS**

ABOUT THE PROJECT

This project was focused on developing innovative approaches to support the delivery of maths and English.

The approaches developed were based on the planning and design of delivery, utilising new digital technologies to enhance engagement and thus support progress.

A range of providers were involved in the group, which led to a more diverse input to the skills, knowledge and experience used to inform the action research. This diversity had a direct impact on the success of the project.

Three large general further education colleges (GFEs) were involved in the project, the action research supported the challenge of delivering GCSE maths and English qualifications alongside study programmes due to the complications of funding.

In addition, a private training provider of apprenticeships and an organisation delivering adult and community learning and study programmes, were key partners in trying to find solutions in the delivery of maths and English.

Consequently, the project aimed to discover new methodologies for engaging students in maths and English, with small initiatives trialled by all providers.

WHAT DID THE PROJECT DO?

Activities	Outputs	Next Steps
Using Zappar App maths challenge with students (FSL1; FS L2 & GCSE) for fun based quizzes and competitions	Zappar app challenge engaged 50 learners. 3 learners won and received £20 Amazon vouchers as prizes. There has been a positive impact on those learners who engaged in the challenge and, subsequently, in maths lessons.	Monthly challenges through the use of Zappar (Augmented Reality) will be created and implemented cross-College in the next academic year
Hegarty Maths – trailing this with apprentices as preparation for maths exams	Qualitative feedback has shown a positive trend for the use of Hegarty Maths. This includes students and the teacher. One student apprentice commented “it has been really useful I have been able to study in my own time independently”.	Full license purchased for cross-College use for the next academic year
Mindset resources and activities to help learners engage with maths and English	Letter sent out to students during final phase of teaching in preparation for exams. Videos produced using a variety of sports careers to engage students in the purpose of Maths and English in industry: https://www.youtube.com/watch?v=9o5vDOr3wGU&t=192s Qualitative feedback: Students - more positive approach to learning. Have felt less pressure around achievement. Felt more informed about learning, resilience and approach to thinking about exams. Tutors - have seen a change in approach to learner attitude when coming to classes. Students more confident and willing to learn and attempt things that they find difficult.	Mindset: Programme managers catch up session Maths innovation and support for staff as part of the Development Week in July
Attendance incentives for maths and English Motivation and engagement via attendance texts	Attendance had improved to 83% after Christmas but dipped to 73% in Jan/Feb 2019. Following this attendance incentive drive, carried out over a 3-week period, attendance has risen again to 80%.	This model will be carried forward to 2019-2020 and used at three key points of the year. Vue Cinema vouchers will be offered as an additional attendance incentive.

Positively Mad for maths	180 learners were involved. Feedback from learners so far shows they enjoyed the sessions and feedback was very positive. Impact measures uncertain but it has kick-started the revision programme.	The aim for 19/20 is for our English and maths Advanced Practitioners to deliver similar sessions covering positive mindset, resilience and confidence. These sessions will run in induction week and throughout the year at appropriate times e.g. before mock exams.
Business admin delivery mode	Delivery model to drive the learner journey. First observation was carried out using the new Delivery Model, which has had positive results. Created a Learner Induction on Canvas, to share the Delivery Models with employers and learners. 29 learners carried out on-line inductions. 19 learners completed this survey with positive results.	Delivery Models to be created for all standards by September 2019. Future Delivery Models to be shared with learners and employers on Canvas. Bite size training to be created to meet the Delivery Models (15 min snapshots for learners and tutors).
Engaging with parents of Study Programme students in order to support the delivery of English and maths	A Parents' Evening was organised to explain what the students were covering in their lessons, as well as look at ways that the parents could support learning at home. Parents would also be encouraged, where appropriate, to attend short English and maths courses delivered as part of our Community Learning provision and work towards Functional Skills qualifications where appropriate.	Although attendance at the evening was low, future events will be organised in a more structured way.



WHAT HAS HELPED THE PROJECT SUCCEED?

The following elements have been critical to the project's success:

- **Collaborative approach** – the nature in which all the members of the project worked together was key to enabling the project to be successful. Online and face-to-face meetings enabled the exchange of ideas in an open forum
- **Desire and vision** – each member of the project had the same shared vision to improve, through creative ideas, the approach to delivering maths and English
- **Leadership support** – all the organisations involved were supported by senior/executive leadership to be involved in the project. This meant that all meetings were attended and dialogue between the individuals in the project was ongoing
- **Direction from project lead** – the project was very well led by the project lead and this helped

to keep the direction of the project clear. They were also very helpful in supporting and summarising the impact on a month-to-month basis.

WHAT CHALLENGES DID THE PROJECT FACE?

The following elements provided a range of project-challenges:

- **Staff** – Changes/absences within staff teams meant some key staff were not available to be fully engaged with the project
- **Timetables** - Having students ‘released’ from main vocational programmes to attend a Positively MAD session at Leeds University. Learners from 9 sites attending a revision session at a ‘non-college’ campus proved challenging due to travel arrangements and their attendance at this revision session had a ‘knock-on’ effect on their main programme attendance. Tutor buy-in to the relevance and usefulness of the session was paramount to its success. Without tutors releasing learners and promoting the event as a positive and worthwhile experience, learners would not have attended
- **Lack of uptake** - Changing the ‘mindset’ and readiness to learn for the learner, employer and tutor. More employer involvement to support and ensure that the learners have the time away from their work at the times stated in the Delivery Model, meaning employers would need to plan well in advance.

WHAT DIFFERENCE DID THE PROJECT MAKE?

The project:

- Gave learners the opportunity to attend some high-quality revision sessions delivered by an external and reputable company
- Engaged 50 students in a maths completion through AR technology which would not ordinarily be the case
- Led to a full license of the Hegarty Maths Trial being purchased. Qualitative statements indicated that students really liked using it, for example, one student commented: “It’s nice to be able to go at my own pace and support my learning away from the classroom”. The teacher commented “The apprentices have really enjoyed using it over the four-week trial”
- Allowed space to review and evaluate TLA approaches in order to have a wider impact with Maths delivery. Students have benefited greatly through the delivery of mindset activities and resources (see page 11-19), engaging them in the reflection on learning, errors and approach. They have developed a more positive attitude to Maths learning and have expressed a feeling of less pressure during exam preparation, but also have appreciated the focus on learning skills and metacognition rather than curriculum content
- Enabled us to improve our offer to employers, build effective relationships and create new business opportunities. The employers have welcomed the delivery model and have provided excellent feedback.

WHERE CAN I FIND MORE INFORMATION?

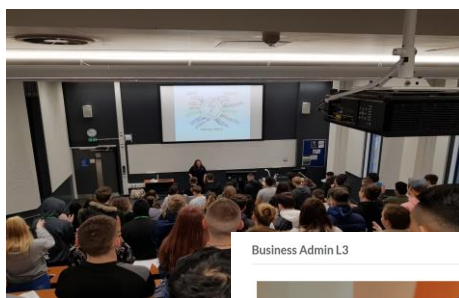
A list of the outputs that practitioners can access for more information are stated below. Copies of these materials have been provided with this case study.

- Zappar Website <https://www.zappar.com/>

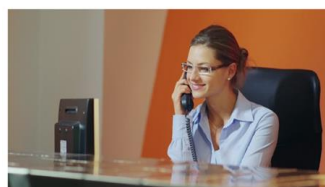
PROJECT IN PICTURES



EDUCATION & TRAINING FOUNDATION



Business Admin L3



Business Administrator L3 module



Welcome to the Business Administrator Level 3 course. Here you will find loads of information and activities to help you through the course.

Navigation Tip

The left side navigation menu includes a "Modules" button, which acts as a gateway to the [Course Overview](#), [About Your Induction](#) page, learning content, and other helpful resources (including Canvas support). If you are accessing this course from a mobile device, please review the following: [Mobile Guides](#), [Canvas Student](#) or

Quick Access



At EFT we want to ensure that you are fully aware of what you are accessing and how to use it. This is why we have designed a detailed Business Administrator Level 3 course overview and induction page. This page will help you to understand the course structure, the Business Administrator Level 3 course requirements, and the Business Administrator Level 3 course resources. The Business Administrator Level 3 course overview and induction page is available at [Business Administrator Level 3 Course Overview](#). The Business Administrator Level 3 course requirements and the Business Administrator Level 3 course resources are available at [Business Administrator Level 3 Course Requirements](#) and [Business Administrator Level 3 Course Resources](#) respectively. For more information about the Business Administrator Level 3 course, please visit the [Business Administrator Level 3 Course Overview](#) page.

Business Administrator L3 module

CASE STUDY

Date: July 2019

Organisation: Skillcert Ltd sub group for England

Programme: Education and Training Foundation (ETF) and Achievement for All (AfA)
Outstanding Teaching, Learning and Assessment Learner Progress Project

JOURNEY TO EXCELLENCE

ABOUT THE PROJECT

The aim of the project was to improve opportunities for learners by supporting delivery staff to improve outcomes of teaching, learning and assessment through online learning, differentiation and ePortfolio adoption. Through participation in the project Skillscert wanted to create a comprehensive, consistent and high-quality, end-to-end learner journey, with a focus on target-setting, development of professional behaviours, back to basics assessment and ensuring that practitioners use their skills to put teaching theory into practice.

NB. Skillcert is a national organisation and this was a group in its own right that gave us wide coverage with employers as well as CPD for staff from Skillcert.

WHAT DID THE PROJECT DO?

The project undertook a series of activities:

- Staff development sessions focussing on what excellence looks like
- Standardisation sessions were held to look at key areas for development for creating a consistently high-quality learner journey. Topics included evidence capture using phones, one file and video, as well as setting smart targets
- Working with the vocational area (manufacturing) to develop online resources for ePortfolio
- All staff had fresh OTLA observations graded against CIF
- Support for assessors provided
- Ofsted preparation visit and peer observations with HMI observation team
- Established a buddy/mentor system and peer observations.

WHAT HELPED THE PROJECT SUCCEED?

The key factors that helped the project to succeed were:

- Buy-in from leadership and management to ensure that as many staff as possible were involved in the project, despite the tight timeframe and the geographical spread
- Establishing clarity about the aim of the project and shared understanding of what excellence looks like. Though this is challenging for staff, it has highlighted the need to continue with this work and continue to work towards a common understanding
- Ensuring consistency by including all the geographical areas covered by Skillscert
- Staff buy-in and willingness to participate.

WHAT CHALLENGES DID THE PROJECT FACE?

Although the project has been successful there were still a number of challenges. These include:

- A change of key management staff involved in the project half way through so new staff had to catch up quickly
- Location of the assessment team meant some individuals were absent
- Assessment team equipment needs review and further training required on the ePortfolio system. This has seen further dates set for training and development
- Geographic spread has made the observations' timeliness challenging and peer observations difficult. 20% of peer observation took place, however, more will take place and this will aid the journey to excellence for Skillcert
- Ensuring the delivery is stretched and challenged across frameworks and standards.

WHAT DIFFERENCE DID THE PROJECT MAKE?

The project has been successful in making a difference in the following ways:

- Developing a Blooms taxonomy identification image to enable clear understanding of excellence
- The apprentice learner voice surveys completed to date have identified the different methods of assessment now used to capture evidence which has enabled them to showcase abilities clearly. The apprentices were able to clearly answer progress made to date at a recent Ofsted monitoring meeting
- Greater access to the e-Learning opportunities and a documented way of tracking the distance of travel for each apprentice
- The grade profile for the centre has changed since the start of the project, due to the standardisation session, coaching and mentoring, as well as identification of e portfolio use. From 65% at Level 2 and 30% at Level 3 and 1 at Level 4. To 75% Level 2 and above and 25% at Level 3 with areas to improve to drive high quality performance. Staff are fully aware of the centre expectations and start point of learning whilst in its infancy beginning to be profiled at each site/group
- Progress and engagement levels of both the staff and apprentices have increased, seeing retention at 91% to date and a predicted success this academic year of 87%
- New members of the team were able to identify areas of improvement and different tools within the assessment process and all of the delivery team were able to identify and put extension tasks in place for advanced apprentices.

WHERE CAN I FIND MORE INFORMATION?

Contact Hannah Lloyd at hannah.lloyd@skillcert.co.uk

CASE STUDY

Date: July 2019

Organisations:

- LTE Group (NOVUS)
- Preston's College
- Myerscough College
- City of Liverpool College
- Warrington and Vale Royal Colleges

Programme: Education and Training Foundation (ETF) and Achievement for All (AfA)
Outstanding Teaching, Learning and Assessment Learner Progress Project

**SUPPORTING MATHS AND
ENGLISH DELIVERY ON
VOCATIONAL PROGRAMMES**

ABOUT THE PROJECT

Members of this North West cluster shared ideas and approaches in supporting maths and English delivery on vocational programmes. They also considered the planning and delivery of employability skills, using learner-based action research, engaging teachers, learners and employers in looking at how best to support the development of professional behaviours amongst learners. A range of providers were involved in the bid. Four general further education colleges (GFECs) looked at ways of supporting the delivery of maths and English qualifications within vocational programmes. One social enterprise provider delivering a full range of courses including maths and English and employability skills programmes, within the justice sector; focused on finding ways to engage with learners to help them to make positive steps towards progression both in terms of academic skills, life choices and employment. The project aimed to discover new methodologies for engaging learners in maths and English, with small initiatives trialled at all providers.

WHAT DID THE PROJECT DO?

Activities	Outputs	Next Steps
About me' project: Developing learners' self-esteem, confidence and resilience through maths and English and effective target setting.	<i>28 learners</i> Learners in one women's prison piloted the new 'About Me' questionnaire which was established to help learners to consider a range of factors when looking at their personal goals and target setting process A learner forum, walk through observations of classes and learner diaries were used to test the effectiveness of this programme. Increased self-esteem and resilience has been the most significant outcome from this project, achieved through bespoke target setting and teaching approaches to support the self-confidence targets set by and with the learners. This was built into the ILP.	Changes have been made where the 'About Me' programme is now an integral part of the Induction and ILP process.
To develop mastery learning. Finding new ways to challenge learners	<i>26 learners</i> Level 2 Business BTEC: Examined unit – continuous testing (using Petty's model) via quizzes and review to prepare for BTEC exam. Level 3 Applied Science: mastery using Bloom's model when using technology, including images and storybook, to support learning and develop technical skills. Use of Canvas. Learners felt they had been challenged and there were a higher level of Distinctions as a result of this project. Positive feedback from students that will be rolled out across the college in 2019-2020.	August CPD day will launch this across the college as part of the College's 2019-2020 curriculum planning.
Using Virtual Reality in Extended Writing	<i>30 learners involved</i> English teachers and learners consulted with the Digital Learning and Skills Team developing virtual reality (VR), story plans for extended writing skills. Questionnaires collated views from learners on extended writing. The VR project was piloted with learners and 'Writing competitions' were used to measure impact and success.	Full roll out of using VR and the tools developed as part of this project will be rolled out for 2019-2020.
Action research to test retention of knowledge over time (essential in the new Ofsted EIF) within the GCSE English curriculum.	<i>374 learners involved</i> Use of Apps in TLA for GCSE English using GCSE Pod. Using '5 per day' English starter activities to build learners skills in essential basics of written English.	The purchase of GCSE Pod was made for 1172 learners. Although only introduced in March 2019, the GCSE English results, received on the 22nd August 2019, will be

	<p>Greatest improvement in the retention of spellings, due to focusing on a few words. Punctuation showed least improvement, indicating that it needs a much longer period than just five weeks.</p> <p>Soft outcomes: Teachers report that learners are becoming more confident in raising SPAG problems.</p> <p>'Brain break' activities mid-session help to break up the lesson. Soft outcome included learners engaging with teachers about the learning using GCSE Pod.</p> <p>Engineering and Construction learners engaged in homework (through the APP) outside of the classroom which the college was unable to evidence before.</p>	<p>analysed to compare those who engaged in GCSE Pod to those who were the control groups (of the same curriculum). We also have a list of the top 20 learner users and will compare their predicted final grade (submitted before the start of GCSE Pod use) to their actual grade on the 22nd August.</p>
<p>Achievement gaps of our most vulnerable learners with focus on English & Construction curriculum areas</p> <p>Use of Apps in TLA for GCSE English.</p> <p>Collaborative working between English and vocational tutors.</p>	<p><i>39 learners involved</i> GCSE POD 100% take up – positive responses – rolling out to entire English cohort next year</p> <p><i>Engaging with learners regarding prior experience of English;</i> addressed the 'elephant in the room'. Useful part of process in 'metacognition' – getting learners to think about their experiences and from this: what could they /we do differently now?</p> <p><i>Student action research</i> reinforced need to 'change the conversation' and make English 'mighty real' for students + very different from school – importance of 'bridging' - part of metacognition process- in terms of embedding links between English skills and vocational areas – <i>not all about 'getting that Grade 4'.</i></p>	<p><i>Consideration of emotional/metacognitive process</i> – moving learners from 'learned helplessness' to 'self-reliance' and 'self-regulation' will be a critical part of the TLA strategy for 2019-2020.</p>

WHAT HELPED THE PROJECT SUCCEED?

Collaborative Approach – all the members of the project shared the same challenges and issues. Working together enabled them to share ideas via visits, on-line and face-to-face meetings within a supportive and open forum.

Joint CPD - enabled staff from the group's institutions to meet and share ideas on how to best support learners and develop learners' professional and personal behaviours. The joint behaviour management training at the end of the project extended the opportunity to groups of staff from each provider to develop skills and strategies to improve engagement with reluctant and often disengaged learners.

New ways of working - each organisation tried a new way of working. This engagement between peers, tutors and learners enabled organisations to review their current delivery model and explore new ideas for the new academic year.

Positive outcomes for learners and staff – the project's focus enabled learners and staff to try out new initiatives, which have become part of each organisation's 2018-2019 self-assessment reports and Quality Improvement Plans for 2019-2020.

WHAT CHALLENGES DID THE PROJECT FACE?

Staff availability – Face to face meetings were a challenge at times, as some key staff were not available for meetings.

Timeframe – The project started mid-year, so had only 20 weeks to run. The project ending before results have been issued in August, means there is no hard evidence regarding the impact of the project. Despite this, soft outcomes are evident in each of the organisations involved in the project.

Ending of the Project: There was a desire to continue the project into the next academic year, as the group had worked well together and wanted to continue the support they all provided for each other.

WHAT DIFFERENCE DID THE PROJECT MAKE?

Over 500 learners were engaged in the project and changes made to 2019-2020 curriculum is in direct response to feedback from learners involved in each institution's initiative.

Learners (and teachers) explored the use of technology and apps as an effective teaching, learning and assessment tool.

The project has allowed space to review and evaluate TLA approaches in order to have a wider impact on maths and English delivery and improve workplace behaviours.

The group has benefitted from working together, building on the newly established relationships and support systems developed within the Team which shows a collaborative approach to problem solving and a willingness to share ideas.

WHERE CAN I FIND MORE INFORMATION

A list of the outputs that practitioners can access for more information are stated below. Copies of these materials have been provided with this case study.

- NOVUS 'About Me' project: [here](#) and [here](#)
- [Preston's College - Mastery](#)
- [Myerscough College](#)
- City of Liverpool College: [here](#) and [here](#)
- [Warrington and Vale Royal College](#)

RESOURCES

Build-A-Character

Physical Appearance
What does your character look like? (Height/weight etc)


Background
Where is your character from? Live? Do for a living?


Characteristics
Greatest strength? Weakness? Fear?

Expressions & Attitudes
What makes your character laugh? Cry? Get angry?

Outlook
How would your character describe themselves? What are their beliefs?

Interests & Favourites
Hobbies? Favourite film/book/song/food?



Who Am I?  Character name: _____

The PLANNING Pathway

1 Start

Start: 1. The Setting/location:

2 The Atmosphere

3 Describe using your senses
See:
Hear:
Smell:
Taste:
Touch:

4 Your story idea...

5 Character Profiles:

6 Props to include...

7 Beginning: How will your story start?

8 Event: What big event will happen?

9 Resolution: how will you resolve/end your story?

Finish

Now, write your story!
(Don't forget to PROOFREAD!)

Using your senses to describe!

Look at the picture, and write a sentence to describe it using each of your senses.

1. _____
2. _____
3. _____
4. _____
5. _____



Using your senses to describe!


Look at the picture, and write a sentence to describe it using each of your senses.

1. _____
2. _____
3. _____
4. _____
5. _____





CONCLUSIONS

 The 11-month project, which supported a range of different approaches to engage learners with English and Maths, demonstrated a clear impact on staff and learners, but also engaged employers and parents. Some of the benefits are listed below.

Key benefits

On staff:

- The projects provided the opportunity to discuss and acknowledge that staff have their maths and English needs – particularly vocational staff, whose confidence impacts their ability to embed maths and English. The project helped explore these challenges and the need and opportunities to keep up to date with industry standards
- The collaboration and shared problem solving fostered a positive network of support. One organisation, the City of Westminster College, held lunchtime meetings with food where staff could share experiences, discuss problems and share solutions. They started to put faces to names on emails, and realised they were all in it together. Investing the time to talk to one another, actually saved time in the end
- It became clear that staff members' lack of confidence or the feeling that this is another policy initiative they didn't have to deal with when they started in their careers, particularly on M&E, leaks into their language and impacts their communication negatively. For example, "Sorry, but you have to do this", "The government says" or "You just have to get

“

It's clear that by empowering staff with knowledge and tools, learners become more engaged in maths and English and are able to make progress and improve outcomes and transition into employment.

**LAINY RUSSELL
POST-16 PROGRAMME
MANAGER
ACHIEVEMENT FOR ALL**

”

through it” etc. Strategies that changed that narrative, such as, Duchy using the lexicon and introducing coaching, were incredibly impactful

- Cross-organisational work enabled staff to embed behaviours and good practice. Group members who were all managers were able to explore strategies and tips to challenging staff mindset and challenge the negative deficit language. One group who explored ‘Leading when you are not in charge’ training, used public narrative as a means to explore values and help people get back to the reason they are in education and the importance of striving to do the best for learners to achieve all they can. Similarly, sharing what works across settings, through communications and college visits
- Training enabled staff to address behaviour issues and showed that managers were taking it seriously. Staff felt more confident to challenge student behaviours
- Training on how to motivate learners, how to build confidence and how to get learners to change their mindset
- There was a range of experienced and newly appointed managers in each of the project groups, which helped to foster a kind of informal mentorship arrangement where they could bounce ideas off each other and try new ways to do things
- It gave staff a framework and timeframe to work to, which increased outputs and time efficiency
- There was a real desire to continue these networks post OTLA5, as a trust status had developed between the members of each group with the sharing of resources, ideas and strategies.

On learners:

- Changing the message learners received about maths and English as something they ‘have to do’ to instead being an ‘opportunity’ - something that they would be able to succeed in - increased learners’ confidence and motivation
- Learning was made more fun – trips, activities, ideas to deliver learning in more interesting ways etc.
- Learners saw that this was not a bolt-on, ‘just have to do’ thing, but an essential part of their whole learning that everybody wanted them to succeed at. In several colleges they made it more explicit that English and

maths teachers knew the vocational tutors and that it would be noted if students didn't attend lessons. At Buxton and Leek College the team attended the parental contact evening for the first time and talked to parents about maths and English. As a result, attendance in lessons increased by 5% overnight. The Duchy College sending letters home to parents when learners succeeded, was another positive example

- The action research carried out by learners themselves had the biggest impact and enabled learners to develop their professional and work skills, as well as engage in a dialogue with their teachers and managers
- Reward systems were set up for learners to show the value of their input in to the project
- Curve balls were often bowled by learners involved in the action research as they suggested ideas that teachers and managers hadn't even thought of. This was refreshing and used for 2018-2019 curriculum reviews and 2019-2020 curriculum planning
- The use of apps in TL&A was a big focus and one that learners responded well to, as social media is relevant to many of their lives.

On systems, processes and support:

- All providers were able to share marketing ideas, reducing costs and resources in this area
- One ACL provider started to receive better feedback from the Exam board on where learners were failing and addressed the teaching and learning around specific parts of the curriculum, and offered more revision sessions
- One college addressed the Wi-Fi black spots in the building and gave staff tablets so that they could set and record smarter targets as they taught, as well as collect photographic evidence.

To date the project has positively impacted hundreds of learners and staff and has the potential to reach many more.

The continuation of seven of the funded project groups, demonstrates the long-term sustainability of the interventions trialled and long-term benefit to the organisations, networks and young people within these.

LOOKING TO THE FUTURE

Seven participants in the OTLA Learner Progress Project will extend their success over the next six months. These include:

Project	Achievements	Next steps
GROUP ONE <ul style="list-style-type: none"> • Embed and contextualise functional skills • Work with staff teams to improve confidence and competence • Develop resources and share good practice • Motivate staff teams • Increase achievement of functional skills for all learners across all curricula areas and levels. 	<p>The project successfully:</p> <ul style="list-style-type: none"> • Shared good practice across all organisations • Developed resources to make English and maths functional skills fun and accessible • Ran a workshop by nationally renowned Functional Skills professionals in order to share good practice and develop resources. This was disseminated to a wider audience of 30 attendees. 	<p>The project will:</p> <ul style="list-style-type: none"> • Build on the strong and collaborative working relationships developed between project participants through peer observations and lesson visits • Extend the staff reach and impact of the project • Continue to engage and motivate staff by facilitating collaboration and shared learning • Implement provided visits • Take the project to a wider audience. Conducting in-house training to at least five staff per provider and reach a minimum of 75 learners across the group • Continue to motivate and support staff, bringing them together to discuss and develop resources.
GROUP TWO <ul style="list-style-type: none"> • English and maths • Employability skills • Learner destinations and employability skills development. 	<p>The project successfully:</p> <ul style="list-style-type: none"> • Secured industry feedback on key technical, employability and skill requirements • Developed templates shared with learners, parents and tutors to demonstrate the importance of skills • Trialled staff upskilling days and student technical skill development days • Tailored tutor self-assessment tools around professional standards – tutor support groups to support departments in improving knowledge of these 	<p>The project would like to take and adapt the previous project outcomes and become embedded within the induction process, specifically considering:</p> <ul style="list-style-type: none"> • Induction processes – what are learners motivation for starting/choosing their courses – does this vary/change during and after induction? • What induction processes work to motivate and inspire learners and maintain enthusiasm for study? • How can learner starting points and skills audits be used effectively to establish learners starting points? • How do these starting points allow tutors, managers and support staff to adapt and change learners study

- Captured learner surveys after leaving provider to determine destination and good practice in employability and work-ready teaching.

programmes to better support individuals' skills and needs?

GROUP FIVE

Upskilling staff to encourage the positive engagement of students with maths and English

The group to date has explored the VESPA model and how, through coaching, you can influence mindsets and improve motivation. Activities were created to promote a positive lexicon when discussing maths and English.

Activities trialled with target groups included; the motivational diamond, the Effort line and the Priority cross. Some groups have seen an increase in both classroom and exam attendance (+7%), as well as an increase in attendance at revision sessions.

By equipping learners with revision tools, levels of anxiety and fear have been lowered.

Starting with a new group in September, the project hopes to raise attendance by 10% against benchmark data from 18/19. Attendance monitoring will be carried out on a six-weekly cycle.

The project will work to promote coaching as a strategy when dealing with low vision. Students with low vision are typical of those with low attendance as the relevance of study is hard to determine. These learners often demonstrate low retention and poor progression.

Moving forward the group will aim to target a minimum of 100 learners using 4-5 teachers per college, making a total of 300 learners and 12-15 staff. While we will focus more resources on coaching around vision and effort, the group will continue to embed systems and practice in the curriculum supported by the toolkit and short training sessions for lecturers and support staff using the GROW model.

Activities that have successfully enabled learners to work independently and to prioritise their learning will be introduced early on in the autumn term.

GROUP SIX

Developing learners' employability skills involving employers, teachers and learners themselves with a specific focus on English and maths.

The project has successfully implemented:

- Skill exchanges for staff and learners through work placements and collaborative projects with STEM employers and gaming companies
- Learner-led action research based on employer and learner feedback to inform strategies to best engage learners in maths and English, as well as employability skills
- Supporting teachers to engage with learners in meaningful discussions through refocused language

The project would like to further develop the good practice of skill exchanges and closer links with employers for learners and staff, to give maths and English a higher profile in vocational programmes and apprenticeships from Induction onwards. This will be via regular review points and roll out of strategies piloted in this project.

In addition, the project will allow learners to work with employers from induction onwards to develop their

- and use of phonetics regarding 'learning expectations' (as opposed to targets) when reviewing maths and English skills and work skills
- Community learning as a pathway to employment through the use of informal learning as a pathway to maths and English skills for employment of hard to reach groups and vulnerable learners
 - Building effective relationships and improved employer engagement to enhance learners' awareness of the skills employers expect from apprentices and employees
 - Promoting STEM and Gaming as careers for females via the WHMG (Women Who Make Games) network.

employability skills and expectations when carrying out the ILP process.

Finally, the project will promote females into gaming and STEM based career opportunities through networking with local employers and work placements.

GROUP SEVEN

Reframing the conversation about maths and English.

- Piloting of a range of methods and ideas to best engage learners in Maths and English including:
- Use of VR in engaging learners in developing creative writing skills for GCSE English
 - Piloting of 'About Me' questionnaire to engage learners in reflective practice, building their resilience and addressing barriers to learning
 - Reinforce learning in English and maths lessons using '5-a-day' and GCSE pod as teaching and learning tools in lessons to reinforce learning
 - Developing mastery on vocational programmes through innovative ways to develop understanding
 - Reframing the conversation on maths and English teaching and learning through learner-led action research and the integration of maths and English in vocational teaching

This project will dovetail the cluster work already carried out within each organisation together with the collective CPD with Pivotal Training on the 4th July 2019 on 'Behaviour management'.

In line with new Ofsted criteria of 'starting points', it will pilot the 30-day methods and strategies from the Paul Dix text book (and training session) using key questions from NOVUS's 'About Me' questionnaire.

Each organisation will have a designated experimental group and a control group, to measure the impact of these methods and self-reflective tools, focusing on behaviours and attitudes towards maths and English, and looking at whether these methods improve learner engagement, attendance and achievement.

GROUP EIGHT

Enhancing engagement, and subsequent improvements in attendance and success, in English and maths

The project:

- Gave learners the opportunity to attend some high quality revision sessions delivered by an external and reputable company
- Engaged 50 students in maths completion through AR technology, which ordinarily would not be the case
- Led to the Hegarty Maths trial having a full license being purchased for the next academic year
- Provided space to review and evaluate TLA approaches in order to have a wider impact with Maths delivery. Students have benefited greatly through the delivery of mindset activities and resources (see page 11-19), engaging them in the reflection on learning, errors and approach
- Improved our offer to employers, building effective relationships and creating new business opportunities. The employers have welcomed the delivery model and have given us excellent feedback

As the primary focus of the project was to improve the delivery and engagement with maths and English, the group would like to visit Finland who regularly perform at the top end of the Programme for International Student Assessment (PISA) ratings to observe first-hand how this is incorporated into their education system.

This will enable experiential methods to be discussed and reflected upon, including how best practice could be incorporated back in each participants' respective institution.

GROUP NINE

Leading the change required to bring about impact for learners across a variety of issues including, improving attendance in maths and English, staff aspirations for learners, supporting learners, employability skills etc.

The project met the following Education & Training Foundation professional standards:

- Professional values and attributes
- Professional knowledge & understanding
- Professional skills

Changes to practice was implemented, including revised induction processes, new CPD training sessions, handbook content, management support, integration of SMART targets and regular feedback via surveys.

The project will continue to work on individual challenges. Between 5-10 staff from each organisation will attend training to look in more depth at their yellow-box issues and how they can be tackled.

Between the training sessions the staff will support each other and peer mentor one another to bring about the changes in their organisations that need to happen.

In addition, external training will be sourced and knowledge shared across internal and external networks.

EXTENDED SUPPORT SUMMARIES

**The Education and Training Foundation (ETF) and Achievement for All (AfA)
Outstanding Teaching, Learning and Assessment Learner Progress Project**



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PROJECT OUTLINE



Overview

Following completion of the 2018/2019 project by the Education and Training Foundation (ETF) and Achievement for All (AFA), six projects - who sought to find creative solutions, by way of action research to a range of issues impacting on learner outcomes - had their project work extended across the 2019/2020 academic year.

The six projects included:

1. **Putting the sparkle into maths, English and functional skills delivery**, implemented by phase one lead provider, Dynamic Training
2. **Creating strategies to overcome poor outcomes for English and maths**, led by two of the original project providers, USP (SEEVIC) (SEEVIC) and Waltham Forest Adult Learning
3. **Promoting a growth mindset and creating a positive lexicon**, implemented by two of the original project providers, DUCHY – Cornwall College (three campuses) and Petroc
4. **Developing learners' employability skills**, led by three of the phase-one project providers, Gateshead College, Redcar and Cleveland College and WEA North East
5. **Supporting maths and English delivery on vocational programmes**, including four of the original five participating organisations, City of Liverpool College, LTE Group Trading (NOVUS), Myerscough College, Warrington and Vale Royal College
6. **Utilising new digital technologies to enhance engagement and support progress**, led by five of the original project participants, Barnsley College, Inspire Learning, Learning Skills Partnership, Leeds City College and The Sheffield College.



“Extending these six projects has enabled us to see first-hand, the long-term, sustainability of the interventions and the undeniable benefits to the organisations, networks and young people within them”

LAINY RUSSELL
POST-16 PROGRAMME
MANAGER
ACHIEVEMENT FOR ALL



Approach

As with the original support, the extended projects based their activity on the following model:



A senior / team manager and up to three other team members participated in the project, with the 'lead' coached and supported by an AfA specialist coach who supported team research and offered training to enhance collaboration and outputs.

PUTTING THE SPARKLE INTO MATHS, ENGLISH AND FUNCTIONAL SKILLS DELIVERY

OVERVIEW

The initial project focused on increasing achievement of functional skills for all learners across all curricula areas and levels by embedding and contextualising functional skills, working with staff teams to improve confidence and competence, developing resources, sharing good practice and motivating staff teams.

The aim of the extended project was to embed functional skills in to the vocational curriculum at **Dynamic Training**, by contextualising functional skills into the curriculum, by encouraging more team working across vocational and functional skills and building a more positive teacher attitude to functional skills.

Dynamic Training is an apprenticeship and bespoke training provider for the health, social care and business sectors. They work with 33 NHS Trusts.

PROJECT CHALLENGES

The following challenges and barriers were faced throughout the project extension:

- **The geography and diversity of the learners** and their workplaces
- The fact that many learners are also **speakers of English as a second language**
- Learners are clinically competent but **academic and functional skills** are not up to standard
- Vocational curriculum teachers and functional skills tutors **work in silos** and did not share skills and knowledge
- **Staff anxiety** about not knowing how to do something – i.e. their own maths and English skills or how to embed maths and English into the curriculum
- **Diaries** – having time to get staff to training etc.

SOLUTIONS

The project identified a range of solutions, including:

- **Working with other providers** – Dynamic Training identified an outstanding provider - Fareham College, and have built up a mutually beneficial relationship with them. They have organised visits to each other's organisations and observed lessons, shared resources and provided constructive peer feedback. Dynamic Training also intend to maintain the relationship with Luton ACL (in the OTLA group on phase 1) and when diaries permit, will establish the same relationship with them
- **Senior staff have led this project** and their 'clout' has enabled them to ensure that teachers see the intent behind the project activity as serious, and as a 'must do' and not a 'nice to do'. It has also helped to tackle some of the diary issues and so training has been prioritised
- **Senior leadership team buy-in** - The senior status of the project team ensures the project activity is reported on at senior leadership team meetings and has their support across the organisation
- **Made embedding of functional skills into vocational curriculum fun and rewarding for teachers and learners** - Dynamic Training have used the training provided by Lisa Jane Ashes in phase 1 of the OTLA project and used her book 'Manglish' to develop new resources that are interactive and engaging for learners

- **The Functional Skills Lead has been promoted** to be Quality and Operational Lead on a par with other middle managers at Dynamic Training and has been given two management days per week to improve quality of functional skills provision. This promotion has signalled across the organisation the importance and status of embedded functional skills in the vocational curriculum offer.

ACHIEVEMENTS

1. Dynamic Training have worked directly with six functional skills staff and indirectly with 27 other staff. This has enabled Dynamic Training to impact on the delivery of functional skills to approx. 500 learners across numerous NHS Trusts and Local Authorities
2. Dynamic Training are taking a more robust look at quality and have developed curriculum deep dives with all teams having had to self-assess themselves to the new Education Inspection Framework (EIF) 3 i's (intent, implementation and impact of apprenticeship curriculum). A greater focus on learner voice and learner outcomes also contributes to quality improvement
3. Curriculum staff fed back to learners that their work has improved, with more comments and corrections to spelling and grammar
4. Pearson (Awarding Body) has been impressed by the work Dynamic Training are doing and want to write it up as an embedding activity and include it into their standards work
5. Learner feedback questionnaires strongly show that learners are developing better maths and English skills, which they recognise has a beneficial impact on their interactions with patients and colleagues, builds their confidence and career prospects and a positive impact on organisational effectiveness (see supporting quotes to the right).
6. The relationship established with Fareham college has led to the sharing of resources and has been mutually beneficial, and has further extended the positive outcomes of this project.

See below for feedback:

Firstly, many thanks to the team at Dynamic Training for welcoming me to your organisation on Industry Day.

I felt that it would be nice to visit somewhere outside of FE. As I deliver both GCSE and FS Maths I thought it would be beneficial to use this time to see how somewhere else is coping with the reforms to the qualifications.

It was great to speak to Cheryl about what was being done and what changes had to be made.

The team shared their new handbook and paperwork that students will now receive for their programme. It was refreshing to be able to share good practice outside of my organisation and the conversations held allowed for open and honest discussion about the 'struggle and wins' we both share.

Observing was by far the best opportunity for me to see the reforms and delivery style in action. It has made me reflect on how I deliver and what I can do to improve what I do. It also gave me the chance to speak to students and share some of my hints and tips when tackling the basics.

“

It will help me to do my job more professionally when I am talking to patient, family, other professional people and all my senior staff. It also gives me confidence to do my job well.

”

“

It has built my maths skills and knowledge so that I will be more effective in the workplace. For example, while checking stock on the wards, I will be able to count, measure and list the materials more efficiently than before.

”

I will be using what I have seen to improve my practice in the following ways:

- *Take a new look at the PPTs we use*
- *Ensure that we make more use of manipulatives to help underpin the skills needed*
- *Ensure that all skills are work relevant*
- *Read the two books recommend 'Manglish' and 'The Teacher in the Cupboard' to help improve my practice.*

Once again, many thanks to all the great people at Dynamic Training.

LEARNINGS

Within the original OTLA group there was diversity of providers (GFE, ACL and ITP) which was challenging. External factors such as mergers and staff turnover made it hard to gain any momentum as a group. Consequently, only Dynamic Training wanted or were able to do the extension project. Dynamic Training (Caron Keys and Cheryl Head) have worked really hard on this project and have been really enthusiastic. Additional funding has helped to safeguard and legitimise their time on the project.

Dynamic Training recognise that they need to continue this work and understand more about the differentiation in learner outcomes and achievements. There is a feeling that the greatest impact was achieved for learners in workplaces on the south coast where the learners identify as predominantly white British. Dynamic Training feel that they need to understand the needs of ESOL learners better in order to achieve comparable learner outcomes and achievements for that group of learners.

CREATING STRATEGIES TO OVERCOME POOR OUTCOMES IN ENGLISH AND MATHS

OVERVIEW

The project's initial purpose was to, by way of action research, solve issues and create strategies to overcome poor outcomes for English and maths.

Two participants continued with the extended funding to further develop their areas of research, specifically:

- **Waltham Forest Adult Learning** wanted to extend the use of SurveyMonkey as a way to measure learners' expectations in progressing onto employment
- **USP (SEEVIC) College** aimed to improve student attendance and engagement with GCSE Maths where this is being re-sat as part of their study programme.

PROJECT CHALLENGES

The following challenges and barriers were faced throughout the project extension:

- Survey Monkey not reducing **the human resource requirement** as much as anticipated
- **Contacting learners** to request completion of the SurveyMonkey questionnaire and/or going through the survey with the learners
- **Student attendance** to GCSE lessons
- **Students' perceptions** of maths lessons being boring based on previous experience
- Maths lessons **not re-engaging students** who have been put off maths in the past.

SOLUTIONS

The main innovative solution that has been investigated throughout the project is to **make maths lessons more engaging** to encourage students to attend and re-engage with maths. In addition:

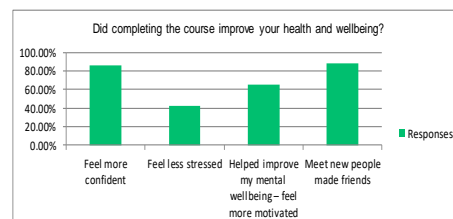
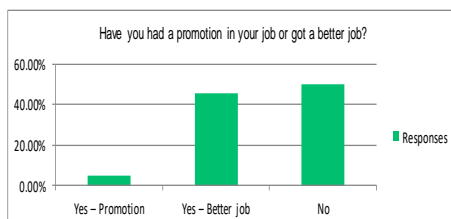
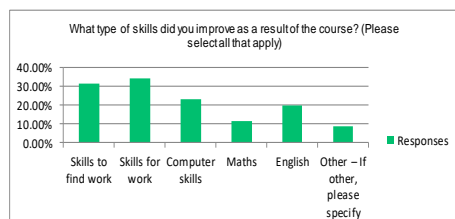
- **Augmented reality applications** have been trialled in GCSE maths classes
- Maths teachers have been trained on the use of the college's **Immersive Technology Suite** to encourage more student led and "out of the box" thinking in lesson planning
- Waltham Forest Adult Learning also provided **additional resource** to contact learners on multiple occasions at different times to accommodate patterns of work.

ACHIEVEMENTS

The two project members saw a number of achievements over the extension period.

Waltham Forest Adult Learning extended the use of the in-house questionnaire/SurveyMonkey to support with tracking learner destinations six months to a year after finishing their course. They rang each learner to complete the survey via telephone (30 learners completed the survey) and analysed the SurveyMonkey data to further understand what support learners found most useful.

- The survey indicates that learner's skills improvement supported them to gain employment and/or succeed with a promotion
- Learners reported that completing the course and meeting new people improved their confidence and wellbeing.



Initial questionnaire results at USP (SEEVIC) College indicated that for learners with the lowest attendance to GCSE Maths lessons, 66% have never been excited about maths. Of these lowest attending students', only 26% of students find lessons exciting. The indication is that lessons need to be more exciting and engaging to improve attendance and therefore achievement.

9. I have never been very excited about maths

[More Details](#)

Strongly agree	15
Agree	8
neither agree nor disagree	5
disagree	6
Strongly disagree	1



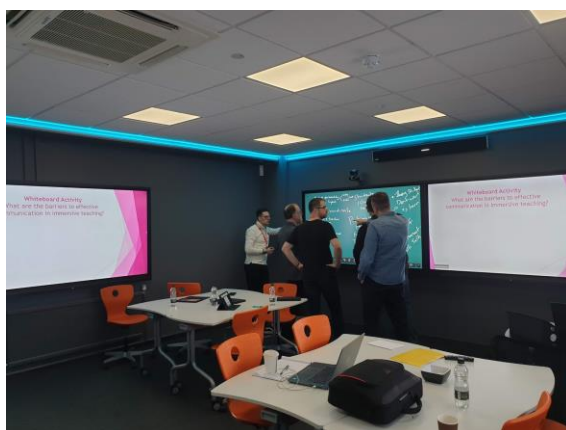
14. My teacher covers maths topics in an exciting way

[More Details](#)

Strongly agree	3
Agree	6
neither agree nor disagree	10
disagree	9
Strongly disagree	7



Two members of the GCSE Maths team undertook a day's training with the college's Director of Education Improvement and Teaching and Learning Coordinator to develop the skills to use the college's immersive learning suite. As part of a continuous CPD programme they have taken groups of GCSE Maths students into the room to deliver student led immersive sessions.



Additional information on the achievements of the project can be found in this [supporting case study](#), authored by Ioannis Markopoulos, who trialled the use of Augmented Reality within his GCSE Maths lessons to engage students and put maths problems into context.

Participants

The following participants were involved in the project:

Waltham Forest Adult Learning

- Staff: Tutors and staff have been involved in analysing the data from the surveys
- Students: 30 former students have carried out the survey.

USP (SEEVIC) College

- Staff: Two maths teachers have led this project
- Students: 40-50 students have been directly involved
- Indirectly: The pilot is being rolled out to teachers in science, business and accounting.

LEARNINGS

The project identified a range of learnings:

Key take homes for Waltham Forest Adult Learning, include:

- Make the destination survey part of a someone's role so sufficient time can be planned on an annual basis to improve the consistency and continuity of the approach
- Allow more time for analysis to further amend questions to finesse what we find we don't know and how to go about teasing that out to make further improvements.

USP (SEEVIC) College found that:

- It's not just about changing the mindset of learners but also teachers. There is a phobia of using new technology in lessons, so there are barriers with some teaching staff
- This project has enabled USP College to develop this idea and focus on impact, so that they have had a structure to work with, which has given the college the data they need to pilot this learning tool.

Participants

The following participants were involved in the project:

Waltham Forest Adult Learning

- Staff: Tutors and staff have been involved in analysing the data from the surveys
- Students: 30 former students have carried out the survey.

USP (SEEVIC) College

- Staff: Two maths teachers have led this project
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PROMOTING A GROWTH MINDSET AND CREATING A POSITIVE LEXICON

OVERVIEW

Phase one of this project focused on upskilling staff to encourage the positive engagement of students with maths and English. During this time, the VESPA model was tested to see if it increased the number of learners attending their maths and English exams.

The aim of the extended project was to apply the VESPA Mindset system in order to raise achievement levels of learners in maths and English.

Two of the original project providers, **DUCHY – Cornwall College** (three campuses) and **Petroc** used the additional funding to begin to work with learners using the VESPA system from induction onwards. The focus on the extension was on coaching within the ‘Power Hour’.

“

I know I am asking you to do mission impossible, but with this project I am giving you the tools to do mission impossible.

Project leader

”

- Both Petroc College and Cornwall College Group used funding so that learners could complete the VESPA questionnaires and have their own individual profile and understand from that, what they needed to work on. Staff involved in the project also completed a VESPA questionnaire so they were familiar with how it worked and so they would understand their own profile. In phase one of the project, staff from both colleges had training on coaching skills that they could apply when working with learners and had developed a lexicon of positive language for staff to use in relation to maths and English
- Petroc used additional extension funding to develop coaching skills within the teaching team. Telling a student off for poor attendance doesn’t work when they already feel failure. It is more of an incentive not to attend class.
- Cornwall College built learning ‘sprints’ into revision sessions where learners were praised on their levels of effort rather than the quality of their work in the first instance; over time as learners grew in confidence the quality of their work improved.

What is VESPA?

VESPA is a system developed by Steve Oakes and Martin Griffin which looks at the importance of non-cognitive skills (soft skills) in educational success. It draws from psychology, business and sport to inspire, motivate and support learners to achieve their full potential.

VESPA stands for:

- **V**ision – the degree to which a student knows what they want to achieve
- **E**ffort – the number of hours of proactive independent study a learner is willing to do
- **S**ystems – the level to which a learner organises their learning resources
- **P**actice – the level to which a learner commits to practicing and developing their skills
- **A**ttitude – the way the learners responds constructively to setbacks

PROJECT CHALLENGES

The following challenges and barriers were faced throughout the project extension:

- **Challenging notions of ability** based on the idea that learners who pass exams are more able than those that don't
- **Conventional belief** that to improve learner outcomes the starting point is to work with learners and improve their performance i.e. that teachers must get learners to do more and better, and to keep on doing that until they succeed (or not)
- **Teacher reluctance to adopt new ways of working** because they already feel overloaded. Challenging the belief that using VESPA was not more work by communicating that VESPA is a different and more effective way to work
- The use of coaching was well received by the learners but sometimes had a **draining effect on the coach** due to the nature of the barriers to learning. Problems with self-esteem and self-worth were discussed and low morale was evident. Students were steered away from normalising a learned helplessness through the coaching but this was only effective when they were willing to engage.

SOLUTIONS

In developing solutions to the challenges experienced, both Petroc and Cornwall College Group utilised the coaching skills and use of positive language to support the VESPA work:

- **Challenging notions of ability.** Communicating the idea and helping learners and staff to understand that the ability to succeed in learning is more to do with effort, hard work and knowing how to study. The VESPA model provides ideas for working with learners and each college developed resources that helped learners to re-think and re-frame their self-belief that they weren't passing exams because they weren't clever enough, to a growth mindset belief that they can succeed with effort, practice, being organised and confidence.

The use of coaching skills was key to supporting learners to change their ideas about their ability and to utilise what VESPA was telling them about what they had to do to achieve. At Petroc, they realised they needed to 'front-load' support to learners and so more support was put in at the start of the year, rather than to have a level amount of support throughout the year.

One-to-one support and coaching for learners was also key because it challenged the notion learners had about themselves. It was also felt that in a one-to-one situation learners could not hide behind the 'group-think' of 'we are all failures'.

At Cornwall College they introduced additional 'achievement lessons' where learners are taught in smaller groups or 1-1 where they worked through the effort line and the characteristics of success. Attendance to these sessions stated in February has grown alongside learner confidence.

- **Conventional belief that to improve learner outcomes the starting point is to work with learners.** Working on this project has firmed up the belief in the project leaders that to bring about change in learners you must start working with teachers. Teachers cannot build learner confidence, resilience and motivation without having it themselves.

Managers need to use coaching skills with staff to develop and maintain confidence, resilience and motivation. Managers have also started to check the everyday language they use with teachers, realising how easy it is to slip into the negative language with staff that they had observed teaching staff use with learners. Such language implies powerlessness,

the feeling of being ‘done to’ and that what needs to be done is a chore e.g. ‘it’s policy, we just have to do it’

- **Teacher reluctance to adopt new ways of working.** With any project there is always the danger that it can merely add more work to an already heavy workload. Project leaders had to get over the challenge of convincing teachers that this project would be beneficial and positive for them and would relieve stress and workload rather than add to it. One project leader relayed a conversation she had had with a teacher:

Teacher – ‘you are already asking me to do mission impossible and now you want me to do even more’.

Project leader – ‘I know I am asking you to do mission impossible, but with this project I am giving you the tools to do mission impossible’.

Tools and session plans were provided for teachers so that they did not have to do more, but could adapt as use they saw fit.

Although this project was ostensibly about the importance of learner’s soft skills in being able to achieve in maths and English, as it unfolded it became very apparent that it was about the soft skills of teachers and then further on it became about the soft skills of leaders and managers.

The VESPA questionnaire enables teachers to focus down on the barriers that learners experience to being successful and provides strategies to help them overcome that, but what the project highlighted was that to do that successfully you need to change the learning culture. This culture change needs to be led by leaders and managers and by teachers.

Coaching is more likely to be successful when there is trust between staff member and student. According to one learner, ‘I like Nicky’s lesson and feel better about telling her why I find it hard to remember.’ One of the coaching questions asked, Do you feel confident in your teacher? This provided a mixed set of results but a higher than average percentage ticked yes during the ‘Power Hour’ proving that trust with the instructor had been developed. Attendance is also stronger in these groups.

ACHIEVEMENTS

The project has impacted a number of individuals:

Provider	Teachers /tutors involved (direct)	Learners involved
Petroc College	30 English and maths tutors	1200 learners
Cornwall College Group	27 English and maths tutors 36 teachers attended training sessions	560 learners

It is too early to see what impact the project is having on learner achievement in maths and English. Cornwall College Group have worked on this project across different campuses but have not worked at St Austell campus, which will act as a control group for comparison data.

Cornwall College Group are looking at the data from a gender perspective. They know that boys in Cornwall are not doing as well as girls in English and they want to explore the reasons for this and any strategies they develop to close this achievement gap.

LEARNINGS

Moving forward, project leads will increase the instructor/power sessions with an emphasis on coaching at Level 1. Level 1 learners struggle to retain a place on programmes and this is often down to confidence and a sense of 'not fitting in' to academic study. They plan to hire an additional three instructors to help them work on Vision and Attitude through coaching. They believe this will help improve progression.

Cornwall College will continue to embed VESPA development across all sites and importantly this will form the basis of PPD activity, creating a connection between subjects. They have integrated this work on two of their Foundation Learning areas and are interested in the impact this will have on personal and social growth alongside achievement. They will likely continue working in this way in Foundational Learning but not in English and maths lessons as they are currently.

DEVELOPING LEARNERS EMPLOYABILITY SKILLS

OVERVIEW

The purpose of the initial project was to develop learners' employability skills involving employers, teachers and learners themselves with a specific focus on English and maths.

Using the second wave of funding, the different participants in the group have trialled various initiatives to enhance engagement with subsequent improvements in attendance and success:

- **Redcar and Cleveland College:** To further develop the good practice of skill exchanges and closer links with employers for learners and staff, to give maths and English a higher profile in vocational programmes and apprenticeships from Induction onwards. This will be via regular review points and roll out of strategies piloted in this project
- **WEA North East:** For learners to work with employers from Induction onwards to develop their employability skills and expectations when carrying out the ILP process
- **Gateshead College:** To promote females into gaming and STEM based career opportunities through networking with local employers and work placements.

PROJECT CHALLENGES

The following challenges and barriers were faced throughout the project extension:

- **Time.** Getting time for meetings
- **Arranging skill exchanges.** It takes time to develop meaningful links with employers
- **Females into Gaming.** Focused recruitment and advertising (Gateshead College) to target the shortage of females in this area
- **Embedding the ILP process.** ILPs and learner targets frequently lacked focus and did not provide learners with the means of improving and developing their learning. ILPs often included targets which were more like expectations, e.g. passing the course, attending regularly, rather than targets that would enable learners to develop the skills, knowledge and understanding to improve their learning
- **Losing staff to the employers in the network.** Some gaming staff are being offered jobs in the private sector following secondments
- Teachers and Learning Support staff needed to work together more effectively to support learner needs. **Poor early identification** led to late provision of learning support, meaning that some learners missed out on helpful early intervention
- **Learners did not always engage** with and 'own' the targets embedded in their ILP, taking limited responsibility for setting and achieving their own personalised targets
- **WEA Restructure.** Two regions have divided through devolution (Tees Valley and North of Tyne) which has impacted on the amount of time the Lead can spend on this project.

SOLUTIONS

The project identified a range of solutions, including:

- **Time.** Email contacts have been established for shared advice and guidance on any future projects/developments
- **Arranging skill exchanges.** Teachers and Learning Support staff began to work more effectively together attending joint CPD sessions in using ILPs and target setting. Teachers and Learning Support staff also attended a training session on using phonics-based approaches to support learners' spelling, reading and writing skills. This was led by a specialist trainer, Tricia Millar (That Reading Thing)

- **Females into Gaming.** Gateshead College have a female Ambassador who is also Curriculum Leader for Games. This has been a positive step when holding Open Evenings at the College and school liaison and provides direct links to the Women in Gaming network
- **Embedding the ILP process.** Following the initial training in ILPs and target setting, staff worked more closely with learners to set more meaningful targets and monitored progress regularly. Redcar and Cleveland College have piloted this now and will have it fully rolled out in September 2020
- **More effective timetabling** led to greater consistency in Learning Support allocations which helped to build more effective and trusting relations between staff and learners
- The project gave **time and space** for the team to reflect on their practice and monitor and evaluate the changes put into place
- Staff kept **Action Research diaries** which enabled them to reflect on the impact of the changes introduced and their impact on learners
- Learners were encouraged to reflect on their progress through the use of '**progress tickets**' and learning mats which enabled them to consider their progress and action plan for improvement
- **An external consultant**, Cath Jackson, worked with the team, and staff as a whole, to improve target setting and effective use of ILPs
- There have been changes to the **monitoring of ILPs** from the organisation's Quality Team
- **Specialist maths and English teachers** worked with the team to develop strategies to support learners through phonics-based teaching.

ACHIEVEMENTS

The project has impacted a number of individuals:

Staff impact (direct involvement across the four organisations):

- Gateshead College: 16 staff
- R&CC: 28 staff - 12 vocational staff, five LSAs and English and maths specialists staff
- WEA: five staff

Indirect:

- R&CC: 'Learning Fair' at Stockton College – reached all 120 staff
- Gateshead College – 20 staff and 20 employers

Students: (direct involvement across the three organisations - 380 students):

- Gateshead College: 120 learners across the department
- Redcar & Cleveland College: 200 students within H&SC Hair and Beauty and Sports studies.
- WEA North East: 60 students with Teaching Assistant courses.

Key achievements include:

- An Increase in student numbers at WEA North East, as learners prefer community-based learning as opposed to local colleges. The WEA provide learning space where vulnerable learners feel more comfortable and less anxious about being in a larger building. e.g. Marina is working with refugee learners with learning disabilities who want to find a job
- Gateshead College is building up a bank of part time tutors from the private sector to support the team as the department and student numbers expand

- At Redcar, following the phonics training, teachers and learning support are more confident in supporting learners spelling, reading and writing. Staff kept Action Research diaries of their use of phonics-based approaches and their impact on learning. For more information, view:
 - [Padlet Feedback](#) on ILP and Target setting training
 - [Padlet Feedback](#) on Phonics training event
 - [Case Study for Dale](#) and [using phonics-based approaches in maths](#) teaching
 - Please see examples of supporting materials, [using phonics ppt](#) and [feedback from phonics training event](#).

In addition to the above:

- Two learner participants were nominated in the Student of the Year Awards for their subject specialist area and were awarded: Student of the Year in Health and Social Care and Adult Hairdresser of the Year
- One learner had previously had several attempts to pass a particular unit exam achieving an average of 30%, after 10 weeks of intervention she achieved 80% and passed the unit.

LEARNINGS

The project identified a range of learnings which focused on:

- Continuation of skill exchanges for staff and learners through work placements and collaborative projects with STEM employers and gaming companies
- Ongoing CPD and support for teachers to engage with learners in meaningful discussions through refocused language and use of phonetics regarding 'learning expectations' (as opposed to targets) when reviewing maths and English skills and work skills
- Developing community learning as a pathway to employment. Informal learning as a pathway to maths and English skills for the employment of hard to reach groups and vulnerable learners
- Being involved in the development of STEM and Gaming as careers for females via the WHMG (Women Who Make Games) network
- Supporting vocational staff in the use of phonics-based approaches to develop learners spelling of vocational terminology. Additionally, this has supported staff spelling skills and helped to develop learners reading and writing
- Working with learners to set meaningful ILP targets has increased their confidence and self-belief.

SUPPORTING MATHS AND ENGLISH DELIVERY ON VOCATIONAL PROGRAMMES

OVERVIEW

The initial project was focused around engagement strategies. Each provider focused on a different strategy to improve outcomes:

- **Warrington and Vale Royal College** and **City of Liverpool College** focused on the use of Apps in TLA for GCSE English
- **Myerscough College** explored using VR in Extended Writing
- **LTE Group Trading (NOVUS)** and **Myerscough College** focused on self-confidence and resilience for maths and English
- All groups explored the sharing of good practice and joint CPD on behaviour management.

It also supported a joint CPD event in July 2019 for maths and English teachers within the clusters.

The additional support enabled organisations to further develop some of the ideas and continue to collaborate positively as a group, including:

- Follow on meetings to assess the impact of the initiatives from the 2018-2019 pilots
- Joint CPD event for maths and English teachers within the cluster organisations.

PROJECT CHALLENGES

The following challenges and barriers were faced throughout the project extension:

- **Time.** Getting time for cluster members to meet
- **Continuity with partners.** Liverpool City College and Preston College had a change in manager, so they have not been involved with the extension project
- **Senior leadership buy in to projects.** This has an impact for staff taking over projects from colleagues who were originally involved in projects.

SOLUTIONS

The project identified a range of solutions, including:

- Enabling cluster member organisations to get staff together for **joint CPD sessions**
- Ensuring **senior management buy in** so that when staff leave and other staff have to pick up membership, there is continuity of involvement in outside projects.

ACHIEVEMENTS

Key achievements include:

- A full review of current strategies rolled out from the OTLA5 project
- Collaborative working between north west colleges/teaching staff. The cluster members will continue to meet and have formed a Teacher Professional Exchange network. Dates have been set to share best practice and visit each other's centres
- Improved learner engagement in maths and English through the joint CPD materials which will be taken back to cluster organisations for colleagues to share
- Completion of a joint CPD Event: February 28th 2020 (10:00-13:00) 'Making Learning Stick' with Joanne Miles and 'How can cognitive science be useful for teachers?' hosted at Myerscough College attended by 30 staff across the three organisations

- Links with other organisations involved in the OTLA5 project in other cluster areas: Warrington and Vale Royal College are visiting Leeds City College in May 2020.

The following groups were impacted by the project:

	Staff	Students
Direct	28 staff (7 colleagues per organisation)	200 students across the four organisations
Indirect	20 staff indirectly supported through joint CPD	

LEARNINGS

Moving forward, the cluster will continue to collaborate post OTLA5 project. The project has enabled the cluster to develop professional networks to share best practice and TLA strategies.

Joint CPD is a cost-effective way to have meaningful CPD on TLA, as well as helping to share ideas and develop contacts.

As a result, the cluster is now looking for additional project bids for collaborative work.

UTILISING NEW DIGITAL TECHNOLOGIES TO ENHANCE ENGAGEMENT AND SUPPORT

OVERVIEW

The initial project was focused around engagement strategies specific to the delivery of maths and English.

Each provider focused on a different strategy to improve outcomes specific to the delivery of maths and English in their institution.

This funding enabled organisations to further develop some of the ideas and continue to collaborate so positively as a group, specifically:

- **Leeds City College:** To engage GCSE re-sit learners with English literature
- **Learning Skills Partnership:** Wanted to carry on with the project to complete the 2nd phase of their Delivery Model project. The second phase was creating business admin content to be added to LSP's Canvas online learning module
- **Barnsley College:** Continued focus on mindset and maths but with a specific focus on student self-evaluation and ownership. English focus has related to mindset and cultural capital in particular.
- **The Sheffield College:** Innovative teaching and learning of maths using digital technologies including learning apps and maths challenges.

PROJECT CHALLENGES

Participants experienced a range of challenges throughout the project extension:

- **Inspire Learning:** Going through a restructure meant that the role of the Lead Tutor was changed, so it was difficult to get key staff to attend meetings or visit partner organisations
- **Leeds City College** experienced:
 - Demotivated GCSE English resit learners
 - Departments unable or unwilling to take a 'risk' with the reading project
 - Staff self-identifying as non-skilled in artwork
 - Additional funds needed from the college to fund the project
- **Learning Skills Partnership:** Created a Canvas action plan as part of this extension project, which followed on from the Delivery models that were created in the 1st part of the project. LSP looked at all the standards that they wanted to deliver on Canvas and the topics within those standards that could be dragged across to the other modules, this would reduce the time and people involved. When LSP looked closely at the modules, they realised all the titles of these modules were the same, but the content was not. LSP were very ambitious with their planning and timings, which later down the line needed to be changed three times. This took LSP back two months
- **The Sheffield College:** The initial engagement with the maths team was the only real barrier, with Steve Spence and the new head of maths both new to the College at the start of the project
- **Barnsley College:** Student self-development in maths is a barrier to engagement as well as sometimes lack of ownership/motivation of achievement. Trying to build on last year's focus to expand the scale of the developments across the college is a challenge in terms of communication and momentum at times.

SOLUTIONS

- **Inspire Learning:** Lead Tutors are now in place and there is an opportunity for these Tutors to establish networks with cluster partners and other organisations working with partners (e.g. York City Council who are part of LCC's CEL for Maths)
- **Leeds City College:** Delivered a presentation about the reading project to all departments in the college - stating the project and their responsibilities should they wish to be an active member. This allowed all departments to make an informed choice about the project and if they had capacity and desire to support it.
 - Three departments selected to join the engagement project - more funding needed to be found from within college to support this. Funding was found as they wanted to improve reading whenever and wherever possible
 - LCC Project Team put the non-art staff at ease as the project was not about 'fine art' but about literature and allowed the learners to be able to display their thoughts about the book into pictorial form on a bench. The key element being that it was the learners' work and not the teachers so if learners could visualise what they have read - that's the real win here - not how the bench looks to an art critic. This eased staff who were worried
- **Learning Skills Partnership:** In LSP's final versions of their Canvas action plan, they added all the modules and names of people who would be responsible for that standard. LSP added all the modules next to the standards and added a 1st phase (adding content only) and 2nd phase (making in interactive). This also included changing LSP's Canvas induction and buying H5P, an interaction tool that brings content alive

1st Action plan

Canvas Content Plan	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Business	Business	Business	Business	Business	Business	Business
Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
Science	Science	Science	Science	Science	Science	Science
History	History	History	History	History	History	History
Geography	Geography	Geography	Geography	Geography	Geography	Geography
Art	Art	Art	Art	Art	Art	Art
Music	Music	Music	Music	Music	Music	Music
Physical Education	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education
Health and Wellbeing	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing
Personal Development	Personal Development	Personal Development	Personal Development	Personal Development	Personal Development	Personal Development

Canvas action plan example

Canvas Plan	The Organisation's Vision, Mission and Values	The Organisation's Strategic Objectives	The Organisation's Key Performance Indicators (KPIs)	The Organisation's Key Results Areas (KRAs)	The Organisation's Key Performance Indicators (KPIs)	The Organisation's Key Results Areas (KRAs)	The Organisation's Key Performance Indicators (KPIs)	The Organisation's Key Results Areas (KRAs)	The Organisation's Key Performance Indicators (KPIs)	The Organisation's Key Results Areas (KRAs)	The Organisation's Key Performance Indicators (KPIs)	The Organisation's Key Results Areas (KRAs)	The Organisation's Key Performance Indicators (KPIs)	The Organisation's Key Results Areas (KRAs)	The Organisation's Key Performance Indicators (KPIs)	The Organisation's Key Results Areas (KRAs)
Business	Business	Business	Business	Business	Business	Business	Business	Business	Business	Business	Business	Business	Business	Business	Business	Business
Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
Science	Science	Science	Science	Science	Science	Science	Science	Science	Science	Science	Science	Science	Science	Science	Science	Science
History	History	History	History	History	History	History	History	History	History	History	History	History	History	History	History	History
Geography	Geography	Geography	Geography	Geography	Geography	Geography	Geography	Geography	Geography	Geography	Geography	Geography	Geography	Geography	Geography	Geography
Art	Art	Art	Art	Art	Art	Art	Art	Art	Art	Art	Art	Art	Art	Art	Art	Art
Music	Music	Music	Music	Music	Music	Music	Music	Music	Music	Music	Music	Music	Music	Music	Music	Music
Physical Education	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education
Health and Wellbeing	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing
Personal Development	Personal Development	Personal Development	Personal Development	Personal Development	Personal Development	Personal Development	Personal Development	Personal Development	Personal Development	Personal Development	Personal Development	Personal Development	Personal Development	Personal Development	Personal Development	Personal Development

Examples of the H5P impact can be seen [here](#).

- **The Sheffield College:** Regular early meetings with the head of maths to go through the plans and how these could be trialled on a small scale
- **Barnsley College:** Implemented a range of activities including: the promotion and sharing of resources; increased focus on learning and retrieval practice, consolidation and exam preparation through Teaching and Learning Principles; an external guest speaker and workshop focusing on student motivation, support and challenge and utilisation of technology to enhance engagement in maths and English.

ACHIEVEMENTS

The project impacted both staff and students across all participants:

Staff impact:

- Direct involvement across the five organisations: **182 staff** (LCC-120; IL-5; LSP- 16; THSC- 21, BC - 20).
- Indirect involvement across the five organisations: (LCC - Foundation Learning; Enterprise Learning; Alternative Provision; Apprenticeships; **20 BC** – drone usage shown at Skills and Education TLA meeting (50) and Yorkshire AP Network event – 20)
- Involvement of employers: (LSP- **60**)

Student:

- Direct involvement across the five organisations: (LCC - 100; TSC - 2000; LSP- 80 - IL - 31, BC - 100) - 2,311 learners

The project members saw a number of achievements over the extension period:

Barnsley College

- English and maths mapping through planning of learning is increasing
- Maths analyser tool used to show students their performance in mock exams
- Student reflection and ownership of targets
- Much better communication and links between GCSE team and vocational staff
- Establishment of library book clubs and displays with half-termly cultural capital themes
- Drone used to capture footage relevant to vocational areas to plan and start to create maths and English related learning tasks.

Leeds City College

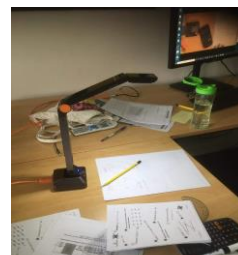
- Creation of handmade book benches (see image)
- All departments have selected groups that are going to participate in this project
- The Foundation Learning Studies department is going to create a collage bench - where learners will all read a book separately and then have a section on the bench where they can recreate their favourite scene from the book they have read
- Reading, sketching and painting will begin this half term. Learners will sketch their designs and drafts on paper before drawing on the bench.



Inspire Learning: Received their best ever results in GCSE results for maths (59%) and English (43%) leading to being short-listed for a TES Award.

The Sheffield College:

- Smart Wall Paint: Reviewed the impact of creating a maths room that enables interaction and collaboration through utilising smart wall paint to enable students to work on the walls around the room
- Hegarty Maths was trialled and has now resulted in this being used for all GCSE maths delivery cross-College in 2019/20
- In addition, The Sheffield College invested in visualisers to further support teachers deliver key concepts. Visualisers have proven to be a huge success and the department is now investing in these from their own budgets. The visualisers enable teachers to show key concepts on screen, record lessons and feedback and post this into the VLE.



LEARNINGS

The project identified a range of learnings:

The Sheffield College

- The three main strategies used as part of this funding has had a positive impact, and this will be evident in the results obtained this year
- Hegarty has been well received by staff and students alike with the current data showing over 266,000 questions have been attempted with 226,000 answered correctly (85%)
- In addition, the experiments with the design of the room, giving areas for students has been well-received, and has led to the re-design of all maths delivery spaces for the next academic year
- Finally, the visualisers have been really useful, and teachers have utilised these so much that the department is now investing in these. Clearly, all three strategies trialled as part of this bid will continue in the coming years as there has been a clear and tangible impact.

Leeds City College

- When proposing an art scheme in an English class, have a clear vision about what book (or books) tutors would like learners to read as this can cut down deliberation time. It would also ensure that the book the class have chosen is a) appropriate and b) challenging enough to engage them in some meaningful literature
- Potentially, read a book before the bench arrives as it's a large piece of artwork that can't be completed until the book has been read. This means a waiting time of a few weeks/months based on the book chosen.

Learning Skills Partnership

- The project has had a positive impact with all their staff. As a small training provider all staff were involved in the OTLA project and were kept up to date with their progress
- Having more staff involved would have helped move the project quicker, as it was just two people making the changes, as would have having a focus group to help challenge the two lead individuals
- The two lead individuals had a clear plan at the beginning of what they wanted from the project, but did not create a clear action plan to go alongside.

Inspired Learning

- Involvement of lead tutors in Cluster meetings from the start of the project would have been useful.

Barnsley College

- A more focused plan would have helped create bigger momentum. Because it was considered a continuation project, it initially led to a slightly less specific plan
- Sharing of all partner college plans of action in one space, to be able to refer to (like a live reflection and progress review space), would have been beneficial when collaborating on the creation of plans
- We will continue to approach TLA development in a project-based way as it provides creativity and reflection space.