Supplementary guidance: inspecting literacy and numeracy in further education

November 2014

The purpose of Estyn is to inspect quality and standards in education and training in Wales. Estyn is responsible for inspecting:

- ⅄ nursery schools and settings that are maintained by, or receive funding from, local authorities;
- ⅄ primary schools;
- ⅄ secondary schools;
- ⅄ special schools;
- ⅄ pupil referral units;
- ⅄ independent schools;
- ⅄ further education;
- ⅄ adult community learning;
- ⅄ youth and community work training;
- ⅄ local authority education services for children and young people;
- ⅄ teacher education and training;
- ⅄ Welsh for adults;
- ⅄ work-based learning; and
- ⅄ learning in the justice sector.

Estyn also:

- ⅄ provides advice on quality and standards in education and training in Wales to the Welsh Government and others; and
- ⅄ makes public good practice based on inspection evidence.

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Introduction

This document contains a strategy and approaches to inspecting literacy and numeracy in further education (FE). It is an internal document that brings together all the separate pieces of guidance and support from previous surveys on reading and writing skills as well as guidance on inspecting numeracy skills.

Sections in this document will inevitably change as the result of our experiences and there will be new sections that need to be added. The latest version will always be stored in the FE site in SharePoint.

This guidance is primarily for phase one of FE inspections. Inspectors on phase two of FE inspections should refer to the Further Education Inspection Guidance document, particularly aspects 1.1.4 skills in quality indicator 1.1; and aspect 2.1.2 in quality indicator 2.1 provision for skills.

Literacy and numeracy are an important part of every inspection and all inspectors have a responsibility to record evidence and to make evaluations of the quality of the standards, provision and management of skills. The literacy and numeracy learning area lead inspectors (LANLIs) will have responsibility for the literacy and numeracy reports. However, all inspectors will contribute, through the learning area lead inspectors, to the evidence for skills

Methodology for inspecting literacy and numeracy

Before the inspection

The RI will:

(1) Prepare a data analysis

Consider the literacy and numeracy results from initial assessments:

- How many learners are there at each of the six levels: entry 1; entry 2; entry 3; level 1; level 2; and level 3?
- How many learners are there at either the lower or higher end of the scale?
- Is there a predominance of learners at one particular level?

Consider the profile of ESW and GCSE enrolments:

- Does the initial assessment data match, relatively well, the number of learners enrolled on each of the levels for GCSE language and mathematics-number and ESW communication and application of number? (Learners should normally be working to one level higher than their initial assessment level.)
- Are there lower numbers than expected at level 3?
- Are there higher numbers than expected at level 1 or level 2?

(2) Upload the data analysis to the literacy and numeracy learning area section in the virtual inspection room (VIR).

(3) Liaise with the literacy and numeracy lead inspectors to confirm the base room and any accommodation requirements.

(4) Prepare the PIC.

The inspection co-ordinator will:

Phone the college to ask for any college overview analysis of literacy and numeracy initial assessment, skills development data or progression data, for example:

- analysis of initial assessment by courses;
- number of ESW communication and application of number enrolments by level;
- number of GCSE English language and mathematics-numeracy enrolments; and
- data from any re-assessment of learners.

During the inspection week

Monday team meeting

The literacy and numeracy learning area lead inspectors will:

- review the data analysis provided by the RI and review the PIC (see guidance below);
- plan observation and learning walk timetables; and
- plan meetings with relevant leaders and managers.

Tuesday/Wednesday

The literacy and numeracy learning area lead inspectors will:

- carry out observations and learning walks in learning areas that are not included in the phase one inspection;
- gather information from phase one learning area lead inspectors;
- meet selected leaders and managers for skills;
- meet learning support leaders and managers;
- meet teaching and learning assistants;
- scrutinise learner work; and
- talk to learners.

Support programmes data

The literacy and numeracy learning area lead inspectors will consider:

- number/percentage of learners who have had an initial assessment on entry. (All learners on courses of five hours or more a week are required by DfES to have an initial assessment. Therefore this number should be close to 100%. However, we do have to allow for those learners who start courses later in the term and who miss the initial assessment through illness etc. Percentages below 80% will be unsatisfactory.) Check the college policy for capturing those who have missed out on initial assessment;
- number/percentage of learners who have been identified as having low skills in literacy and/or numeracy (i.e. those who have an initial assessment result below the level of their main course and in particular those learners who are assessed below level 1);
- numbers/percentages attending out-of-class and in-class support;
- numbers/percentages of learners remaining in out-of-class support provision beyond the first term. If learners have dropped out or completed out-of-class support then we need to explore the outcomes for that learner and what alternative support, if relevant, has been put in place;
- outcomes for support provision, including progress data and data reflecting the impact of the support provision on the learner's main course of study; and
- analysis of results for any re-assessment of learners. (Current DfES guidance asks for a reassessment of any learner with an initial assessment below L1 who has taken up learner support provision but who has not attained a relevant literacy/numeracy qualification at one level above their initial assessment result.)

Learning area inspectors will consider:

- the progress made by learners on support programmes, on their vocational courses and skills development.

ESW communication and application of number and GCSE language and mathematics-numeracy

The literacy and numeracy learning area lead inspectors will consider:

- current year number/percentage of learners who have had an initial assessment on entry (see first bullet point above);
- current year analysis by the college of data from initial assessment;
- current year number/percentage of learners enrolled at each of the ESW levels from entry to L3 and GCSEs;
- initial assessment data for the previous year;
- ESW and GCSE enrolment data for the previous year; and
- numbers/percentages for completion, attainment and success rates for ESW and GCSEs compared to national data.

(The college should know these percentages. If not, then they cannot be monitoring the skills levels of their students or reporting on them to senior manager and governor meetings.)

Samples of learners' work

Learning area inspectors will look at a sample of work to judge:

- how well learners apply their literacy and numeracy skills in the context of their vocational area;
- whether learners are over-reliant on support (writing frameworks, worksheets, too much copying of information), without help to develop their independent writing skills; and
- how well learners make progress in developing their skills.

Tracking and monitoring learner progress in literacy and numeracy

Literacy and numeracy learning area lead inspectors will consider:

- how well the college identifies those learners who need support for skills; and
- how well the college tracks the progress of these learners.

Learning area inspectors will consider how well:

- teachers track and monitor learner progress;
- the college tracks the progress of individual learners as well as groups of learners at course and learning area / department level;
- the college and learner negotiate targets for improvement and record them on Individual learning plans;
- learners know their targets;
- learners understand the measure of successful achievement of their targets; and
- learners track their own targets.

Policies for literacy and numeracy development

Phase two inspectors will consider:

- if the college has a comprehensive and robust skills policy and strategies;
- if the development of numeracy and raising literacy standards is a high priority in the college improvement plan; and
- how well leaders and managers evaluate the impact of skills policies;.

The literacy and numeracy learning area lead inspectors will consider:

- whether the monitoring and evaluation policy includes an analysis of the standards of learners' literacy and numeracy skills in lessons and in scrutiny of books/folders/portfolios; and
- how well the college's marking and assessment policy and procedures help learners to develop their numeracy, reading and writing skills and to reflect on their work and make progress.

The learning area inspectors will consider:

- if the development of numeracy and raising literacy standards is a high priority in the learning area;
- how well the learning area analyses the standards of learners' literacy and numeracy skills in lessons and in scrutiny of books/folders/portfolios; and
- how well practice in the learning area meets the targets and guidance in the college's assessment and marking policy.

Samples of schemes of work

Learning area inspectors will consider how well:

- staff have embedded literacy and numeracy skills into learning experiences across all learning areas;
- links have developed between subject schemes of work and specific literacy/numeracy support (where relevant) in developing progression in learners' numeracy, reading and writing skills;
- literacy and numeracy skills gained in discrete classes are reinforced, enhanced and developed further in other areas of work;
- vocational learning areas adapt learning / programmes of study when learners are working significantly below expected levels of numeracy/reading/writing skills; and
- subject areas adapt programmes of study to provide MAT learners with work at significantly higher levels in reading and writing skills, in response to a greater degree of challenge (for older and more able learners extending the breadth and depth of studies as well as providing opportunities for independent learning).

Samples of short-term planning, such as lesson plans

Learning area inspectors will consider how well:

- staff exploit opportunities to develop literacy and numeracy skills; and
- staff differentiate in sessions for those who need more support and those who are MAT.

Learning support

Literacy and numeracy learning area lead inspectors will consider how well:

- the learning support managers ensure that all relevant staff in vocational areas have sufficient information about learners' numeracy, reading and writing skills to fully support learners in their vocational learning;
- the learning support managers monitor learner attendance in support sessions, including in-class support; and
- information is used to determine whether learners continue to be supported.

Learning area inspectors will consider how well:

- information about learners' numeracy, reading and writing skills is shared between staff;
- information relating to learners' progress on support programmes is shared with staff;
- the support programmes influence the teaching and learning strategies used by staff;
- assessment is used to provide work that is well matched to learners' numeracy and literacy needs;
- assessment is used to inform decisions about whether learners remain in support programmes;
- support programme outcomes are collated and used to set targets for improvement; and
- support programmes meet the needs of high level learners with difficulties or disabilities.

Question prompts for interviews about literacy and numeracy support programmes

- How is support delivered? Is there a good range of strategies and options for learner support provision, for example in-class; out-of-class; learning assistant support ; one to one support; group support?
- How do you identify the learners who need support to improve their literacy and/or numeracy skills?
- How are you collating the data for support provision? Is there suitable tracking of the learners who opt out of support as well as those who accept?
- Do learners have the opportunity to join support programmes at any time during the year?
- How effective are your intervention strategies in helping learners to catch up with their peers?
- Do teaching assistants and learning assistants who deliver the support programmes receive appropriate training?
- How are teaching assistants and learning assistants deployed?
- How is the progress of learners on the support programmes communicated to managers and other staff?
- How do you ensure that classroom teachers are aware of the teaching and learning strategies and the resources used in the support programmes? What strategies does the college use to ensure that they use similar strategies and resources in their lessons? That is, how is best practice of support provision shared with all tutors across the college?

Question prompts for listening to specific learners – focus on literacy and numeracy

- Did you have an assessment of your literacy and numeracy skills at the start of your course? Were the results discussed with you?
- Did you also complete a diagnostic assessment? Were the results used to identify targets on your ILP?

- Can you remember what your targets are? How often are they reviewed?
- Are you making progress in your skills? How do you know when you've met a target?
- How does the college help you to improve your skills?
- Do you know what you have to do to improve your numeracy or reading and writing skills further?
- Can you tell me something in literacy, reading or writing, that you can now do which you could not do when you started the course?
- Can you tell me something in numeracy that you can now do which you could not do when you started the course?
- Have you been able to use new skills in literacy or numeracy across other areas of your course? Can you think of examples?
- How well do tutors mark your work? Do they correct spellings and punctuation for you and explain where you have gone wrong?

For those on support programmes:

- How were your needs identified at the start of the course? Were you given a good range of support options?
- How well does the support programme fit in with your main course of study? Are you able to access the provision at suitable times? Are the resources used in support linked to your main course subject?
- How has the programme helped you to improve your reading and/or writing skills? Can you give an example of where it has really helped you to get a better mark or made the work easier to understand?
- How has the programme helped you to improve your numeracy skills?
- Do you have targets for the support sessions? How do you know what you are going to learn and how do you know when you have learnt it?
- Do you think you have made good progress since being involved in the programme?
- How well does the programme meet all of your needs and expectations?

Questions to ask in relation to English for Speakers of Other Languages IF this is a line of enquiry

- Is there a whole college policy for supporting learners who do not have English or Welsh as a first language?
- Is the environment welcoming for ESOL learners?
- How well do staff adapt lessons for ESOL learners?
- Do ESOL learners have access to all of the provision on offer by the college?
- What options do ESOL learners have if they do not meet the entry criteria for their chosen course? Is there a careful balance between providing in-class support and referring learners to ESOL only classes for skills development prior to joining a programme of study?
- Do support staff have the relevant skills to support ESOL learners?

Interview prompts for the senior manager overseeing literacy and numeracy or the literacy and numeracy co-ordinator

Select the most appropriate questions:

- How many staff working in discrete literacy and numeracy classes have relevant literacy and numeracy qualifications at level 3 and/or 4?
- What steps have been taken to ensure that all tutors have an understanding of how to support literacy and numeracy learning within a class?
- How is information about initial and diagnostic assessment shared between staff?
- How well do tutors use the information for differentiation in lessons?
- How is this monitored and tracked across the whole institution?
- Is there an action plan for developing learners' literacy and numeracy skills systematically across all of their classes?
- How well are learners' initial assessment results and prior learning matched to the level of their ESW qualification?
- How is this monitored and tracked?
- Is there a policy for ensuring that skills lessons are an embedded or contextualised part of a learner's course?
- How is the progress that learners make in their skills development recorded and tracked?
- How is information about a learner's progress in skills communicated to all their course tutors?
- Do you know how well learners are progressing, including those receiving targeted support or extension?
- Do staff work as a team in supporting the development of literacy and numeracy skills?
- Have you audited literacy and numeracy skills across courses of study / learning areas to ensure that subjects identify and provide opportunities for learners to develop their literacy and numeracy skills?
- Are there agreed common approaches to the development of learners' literacy and numeracy skills? If so, what are they?
- How effective are your action plans and evaluations of progress in learners' literacy and numeracy skills?
- What professional training have staff undertaken to develop learners' literacy and numeracy skills?
- Do you have a well-planned programme to review and evaluate the impact of literacy and numeracy initiatives / the literacy and numeracy policy? Do you seek learners' views on literacy and numeracy as part of this review?
- How do you use information from target-setting to produce timely additional support for learners who do not make progress in line with expectation?
- How do you involve staff and learners in tracking progress and planning for improvement in the short and longer term?
- What training do you provide for support staff and learning coaches so that they have a sound knowledge of literacy and numeracy initiatives in helping to support learners?

Specific questions on literacy and numeracy for interviews with middle managers of learning areas

Select the most appropriate questions:

- How well do you work with the literacy/numeracy co-ordinator to plan opportunities for learners to apply and improve their skills in numeracy, reading and writing?
- How well do you work with the literacy/numeracy co-ordinator and/or English, Welsh or mathematics subject leader to agree common teaching and learning strategies for literacy and numeracy?
- Do staff in your subject area understand how best to support those with low literacy and numeracy skills?
- How effective is the college's literacy and numeracy policy in improving learners' literacy and numeracy skills in your subject area?
- How do you ensure that your staff teach the conventions of different kinds of writing that are used in your subject?
- How do you reinforce and enhance the literacy skills gained in English or Welsh lessons in your subject?
- How well do you adapt programmes of study when learners are working significantly below expected levels of numeracy/reading/writing skills?
- How well do you adapt programmes of study to provide MAT learners with work at significantly higher levels in reading/writing skills, in response to a greater degree of challenge (extending the breadth and depth of studies as well as providing opportunities for independent learning)?
- Are you aware of the teaching and learning strategies and the resources used in the literacy and numeracy support programmes? Do you use similar strategies and resources in your lessons?

Question prompts for literacy portfolio scrutiny

Reading and thinking skills	
Evidence of a good range of reading materials	**Is there evidence of:** different sources and formats, texts of different complexities?
Complex reading/thinking skills	**Is there evidence of:** moving up from literal comprehension, (locating facts; analysing, synthesising and reorganising explicit ideas or information in a passage, identifying patterns) to using inference and deduction, making hypotheses, reading behind the lines, drawing conclusions and towards more higher-order reading skills of evaluating a passage or group of texts, linking with experience / prior knowledge, considering evidence and reliability; appreciation and analysis of content and style; an argument/debate; and writers' techniques?

A range of information retrieval strategies	**Is there evidence of:** highlighting, summarising, sequencing text by re-ordering paragraphs or creating a flow chart / storyboard, using reference books, using index, bibliography, note-making grids to select and organise information?
A range of strategies to read for different purposes	**Is there evidence of:** skimming, scanning – marking the text, highlighting, making alternative interpretations?
Apply understanding to wider contexts, everyday life, new situation	
Writing skills	
Spelling	**At all levels, is there evidence of:** spelling errors being picked up through marking? Incorrect words being corrected and used correctly in future writing? Acknowledgement of differences between spelling errors in common words and spelling errors in course level technical words? Strategies for improving spelling? A reducing number of errors as course progresses?
Punctuation	**At entry 3 and all higher levels, is there evidence of:** accurate use of capital letters and full stops, question marks and exclamation marks? **At level 1 and all higher levels, is there evidence of**: accurate use of commas and apostrophes? **At level 2 and above, is there evidence of:** accurate use of higher level punctuation such as hyphens, semi colons and colons? **Is there also evidence of:** punctuation errors being corrected? The number of errors reducing through the portfolio? Work demonstrating a good use and range of punctuation?
Grammar	**At entry 3 and all higher levels is there evidence of:** accurate writing in complete sentences and

	subject-verb agreement?
	At level 1 and all higher levels, is there evidence of:
	accurate use of verb tense; word order; a range of conjunctions; and longer sentences?
	At level 2 and above is there evidence of:
	accurate use of pronouns and complex sentences to make writing interesting?
	Is there also evidence of:
	grammatical errors being corrected? The number of errors reducing through the portfolio and work showing a developing and range of grammar?
Range and quality of extended writing tasks for different purposes and audiences	**Is there evidence of:** a variety of forms of writing through accurate use of the six main non-fiction text types (recount; instruction; non-chronological report; explanation; persuasion; discussion)?
Good use of language to present material appropriately	**Is there evidence of:** a good range of word choices used appropriately for the purpose and audience of the text? An extensive and varied vocabulary?

Other general communication skills prompts
Is there an increasing level of challenge in texts given for learners to read, and a choice of writing tasks?
Work is presented neatly and uses an appropriate format?

Marking and assessment
Is marking up-to-date?   • Are there are many gaps in learners' books, or missing work? Does the tutor notice this?   • Is there a common marking policy within and between subjects, not just in grading but with regard to correcting spelling, improving presentation etc?   • Are comments on learners' work diagnostic and do they show learners how to improve?   • Do learners follow up tutors' comments for example to redraft, correct or complete work?   • Is there self or peer-marking and self- or peer-assessment?

Question prompts for lesson observation – focus on literacy

How well do learners...?

- listen and respond to others (make significant contributions to discussion, communicate clearly and effectively in a way that suits the subject, audience and purpose)?
- ask questions and think questions through for themselves?
- have a depth and breadth of understanding (understand key concepts and ideas, make connections between different aspects of the work, understand the big picture)?
- apply understanding to wider contexts, everyday life, new situations?
- locate, select and use information (select, summarise, identify key points, synthesise information)?
- respond to ideas and information using complex reading skills, orally and in writing (identifying patterns, making inferences or prediction, drawing conclusions, discussing, considering a range of interpretations)?
- research answers from a range of sources, consider evidence and its reliability, weigh up pros and cons?
- cope with the demands of reading and writing tasks/activities?
- organise and present ideas and information clearly/effectively in their writing (planning, proof-reading, editing/revising work)?
- write accurately (spelling, punctuation, grammar, vocabulary, matching style to purpose and audience)?
- demonstrate a range of good extended writing, creative work, different non-fiction text types and problem-solving?

How well does the teaching...?

- demonstrate good use of language to help the development of learners' reading and writing skills?
- use role-play, drama and collaborative group work before writing to extend learners' thinking?
- provide opportunities for discussion?
- use probing questions to improve learners' understanding?
- help learners to elaborate on their answers and make learning connections?
- develop learners' higher-order reading skills (in helping learners to use their comprehension and information retrieval skills to gain and synthesise information from a range of texts, charts, tables, graphs etc: skimming, scanning, inference, deduction, prediction)?
- directly address reading and writing skills (for example developing learners' proof-reading and re-drafting skills; helping in spelling subject-specific terminology; using scaffolding/modelling to support development of writing skills; giving specific guidance on how to develop and apply dual literacy skills)?
- encourage paired and group reading, which helps 'active' participation in reading activities?
- ensure an increasing level of challenge in texts given for learners to read, and a choice of writing tasks?

Other literacy points

- How well does the environment of the classroom celebrate and promote literacy skills (for example displays of subject-specific vocabulary, model responses for writing tasks)?
- How well does teaching make use of suitable opportunities to develop reading and writing skills across the curriculum?
- How well have the reading and writing skills required for particular tasks been taught?

Question prompts for numeracy portfolio scrutiny

Number	
Whole numbers	**Is there evidence that learners can:** at entry 3 and all higher levels: • count, read, write, order and compare numbers up to 1,000? • add and subtract using three digit numbers? • multiply and divide two digit numbers? • estimate answers in calculations? • use a calculator to check calculations? at level 1 and all higher levels: • recognise negative numbers? • recognise numerical relationships (multiples, squares etc)? • calculate simple ratio? At level 2 and higher: • read, write, order and compare positive and negative numbers in a range of practical contexts? • calculate ratio and direct proportion?
Fractions, decimals and percentages	**Is there evidence that learners can:** at entry 3 and all higher levels: • read, write and use simple fractions? • read, write and use decimals to two places in a range of contexts? • use a calculator to solve problems and check calculations?

	At level 1 and all higher levels:
	• read, write and use decimals to three places in a range of contexts? • round decimals to whole numbers or two places? • read, write, order and use simple percentages? At level 2 and higher: • understand and calculate equivalents between fractions, decimals and percentages? • understand percentage increases and decreases? • calculate the percentage part of quantities and measurements in a range of practical tasks?
Measure shape and space	
Common measures	**Is there evidence that learners can:** at entry 3 and all higher levels: • use decimal calculations with money? • choose and use appropriate measuring tools? • read and interpret measures of distance, length, temperature and weight using non-standard and standard units? At level 1 and all higher levels: • perform calculations with time in both 12 hour and 24 hour clock? • estimate and compare measures of length, weight, capacity, temperature and distance? • convert units of measurement? • calculate perimeter of simple shapes, area of rectangles and volume of simple cuboids? At level 2 and higher: • convert between currencies? • calculate with units of measurement between systems? • understand and use formulae for perimeter, area and volume? • calculate dimensions from scale drawing?

Shape and space	Is there evidence that learners can:
	at entry 3 and all higher levels:
	• solve practical problems using the properties of 2-D and 3-D shapes?
	At level 1 and all higher levels:
	• solve problems using tessellation and symmetry? • draw 2-D shapes using grids?
	At level 2 and higher:
	• recognise and use maps and plans? • solve problems using 2-D shapes and 3-D shapes?

Handling data	
Data and statistical measures	**Is there evidence that learners can:**
	at entry 3 and all higher levels:
	• extract information from tables, lists, diagrams and simple charts? • construct and compare information from bar charts and pictograms? • represent data in a range of ways and in practical contexts?
	At level 1 and all higher levels:
	• interpret information from a range of sources? • collect and represent discrete data? • find the mean and range for sets of data?
	At level 2 and all higher levels:
	• collect, organise and represent continuous data from a range of sources? • complete calculations for mean, median and mode? • find the range and describe the spread in data sets?

Marking and assessment

Is marking up-to-date?

- Are there are many gaps in learners' books, or missing work. Does the tutor notice this?
- Is there a common marking policy within and between subjects, not just in grading but with regard to identifying and correcting any specific errors within numeracy calculations, i.e. not just ticks and crosses but identification of where, within the sum, the error has occurred?
- Does marking take into account the specific methods of numerical calculation selected by the learner? Learners in post-16 may come in with a range of numeracy calculation methods.
- Are comments on learners' work diagnostic and do they show learners how to improve?
- Do learners follow up tutors' comments, for example to redraft, correct or complete work.

Question prompts for lesson observation – focus on numeracy

How well do learners:

- explain their thinking to show their understanding of number processes and concepts?
- Identify and use an efficient strategy for calculations, including mental methods, written methods and use of a calculator?
- demonstrate they have a secure knowledge and understanding of number facts (for example place value, equivalence of decimals and fractions, ordering decimals)?
- demonstrate a sound understanding of calculation methods (for example tables, bonds, mental and written methods and efficient use of a calculator) and calculate accurately?
- demonstrate an awareness of shape, scale, size and position?
- evaluate data to make informed decisions? Are learners able to collect, organise and analyse data effectively?
- apply their skills accurately when working independently and with others?
- evaluate their solutions?
- cope with the mathematical demands made in the subject?
- draw on skills and concepts learned previously?

How well does the teaching...?

- demonstrate good use of language to develop learners' numeracy skills?
- promote an interest and enthusiasm for numeracy?
- use challenging and practical tasks to develop learners' numeracy skills?
- offer opportunities for solving problems in everyday practical tasks relevant to the learners' main course of study or interests?
- promote the links between numeracy calculations and the relevance to everyday tasks?

- provide opportunities for applying numeracy skills in a wide range of relevant contexts?
- identify opportunities for transferring numeracy skills to different and unfamiliar contexts?
- make connections between numeracy skills, for example calculation of number in measure shape and space?
- use a range of strategies to improve accuracy?
- use numeracy to improve learners' reasoning skills?
- offer opportunities for learners to identify patterns and similarities in calculations?
- use probing questions to improve understanding?
- use technology to promote and enhance numeracy learning?

Annex 1: Writing the PIC

From an analysis of the college and learning area self-assessment reports (SARs),1.1.4, make comments in the Evaluation section of the PIC on:

- evidence of the percentage of learners who have been identified for literacy and numeracy support programmes;
- evidence of the numbers who have taken up literacy and/or numeracy support;
- evidence provided by the college about standards in literacy and numeracy;
- evidence of how learners are supported in their literacy and numeracy learning; and
- evidence of how learners' progress in literacy and numeracy skills is tracked and recorded.

From an analysis of 2.1.2, make comments on:

- the college's systematic tracking and monitoring of progress in literacy and numeracy;
- the effectiveness of literacy and numeracy support programmes;
- how well the college co-ordinates skills provision to plan for progression;
- in literacy whether the college has evidence of learners applying higher-order reading and writing skills across their main course of study;
- how well schemes of work address all learners' needs, particularly those working below expected levels and those more able learners; and
- how well the college develops dual-literacy skills and makes links with other languages.

From an analysis of 3.1.1 and 3.2.1 make comments on how well leaders and managers:

3.1.1
- use data on literacy and numeracy to monitor and challenge performance;
- set targets to drive improvement; and
- respond to national priorities for literacy and numeracy skills and qualifications.

3.2.1
- evaluate the effectiveness of strategies to improve literacy and numeracy learning experiences and outcomes; and
- use their data to compare their performance to that in other learning areas and college targets.

Annex 2: Role of the literacy and numeracy lead inspectors

The role of the literacy and numeracy lead inspectors (LANLIs) is to form a judgement on the standards, provision and leadership for literacy and numeracy within the learning areas and across the college as part of the phase one inspection. On all inspections there will be a learning area lead inspector for literacy and a learning area lead inspector for numeracy. The two learning area lead inspectors will work very closely together and will report on both literacy and numeracy. The reports will have a judgement for each key question but will not have judgements for the individual quality indicators. The inspectors will carry out observations and learning walks primarily in those areas of the college that are not part of the learning area inspections.

Colleges deliver their skills programmes in a variety of ways. These may include:

- discrete classes for literacy and numeracy;
- literacy and numeracy developed through the Welsh Baccalaureate; and
- literacy and numeracy delivered by vocational staff within vocational courses.

The LANLI inspectors will need to liaise with the skills manager (or equivalent) very early in the inspection to establish the delivery model. They will need to observe these classes but will also be looking for evidence of how well teachers develop skills as part of all sessions.

Learning walks should include talking to learners in a wide variety of settings. Inspectors should focus specifically on how well learners know their skills targets and whether these are reviewed and updated regularly.

Work scrutiny is an important part of evidence. Inspectors should take every opportunity to look at learner work during learning walks and observations. However, they should focus particularly on how well teachers and managers monitor and record the development of learners' skills in learners' work. They should look at records of how well teachers use marking schemes; how well teachers mark work and how well they record, track and monitor learner progress in developing literacy and numeracy skills.

Before the phase one inspection:

The LANLIs will:

- scrutinise the learning area / college self-assessment reports (SAR) and data sets;
- scrutinise the learning area / college quality development plan (QDP);
- write a draft PIC;
- liaise with the RI to identify an appropriate base room; and
- review accommodation requirements.

During the phase one inspection

Monday afternoon- phase one:

The LANLIs will:

- share their draft PICs and identify common themes;
- plan a timetable of observations and learning walks;
- arrange meetings;
- plan writing responsibilities; and
- arrange the evening feedback to the relevant skills manager (or equivalent).

Tuesday and Wednesday – phase one:

The LANLIs will:

- carry out observations and learning walks;
- meet with relevant staff;
- talk to learners;
- quality check the skills evidence in the JF to ensure that it is sufficient, robust and written to Estyn standards;
- ensure that any issues are recognised and dealt with appropriately;
- liaise daily with the learning area leads to gather feedback on literacy and numeracy in the learning areas;
- collate the JFs at regular intervals; and
- liaise each evening with the RI.

Thursday – phase one:

The LANLIs will:

- complete their input JFs;
- create a final collated JF;
- scrutinise the evidence gathered to form judgements;
- ensure that the JF contains enough information for the phase two inspection;
- create the reporting JF;
- meet with the QAI and RI to moderate the judgements; and
- write the summary sections for the report.

Friday morning – phase one:

The LANLIs will:

- edit and revise the final report;
- share outcomes at the final full team meeting; and
- lead the feedback to the skills manager(s).

The LANLIs have responsibility for:

- making sure that the literacy and numeracy inspection is carried out to Estyn standards and protocol;
- liaising with the learning area lead inspectors;
- maintaining contact with the RI; and
- creating finished learning area reports that are to publication standards.