

Delivering Skills for Life:

The national strategy for improving adult literacy and numeracy skills

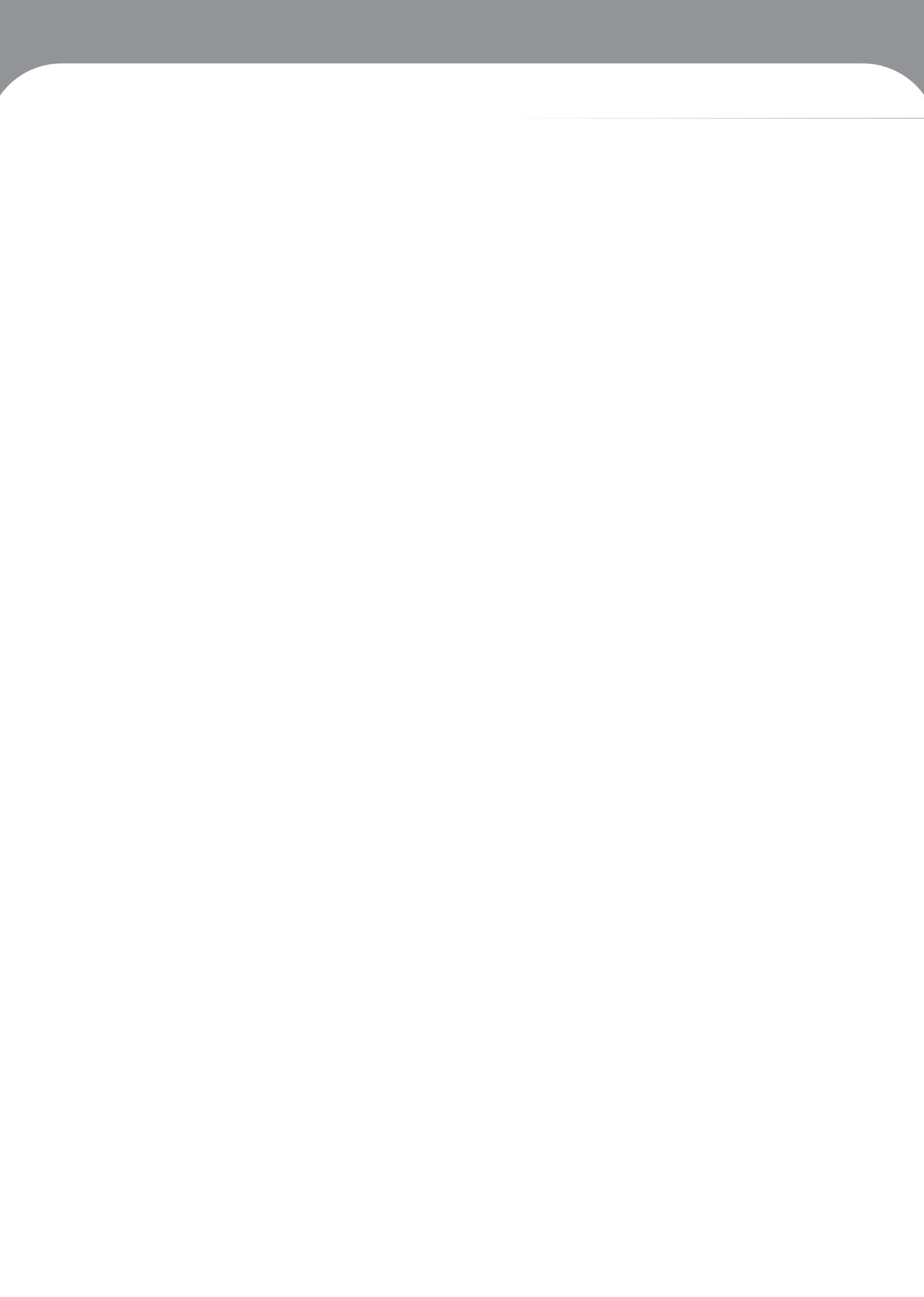
Raising
Standards

A Contextual
Guide to Support
Success in Literacy,
Numeracy and
ESOL Provision

Learners with
Learning Difficulties
and/or Disabilities

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CONSULTATION DOCUMENT



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Foreword

Each new learner must be given a high-quality learning experience that motivates him or her to keep on learning and to achieve.

Skills for Life (DfES, 2001)

At the present time, it is estimated that one in five adults in the United Kingdom has difficulties with literacy and/or numeracy. This is a situation that adversely affects both our economy and our society, but, equally importantly, has a debilitating effect on the life of individuals and their families. Without these essential skills, these individuals are more likely than ever to be excluded from our fast-moving society.

Since the launch of *Skills for Life* in 2001, we have gained an even greater insight into the effect that low levels of literacy and numeracy skills have on individuals and their families. Much has been done, and continues to be done, to bridge the skills gap and address the needs of these individuals.

One of the key ways of addressing these needs is through improving the quality of teaching and learning in literacy, numeracy and English for Speakers of Other Languages (ESOL) provision, and by increasing learner achievement through the new national infrastructure with its focus on teaching, learning and assessment arrangements. Together, these will contribute to removing the barriers to learning and raising achievement levels.

Over the past two years, much progress has been made and we have seen some exciting developments in improving literacy and numeracy provision and in making it more accessible and effective. We recognise that robust inspection and realistic self-assessment support and ensure the quality of these developments and result in continuous improvement. To assist this process and in response to requests from learning organisations we have developed this series of six contextual guides, each one tailored to the needs of a specific learning setting. The guides follow the publication of *Success in Adult Literacy, Numeracy and ESOL Provision* (DfES, 2002), which aimed to help learning institutions use the Common Inspection Framework to guide their work in raising the achievement levels of adult learners. These publications have been designed to complement the effective practice guides produced by OFSTED and the ALL that help to communicate the need for continuous improvement in literacy, numeracy and ESOL delivery, and offer practical advice both to those who are teaching this provision, and those responsible for inspecting it.

Each contextual guide in the series provides further help to providers, and in particular is designed to bridge the gap between understanding generic advice on improving quality, and taking appropriate and effective action in a specific learning context or setting, be that a general further education college, a prison, the workplace or in one of the varied settings found in adult and community learning. Providers need to feel confident that, if they put their learners at the centre of their provision and get the delivery right, good inspection grades will follow.

The guides are intended to provide practical help to providers in meeting this goal. As Director of the Adult Basic Skills Strategy Unit, I commend the guides to you, and hope that their use will help to secure the successful, positive and enhancing learning experiences for adults that lie at the heart of the *Skills for Life* strategy.



Susan Pember
Director, Adult Basic Skills Strategy Unit

Introduction

The sector must ensure that adult learners have greater access to excellent provision for basic skills, training for work and learning for personal development.

Success for All (DfES, 2001)

CURRENT ISSUES IN PROVISION FOR LEARNERS WITH LEARNING DIFFICULTIES AND/OR DISABILITIES

Teaching literacy and numeracy is challenging. Teaching literacy and numeracy to learners who have learning difficulties and/or disabilities is considerably more challenging! Teachers require skill, creativity and patience. They also need a good understanding of the impact that learners' difficulties have on their ability to learn, and the ability to devise activities and tasks to help learners realise their potential in this area of learning.

All those teaching young people and adults with learning difficulties agree that improving learners' oral communication skills enhances the quality of their lives. It follows that literacy and language programmes for these learners should include speaking and listening, signing and responding to sign, vocalisation, gesture and the use of objects.

Good teachers recognise that not all learners with learning difficulties can make sustainable progress in reading, writing and numeracy. Providers need to give careful thought to the appropriateness, relevance and value of continuing to teach reading, writing and more formal numeracy to adults who have made little or no progress in these areas throughout their schooling or in previous post-school literacy or numeracy programmes. The challenge for teachers is how to achieve a balance between enabling those learners who can make useful progress in reading, writing and numeracy to do so, while not continuing to put those who can make little or no progress in these areas through meaningless activities which can never result in the achievement of improved skills. The key to success is identifying each learner's needs and their individual capacity for learning in literacy, numeracy and language prior to, or on entry to the organisation and then devising programmes of learning that match these needs.

THE SCOPE OF THIS GUIDE

This Guide is designed to help providers achieve excellence in their literacy, numeracy and language provision for learners with learning difficulties and/or disabilities. By taking each of the seven questions in the Common Inspection Framework in turn, it is designed to help providers undertake realistic self-assessment by interpreting the requirements of the Common Inspection Framework within the context of adult literacy, numeracy and ESOL curricula and meet provision in communication, reading, writing and numeracy for learners with learning difficulties and/or disabilities.

It also offers help by setting out the characteristics of effective practice in literacy, numeracy and language provision for these learners, again in relation to the seven questions of the Common Inspection Framework. It contains many practical examples from successful providers and ideas of how to achieve effective practice. It also makes reference to *Skills for Life* documents that have been designed to help providers improve their practice.

We wanted this series of guides to offer practical help to providers and teachers – a ‘How to’ guide that would really focus on what works. For that reason, as well as providing sample materials that can be adapted for different learning environments, all the guides illustrate what success might look like. For example, how do we know when a learner has made an important new step in their learning? What might be the outcomes of a successful initial assessment? The short descriptions of the progress made by real learners in real situations help to answer such questions.

Finally, the guides include comments from inspectors on this area of work in inspection reports and other documents. These extracts are included to help readers gain an insight into how ALL and Ofsted evaluate and report on this context for learning.

Throughout this Guide, ‘learning difficulties’ is used to mean a cognitive impairment which results in major difficulties in all aspects of learning and significantly greater limits to learning than those experienced by other adults. The Guide also makes reference to the teaching of literacy, numeracy and language to learners who have sensory impairments, physical impairments and specific learning difficulties such as dyslexia, dyspraxia or dyscalculia. The Guide does not attempt to cover the wider range of learning disabilities.

WHAT IS SUCCESS IN THE LEARNING DIFFICULTIES AND/OR DISABILITIES CONTEXT?

Where teaching and learning are practical and skills are taught through activities relevant to the learner, success can be dramatic. All learners with learning difficulties and/or disabilities make more progress in developing their literacy, numeracy and language skills when they have the opportunity to learn and apply them in real, practical environments. Improvements in initial assessments, planning learning on an individual basis and using learners’ own needs (including vocational needs), interests and experience as the basis for learning, have also resulted in faster progress and higher levels of achievement. However, too many teachers still focus exclusively on paper-based activities which centre on exercises or subjects of little relevance to learners. Misinterpretation of the core curricula for literacy and numeracy has resulted in too many sterile lessons in which the core curricula skills are taught without any context, and without reference to what learners need or want to learn.

Adults with learning difficulties who have been taught specific reading and numeracy skills to enable them to get and keep specific jobs have achieved many successes. For example, a young man on a work preparation course was taught to record stock counting through tallying which enabled him to work in a well-known store. Similarly, a woman learned to ‘read’ the major signs in the hospital where she worked and could then move from work experience to a paid job. Their successes were the result of careful assessment and planning as well as effective teaching.

ACHIEVEMENT AND STANDARDS

1. How well do learners achieve?

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1. HOW WELL DO LEARNERS ACHIEVE?

Effective practice which secures continuous improvement is evidenced by:

- success in achieving challenging targets, including qualifications and learning goals, and results over time;
- the standards of learners' work in relation to their learning goals;
- learners' progress relative to their prior attainment and potential; and
- the development of personal and learning skills.

IN THE COMMON INSPECTION FRAMEWORK ACHIEVEMENT IS JUDGED BY THE EXTENT TO WHICH...

SUCCESS IN ADULT LITERACY, NUMERACY AND ESOL PROVISION IN THE LEARNING DIFFICULTIES AND/OR DISABILITIES CONTEXT MEANS...

1.1 results and retention rates compare well with local and national averages.

1.1.1 learners' achievements in literacy, numeracy and language are comparable to or better than those of similar learners locally and nationally.

1.2 trends in performance over time show continuous improvement or the maintenance of very high standards.

1.2.1 providers' records demonstrate that the number of learners achieving the literacy, numeracy and language goals in their individual learning plans (ILPs) is increasing year on year or remaining at a very high rate.

1.3 the analysis of added value indicates that learners make at least the progress expected of them.

1.3.1 learners have made good progress in the development of literacy, numeracy and language skills in relation to the starting point recorded in their baseline profile at the end of the initial assessment period.

1.4 standards are consistently high across the provider's work.

1.4.1 learners' achievements in relation to the literacy, numeracy and language goals in their ILPs are consistently high across all areas of the curriculum, including the extended curriculum in residential provision.

IN THE COMMON INSPECTION FRAMEWORK ACHIEVEMENT IS JUDGED BY THE EXTENT TO WHICH...

SUCCESS IN ADULT LITERACY, NUMERACY AND ESOL PROVISION IN THE LEARNING DIFFICULTIES AND/OR DISABILITIES CONTEXT MEANS...

1.5 challenging learning goals and targets are achieved.

1.5.1 learners make good progress towards learning goals in literacy, numeracy and language that are challenging and realistic in relation to their level of competence and cognitive ability.

IN THE COMMON INSPECTION FRAMEWORK ACHIEVEMENT IS JUDGED BY THE EXTENT TO WHICH LEARNERS...

SUCCESS IN ADULT LITERACY, NUMERACY AND ESOL PROVISION IN THE LEARNING DIFFICULTIES AND/OR DISABILITIES CONTEXT MEANS...

1.6 make significant progress towards fulfilling their goals and potential.

1.6.1 have achieved learning goals for literacy, numeracy and language that are relevant to their future lives and commensurate with their levels of ability.

1.7 are prepared for effective participation in the workplace and in the community.

1.7.1 develop high levels of competence in literacy, numeracy and language skills that are relevant and useful to them in their future lives.

1.8 progress to relevant further or higher education, training or employment.

1.8.1 progress to placements that enable them to use the literacy, numeracy and language skills they have developed and, where appropriate, to extend their range of skills.

1.9 reach appropriate levels in basic and/or key skills consistent with their main programmes of study or training.

1.9.1 make progress in learning literacy, numeracy and language skills that are relevant to their main programmes and their long-term goals.

1.10 develop the skills of critical evaluation, research and analysis.

1.10.1 succeed in developing literacy, numeracy and language skills that will enable them to lead productive and enjoyable lives.

IN THE COMMON INSPECTION FRAMEWORK ACHIEVEMENT IS JUDGED BY THE EXTENT TO WHICH LEARNERS...

SUCCESS IN ADULT LITERACY, NUMERACY AND ESOL PROVISION IN THE LEARNING DIFFICULTIES AND/OR DISABILITIES CONTEXT MEANS...

1.11 develop the attitudes and skills necessary to maintain lifelong learning, including the capacity to work independently and collaboratively.

1.11.1 have acquired literacy, numeracy and language skills that will enable them to participate fully in society, including where appropriate, open or sheltered employment.

1.12 attend regularly and are punctual.

1.12.1 have developed literacy, numeracy and language skills, or alternative coping strategies such as the ability to follow routines, to enable them to attend regularly and punctually without prompting.

HOW TO ACHIEVE SUCCESS

The crucial element in ensuring that learners achieve success in literacy, numeracy and language skills is to establish an appropriate starting point for their learning. In order to do this, successful providers gather as much information as they can about the learners' prior achievements from their previous placements. This is supplemented by a careful initial assessment of the learners' strengths, needs and priorities on entry to the programme of learning within the context of their long-term aims. It is important to select the literacy, numeracy and language skills that will be needed by the learner and then to assess his or her level of competence in relation to these skills, rather than in relation to a random set of competences.

It is particularly important to identify at this early stage those learners whose cognitive impairments prevent them from developing reading and writing skills. If, for example, previous records indicate that the learner has made little progress in reading, writing and number, and he or she is unable to:

- recognise his or her name in writing
- copy letters of the alphabet and shapes such as a circle or square
- draw a recognisable human figure with a head, body, arms and legs
- match an object to a picture of the same object
- count objects by touching them and saying numbers as they do so
- recognise written numbers (1–9)

it is unlikely that he or she will make significant progress in reading, writing and number. In this case, priority needs to be given to the development of the learner's speaking and listening skills.

Additional assessments are needed for those learners who have the potential to make progress. Good providers develop an initial assessment programme that comprises a number of everyday activities and that enables staff to identify what learners can do and what they still need to learn within the context of their long-term goals. They refer to the Adult Literacy and Numeracy core curricula and the Adult Pre-entry Curriculum Framework for Literacy and Numeracy to identify the skills they need to assess. Wherever possible, the assessments are undertaken in 'natural' contexts. For example, it is possible to assess whether or not a learner can count reliably up to 10 (curriculum reference N1/E1) by asking him or her to count how many people want a cup of coffee; the number of plant pots on a shelf; the number of pages to be photocopied, and so on.

Some learners, particularly those with sensory impairments, speech and language impairments, impairments that affect their motor control and those who have specific learning difficulties such as dyslexia, need additional assessments by appropriately qualified specialists. It is unlikely that many providers will have access to these specialist staff within their own organisations. Providers therefore need to make contact with appropriate organisations and make arrangements for such assessments to be carried out.

Once the initial assessment process is completed, the outcomes need to be recorded within a learner's overall baseline profile. This then provides the starting point for each learner's programme of learning and facilitates an assessment of 'distance travelled' to be made at a later stage. An example of a baseline assessment profile can be found later in this Guide.

This baseline assessment profile leads to the development of an individual learning plan (ILP) for each learner. The ILP comprises learning goals for literacy, numeracy and language alongside goals for other personal, social and subject-specific skills. The goals are clearly linked to the outcomes of the initial assessment process as described in each learner's baseline profile and are set within the context of the learner's long-term goals. An extract from a learner's ILP showing his literacy, numeracy and language goals can be found later in this Guide.

All staff who come into contact with a learner have a copy of his or her ILP so that they can plan activities and set objectives for their sessions that will help the learner to achieve the learning goals set out in the ILP. In residential settings this includes staff who work with learners across the extended curriculum. Extracts from session plans identifying the literacy, numeracy and language objectives that teachers in different subjects have set to address the goals in the learners' ILPs can be found later in this Guide.

At the end of the time specified for the achievement of the goals in the ILP, all staff who work with a learner assess his or her progress in relation to these goals and ascertain the 'distance travelled' by the learner against the starting point as described in the baseline profile. This information is then collated to provide a summative assessment of the learner's progress. An example of a learner's summative assessment, showing the progress made in literacy, numeracy and language can be found later in this Guide.

Where appropriate, successful providers enter learners for the national tests in literacy or numeracy and/or externally accredited, approved qualifications in literacy, numeracy and language. Careful records are kept of learners' achievements in these awards so that providers can monitor trends in performance from year to year. These are then compared with the achievements for similar learners in comparable local and national organisations. Currently providers need to arrange such comparison exercises themselves as benchmarking data are not readily available.

A similar process is used to compare the achievements of learners who are not entered for the national tests or external qualifications. Providers establish networks of similar organisations and arrange moderation exercises to verify the progress that learners have made in relation to the literacy, numeracy and language goals in their ILPs. This enables providers to compare the achievements of their learners with those of similar learners within similar organisations.

Good providers also keep careful records of the placements to which learners progress. Providers make contact with these placements at agreed intervals to identify how useful the literacy, numeracy and language skills the learners have developed with the provider have been to them in this placement. This feedback is then used to inform the development of the provider's literacy, numeracy and language programmes.

The Adult Basic Skills Strategy Unit's Regional Co-ordinators are responsible for *Skills for Life* at a regional level. They can give you specific support and advice on implementing and securing continuous improvement for literacy, numeracy and ESOL provision.

WHAT IS SUCCESS?

Achievement in literacy, numeracy and language for learners with learning difficulties and/or disabilities covers a very wide spectrum. The following cameos describe the progress some learners have made in literacy, numeracy and language.

Sean

Sean is a learner who has limited speech. He arrived at college with a communication system but preferred not to use it! This meant that staff were not able to understand his wishes and preferences and led to frustration on Sean's part.

Sean attended group sessions in Assisted and Augmentative Communication (AAC) and developed a communication passport that is in the form of a file with appropriate pictures and photographs. Sean is immensely proud of this work and will not let anyone borrow his file – no matter what the reason!

Whilst Sean remains resolutely unco-operative in certain circumstances, his ability to use his AAC system has improved dramatically and he responds well to gentle support and encouragement. His behaviour has improved enormously as he is able to express himself much more clearly using his AAC device and a range of commonly understood signs and gestures.

Leanne

When Leanne arrived at the college, she was able to count by rote, but if you asked her to count out a particular number of objects, she couldn't. She had no strategy for applying her understanding of number. She needed to learn how to apply her rote learning and then to recognise that a number represents a set of objects. When she came, she couldn't find a pair of wellington boots with a size 6 on them – now she can. She can also count out objects practically and she has extended this to begin to understand positional vocabulary.

Peter

Peter is a young man with very complex needs. He has a language disorder which is made worse by severe hearing loss, some visual loss and challenging behaviour. Before arriving at the college, Peter had never been allowed to go anywhere on his own. He had no confidence and could not think independently. When he went out, he insisted on holding on to a member of staff.

Over time, Peter has learned to tell the time and then apply this to using a timetable. He has also developed his own communication skills. When he first arrived at the college, if something went wrong, he became very agitated. He has learned to ask members of staff for help and can now also ask members of the public for help. For example, on a visit to Leicester he got a little lost but managed to get a member of the public to direct him to the police station. He was then able to explain to a police officer that he needed to get to the station and, with a map, was able to find his way there and to get a train back to college.

Steven

Steven had very limited communication skills when he arrived at the college and often displayed inappropriate behaviour such as pushing, spitting, shouting loudly and running around. He had a communication aid that enabled him to respond to simple questions. However, he decided that he did not want to use his communication aid and signed to staff that he wanted to talk. Staff then encouraged him to sign answers to questions. Steven can now say at least 10 words that are important to him (for example, 'ice cream' and 'apple').

During a recent visit to Steven's residential accommodation by an inspecting officer, the officer asked Steven what session he had in the afternoon. Steven took the officer to the pictorial timetable, pointed out his name and signed 'music'. As the officer left the house Steven opened the door, gestured what a beautiful sunny day it was, shook hands and said 'bye'.

Extracts on effective practice from OFSTED and ALL inspection reports

'The standard of work in students' folders and the standard of students' practical work are high. Students have produced some excellent portfolio work, which shows the development of their ideas following frequent visits to galleries and places of artistic interest. Programmes successfully develop students' basic skills. A number of courses help improve the job skills of students and prepare them for employment.'

'Initial assessment of students' literacy and numeracy skills is thorough and is used in the development of individual learning plans. Teachers use the plans effectively when planning their lessons and conducting progress reviews.'

THE QUALITY OF EDUCATION AND TRAINING

2. How effective are teaching, training and learning?

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2. HOW EFFECTIVE ARE TEACHING, TRAINING AND LEARNING?

Effective practice which secures continuous improvement is evidenced by:

- how well teaching and training meet individuals' needs and course or programme requirements;
- how well learners learn and make progress; and
- learners' progress relative to their prior attainment and potential.

IN THE COMMON INSPECTION FRAMEWORK TEACHING AND LEARNING ARE JUDGED BY THE EXTENT TO WHICH TEACHERS...

SUCCESS IN ADULT LITERACY, NUMERACY AND ESOL PROVISION IN THE LEARNING DIFFICULTIES AND/OR DISABILITIES CONTEXT MEANS TEACHERS...

2.1 show knowledge, technical competence and up-to-date expertise, at a level consistent with effective teaching, training and assessment of the course or programme.

2.1.1 show up-to-date knowledge and practical competence in teaching literacy, numeracy and language skills to learners with learning difficulties and/or disabilities.

2.2 plan effectively with clear objectives that all learners understand.

2.2.1 undertake careful initial assessment to identify learners' long-term goals and to establish a starting point for developing individual learning plans (ILPs) which prioritise learners' literacy, numeracy and language needs.

2.2.2 plan lessons effectively to enable learners to make progress towards the literacy, numeracy and language goals in their ILPs.

2.3 use methods and styles of teaching and training that are consistent with the aims of their programmes and learners' personal objectives.

2.3.1 teach literacy, numeracy and language skills in realistic and relevant ways which make most sense to the learner.

2.3.2 ensure that the teaching and learning methods used are well matched to the specific literacy, numeracy and language skills being taught.

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THE EXTENT TO WHICH TEACHERS...**

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DIFFICULTIES AND/OR DISABILITIES
CONTEXT MEANS TEACHERS...**

2.3 *continued*

2.3.3 teach literacy, numeracy and language skills through practical activities in real situations and avoid an over-reliance on paper-based or simulated tasks.

2.3.4 ensure that activities reflect the interests, experiences and levels of ability of the learners.

2.4 challenge and inspire learners.

2.4.1 set exciting and interesting challenges to help learners achieve their literacy, numeracy and language goals.

2.4.2 plan activities that are interesting, relevant and specifically designed to enable learners to make progress towards the literacy, numeracy and language goals in their ILPs.

2.5 set, use and mark assignments and other tasks in a way that helps learners to progress.

2.5.1 continuously monitor learners' progress as they undertake activities and tasks and note any significant progress as part of their evaluation of lessons or sessions.

2.5.2 use formative assessment to evaluate the progress learners make towards the literacy, numeracy and language goals in their ILPs.

2.5.3 set new goals as an integral part of the learning process.

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**SUCCESS IN ADULT LITERACY, NUMERACY
AND ESOL PROVISION IN THE LEARNING
DIFFICULTIES AND/OR DISABILITIES
CONTEXT MEANS TEACHERS...**

2.6 with learners, develop individual learning plans informed by initial assessment that are reviewed and updated regularly.

2.6.1 use the outcomes of initial assessment to inform the development of ILPs.

2.6.2 identify the literacy, numeracy and language skills learners need to develop to enable them to progress towards their long-term goals.

2.6.3 ensure that the literacy, numeracy and language goals in learners' ILPs are sufficiently specific to enable their progress to be measured.

2.6.4 review regularly and systematically the progress learners are making towards the literacy, numeracy and language goals in their ILPs.

2.6.5 update and amend the literacy, numeracy and language goals in learners' ILPs to reflect the outcomes of assessments.

2.7 promote good working relationships that foster learning.

2.7.1 develop good working relationships with learners that help them to learn and that are based on respect for the individual.

2.7.2 ensure that staff across the organisation are familiar with and work to address the literacy, numeracy and language goals in learners' ILPs.

2.8 use materials and teaching methods that promote equality of opportunity.

2.8.1 ensure that activities, teaching methods and materials used to teach literacy, numeracy and language skills are realistic and relevant, matching individual learner requirements and promoting equality of opportunity.

**IN THE COMMON INSPECTION FRAMEWORK
TEACHING AND LEARNING ARE JUDGED BY
THE EXTENT TO WHICH LEARNERS...**

**SUCCESS IN ADULT LITERACY, NUMERACY
AND ESOL PROVISION IN THE LEARNING
DIFFICULTIES AND/OR DISABILITIES
CONTEXT MEANS LEARNERS...**

2.9 acquire new knowledge and skills, develop ideas and increase their understanding.

2.9.1 make good progress towards the literacy, numeracy and language goals in their ILPs and become competent in applying their learning in different contexts and situations.

2.10 understand and are confident in what they are doing, how well they are progressing and what they need to do to improve.

2.10.1 participate confidently in activities designed to develop their literacy, numeracy and language skills.

2.10.2 are proud of their progress.

2.10.3 are keen to learn more.

2.11 apply effort to succeed with their work, work productively and make effective use of their time.

2.11.1 apply at least the amount of effort expected of them (commensurate with their level of ability).

2.11.2 stay on task for at least the period of time expected of them (commensurate with their level of ability).

2.12 are stimulated and show interest in their work.

2.12.1 respond readily to instructions and participate willingly in activities designed to develop their literacy, numeracy and language skills.

2.12.2 are stimulated and show interest in developing their literacy, numeracy and language skills in a way that can be recognised by someone who knows them well.

HOW TO ACHIEVE SUCCESS

Effective planning of sessions is crucial if teaching literacy, numeracy and language skills is to be successful. After careful initial assessment to identify a learner's long-term goals and to establish a starting point for teaching literacy, numeracy and language skills, good providers develop an ILP that prioritises short-term goals for each learner.

Developing the individual learning plan

The following extracts from two ILPs show the goals set for two learners, Angela and James, in relation to literacy, numeracy and language skills.

SAMPLE ILP

Angela

Adult Pre-entry Framework

Priorities for this term are...

Literacy Milestone (M) 4

- listen and respond to simple instructions in order to perform everyday tasks.
- respond to greetings.
- match objects, signs and symbols in everyday situations.

Language (M4)

- communicate choices.
- make requests.
- answer simple questions.

Numeracy (M6)

- count up to five objects.
 - recognise numerals up to 3.
 - recognise the difference between different sizes, shapes, lengths, weights and capacities.
 - give money in exchange for goods.
-

James

Adult Pre-entry Framework

Priorities for this term are...

Literacy (M8)

- use his reading skills in real, practical situations to demonstrate understanding.
- write familiar words in a real situation.

Adult Pre-entry Framework

Priorities for this term are...

Language (M8)

- answer questions about personal details, events and experiences.
- ask questions to obtain information.
- contribute to discussions.

Numeracy (M7)

- use addition and subtraction in real, practical situations with numbers up to 5.
- recognise and use coins up to 20p and notes up to £10.00 in real situations.
- follow instructions involving position.

Simon Slater Individual Learning Plan Spring 2003

Ref: 1000 Main Course: Information Technology 1281 D.O.B: 03/04/1968
 HPC Region: Dev Date of Entry: 13/08/2002 HPC agreed and date: 31/07/2003
 Accommodation: CASR Key Worker: L. J. H. H. IT: Big Building

Goals Beyond College
 To secure an independent job.

Objectives For Year 1
 To read my notes and get used to using a new book following my book club. To improve my speed and accuracy with the more recognition software (Dragon) (KDE). To find a club for the winter season of reading through it.

Objectives For Year 2
 My targets for 2003/04 are to do a course of level 2, study of learning systems, as well as achieving the goal to read 100 books, confidence in myself and improve my spelling. I wish to carry on my studies including reading, creative writing and when my time is better I wish to eventually return to swimming.

Objectives For Year 3

Objectives For Year 4

Individual Learning Programme
 Main Course Programme: Information Technology 1281
 Personal Development and Independence Programme: Current Targets
 Simon is currently negotiating new targets for the new spring semester. Completed last term targets:

Current Additional Studies
 Modern Office Apps Private Study

Learning style
 I find I have best working on my own. I find reading pages and pages a waste of time as I am unable to keep the information. Taking in small bits helps. I prefer to work in small discussion groups.

Support Strategy
 Simon has one to one support for all tasks and is using specialist software to substitute computer access. He also has weekly and bi-weekly therapy once a week and takes regular physiotherapy. He is benefiting from the support of his wife and family.

Key Skills - Pre-Entry Key Skill Levels: 1, 2 and 3 - Followed From Key Skill Levels: 1, 2 and 3 - DCA Key Skill Levels
 Simon Slater is working towards the following key skills targets.

Communication Current Target: 1
 Current Level: 1
 I will get to a point where I can discuss my own ideas with you effectively, independently and with confidence. I will also be able to understand and use different types of documents and write text documents about everyday work activities involving the use of language.

Numeracy Current Target: 1
 Current Level: 1
 I will understand information from two different sources. To keep this source should be a table, chart, diagram or line graph. Carry out straightforward calculations in or with a calculator, using tables, repetition and handling materials. Interpret the results of your calculations and create your findings. This must use one chart and one diagram.

Information Technology Current Target: 1
 Current Level: 1
 I will explore and develop information for two different purposes. I must understand the two different purposes. Your work must include at least one example of text, one example of images and one example of numbers.

Student: Simon Slater Personal Tutor: Date:

An ILP for a learner who is working at a higher level of literacy and numeracy.

Session planning

Where teaching is most successful, sessions are planned carefully to include objectives for literacy, numeracy and language skills alongside objectives for other personal, social and subject-specific skills that have been prioritised in each learner's ILP. Each member of staff, including, where appropriate, those who work with the learner in the residential accommodation, then plans his or her session to enable the learners to address the objectives within their ILPs.

An effective session plan specifies the aim of the session, the objectives for each learner, the content and the activities to be used. Good providers ensure that, where possible, teachers involve support staff in the planning of sessions and share the session plan with them so that the support staff are clear about their role in helping learners to achieve the individual objectives prioritised for that session.

At the end of each session, staff review the session with the learners, where appropriate, and take into account comments from the support staff. They then evaluate the progress that learners have made in relation to their individual objectives for that session. This information is noted and used as evidence of progress and to inform the planning of the next session.

Evaluating progress and setting new goals is an integral part of the learning process in successful provision.

The following extract from a session plan lists the literacy, numeracy and language objectives that the teacher has planned for Angela and James as part of a visit to the local swimming pool.

SAMPLE SESSION PLAN

Curriculum strand: Community and Leisure activities

Aim of session: To use the local swimming pool

Activities

- get together items needed to take to the pool
- walk to the Sports Centre using the crossings
- pay and go into the pool
- use the lockers and the shower facilities
- swim
- obtain information about the line dancing sessions
- use the vending machine.

Angela

Objectives for literacy, numeracy and language are...

Comments on performance

-
- respond to 'Good morning'.
-
- listen and respond to the instructions of what to put into her bag for swimming.
-
- count how many items she has in the bag.
-
- ask for a ticket for swimming at the Sports Centre.
-
- give two £1 coins to the attendant.
-
- find the changing room with the Ladies symbol on it.
-
- locate the locker marked 3 and use it.
-
- check she has the same number of items in her bag when she leaves the changing room.
-
- say what she would like from the vending machine.
-

James

Objectives for literacy, numeracy and language are...

Comments on performance

-
- read the information on the Sports Centre door to find out what time the pool closes.
-
- select the correct money to pay to go into the pool.
-
- find a locker to use that is below number 10.
-
- ask for an information leaflet about the line dancing session and tell the rest of the group what day of the week it is on.
-
- lead the group back to college, turning right and left when asked.
-

Where teaching literacy, numeracy and language skills is most successful, teachers incorporate opportunities for learning these skills into real and relevant activities that make sense to the learner. For example, teaching money skills is taught by taking learners shopping to purchase small items such as a magazine, a canned drink or a bottle of shampoo, or by using a local café where learners have the opportunity to use real money. Activities reflect the interests and experiences of the learners and care is taken to ensure that each learner is set tasks that provide him or her with an appropriate level of challenge.

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Toni is weighing out some flour using scales and metric weights. She is using laminated cards to help her weigh out the correct amounts. She is working at Entry Level 3 (curriculum reference Mss1.E2.6: Read, estimate and compare weight using common standard units).

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Lisa is filing students' files in the filing cabinet. She is working at Entry Level 3 (curriculum reference Rw/E3.4: Use first and second place letters to find and sequence words in alphabetical order).

Within successful provision, careful consideration is given to the learners' long-term goals so that staff can identify which skills, including literacy, numeracy and language, they should prioritise within their learning programmes. It is important that the learner's ILP states the long-term goal that the learner is working towards and that short-term goals are set in relation to this.

The following examples show the literacy, numeracy and language objectives that have been set for two learners, Danny and Will, within the context of their long-term goals.

Danny

Danny is working at Milestone 5 of the Pre-entry Level curriculum. He has very good practical skills and would eventually like to work in a garden centre.

ILP EXTRACT

Adult Pre-entry Framework

Goals for this term are...

Literacy Milestone (M) 5

- listen and respond to instructions in order to complete a range of simple tasks within horticulture.
- say his name, address and age when asked.
- recognise familiar signs found in a garden centre (for example, ENTRY, EXIT, TILL, TOILETS, TROLLEYS).
- match labels showing the same word (for example, 'pansy', 'tulip') and put them in the correct containers.

Language (M5)

- ask for help when needed.
- greet people and respond to greetings.

Numeracy (M5)

- recognise the difference between a few and many.
- recognise the difference between big, small, tall and short, for example, when locating plants, plant pots etc.
- put items in order, for example, in and out of containers, lined up or grouped.
- sequence short activities into routines in order to complete practical tasks.

Will

Will is a learner with complex learning difficulties who is also working at Milestone 5 of the Pre-entry Level curriculum. His long-term goals are to communicate his needs, likes and dislikes and to experience new activities.

ILP EXTRACT

Adult Pre-entry Framework	Goals for this term are...
Literacy (M5)	<ul style="list-style-type: none">● follow requests and instructions containing two key signs.● recognise and respond to familiar signs and symbols found in public places.● match symbols to objects in order to help sequence tasks.
Language (M5)	<ul style="list-style-type: none">● communicate everyday needs.● communicate a choice between two items to indicate likes and dislikes.● respond to greetings in some way.
Numeracy (M5)	<ul style="list-style-type: none">● recognise the difference between one, two and many in everyday familiar situations.● recognise the difference between big, small, long and short in everyday settings.● follow instructions with regard to position, for example, by putting the milk in the fridge.● group everyday objects together by size, colour and shape, for example, by putting all the red balls back into the box.

Using games to develop skills

The following ideas for games have proved to be successful in helping learners to develop their literacy, numeracy and language skills.

- Playing word bingo using cards bearing the words that learners are currently learning to recognise (Milestone (M) 7).
- Games where learners are divided into teams and individual learners are awarded points for correctly identifying sounds at the beginning, middle or end of words, or for correctly saying the sound that a letter makes (M8).
- Games where learners gain points for correctly writing words. Use words that each individual is presently working on (M8).

- Listening and responding to instructions set to music to learn a dance routine (M6).
- Taking part in a board game where each learner takes a card from a central pack. Each card shows a symbol or simple word and has a value up to 5. When the learner says what the card represents, they move their counter round the board for the number of spaces indicated on the card (M5).
- Playing 'Simon says' to listen and respond to simple requests containing one key word (M4).
- Playing games involving the use of dice, either saying the number or throwing twice and adding or subtracting the spots to make a total (M8).
- Games where learners are divided into teams and individual learners win points for carrying out tasks in a set time (measured by a timer), for example, putting 10 shells into a box, taking four rubbers out of one box and adding them to the two rubbers in the other box (M7).
- Playing a version of the game Twister, where learners follow directions to move into different positions (M7).
- Playing dominoes (M6).
- Using simple picture cards to sequence an activity. Learners win points by putting them in the correct sequence (M4).

Good teachers ensure that materials used in the games are adapted to enable learners with sensory and/or physical impairments to participate fully.

The *Skills for Life* professional development programme for staff across all sectors is to be announced shortly by the Learning and Skills Council. The programme will provide core curricula and specialist training for all staff engaged in teaching adult literacy, numeracy and ESOL, including those who work with learners with learning difficulties and/or disabilities. Training at Level 3 for vocational specialists will also be provided. The programme leads staff to take relevant qualifications.

WHAT IS SUCCESS?

Learners are most successful in achieving their literacy, numeracy and language goals when they enjoy the activities they are taking part in and receive praise for making even small steps of progress towards their goals. Good provision is based on respect for the individual and the development of good working relationships. Successful teachers build on learners' strengths and use their interests to motivate them and to help them to focus on their learning.

The following examples from a specialist residential college for learners with learning difficulties and/or disabilities show how staff have used opportunities within different sessions to address the literacy, numeracy and language goals in learners' ILPs.

Daily living skills

A small group of learners often catches the bus into town with their teacher, Anne, to shop for ingredients for making their lunch back at college. They regularly visit the same café in the town for a drink and a cake or biscuit during the morning. In the café Susan is able to read most of the menu. She asks the assistant for a coffee and a Kit-Kat. At the till she is asked for £1.40. She selects a £1 coin and a 50p piece and waits for her change.

Joe cannot read the menu but chooses a cake from the ones on the counter and asks for a can of coke. He gives the assistant two £1 coins which he has ready in his pocket, the same as he did last week. He does not wait for any change as he is too eager to get started on the cream cake.

Kay stands at the counter with Anne, waiting for someone to do something for her. She rarely communicates or initiates any actions. Anne asks the assistant if he would put three different cans onto the counter in front of Kay. She then asks Kay which one she would like. After looking at all three she points to the can of Lilt and says 'Drink'.

Pottery

Magreth was teaching learners how to make a small clay house with cut-out windows through which a candle could shine. The activity incorporated many activities to teach literacy, numeracy and language skills such as listening and responding, communication, shape, space, direction, position, counting, quantity, capacity, matching and measurement. Magreth had planned the session to address the literacy, numeracy and language objectives within each learner's ILP. The objectives for the less able learners were to listen and respond to instructions and to count out three or four windows. Two of the more able learners were set the task of using a ruler to measure accurately the sizes of the windows and walls, whilst another learner was asked to cut out a round window, a square window and a rectangular door after identifying the correct templates.

Magreth observed the learners closely throughout the session and recorded how well each of them had accomplished their particular tasks at the end of the session. The learners all enjoyed the activity and were proud of the end results.

Physical pursuits

Alistair sometimes takes a group of learners to the Scouts Centre in the local town to participate in a variety of games and physical activities. Before the session begins he gives a copy of his session plan to the support assistant and talks about what he particularly wants each learner to achieve and how she can support certain learners. All the learners have objectives for literacy, numeracy and language skills that are incorporated naturally into the session.

The session begins with a warm-up. Learners are asked to make a circle, putting out their arms to ensure they are not too close to the learners on either side. For a number of the learners, this in itself

is quite a difficult task. Each learner in turn is asked to think of a warm-up activity, starting with the head and moving down the parts of the body as they go round the circle. They are asked to tell the others what exercise they would like them to do, say how many they are to do and then count them through the task. They are then asked to name the person whose turn it is next. For most of the learners this is a real challenge but they clearly enjoy the session and try to do the task as well as they are able. One learner rarely communicates in any sessions and finds sequencing activities very difficult. When it comes to her turn, after standing smiling for a while, she puts her hands on her waist. Alistair asks her which part of the body this is and what exercise they should do. She eventually says 'Tummy' and proceeds to count out loud 10 stretching exercises!

Alistair gives lots of praise throughout the session and the learners respond well to this. Throughout the next few games, learners are asked to respond to instructions relating to direction and position and to count and keep scores. One learner marks the scores on a whiteboard and adds them up while another learner puts different coloured sticks out each time a team wins a point. Games are timed either with the clock or using a timer with a bell. At the end of the session Alistair and the support assistant work together to assess and record the progress the learners have made against the objectives he has set for them.

Extracts on effective practice from OFSTED and ALI inspection reports

'[There is] much good and imaginative teaching – in a drama lesson students' thinking, speaking and listening skills were developed through games.'

'The teaching of basic numeracy is good. Students learn to estimate, sequence and date order, for example, through individual, paired and whole-group activities. There is a real sense of enjoyment and participation in these lessons.'

'In practical lessons, some teachers successfully integrate the skills of communication and application of number into other learning tasks.'

'Teaching is particularly good on the access to FE course for Deaf students. In English communication, tutors who are themselves Deaf encourage students to use a range of communication methods. They illustrate through Sign language the sound of difficult pronunciation or words that students do not understand.'

'Students are given sufficient time and personal space to develop confidence to participate in lessons or conversation.'

'Teaching is exceptionally well planned to ensure that the majority of sessions offer a range of activities which have an appropriate degree of challenge.'

THE QUALITY OF EDUCATION AND TRAINING

3. How are achievement and learning affected by resources?

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3

3. HOW ARE ACHIEVEMENT AND LEARNING AFFECTED BY RESOURCES?

Effective practice which secures continuous improvement is evidenced by:

- the adequacy and suitability of staff; and
- the adequacy, suitability and use of specialist equipment, learning resources and accommodation.

IN THE COMMON INSPECTION FRAMEWORK ACHIEVEMENT AND LEARNING ARE JUDGED BY THE EXTENT TO WHICH...

SUCCESS IN ADULT LITERACY, NUMERACY AND ESOL PROVISION IN THE LEARNING DIFFICULTIES AND/OR DISABILITIES CONTEXT MEANS...

3.1 there are enough qualified and experienced teaching, training and support staff to match the demands of programmes and the range of learners.

3.1.1 there are sufficient teachers and support staff to provide an effective teacher: learner ratio.

3.1.2 teachers and support staff have the relevant experience, qualifications and training to meet the needs of learners working at different levels towards individual goals in literacy, numeracy and language.

3.1.3 teachers understand the individual needs of learners and are competent in carrying out their roles to enable all learners to progress towards the literacy, numeracy and language goals in their ILPs.

3.2 the professional development of staff contributes to their effectiveness.

3.2.1 teachers and support staff, including those who work part time, participate in regular training and development activities which help them to understand the impact that cognitive impairments have on learners' ability to develop literacy, numeracy and language skills.

3.2.2 professional development opportunities enable staff to develop teaching and support strategies that are effective in helping learners to achieve the literacy, numeracy and language goals in their ILPs.

**IN THE COMMON INSPECTION FRAMEWORK
ACHIEVEMENT AND LEARNING ARE JUDGED
BY THE EXTENT TO WHICH...**

**SUCCESS IN ADULT LITERACY, NUMERACY
AND ESOL PROVISION IN THE LEARNING
DIFFICULTIES AND/OR DISABILITIES
CONTEXT MEANS...**

3.3 specialist equipment and materials are used, including facilities that are relevant to the workplace and meet current industrial standards.

3.3.1 equipment and materials reflect the needs, interests, experience and level of ability of the learners.

3.3.2 real and relevant facilities and environments are used to teach learners the literacy, numeracy and language skills they need to become more independent within the home, the community and, for those for whom it is appropriate, the workplace.

3.4 accommodation provides a suitable setting for good teaching, training and learning and support for learners.

3.4.1 wherever possible, learners have the opportunity to develop their literacy, numeracy and language skills within real settings such as community and leisure facilities, residential accommodation and the workplace.

3.5 learners have access to learning resources that are appropriate for effective independent study.

3.5.1 learners have access to appropriate resources to enable them to practise their literacy, numeracy and language skills in a range of situations across the curriculum.

3.6 learners work in a safe and healthy environment.

3.6.1 accommodation is clean, safe, secure and conducive to the learning of literacy, numeracy and language skills.

3.6.2 adequate precautions are taken to ensure the safety of learners when they are learning literacy, numeracy and language skills within real settings such as the community, residential accommodation or the workplace.

IN THE COMMON INSPECTION FRAMEWORK ACHIEVEMENT AND LEARNING ARE JUDGED BY THE EXTENT TO WHICH...

SUCCESS IN ADULT LITERACY, NUMERACY AND ESOL PROVISION IN THE LEARNING DIFFICULTIES AND/OR DISABILITIES CONTEXT MEANS...

3.7 resources are used to best effect in promoting learning.

3.7.1 resources are matched to the needs, interests, experience and level of ability of each learner.

3.7.2 specialist resources are readily available to meet the particular requirements of learners with specific learning difficulties and/or sensory or physical impairments.

3.8 learning resources and accommodation allow all learners to participate fully.

3.8.1 resources and accommodation are easily accessible to learners who have sensory or physical impairments.

HOW TO ACHIEVE SUCCESS

Providers with effective literacy, numeracy and language provision for learners with learning difficulties and/or disabilities ensure that they recruit and/or train teachers for this specialist area of work. The teachers are skilled in teaching literacy, numeracy and language and have a good understanding of the impact that learners' learning difficulties and/or disabilities have on their ability to develop literacy, numeracy and language skills. As a minimum such teachers have a Certificate in Education that has been supplemented by further training in cognitive development and the educational implications of learning difficulties and/or disabilities. Effective teachers are aware of all aspects of the *Skills for Life* strategy and have participated, where appropriate, in the training that is a part of it. Of particular importance is a thorough knowledge of *Access for All: Guidance on making the adult literacy and numeracy core curricula accessible*.

In addition to skilled and experienced teachers, providers may need a range of other staff to enable learners with learning difficulties and/or disabilities to reach their potential in literacy, numeracy and language. This might include, for example, physiotherapists, speech and language therapists, technicians skilled in alternative and augmentative communication and support staff who can work as enablers or scribes. Providers who do not employ such staff purchase their services from external agencies. Good providers have well-developed links with such agencies and are able to obtain their services quickly, as and when they are needed.

Where there are learners with sensory or physical impairments or specific learning difficulties such as dyslexia, good providers ensure that these learners are taught by staff who have the necessary qualifications to meet their particular learning needs. For example, learners who are

Deaf or have a hearing impairment are taught literacy, numeracy and language by a qualified teacher of the Deaf. Where there are insufficient numbers of learners with such needs to warrant the employment of a specialist teacher, good providers purchase this support from specialist external agencies.

Successful providers give careful thought to their choice of equipment and materials for the teaching of literacy, numeracy and language skills. They ensure that materials are matched to learners' interests, experience and particular stage of development. They avoid printed materials for those learners who do not understand symbolic representation and provide appropriate concrete materials for learners who find abstract thought and concepts difficult. For example, learners who are learning to count are helped to do so by touching and counting objects such as plant pots, mugs, buckets etc. while they are learning other practical or vocational skills within real and relevant contexts such as workshops, kitchens and greenhouses.

Good teachers ensure that appropriate materials and equipment are available for learners with sensory and/or physical impairments.

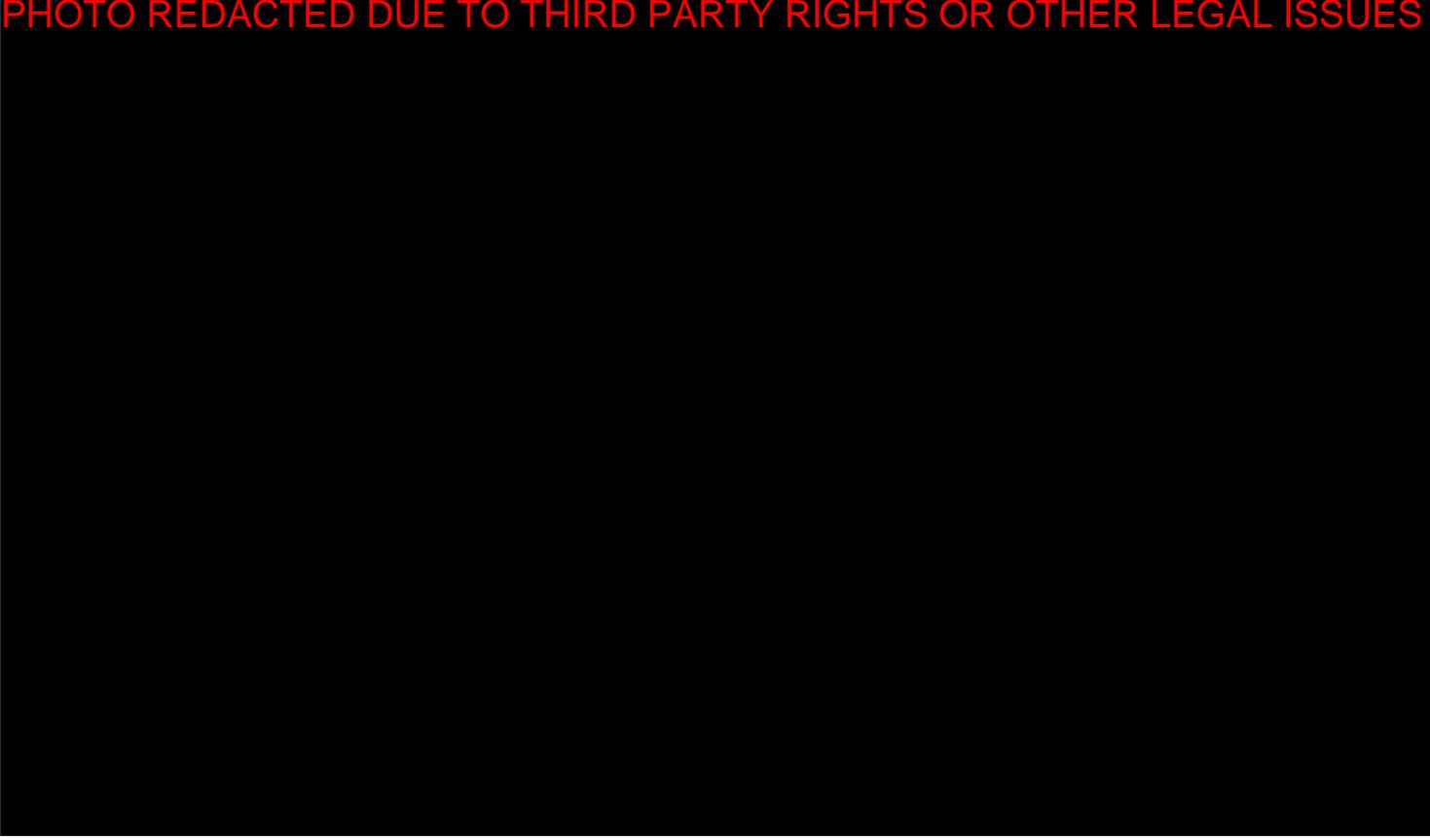
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Amy is working in the greenhouse as part of her horticulture session. She reads the instructions on the box of Miracle-Gro, measures the correct amount and mixes it with the correct amount of water. She is working at Entry Level 2 (curriculum reference MSS1/E2.7: Read, estimate, measure and compare capacity using standard units).

Learners with sensory or physical impairments or specific learning difficulties such as dyslexia often need specialist equipment and materials to maximise their ability to develop literacy, numeracy and language skills. Specialist knowledge is needed to assess learners' needs and to identify the most appropriate equipment for them. It is important that learners' support needs are assessed by a specialist before the start of their programmes so that the equipment and materials they need can be made available for them at the start of their programmes.

Particular expertise is required to identify the equipment that will be needed by learners who have profound and complex learning difficulties. Careful assessment of learners' needs will be undertaken by a multi-disciplinary team that includes some or all of the following: speech and language therapists; physiotherapists; occupational therapists; teachers of the Deaf or visually impaired; nurses; and technicians skilled in alternative and augmentative technology.

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Scott is learning to use his new communicator.

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Simon uses a voice-activated computer.

Many post-16 learners with poor literacy, numeracy and language skills make more progress in these skills through the opportunity to apply them in real situations and natural contexts than through more traditional classroom-based lessons. Successful teachers make good use of opportunities within community activities such as shopping trips, swimming sessions and visits to the cinema to teach and reinforce literacy, numeracy and language skills. Careful planning is undertaken prior to such activities to identify the learning opportunities within them and to protect learners' safety.

The Learning and Skills Council is in the process of updating its guidance, *Adult Literacy, Numeracy and ESOL: A Guide to Learning and Skills Council Funding 2002/03*. It is expected to be ready for publication in June 2003.

WHAT IS SUCCESS?

The following cameos show how two learners, Alan and Stephanie, have been able to make progress in literacy, numeracy and language by using specialist equipment.

Alan

Alan is an IT student who attends the Study Plus workshop to help him improve the literacy skills he needs for his main programme. Alan is developing his reading skills by using the Read and Write system. By using this system, Alan is able to work independently in taught sessions. He is also able to read his emails and work on college assignments during the evenings and at weekends.

Stephanie

Stephanie's assessment highlighted the difficulties she was having with reading due to text 'moving' on the screen when she attempted to read it. Her personal teacher and the basic skills co-ordinator worked together to develop an approach using a coloured filter and a yellow background. The IT access team set up a 'roaming profile' that allows her to work anywhere in the college. Stephanie is now using an Intellikeys keyboard that enables her to write independently.

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Aliya is shopping at the local supermarket. She has made a shopping list using shopping cards and then uses these to find the food she wants on the shelves. She is working at Milestone 8 (curriculum reference M8.1: Understand that images convey information).

Extracts on effective practice from OFSTED and ALL inspection reports

'Teachers are well qualified in their specialist subject and many have additional qualifications in learner support.'

'One student with severe learning difficulties was able, using Makaton communication equipment, to produce beautifully presented and detailed pencil drawings to record his learning.'

'The college has good resources, including facilities for catering, horticulture, IT and photography. The college uses a woodland area, known as the 'Forest School' for some courses for students who have been unsuccessful in classroom settings.'

THE QUALITY OF EDUCATION AND TRAINING

4. How effective are the assessment and monitoring
of learners' progress?

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4

4. HOW EFFECTIVE ARE THE ASSESSMENT AND MONITORING OF LEARNERS' PROGRESS?

Effective practice which secures continuous improvement is evidenced by:

- the suitability and rigour of assessment; and
- the uses of assessment in planning learning and monitoring learners' progress.

IN THE COMMON INSPECTION FRAMEWORK ACHIEVEMENT AND PROGRESS ARE JUDGED BY THE EXTENT TO WHICH...

SUCCESS IN ADULT LITERACY, NUMERACY AND ESOL PROVISION IN THE LEARNING DIFFICULTIES AND/OR DISABILITIES CONTEXT MEANS TEACHERS...

4.1 forms of assessment and recording are suitable for the courses and programmes being followed.

4.1.1 ensure that forms of assessment are suitable for measuring the progress learners make towards the literacy, numeracy and language goals prioritised in their individual learning plans (ILPs).

4.1.2 ensure that the requirements of assessment enhance, and do not inhibit, effective learning and that learners are not asked to carry out irrelevant or meaningless tasks for the purpose of keeping evidence of assessment.

4.1.3 use suitable methods of recording which describe the progress learners are making towards the literacy, numeracy and language goals prioritised in their ILPs and enable progress to be recorded across the extended curriculum in residential provision.

4.2 assessment is fair, accurate and carried out regularly.

4.2.1 regularly assess and record learners' progress in relation to the literacy, numeracy and language goals in their ILPs.

**IN THE COMMON INSPECTION FRAMEWORK
ACHIEVEMENT AND PROGRESS ARE JUDGED
BY THE EXTENT TO WHICH...**

**SUCCESS IN ADULT LITERACY, NUMERACY
AND ESOL PROVISION IN THE LEARNING
DIFFICULTIES AND/OR DISABILITIES
CONTEXT MEANS TEACHERS...**

4.3 initial assessment provides an accurate basis on which to plan an appropriate programme of work.

4.3.1 take account of learners' prior skills, knowledge and experience.

4.3.2 carry out comprehensive and accurate initial assessments of learners to determine the level at which they are working, their strengths and their needs in relation to literacy, numeracy and language.

4.3.3 use the outcomes of initial assessments to provide a starting point for the development of literacy, numeracy and language goals in learners' ILPs.

4.3.4 ensure that learners with specific learning difficulties and disabilities can, where necessary, have their needs assessed by specialists.

4.4 assessment is used to monitor progress and inform individual learners about how they are performing and how they might develop further.

4.4.1 use information gathered from the initial assessment process to write a profile of a learner's strengths and needs which will serve as a baseline against which their progress in literacy, numeracy and language can be measured.

4.4.2 set clear objectives against which progress can be measured.

4.4.3 use the outcomes of assessment to determine future goals for literacy, numeracy and language.

IN THE COMMON INSPECTION FRAMEWORK ACHIEVEMENT AND PROGRESS ARE JUDGED BY THE EXTENT TO WHICH...

SUCCESS IN ADULT LITERACY, NUMERACY AND ESOL PROVISION IN THE LEARNING DIFFICULTIES AND/OR DISABILITIES CONTEXT MEANS TEACHERS...

4.5 achievements towards learning goals and qualifications are recorded and accredited.

4.5.1 record learners' progress against the literacy, numeracy and language objectives in their ILPs.

4.5.2 record the achievements learners make towards appropriate qualifications.

4.5.3 enter learners for whom it is appropriate for the national tests in literacy and numeracy.

4.6 assessment information, including the analysis of the performance of different groups of learners, is used to guide course and programme development.

4.6.1 use the outcomes from assessment to inform the ongoing planning and design of teaching and learning activities to develop learners' literacy, numeracy and language skills.

4.7 assessment, verification and moderation procedures follow regulatory body requirements.

4.7.1 ensure that assessment, verification and moderation procedures are rigorous and, where appropriate, meet the requirements of the awarding bodies.

4.8 those with legitimate interest, such as employers or parents, are clearly and regularly informed about learners' progress.

4.8.1 ensure that parents, carers and representatives from statutory bodies receive clear and regular reports on learners' progress in literacy, numeracy and language.

HOW TO ACHIEVE SUCCESS

Successful providers view the assessment and monitoring of learners' progress as an integral part of the learning process. Initial assessment on entry provides the learner with a baseline profile that is the starting point for developing his or her literacy, numeracy and language skills alongside other personal, social and practical skills. In good provision, there is a clear link between a learner's baseline profile and the goals in his or her ILP.

Conducting effective assessment

Formative or ongoing assessment is used to ensure that learners' progress towards the literacy, numeracy and language goals prioritised in their ILPs is regularly monitored and recorded to provide evidence of achievement. Summative assessment is undertaken at the end of a set period or at the end of each short course. The purpose of the summative assessment is to draw together information from all staff about the progress a learner has made over the designated period of time towards the literacy, numeracy and language goals in his or her ILP. This progress is measured against the learner's baseline profile and provides evidence of the 'distance travelled' by the learner from the time he or she entered the provision. A good question for staff to ask themselves at this stage is, 'What can the learner do now that he or she could not do at the start of the programme?'

Successful providers give careful thought to the initial assessment process. Information from the learner's previous placement and, where appropriate, his or her parent or carer is used to give staff some indication of the learner's ability in literacy, numeracy and language. Comprehensive and accurate assessments are then carried out during the first few weeks of the learner's placement.

Effective initial assessment procedures are carefully designed to ensure they are suitable for identifying a learner's current skills and highlighting those he or she needs to develop. Reference is made to the Adult Pre-entry Curriculum Framework for Literacy and Numeracy and/or the adult literacy and numeracy core curricula to support this process.

If the records from a learner's previous placement indicate that he or she has made little progress in acquiring reading, writing or numeracy skills, staff use the initial assessment period to identify whether or not the learner has the potential to develop in these areas. This enables them to match the learner's literacy, numeracy and language programme to his or her specific needs. For example, if the initial assessment indicates that a learner does not have the potential to develop reading, writing and numeracy skills, staff devise programmes that focus on the development of the learner's speaking and listening skills in order to improve his or her ability to communicate effectively.

The outcomes of initial assessments are given to each learner's personal teacher, who uses the information to write the learner's baseline profile and to set literacy, numeracy and language goals for the learner's first ILP.

The following extracts for two learners, Ryan and Stuart, show how staff within a residential specialist college for learners with learning difficulties and/or disabilities use a predictive assessment tool to establish whether or not a learner is likely to make progress in reading, writing and numeracy.

PREDICTIVE ASSESSMENT EXTRACT

Ryan

Learning objectives	Outcome of assessment
Can the learner copy (not trace) a circle, a square, a diamond?	Attempted to copy circle but did not join the ends. Square and diamond looked the same as the attempted circle.
Can the learner copy random letters of the alphabet?	Attempted but just made squiggles, not recognisable as letters.
Can the learner recognise his or her name in print?	No.
Can he or she draw a recognisable human figure with a head, body, arms and legs?	Drew two circles (almost) and three lines but did not join them together at all.
Can the learner actually count objects (touching objects and saying numbers at the same time)?	Counted to 3 whilst touching all five objects.
Do records show that the learner has made measurable progress in: <ul style="list-style-type: none">• reading• writing?	No.

The outcome from this assessment indicates that within his literacy, numeracy and language programme, priority should be given to the development of Ryan's communication skills.

For learners with significant learning difficulties it is important to establish during the initial assessment process whether or not they understand some of the basic concepts they will need for successful future learning. If, for example, a learner is working towards Milestone 4 of the Adult Pre-entry Curriculum Framework (curriculum element: Speaking and Listening, curriculum sub-element: Listening and Responding) and he or she does not respond to a simple instruction such as, 'Put three red apples into the bag', the teacher needs to know why the learner does not respond in order to plan future work. Is it that he or she cannot count to 3, does not know the colour red or has no concept of 'into'? Successful providers pay attention to such details in order to match their teaching to the learner's specific needs.

The following example shows the information that a provider gathered during the initial assessment process about a learner’s understanding of basic concepts.

SAMPLE ASSESSMENT OF CONCEPTUAL UNDERSTANDING

Stuart

Skill	Learner’s response
Counting objects by rote to 5.	Counted reliably to 3.
Collecting items.	Collected more items than asked each time.
Responding to the concept of size: <ul style="list-style-type: none"> ● big ● little. 	Said which item was the biggest and which was the smallest each time.
Responding to the concept of weight: <ul style="list-style-type: none"> ● heavy ● light. 	Could not do this reliably. Said, ‘The table is heavy’, not sure about light.
Responding to the concept of quantity: <ul style="list-style-type: none"> ● full ● empty ● more ● less ● whole ● half. 	Response: <ul style="list-style-type: none"> ● no concept ● no concept ● knew which plate had more biscuits on it ● no concept ● no concept ● no concept.
Recognising and naming colours.	Recognised red, blue, yellow, black, orange. Did not know purple, grey.
Responding to the concept of position/direction: <ul style="list-style-type: none"> ● behind ● in front ● up to ● into. 	Response: <ul style="list-style-type: none"> ● yes ● yes ● raised the cup into the air ● yes.

Skill	Learner's response
Responding to the concept of time: <ul style="list-style-type: none"> • day • night • today • yesterday. 	Response: <ul style="list-style-type: none"> • go outside and talk to people • sleeping • college • resting.
Recognising symbols or signs for people, objects and instructions: <ul style="list-style-type: none"> • Ladies toilet • Gents toilet • No entry. 	Response: <ul style="list-style-type: none"> • lady • man • no concept.

Once the initial assessment process is completed, the outcomes are used to develop a baseline profile for the learner.

The following example is an extract from the learner baseline profile for Daniel, showing his literacy, numeracy and language skills on entry to the programme. This baseline profile provides a starting point for monitoring the Daniel's progress.

SAMPLE BASELINE ASSESSMENT PROFILE

Daniel

Literacy and Language Skills

Daniel communicates verbally. He can make his needs known but can be reluctant to ask for help. If asked a question in a discussion group, he will either say nothing or answer in a high-pitched, immature voice. When relating information he will use excessive repetition. He is able to listen and respond to simple instructions.

He recognises some common key words and some familiar social sight words, signs and symbols. He can read his name but he cannot read a simple sentence. Daniel can copy words from one page to another but he cannot write his full name from memory.

Numeracy Skills

Daniel can count objects reliably to 4 but then becomes confused. He can count by rote to 10. He knows the difference between big and little and between heavy and light, but he cannot put weights, measures or capacity into practice without support. He knows the days of the week but does not understand the concepts of yesterday, tomorrow etc. He recognises coins but not notes.

He does not understand that two 1p coins are the same as a 2p coin. He cannot select the correct coins to use when shopping.

The following example is of a section of Daniel's ILP showing the literacy, numeracy and language goals that have been set for him in response to the information in his baseline profile. His progress is monitored against these goals.

ILP EXTRACT

Adult Pre-entry Framework	Goals for the term are...
Literacy Milestone (M) 7	<ul style="list-style-type: none">● consistently recognise a set of common key words linked to his own personal vocabulary, for example, his address, the names of friends and words linked to his timetable such as swimming, craft, etc.● consistently recognise a set of social sight words, signs and symbols that he regularly comes across.● write his full name from memory.● write key words linked to his personal vocabulary.
Language (M6)	<ul style="list-style-type: none">● ask for help when he needs it.● answer questions in group discussions appropriately.● relate information about simple events clearly.
Numeracy (M7)	<ul style="list-style-type: none">● count more than four objects reliably.● use simple methods of weighing, measuring and judging capacity in real situations, for example, 'Fill the jug to the top' or 'Put three spoonfuls of sugar into the basin'.● associate days of the week with particular activities in order to understand the concepts of yesterday and tomorrow.● recognise monetary notes.● select and use money to purchase single items when shopping, for example, to select a £1 coin for an item costing less than £1.

Effective teachers then plan their lessons by setting objectives for each learner in the group. Objectives are set for subject-specific skills and personal and social skills as well as objectives for literacy, numeracy and language. Throughout the lesson the teacher and/or support staff check the learners' progress through observation and by questioning. At the end of each lesson the

teacher and/or support staff make brief notes made about the progress each learner has made in relation to the objectives set for him or her.

The following examples show how different subject staff devise objectives to help Daniel work towards the literacy, numeracy and language goals in his ILP. They also show the comments they have made at the end of the session about Daniel's performance in the session. In this session, Daniel is making a wooden plant holder.

SESSION PLAN EXTRACT

Objectives for literacy, numeracy and language skills are...

Comments on performance

<ul style="list-style-type: none"> clearly tell the rest of the group what he did last week towards the project. 	<ul style="list-style-type: none"> recounted last week's project only repeating himself once.
<ul style="list-style-type: none"> answer questions sensibly. 	<ul style="list-style-type: none"> would not answer to begin with but joined in when others were answering questions.
<ul style="list-style-type: none"> read the key words (names of tools) given to him and collect the correct tools. 	<ul style="list-style-type: none"> recognised SAW and HAMMER but not SANDPAPER.
<ul style="list-style-type: none"> count the number of pieces of wood he will be using (five). 	<ul style="list-style-type: none"> did this correctly.
<ul style="list-style-type: none"> use a template to measure the lengths of wood to cut. 	<ul style="list-style-type: none"> did this well.
<ul style="list-style-type: none"> write his name and put it on his planter at the end of the session. 	<ul style="list-style-type: none"> missed out the E.

The following session plan extract shows literacy, numeracy and language objectives for Daniel within the context of his residential accommodation. In this case, Daniel is involved in preparing the evening meal.

SESSION PLAN EXTRACT

Objectives for literacy, numeracy and language skills are...

Comments on performance

● use a list, TEA, COFFEE, ORANGE and tick which one the others in the house want to drink.	● read the words and asked others sensibly.
● set the table for the five learners.	● set out five of everything.
● fill the milk jug half-full and fill the sugar bowl to the top.	● filled milk jug to the top.
● choose which activity he wants to do tomorrow and write his name against either SWIMMING or ART	● read both words, chose swimming and wrote name correctly.
● check to see if he has two £1 coins for the activity.	● selected two £1 coins from his wallet. He also had a £5 note. I asked him what it was and he said, 'Five'.

Effective providers ensure that all staff who work with a learner including, where appropriate, those who work in the residential accommodation, have the opportunity to contribute to the summative assessment of his or her progress. Summative assessment is undertaken at the end of a set timescale or at the end of a short course. Within good provision, procedures are in place to gather this information from staff and to send it to the learner's personal teacher. Personal teachers have a key role in ensuring that learners are working towards the goals in their ILPs across the extended curriculum, that their progress is recorded and their achievements are collated in their records of progress.

Careful records are kept of the progress learners are making towards literacy, numeracy and language qualifications and, where appropriate, learners are entered for the national tests in literacy and numeracy.

The following example is an extract from Daniel's summative assessment report. It describes the progress he has made from the starting point outlined in his baseline profile and highlights the 'distance travelled' since he started his programme.

SUMMATIVE ASSESSMENT REPORT EXTRACT

Daniel has made significant progress over the past year towards the literacy, numeracy and language goals in his individual learning plan. He can now consistently recognise a set of common key words linked to his familiar surroundings. He can recognise the name of the town where he lives, the names of his two best friends, the days of the week and the words on the evening activities board. He can also read the words on his timetable.

He can now write his full name from memory and he can also write a number of other words from memory, for example, when he is making a shopping list.

Daniel now communicates in a much more mature manner. He will answer questions when asked and rarely repeats himself unless he is anxious about something.

At the beginning of the year, although Daniel could count by rote to 10, he could not reliably count out more than four objects. He can now reliably count out six objects and occasionally more than this. Daniel can use templates to help him measure correctly. He has used this method to make a wooden plant holder which he gave to his mum. He still becomes confused with capacity and cannot understand the concepts of whole, full, empty, and half-full.

Daniel is now much more confident when shopping and will select and give money for some familiar items. For example, he knows he can get a can of lemonade with a £1 coin and that if he also buys his favourite TV magazine he needs to give two £1 coins.

The progress Daniel has made is enabling him to become more independent both in college and out in the community.

For those learners who are leaving the organisation, the summative assessment provides useful information for them to take with them to their next placement. For those learners who are continuing their studies, a new ILP is developed to take account of the outcomes of the summative assessment. A copy of the learner's amended ILP is then circulated to all the staff who work with the learner and the process begins again.

The following example shows the new literacy, numeracy and language goals that have been set for Daniel in response to his summative assessment.

REVISED ILP EXTRACT FOLLOWING SUMMATIVE ASSESSMENT

Adult Pre-entry Framework Goals for the term are...

Literacy Milestone (M) 8

- read simple instructions containing one key word.
- recognise and read simple key words in all his familiar surroundings, for example, menus, his TV magazine, shopping lists.
- write his personal details, for example, his name, address, age and birthplace, on simple forms.
- write simple shopping lists and labels.

Language (M7)

- contribute appropriately to conversations and discussions.
- initiate greetings.

Numeracy (M8)

- count more than six objects reliably.
 - describe and compare differences in capacity and quantity in real situations.
 - select and use money in all familiar situations, for example, purchasing regular items, paying for regular activities, travelling on familiar bus or train journeys, using £1 coins and 50p pieces.
-

WHAT IS SUCCESS?

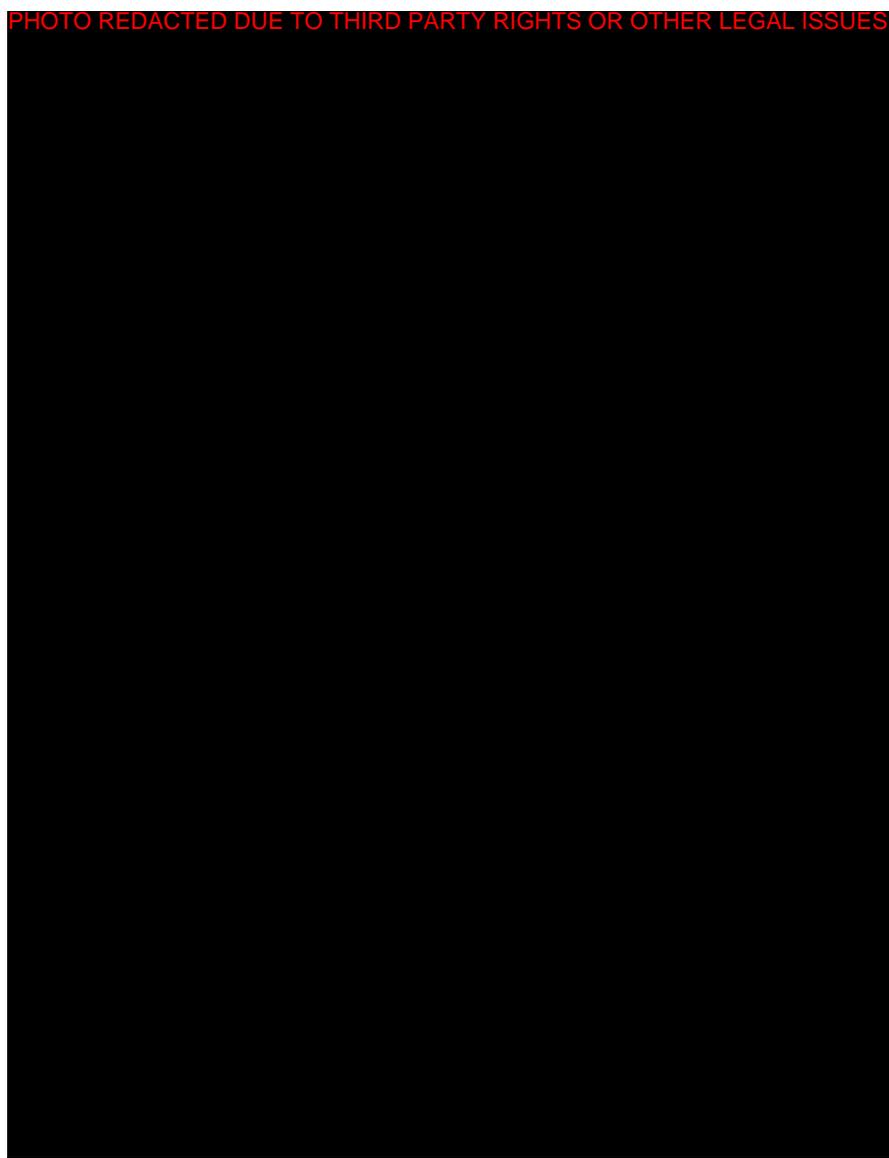
Successful providers are aware that a learner's response to assessment will be more accurate and reliable if the assessment is undertaken through real and relevant activities that are incorporated into normal, everyday sessions. The following example shows how one provider has successfully adopted such an approach.

There are moves to make tests available on demand and on-screen to improve access and provide a more motivating and rewarding experience for learners. A CD of practice on-screen tests, including the mini-tests that give a preliminary indication of which level to try, will soon be available via the Read Write Plus website, as well as being distributed with the test toolkit. This will include the review feedback for each test item.

Taster sessions

The first half-term is used as an induction period for new learners and as an opportunity for them to take part in taster sessions in all areas of the curriculum. During this period, different parts of the initial assessment process for literacy, numeracy and language are incorporated into the curriculum areas and staff are allocated responsibility for assessing each learner's literacy, numeracy and language skills as well as their subject-specific skills. For example, the horticulture teacher assesses each learner's skills in number by checking, for example, if he or she can count out three spades or put four seed trays on the bench and then add two more. Similarly, the daily living skills teacher assesses each learner's money skills. Concepts of position and direction are assessed in dance and drama sessions, and concepts of colour, shape and size are assessed in art and craft sessions. Residential staff have responsibility for assessing the learners' concept of time.

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Amy's measuring skills are assessed as she works in a horticulture session.

Extracts on effective practice from OFSTED and ALI inspection reports

'Initial assessment of a student's literacy and numeracy skills is thorough and is used in the development of individual learning plans.'

'Assessment processes effectively involve students, parents and carers in the identification of goals for students and their continuous review. Initial assessment is well documented, with evidence gathered from a range of sources, including previous experiences, parents and observations of students' learning in the first few weeks of their course.'

THE QUALITY OF EDUCATION AND TRAINING

5. How well do the programmes and courses meet the needs and interests of learners?

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5

5. HOW WELL DO THE PROGRAMMES AND COURSES MEET THE NEEDS AND INTERESTS OF LEARNERS?

Effective practice which secures continuous improvement is evidenced by:

- the extent to which courses or programmes match learners' aspirations and potential, building on prior attainment and experience; and
- how far programmes or the curriculum meet external requirements and are responsive to local circumstances.

IN THE COMMON INSPECTION FRAMEWORK HOW FAR LEARNERS' NEEDS ARE MET IS JUDGED BY THE EXTENT TO WHICH...

SUCCESS IN ADULT LITERACY, NUMERACY AND ESOL PROVISION IN THE LEARNING DIFFICULTIES AND/OR DISABILITIES CONTEXT MEANS...

5.1 learners have access to an appropriate range of courses or programmes and, where appropriate, achieve suitable qualifications.

5.1.1 learners' needs, interests and experiences inform the planning of courses or programmes.

5.1.2 courses or programmes are informed by a careful analysis of the literacy, numeracy and language skills that learners need for their adult lives.

5.1.3 learners have the opportunity, where appropriate, to study for awards and national qualifications in literacy, numeracy and language.

5.1.4 courses or programmes are informed by the national standards and core curricula for literacy, numeracy and language.

5.1.5 learners have the opportunity to learn literacy, numeracy and language skills as an integral part of other activities within the curriculum such as vocational programmes or leisure activities.

**IN THE COMMON INSPECTION FRAMEWORK
HOW FAR LEARNERS' NEEDS ARE MET IS
JUDGED BY THE EXTENT TO WHICH...**

**SUCCESS IN ADULT LITERACY, NUMERACY
AND ESOL PROVISION IN THE LEARNING
DIFFICULTIES AND/OR DISABILITIES
CONTEXT MEANS...**

5.1 *continued*

5.1.6 literacy, numeracy and language programmes include carefully designed schemes of work which clearly document aims, objectives, content, teaching and learning methods, assessment procedures and arrangements for monitoring and reviewing the quality of the programme.

5.1.7 literacy, numeracy and language programmes are amended to reflect the outcomes of regular and rigorous review and evaluation procedures.

5.2 the curriculum or an individual programme of work is planned and managed effectively to provide coherence and progression.

5.2.1 the planning of curricula and individual learning plans (ILPs) takes into account the literacy, numeracy and language skills learners will need to progress to more advanced programmes, other placements or employment.

5.2.2 programmes and ILPs are developed with reference to the national standards and curricula for literacy, numeracy and language.

5.2.3 all staff who work with a learner plan their work to address the literacy, numeracy and language goals within his or her ILP.

**IN THE COMMON INSPECTION FRAMEWORK
HOW FAR LEARNERS' NEEDS ARE MET IS
JUDGED BY THE EXTENT TO WHICH...**

**SUCCESS IN ADULT LITERACY, NUMERACY
AND ESOL PROVISION IN THE LEARNING
DIFFICULTIES AND/OR DISABILITIES
CONTEXT MEANS...**

5.3 the curriculum or programmes of work are socially inclusive, ensuring equality of access and opportunities for learners.

5.3.1 the content of literacy, numeracy and language programmes is carefully designed to reflect the diverse backgrounds of learners.

5.3.2 the curriculum or programmes of work for literacy, numeracy and language incorporate learning materials which reflect the cultural and social diversity of the learners in the class or group.

5.3.3 the curriculum, programmes of work and ILPs promote equality and reflect learners' entitlement to learning, taking account of their needs, interests and experience.

5.4 learners have the opportunity to broaden their experience and enhance their personal development through a suitable variety of enrichment activities.

5.4.1 enrichment activities are carefully planned to ensure they are accessible and meaningful for learners with poor literacy, numeracy or language skills.

5.4.2 learners have the opportunity to participate in residential programmes, trips and visits to broaden their learning experience and enable them to practise their literacy, numeracy and language skills in real situations.

5.5 programmes of work take account of community and employer needs.

5.5.1 the curriculum, programmes of work and learners' ILPs are informed by a careful analysis of the literacy, numeracy and language skills that employers and community groups have identified as being useful to the learners in their future lives.

**IN THE COMMON INSPECTION FRAMEWORK
HOW FAR LEARNERS' NEEDS ARE MET IS
JUDGED BY THE EXTENT TO WHICH...**

**SUCCESS IN ADULT LITERACY, NUMERACY
AND ESOL PROVISION IN THE LEARNING
DIFFICULTIES AND/OR DISABILITIES
CONTEXT MEANS...**

5.6 legal requirements in relation to religious education and collective worship are fulfilled where they apply.

5.6.1 learners' religious and cultural backgrounds are fully taken into account when meeting this legal requirement.

5.6.2 learners' religious and cultural backgrounds inform the planning of literacy, numeracy and language programmes.

5.7 multi-site provision and resources are effectively integrated to give a coherent programme of learning.

5.7.1 the literacy, numeracy and language goals within a learner's ILP are addressed by all staff in all locations including, where appropriate, staff within the learners' residential accommodation.

HOW TO ACHIEVE SUCCESS

For learners to be successful in achieving skills in literacy, numeracy and language, it is essential that the programme or course they are following is:

- matched to their ability level
- appropriate for teaching them the skills they need for their future adult life
- delivered in a way that will stimulate and hold their interest.

Before learners embark on a programme of literacy, numeracy and language skills, careful assessment needs to be carried out to identify the skills they already have and the skills they need to learn. Successful providers do not automatically enrol learners onto courses that lead to awards or national qualifications. First of all, they develop programmes and courses that meet the needs of the learners. Then they enter them for awards and qualifications if it is in the learners' best interests to do so.

The following example is an extract from a scheme of work for literacy, numeracy and language skills devised by staff in a residential specialist college for learners with learning difficulties.

SAMPLE SCHEME OF WORK

Aim of the course

To teach learners literacy, numeracy and language skills that will be of use to them in their future lives.

Course objectives

- Assess the literacy, numeracy and language skills the learner already has.
- Write a baseline assessment profile for each learner.
- Identify the literacy, numeracy and language skills that will be useful for each learner to learn in order to help them achieve their long-term goals.
- Develop ILPs that clearly state the priorities for literacy, numeracy and language that each learner will work towards.
- Teach literacy, numeracy and language skills through real, relevant, practical activities in all areas of the curriculum, including the extended curriculum.
- Regularly monitor, measure and record progress towards the priorities set out in each learner's ILP.
- Produce a summative assessment report that clearly shows the progress the learner has made during the course.

Course content

Each learner will work towards the priorities for literacy, numeracy and language skills set out in his or her ILP. These priorities will be matched to the curriculum elements from the Adult Pre-entry Curriculum Framework for Literacy and Numeracy and/or the Adult Core Curricula for Literacy and Numeracy where appropriate. Skills will be taught as an integral part of all areas of the curriculum, including where appropriate, the extended curriculum, namely:

- vocational skills
- community skills
- leisure skills
- personal care
- daily living skills.

Schemes of work for each of these curriculum areas detail the opportunities for teaching literacy, numeracy and language skills at the different milestones and levels.

Teaching and learning methods

- Literacy, numeracy and language skills will be taught through real, practical activities that are of most relevance to the individual learner.
- Teachers will note how each learner learns best and this information will be communicated to all members of staff by the learner's personal teacher.
- Individual support for learning will be available when a need has been identified.
- Activities are carefully planned to ensure that learners with sensory and/or physical impairments are able to participate fully.

Successful providers regularly and rigorously review the literacy, numeracy and language programmes they offer and amend them to meet the changing needs of learners. Information from employers, community groups and future work placements about the literacy, numeracy and language skills that will be useful to learners in their future lives is taken into account as part of the evaluation process. Where literacy, numeracy and language provision is most successful, carefully designed schemes of work clearly document:

- the aim of the course
- course objectives
- the content of the course
- teaching and learning methods
- assessment procedures
- quality assurance procedures.

The following example is an extract from a scheme of work for community and leisure skills that describes opportunities for learners to develop their literacy, numeracy and language skills.

SAMPLE SCHEME OF WORK

Skill/Level

Opportunities for teaching literacy, numeracy and language skills through community and leisure

Literacy Milestone (M) 4

Listening and responding

The following instructions could be given to learners to enable them to complete tasks:

- stop at the kerb, look left, look right
- get on the bus, get out your purse, give the driver your fare.

Communication

- Encourage learners to respond to greetings.
- Ask learners to say which drink they would like when out at a café.
- When learners are out in the community, ask them to respond to simple questions such as, 'What colour is that car?', 'What can you buy in this shop?' and so on.

Matching objects, signs and symbols

- Make a set of cards showing everyday signs that a learner will see out in the community, for example, Ladies, Fire Exit, No Smoking. Give each learner a card and encourage them to match it with the correct sign when they are out.
- Play team games at the local Leisure Centre – hold up an object, for example, a blue ball and ask the first member of each team to find an object that is the same.

Language (M8)

- Give learners verbal instructions of a route they are to take to a familiar local place and then ask them to tell a partner how they are going to get there.
- On a visit to a public place or facility, ask learners to think of three questions they are going to ask.
- Ask learners to use the telephone to make appointments at the hairdresser, doctor, dentist etc.
- Give learners the opportunity to write their personal details, for example, on forms at the post office or on an ID card.

Skill/Level**Opportunities for teaching literacy, numeracy and language skills through community and leisure**

Numeracy (M4)

Shape and space

Ask learners:

- 'can you see a space for us to park in?'
- to stand behind the line for bowling
- to put a circle around the picture of the activity they would like to do.

Number

Ask learners:

- to count the number of £1 coins they have with them for going swimming
- to put three things in their bag ready for going to the gym
- to ask for two information leaflets at the counter.

Common measures

Ask learners:

- when out in the town, to show you a big window and a small window
 - when playing games, to collect a big ball and a small ball
 - during a dance session, to take a big step or to make themselves into a small shape.
-

Numeracy (M6)

Number

Ask learners to:

- pick out four CDs they would like to listen to
- collect five badminton racquets
- collect three things at the start of a self-service restaurant that you will need for your meal.

Size and weight

Ask learners:

- 'which is bigger, a £1 coin or a £2 coin?'
- to pick up the lightest ball to bowl with.

National standards and the core curricula inform the content and structure of the programme or course and provide criteria for assessing quality. ILPs are developed through matching the course content to the priorities for learning literacy, numeracy and language skills for each learner. Sessions are delivered using the teaching and learning methods outlined in the scheme of work that are most suitable for each learner and records of progress are developed using the assessment procedure. The scheme of work provides an overarching framework for the delivery and monitoring of the ILP.

In good provision, learners have the opportunity to participate in a variety of enrichment activities to support the development of their literacy, numeracy and language skills. For example, residential programmes, visits and social and cultural activities are used to provide opportunities for learners to practise their literacy, numeracy and language skills in real situations. These activities are carefully planned to enable the opportunities they provide for the advancement of skills to be explored and utilised to the full. Successful providers ensure that:

- there are appropriate enrichment activities for learners with different levels of literacy, numeracy and language skills
- activities are meaningful for learners with poor literacy, numeracy and language skills
- activities are carefully matched to the diverse backgrounds of the learners
- activities incorporate learning materials and opportunities which reflect the cultural and social diversity of the learners in the group.

***Success in Adult Literacy, Numeracy and ESOL Provision* is published by the DfES on behalf of OFSTED and the ALI. The ALI and OFSTED guides aim to help inspectors and staff in colleges to evaluate standards and the quality of post-16 provision. The DfES guide identifies the seven key questions set out in the Common Inspection Framework and details what is expected of learning organisations where programmes of literacy, numeracy and ESOL are provided. The guides help learning institutions to:**

- **carry out an analysis of their organisation's strengths, weaknesses and opportunities**
- **devise an action plan.**

WHAT IS SUCCESS?

For many learners with learning difficulties and/or disabilities, the development of literacy, numeracy and language skills will take place in all areas of their daily lives. They will achieve most success if there is a consistent approach to teaching them the skills that will help them to achieve the goals in their ILPs, and where progress across all areas is recorded and collated. For example, staff working with learners in a residential college should be working towards the

learner's goals for literacy, numeracy and language skills both in the daytime and across the extended curriculum. Methods of teaching and learning and recording progress should be co-ordinated across the college. Similarly, a learner attending community education provision and living in a residential home will progress more quickly if the skills being taught in the daytime can be reinforced in the residential accommodation.

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Andrew is mopping the passageway in the bungalow. He is given a list of jobs to do and instructions on how to do them. He is working at Entry Level 1 (curriculum references Rt/E1.1: Follow a short narrative on a familiar topic or experience, and Rt/E1.2: Recognise the different purposes of texts at this level).

The following example describes how staff from different disciplines within a residential specialist college for learners with learning difficulties and/or disabilities worked together to plan a scheme of work.

Working together

In a successful residential specialist college, staff from each area of the college work together as a team to develop a scheme of work for literacy, numeracy and language skills. Opportunities for teaching these skills were identified in curriculum area meetings and then discussed at the planning team meeting. A standard form for a scheme of work was developed for use across the college. Staff within each curriculum area decided on the course objectives and discussed how they felt learners could achieve literacy, numeracy and language skills in their particular area. A system for

monitoring and recording progress across the college, including the extended curriculum, was developed and piloted.

One member of the team developed guidance for staff on teaching literacy, numeracy and language skills through their area of the curriculum. Staff found this so useful that similar guidance was then produced for all areas of the curriculum.

For learners who want to progress to some form of employment, it is essential that programme planners take account of the skills that employers are looking for in their employees.

Success for All identifies this as a high priority. Surveys have shown that employers value good communication skills and timekeeping skills but there may also be specific skills that a learner needs to learn to give him or her the chance of gaining employment in a chosen area.

The following example illustrates successful joint planning between a provider and an employer.

Joint planning with an employer

A successful training provider works closely with employers to identify the skills learners will need to develop to become successful employees. The provider uses Liz, a trained job coach, to support learners in developing these skills both on and off the job.

Emma was enjoying her work placement at a residential care home and was hoping to secure paid employment there. In a meeting of Emma, Liz and the manager of the home, the manager identified a number of skills that she felt Emma needed to develop before she could consider employing her. These included timekeeping, communicating with the residents and listening and responding to instructions in order to learn how to complete a number of routine tasks such as:

- *counting the number of residents at each table for lunch*
- *setting the correct number of places at the tables*
- *taking the residents' orders for tea, coffee and orange juice at morning and afternoon breaks*
- *handing out the correct drinks*
- *helping with changing the beds by being able to identify the long and short sides of the sheets, matching them to the long and short sides of the beds, and turning in the corners correctly.*

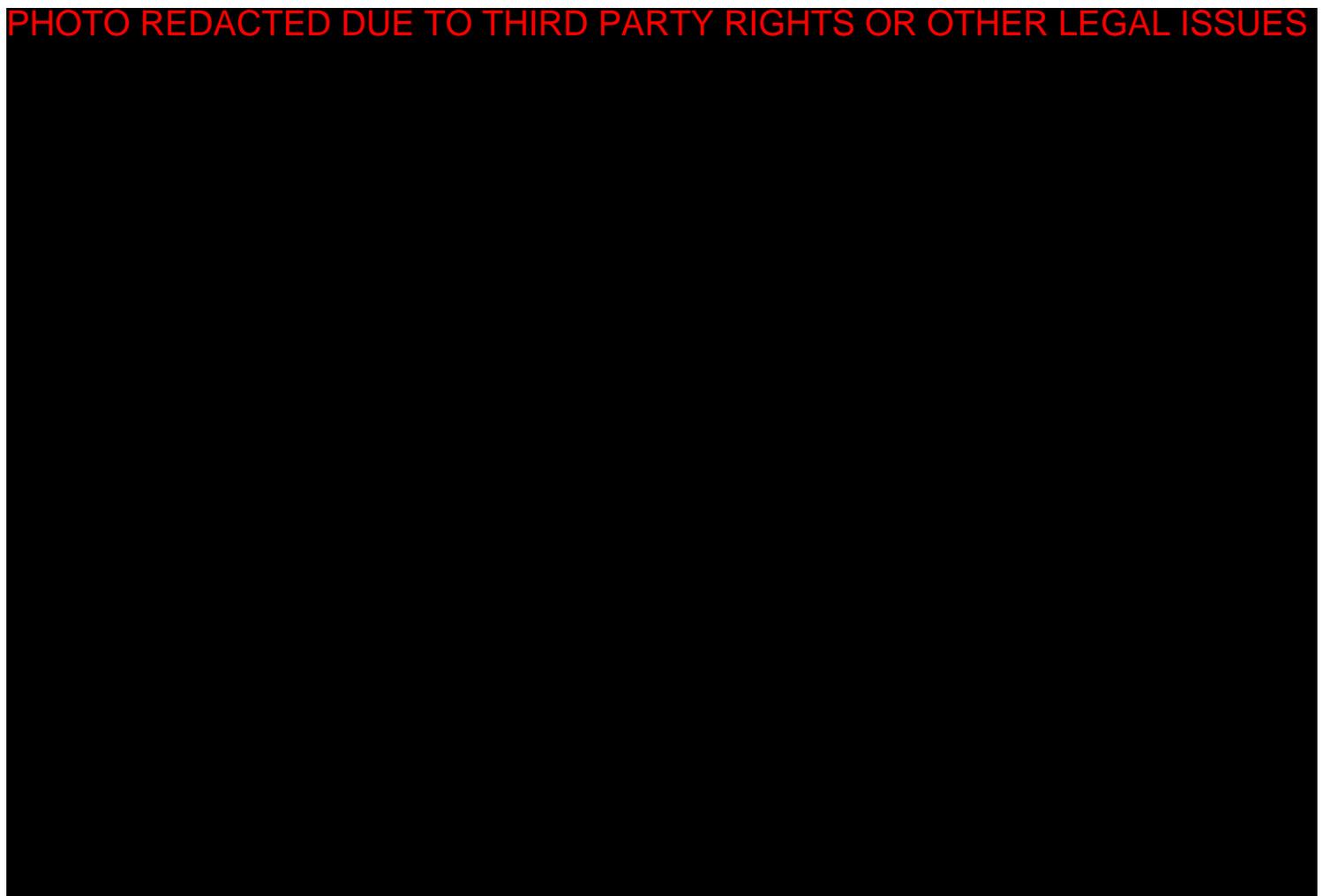
Liz wrote these priorities into Emma's ILP. All the staff who worked with Emma at the care home were asked to support Emma in acquiring these skills, and Liz met with them regularly to monitor progress.

In addition, Liz realised that Emma was often late for work as she relied on a lift from her father, who was not very reliable at timekeeping himself. Liz decided to develop a programme of independent travel training to teach Emma how to get to and from work on the local bus. This involved helping Emma to:

- *identify key times*
- *set an alarm clock*
- *identify the correct number and colour of the bus*
- *select the correct money for the fare*
- *communicate with the bus driver.*

Through listening and responding to instructions and learning set routines, Emma was eventually able to travel independently to and from work each day at the same time. She also made good progress towards the other skills prioritised in her ILP, including learning how to say 'Good Morning' in German to a lady from Germany living in the home! Regular meetings helped to track Emma's progress and identify when extra support was needed from Liz.

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James is given responsibility for checking the fire extinguishers around the building, using a recording sheet that he has made himself. James' records are dated and they form part of the college's weekly health and safety records. He is working at Entry Level 3 (curriculum references Rw/E3.1: Recognise and understand relevant specialist key words and HD1/E3.1: Extract numerical information from lists, tables, diagrams and simple charts).

Enrichment activities are carefully planned to ensure that they help learners explore and use their new skills. The following example illustrates one of the ways in which literacy, numeracy and language skills can be integrated into enrichment activities.

Learning through a residential visit

Staff at a successful general further education college plan a number of short residential visits for learners with learning difficulties and/or disabilities. These visits give learners the opportunity to practise skills in realistic situations, and provide many opportunities for developing their literacy, numeracy and language skills. Learners working at different milestones or levels can take part in the same activity whilst undertaking individual tasks that are carefully matched to their ability level.

Learners at the college planned a two-day visit to a holiday camp that offered a variety of leisure activities. They undertook a number of tasks that helped them to develop literacy, numeracy and language skills, such as:

- *finding out information about the camp through telephone calls and information leaflets*
- *making bookings*
- *counting the number of people going on the visit*
- *finding out the cost of each activity and calculating the total amount of money needed*
- *writing clothing and equipment lists*
- *calculating travel times*
- *buying food for the journey*
- *counting out the number of paper cups needed for the journey*
- *making four sandwiches for each person*
- *counting out bags of crisps.*

The learners were highly motivated and knew exactly why they had to do all the tasks. The activity was real, meaningful, enjoyable and successful in promoting learning.

Extracts on effective practice from OFSTED and ALL inspection reports

'The integration of basic skills into the vocational curriculum provides excellent opportunities. The programmes and courses are designed to meet the interests of students whilst improving their basic skills.'

'There is a good variety of Entry and Level 1 programmes. Lessons include basic skills and practical learning based on realistic situations. Students have good opportunities to develop personal and social skills in the practical sessions. These include media skills, cooking and gardening.'

'Courses meet the needs of students. All full-time students can study vocational subjects while developing their personal, social and basic skills. There is an emphasis on students acquiring knowledge and skills for use in everyday life. Students visit supermarkets to understand the products and services, buy resources from high street stores for use in the classroom and practise the skills of independent travel in preparation for job interviews.'

THE QUALITY OF EDUCATION AND TRAINING

6. How well are learners guided and supported?

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6

6. HOW WELL ARE LEARNERS GUIDED AND SUPPORTED?

Effective practice which secures continuous improvement is evidenced by:

- the quality and accessibility of information, advice and guidance to learners in relation to courses and programmes and career progression;
- the diagnosis of, and provision for, individual learning needs; and
- the access learners have to relevant, effective support on personal issues.

IN THE COMMON INSPECTION FRAMEWORK THE QUALITY OF IAG IS JUDGED BY THE EXTENT TO WHICH...

SUCCESS IN ADULT LITERACY, NUMERACY AND ESOL PROVISION IN THE LEARNING DIFFICULTIES AND/OR DISABILITIES CONTEXT MEANS...

6.1 support arrangements are planned and managed coherently.

6.1.1 a senior postholder has responsibility for managing and co-ordinating support arrangements for literacy, numeracy and language across the organisation including, where appropriate, the extended curriculum.

6.1.2 roles and responsibilities of staff who support learners are clearly defined within the management structure and job descriptions and they are understood by all staff.

6.1.3 effective arrangements are in place to ensure that learners with specific learning difficulties or with sensory or physical impairments have access to specialist assessment, advice and guidance.

6.1.4 learners' individual learning plans (ILPs) are used to inform the planning and deployment of support.

6.1.5 teachers' lesson plans clearly specify how support staff will be deployed in the lesson.

**IN THE COMMON INSPECTION FRAMEWORK
THE QUALITY OF IAG IS JUDGED BY THE
EXTENT TO WHICH...**

**SUCCESS IN ADULT LITERACY, NUMERACY
AND ESOL PROVISION IN THE LEARNING
DIFFICULTIES AND/OR DISABILITIES
CONTEXT MEANS...**

6.1 *continued*

- 6.1.6** there are effective arrangements to ensure that all staff have access to learners' ILPs to facilitate a coherent and consistent approach to helping learners achieve their literacy, numeracy and language goals.
- 6.1.7** there is effective liaison between support staff and between teaching and support staff, including frequent opportunities for them to comment on learners' progress in literacy, numeracy and language.

6.2 impartial guidance enables learners to choose the course or programme which is right for them.

- 6.2.1** clear information about the levels of literacy, numeracy and language that are needed for courses and programmes is available for prospective learners.
- 6.2.2** effective arrangements are in place to ensure that learners are enrolled on programmes that are well matched to their current level of skill in literacy, numeracy and language.
- 6.2.3** learners receive the help they need to choose the most appropriate programme for them.
- 6.2.4** learners receive advice and guidance that is objective, accurate and timely from appropriately qualified and experienced staff.

**IN THE COMMON INSPECTION FRAMEWORK
THE QUALITY OF IAG IS JUDGED BY THE
EXTENT TO WHICH...**

6.3 careers education and guidance are effective in guiding learners towards opportunities available to them when they have completed their studies or training.

6.4 procedures are in place for recognising poor punctuality, non-attendance and poor performance early and for taking appropriate action.

**SUCCESS IN ADULT LITERACY, NUMERACY
AND ESOL PROVISION IN THE LEARNING
DIFFICULTIES AND/OR DISABILITIES
CONTEXT MEANS...**

6.3.1 staff help learners to start planning for their next placements from the time they commence their courses or programmes.

6.3.2 staff are knowledgeable about the literacy, numeracy and language requirements of programmes and placements that are available for learners when they have completed their studies.

6.3.3 where necessary, learners have access to specialist advice and guidance to help them make realistic choices about their next placements.

6.4.1 providers have clearly defined procedures for monitoring attendance, punctuality and performance.

6.4.2 staff rigorously monitor learners' attendance, punctuality and performance and, where necessary, take appropriate and timely action.

6.4.3 learners whose cognitive impairments prevent them from learning to tell the time are taught strategies to help them be punctual.

**IN THE COMMON INSPECTION FRAMEWORK
THE QUALITY OF IAG IS JUDGED BY THE
EXTENT TO WHICH...**

**SUCCESS IN ADULT LITERACY, NUMERACY
AND ESOL PROVISION IN THE LEARNING
DIFFICULTIES AND/OR DISABILITIES
CONTEXT MEANS...**

6.5 induction programmes enable learners to settle into their programmes quickly, to understand their rights and responsibilities and the demands of the course or programme.

6.5.1 staff plan appropriate induction programmes to enable learners to settle into their new programmes by helping them to find their way around buildings and to recognise staff to ask for help.

6.5.2 staff ensure that learners with poor literacy, numeracy and language skills are given essential information in a form they can easily understand.

6.6 individual learning needs are accurately diagnosed and learners receive effective additional support throughout their studies or training.

6.6.1 initial assessment procedures provide an accurate analysis of learners' learning and support needs.

6.6.2 staff ensure that learners have the support they need from the commencement of their course or programme.

6.6.3 the level of support is adjusted as learners make progress and become more confident in using their literacy, numeracy and language skills.

6.7 learners have effective personal support to help them complete their course or programme, including access to specialist support services.

6.7.1 each learner has a nominated person who has responsibility for the effective co-ordination of his or her support.

6.7.2 support staff are skilled and experienced in helping learners to develop their literacy, numeracy and language skills.

6.7.3 specialist support is available as and when it is needed.

6.8 guidance and support are sensitive to equality of opportunity.

6.8.1 support is carefully matched to the needs of the individual learner.

IN THE COMMON INSPECTION FRAMEWORK THE QUALITY OF IAG IS JUDGED BY THE EXTENT TO WHICH...

SUCCESS IN ADULT LITERACY, NUMERACY AND ESOL PROVISION IN THE LEARNING DIFFICULTIES AND/OR DISABILITIES CONTEXT MEANS...

6.9 partnerships with other providers and relevant agencies involved in advice and guidance are effective.

6.9.1 providers have effective working relationships with specialist support agencies to ensure that learners have access to specialist support for their literacy, numeracy and language needs as and when they need it.

HOW TO ACHIEVE SUCCESS

Successful support in literacy, numeracy and language for learners who have learning difficulties and/or disabilities requires careful management. It is essential that a senior postholder has responsibility for having an overview of all the different aspects of support for literacy, numeracy and language including staff, equipment and links with external agencies to secure any specialist support that may be necessary for individual learners. It is also important that each learner has a personal teacher who is responsible for co-ordinating all aspects of a learner's literacy, numeracy and language support to ensure coherence and prevent overlap.

Of crucial importance within successful provision is clarity about roles and responsibilities of staff. Successful providers ensure that teachers are responsible for using support staff effectively in their lessons to help learners develop and practise their literacy, numeracy and language skills. They expect teachers to plan their lessons to make the most effective use of the support staff available to them and to include these details in their lesson plans. The teacher makes sure that the support staff know what is expected of them in the lesson and at the end of the lesson asks them for their comments as part of the evaluation of the lesson.

Within successful provision, details of the support required by learners are attached to their ILPs or written into a support agreement so that all staff who come into contact with the learner can easily identify the support they need. This facilitates a consistent approach to the provision of support, which is crucial in helping the learner to develop his or her literacy, numeracy and language skills.

The following example is an extract from information sent to staff to help them support a learner who has dyslexia and dyscalculia.

SAMPLE LEARNER SUPPORT AGREEMENT

Name

Natalie

Background information

Natalie is in her first year at the college. An educational psychologist has recently assessed her as having severe dyslexia and dyscalculia.

Course details

Cache Level 2 in Childcare

Key Skills Maths/English/IT

Course teacher

BM

ML

Student strengths

- enjoys practical aspects of the course
- quiet, well focused
- growing awareness of her own difficulties and how to overcome them
- good support from her family.

Student support needs

- In common with most dyslexic students, Natalie has problems taking notes from dictation. She will be unable to take meaningful notes that will be useful to her in this fashion. Handouts to cover all course notes would be very useful to her, allowing her to concentrate on what is being said and to make additional notes or diagrams in the margin. A Dictaphone may prove to be a useful alternative. A combination of the two may prove to be the best option for her and she is keen to buy her own and use it regularly.
- In groupwork where a note-taker may be required, Natalie should not be asked to take notes for the group. She will be able to make a good contribution to groupwork in other, more verbal ways.
- Copying from the whiteboard will also be problematic for Natalie. She will be slow to complete this and her work could contain errors. Again, handouts would be of value to her

for any substantial whiteboard notes. For small amounts of whiteboard notes, she should be given sufficient time to complete these as accurately as possible.

- The use of board markers in black or other dark colours should be avoided, if possible, as this, combined with the whiteboard, will cause visual dyslexia problems. Green, blue or red pens are all acceptable alternatives.
- Handouts should be clear and well spaced and written in a clear font style, such as Comic Sans or Arial size 14/16. Bullet points, numbers and diagrams would all enable Natalie to navigate the handout more easily. Coloured paper would also ease her symptoms of visual dyslexia. The particular colour will be known after an Overlay Assessment.
- Reading aloud to a group may cause Natalie undue distress and this should be avoided unless sufficient time has been given for her to study the text beforehand.
- Natalie would benefit from one-to-one support when working on her assignments and developing study skills such as mind-mapping, using the library and taking study notes. Time management skills would also be useful, along with memory training (mnemonics, chunking, visual strategies).
- As regards the dyscalculia, it is the case that such students find relative success in working with issues of a practical nature involving everyday activities, with the learning presented in small steps and having plenty of opportunity for consolidating learning and revision. Natalie should also be encouraged to use estimation to determine plausible answers to real-life problems.
- Natalie should also be allowed to use a calculator, especially in situations in which the main focus is not merely basic calculations. She will benefit from having abstract concepts demonstrated to her in concrete, visual ways through practical demonstrations whenever possible.
- Verbal instructions need to be clear, specific and may need to be repeated or explained in different ways. Teachers may need to check that Natalie has understood the task to be completed by getting her to repeat what she needs to do. The use of her Dictaphone in this instance would also be useful, as it would do away with the need for Natalie to ask repeatedly for guidance.
- As with other handouts, Maths worksheets should be on coloured paper to ease the symptoms of visual dyslexia and should not contain too many ideas on one sheet. The use of a 'letter box' guide to minimise information would also be a good idea.
- In order for Natalie to make sense of diagrams and other visual representations, it may be necessary to allow her enough quiet time to take in the information. No verbal explanations should be given at the same time as she is studying diagrams, as she finds it difficult to concentrate on auditory and visual information at the same time.

- Turning concepts into pictures, however, is a good strategy to use, such as marking on numbers at strategic points the correct amount for the particular digit.
- A good source of reference is the book *Mathematics Solutions: An introduction to dyscalculia* (Poustie ISBN 1-901544-729).
- Occasional breaks may be useful to maintain Natalie's concentration. She is a kinaesthetic learner and would benefit from holding an object, such as a ball of plasticine, to manipulate whilst listening.

Support arrangements

- one-to-one support for assignment and study
- one-to-one numeracy support Wednesdays 1.00–3.00 (alternate weeks)
- in class, key skills numeracy support (alternate weeks).

Special examination arrangements

- 25% extra time in all assignments, timed tests and examinations
- service of an amanuensis to record written responses for assignments, timed tests and examinations
- where required, copies of work produced with and without an amanuensis will be forwarded with this report. Programme areas would need to liaise with additional support staff on this matter
- please note; it is the responsibility of individual programme areas, not additional support, to claim examination concessions. A copy of the relevant report is kept in the exam office.

Signed _____ (Student) Date _____

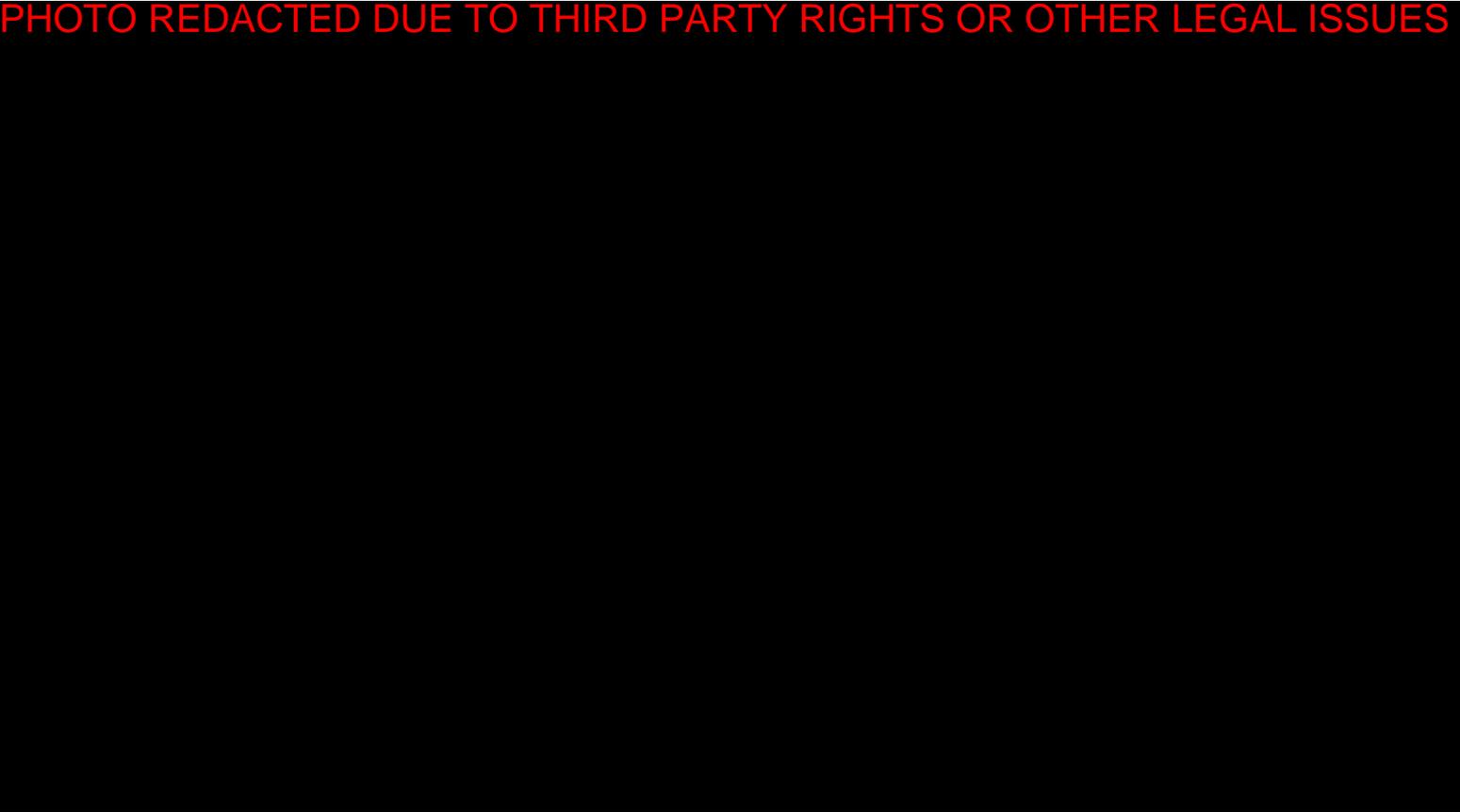
Signed _____ Additional support manager

Successful managers ensure that staff have regular training and clear instructions to help them carry out their roles effectively. Where provision is good, staff have identified the literacy, numeracy and language skills that are necessary for the successful completion of the vocational and academic programmes the provider offers. The initial assessment process is used to identify the learners' levels of ability in literacy, numeracy and language so that the learners can be enrolled onto programmes that are matched to their levels of ability. Staff are skilled in helping learners to make realistic choices about the literacy, numeracy and language programmes that are appropriate for them.

Where necessary, specialist advice and guidance is sought for learners who have sensory or physical impairments or specific learning difficulties such as dyslexia. Initially, this advice and guidance will focus on ensuring that the learner enrolls onto the most appropriate programme and has the equipment that he or she needs. Later, the advice and guidance will focus on progression routes and helping the learner to understand the literacy, numeracy and language requirements of the options that are available.

Good providers also ensure that learners with sensory impairments, speech and language impairments, impairments that affect their motor control and those who have specific learning difficulties such as dyslexia have the opportunity, where necessary, to have their literacy, numeracy and language needs assessed by appropriately qualified specialists. These assessments identify, among other things, the support the learner will need, including specialist equipment and materials. These assessments are carried out as soon as possible to enable the support and equipment to be in place at the start of the learner's programme.

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Induction programmes are carefully planned to ensure that learners with poor literacy, numeracy or language skills are not disadvantaged. Learners undertake practical activities to familiarise themselves with the layout of buildings and to help them identify key staff they can go to if they have any difficulties. Staff ensure that learners are given the information they need in order to settle into their programmes quickly. The information must be in a form that the learner can understand. This may require information to be produced in different formats such as Braille, enlarged font, audio tapes, pictures or Makaton symbols.

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

Simon is receiving support from a speech and language therapy assistant.

Good providers set high standards in relation to attendance and punctuality. All staff have high expectations of learners and monitor their attendance and punctuality rigorously. Learners are informed at the start of the programmes of the consequences of frequent absence or lateness to sessions. Clear procedures are in place to inform staff of the action they should take if learners do not attend regularly or arrive at sessions late, and sanctions are applied where necessary. Care is taken to help those learners who are unable to tell the time to develop strategies to get themselves to classes on time. For example, they are taught a routine for getting off the transport in the morning and finding their way to their first session.

Support is matched to the needs of the individual and provided in a way that he or she finds acceptable. Good providers offer learners support for their literacy, numeracy and language needs through a range of options. For example, learners might be offered help in the following ways:

- by attending additional workshop sessions
- through individual tutorials
- by having support from a specialist teacher who works in the classroom alongside the vocational or academic teacher
- by having the opportunity to use specialist equipment or adapted learning materials.

Whatever method is chosen, it is essential that there is effective communication between the staff who provide support, the learner's vocational or academic teachers and his or her personal teacher. It is particularly important that support staff have the opportunity to comment on the progress the learner is making in literacy, numeracy and language, and that subject staff evaluate the impact that the support is having on the learner's progress in relation to his or her main programme. Good providers also ensure that support arrangements are reviewed regularly and adjusted to reflect the changing needs of the learner. For example, the support is reduced as the learner gains in confidence and competence or as the learner prepares to leave the provider.

The DfES has produced two resource packs for learners with specific needs. *Basic Skills for Adults with Learning Difficulties or Disabilities* is on CD, and it aims to support staff development in this area. *Working with Refugees and Asylum Seekers: Support materials for ESOL providers* provides information and training materials for all organisations and teachers offering ESOL provision to refugees and asylum seekers in the post-compulsory education sector. A downloadable pdf version is available on the Read Write Plus website (www.dfes.gov.uk/readwriteplus/teachingandlearning).

WHAT IS SUCCESS?

Aliya

Aliya is studying horticulture at her specialist college. Her session plan below shows how the progress she has made in small steps is gradually helping her to develop her literacy and numeracy skills.

Activities and guidance: counting

- Use laminated numbers up to 20 and including zero.
- Begin with numbers to 10.
- Can she name numbers (reading)?
- Once she can do that consistently, extend to 20.
- Ask her to count out items to 10 (for example, bulbs, buckets etc.), selecting different numbers, and ask her to select the appropriate laminated card afterwards.
- When recording, note which numbers she could do, and any she had difficulties with.
- Target those she has problems with.
- Once she is confident to 10, begin to extend to 20.
- Get Aliya to count to 20 every week.
- Ask Aliya to write numbers on request up to 10, and extend to 20 if appropriate.

- Ask Aliya to add small amounts of items, for example, two spades and three trowels. Start by going up to five items, and extend to 10 if appropriate.
- Ask her to subtract small amounts of items, for example, 'Five tools take away three spades, leaves how many tools?' Start by going up to five items, and extend to 10 if appropriate.

Activities and guidance: quantity

- When filling containers such as watering cans or plant pots, talk about which holds more than or less than.
- When potting up plants, talk about which pot is full, which empty, and introduce the concept of half-full.
- When collecting items such as bulbs to plant up, discuss who has more, who has fewer.

Activities and guidance: weight

- When picking up tools, bulbs, pots etc, discuss which is heavier and lighter.

Activities and guidance: size

- When growing things, such as sunflowers, beans etc, ask Aliya to say which is the shortest, tallest, which is shorter than another, and which taller.
- When measuring distances, for example, spaces for planting out, say which is the longest space, and which the shortest.
- When cutting wood to make items, do the same.
- When using tools, ask Aliya to compare sizes of, say, a trowel and a hoe, and to say which is large, big or small, which is larger, bigger or smaller than another, who has the largest, smallest and so on.

Activities and guidance: position

- Help Aliya develop her understanding and use of positional vocabulary in practical situations by using these terms, for example, when asking her to arrange bulbs or plants in a border, to put tools away or to find something. Use oral language only and avoid giving visual clues (both gestures and by your eye gaze) to check her understanding of the language.
- Ask her to describe where something is, or deliberately describe it wrongly to see whether she corrects you.

Activities and guidance: directions

- Ask Aliya to identify her right and left hand, or find the plant pot on the right. Use everyday practical situations to teach, reinforce and record her understanding of this concept.
- Use direction, 'look up', or 'put it down' to ascertain her understanding of this.
- When laying out bulbs for planting, give directions, for example, move it to the right, left, bring it forward etc.

Activities and guidance: sorting

- When making hanging baskets, ask Aliya to sort out all the yellow pansies, or choose the heaviest bulbs, or sort bulbs into piles of five.
- Ask Aliya to collect all the tools that can be used for digging or to find as many things as she can that can be used for measuring.

Extracts on effective practice from OFSTED and ALL inspection reports

'In lessons where there is a student with a disability, a learning support assistant provides appropriate help. For example, a student with a visual impairment received extra assistance in the classroom from a learning support assistant who worked alongside taking notes.'

'Students are well supported. For example, the college makes good use of speech therapy both on an individual basis and in lessons.'

'Students with learning difficulties and/or disabilities are well supported. The assessment of their individual learning and support needs is thorough and includes consultation with care workers for those with communication difficulties.'

'Teachers make effective use of additional support staff in the classroom.'

LEADERSHIP AND MANAGEMENT

7. How effective are leadership and management in raising achievement and supporting all learners?

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7

7. HOW EFFECTIVE ARE LEADERSHIP AND MANAGEMENT IN RAISING ACHIEVEMENT AND SUPPORTING ALL LEARNERS?

Effective practice which secures continuous improvement is evidenced by:

- how well leaders and managers set a clear direction leading to high-quality education and training;
- how effectively, through quality assurance and self-assessment, performance is monitored and evaluated and how effectively steps are taken to secure improvement;
- how well equality of opportunity is promoted and discrimination tackled, so that all learners achieve their potential;
- where relevant, the extent to which governors or other supervisory boards meet their responsibilities; and
- how effectively and efficiently resources are deployed to achieve value for money.

IN THE COMMON INSPECTION FRAMEWORK HOW FAR LEADERSHIP AND MANAGEMENT ARE EFFECTIVE IS JUDGED BY THE EXTENT TO WHICH...

7.1 clear direction is given through strategic objectives, targets and values that are fully understood by staff, including subcontractors and work placement providers.

SUCCESS IN ADULT LITERACY, NUMERACY AND ESOL PROVISION IN THE LEARNING DIFFICULTIES AND/OR DISABILITIES CONTEXT MEANS...

- 7.1.1** senior staff are knowledgeable about *Skills for Life*, the new teaching and learning infrastructure and effective practice in literacy, numeracy and language provision for learners with learning difficulties and/or disabilities.
- 7.1.2** senior staff have a clear vision for their literacy, numeracy and language provision and translate this into a strategic plan with challenging but attainable targets.
- 7.1.3** senior staff rigorously monitor progress in achieving the targets within the strategic plan.
- 7.1.4** providers have appropriate policies and procedures to support their literacy, numeracy and language provision for learners with learning difficulties and/or disabilities.

**IN THE COMMON INSPECTION FRAMEWORK
HOW FAR LEADERSHIP AND MANAGEMENT
ARE EFFECTIVE IS JUDGED BY THE EXTENT
TO WHICH...**

**SUCCESS IN ADULT LITERACY, NUMERACY
AND ESOL PROVISION IN THE LEARNING
DIFFICULTIES AND/OR DISABILITIES
CONTEXT MEANS...**

7.1 *continued*

7.1.4 providers have appropriate policies and procedures to support their literacy, numeracy and language provision for learners with learning difficulties and/or disabilities.

7.1.5 managers ensure that there is a coherent, well-co-ordinated approach to the development of learners' literacy, numeracy and language skills across the organisation, including where appropriate, across the extended curriculum.

7.1.6 managers promote staff awareness of the organisation's philosophy and approach to the teaching of literacy, numeracy and language skills through continuing professional development.

7.2 demanding targets for retention, achievement, progression and employment are set and met.

7.2.1 managers have a clear understanding of realistic and relevant achievements in literacy, numeracy and language for learners with learning difficulties and/or disabilities.

7.2.2 staff have high expectations of learners' achievements and set realistic but attainable literacy, numeracy and language targets for learners.

7.2.3 managers carefully monitor learners' achievements in literacy, numeracy and language.

IN THE COMMON INSPECTION FRAMEWORK HOW FAR LEADERSHIP AND MANAGEMENT ARE EFFECTIVE IS JUDGED BY THE EXTENT TO WHICH...

SUCCESS IN ADULT LITERACY, NUMERACY AND ESOL PROVISION IN THE LEARNING DIFFICULTIES AND/OR DISABILITIES CONTEXT MEANS...

7.2 *continued*

7.2.4 managers ensure that, as far as they are able, learners progress to placements that will enable them to maintain and, where possible, extend their literacy, numeracy and language skills.

7.2.5 managers carefully monitor how well learners are able to use the literacy, numeracy and language skills they have learned in their next placements.

7.3 the quality assurance arrangements are systematic and informed by the views of all interested parties.

7.3.1 procedures for monitoring the quality of literacy, numeracy and language provision are well matched to the size and type of the organisation.

7.3.2 quality assurance arrangements are carefully scheduled and regularly implemented.

7.3.3 all those who have an interest in the quality of the learners' experience and their achievements in literacy, numeracy and language have the opportunity to contribute to the organisation's review and evaluation procedures.

7.4 rigorous self-assessment leads to identified priorities and challenging targets for improvement.

7.4.1 self-assessment procedures are informed by a shared understanding of the characteristics of effective practice in literacy, numeracy and language provision for learners with learning difficulties and/or disabilities.

7.4.2 staff have a clear understanding of what constitutes appropriate evidence for strengths and weaknesses.

IN THE COMMON INSPECTION FRAMEWORK HOW FAR LEADERSHIP AND MANAGEMENT ARE EFFECTIVE IS JUDGED BY THE EXTENT TO WHICH...

SUCCESS IN ADULT LITERACY, NUMERACY AND ESOL PROVISION IN THE LEARNING DIFFICULTIES AND/OR DISABILITIES CONTEXT MEANS...

7.4 *continued*

- 7.4.3 staff adopt a rigorous approach to self-assessment and use it as an opportunity to establish an honest evaluation of the quality of their literacy, numeracy and language provision.
- 7.4.4 action plans that are developed to build on strengths and remedy any weaknesses in the organisation's literacy, numeracy and language provision contain targets for improvement which are challenging, attainable and expressed in a way that makes it possible to check whether or not they have been achieved.

7.5 priorities are supported through responsible financial management.

7.5.1 managers ensure that funding for literacy, numeracy and language is used efficiently and effectively and in the best interests of the learners.

7.6 staff understand and are fully involved in the organisation's quality assurance arrangements.

7.6.1 managers ensure that all staff have a common understanding of what constitutes good quality in literacy, numeracy and language provision for learners with learning difficulties and/or disabilities.

7.6.2 staff have a good understanding of the evidence needed to demonstrate the effectiveness of the organisation's literacy, numeracy and language provision.

IN THE COMMON INSPECTION FRAMEWORK HOW FAR LEADERSHIP AND MANAGEMENT ARE EFFECTIVE IS JUDGED BY THE EXTENT TO WHICH...

SUCCESS IN ADULT LITERACY, NUMERACY AND ESOL PROVISION IN THE LEARNING DIFFICULTIES AND/OR DISABILITIES CONTEXT MEANS...

7.7 the information needs of managers and other staff are met and management information is used effectively to the benefit of learners.

7.7.1 management information systems provide staff with accurate and relevant information that they can use for planning, monitoring and recognising learners' achievements.

7.8 performance management, staff appraisal and review are effective in improving the quality of provision.

7.8.1 procedures for appraising all staff involved in the management and delivery of the organisation's literacy, numeracy and language provision are clearly documented and implemented consistently.

7.8.2 appraisals and performance reviews result in the development of action plans to support staff and to improve their performance.

7.9 there are explicit aims, values and strategies for promoting equality for all, and these are reflected in the provider's work.

7.9.1 managers ensure that the organisation's literacy, numeracy and language provision is well matched to the needs of its learners.

7.9.2 there are clear procedures and practices for promoting equality of opportunity and monitoring their implementation.

7.9.3 all staff are aware of the organisation's policy and practice with regard to oppressive behaviour and harassment and they adhere to the specified procedures.

7.9.4 all staff are particularly vigilant in their efforts to protect learners with learning difficulties and/or disabilities, particularly those who have communication difficulties.

IN THE COMMON INSPECTION FRAMEWORK HOW FAR LEADERSHIP AND MANAGEMENT ARE EFFECTIVE IS JUDGED BY THE EXTENT TO WHICH...

SUCCESS IN ADULT LITERACY, NUMERACY AND ESOL PROVISION IN THE LEARNING DIFFICULTIES AND/OR DISABILITIES CONTEXT MEANS...

7.10 governors or other supervisory boards effectively oversee the provider's strategic direction, and regularly monitor the quality of provision and their own performance.

7.10.1 governors or other supervisory boards have a good understanding of the organisation's approach to the teaching of literacy, numeracy and language and set appropriate strategic goals.

7.10.2 governors or other supervisory boards set appropriate targets for the development of the organisation's literacy, numeracy and language provision and monitor progress towards the targets on a regular basis.

7.11 there are effective procedures for dealing with appeals and complaints.

7.11.1 managers ensure that all learners, particularly those with communication difficulties, know how to make complaints and are supported effectively through the process.

7.12 efficient and effective use is made of resources.

7.12.1 managers ensure that there are resources of sufficient quality and quantity for the organisation's literacy, numeracy and language provision.

7.12.2 resources, including staff, are deployed to ensure that learners gain maximum benefit from them.

7.12.3 managers regularly monitor the deployment of resources to assess their efficiency and effectiveness and, where appropriate, make any necessary changes.

7.13 the 'best value' principles of comparison, challenges, consultation and competition are applied in securing resources and services.

7.13.1 managers ensure that the outcomes of 'best value' lead to the allocation of resources and services to meet learners' needs.

HOW TO ACHIEVE SUCCESS

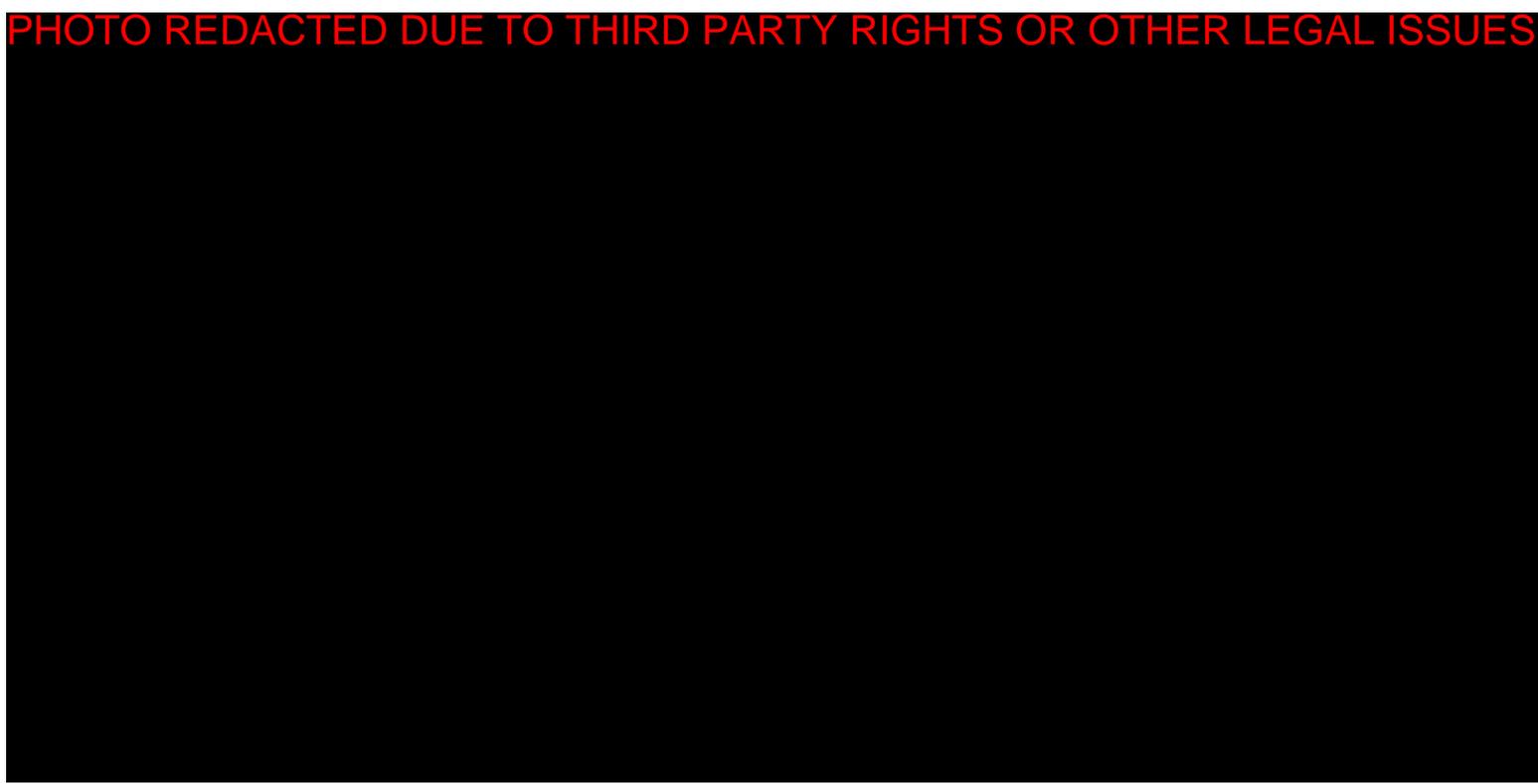
Good teachers and trainers flourish where there is strong and visionary leadership.

Success for All (DfES, 2001)

Successful provision in literacy, numeracy and language depends on strong leadership and firm but supportive management. Effective managers and, where appropriate, governors, ensure that they have a good grasp of the specific issues relating to the teaching of literacy, numeracy and language skills to learners who have learning difficulties and/or disabilities, and a thorough understanding of the characteristics of effective practice in this area of work. They keep up to date with national developments by attending conferences and reading relevant literature, and they are knowledgeable about the different strands of the *Skills for Life* strategy.

Good managers ensure that their vision and commitment is translated into practice by including this provision within the organisation's overall delivery plan. Senior managers from across the organisation including, where appropriate, the residential provision, then work together to create a coherent approach to the teaching of literacy, numeracy and language by developing and sharing operational plans to address the aims and objectives within the delivery plan. Careful thought is given to the targets within these plans and the targets are expressed in a way that enables progress against them to be monitored effectively.

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In successful provision, literacy, numeracy and language teaching is underpinned by policies, ratified where appropriate by governors, that clearly set out the provider's philosophy and approach to this area of work, together with the principles on which the approach is based. These are then supplemented by procedures for implementing the policy and monitoring its impact across the organisation.

Policy development

Within good provision, providers take care to ensure that the needs of learners with difficulties in literacy, numeracy and language are considered when developing other policies, particularly those that relate to the safety and well-being of learners. For example, policies and procedures for reporting abuse or making complaints are written in simple language and produced in different media such as Braille, audio tapes, large print or Makaton symbols to help learners understand their rights and the action they should take if they are unhappy or have any concerns.

Good managers have high expectations of this area of work. They take a firm stand on establishing the most appropriate approach to the teaching of literacy, numeracy and language to each learner and ensure that this complements rather than dominates the learners' other learning priorities. They make good use of the funding available for this area of work and ensure that it supports rather than skews the learners' literacy, numeracy and language programme. They also make sure that learners have the resources and equipment they need to develop their literacy, numeracy and language skills.

Staff appraisal and training

Within successful provision, the appraisal process is used to identify each member of staff's training needs in relation to the teaching of literacy, numeracy and language, and an action plan is then developed for the provision of this training. Staff have regular access to training that is specifically designed to help them become effective teachers of literacy, numeracy and language to learners who have learning difficulties and/or disabilities. Staff have the opportunity to attend training events that are part of the *Skills for Life* strategy. These opportunities are supplemented by training that enables them to understand the impact that learning difficulties and/or disabilities have on a learner's ability to learn literacy, numeracy and language skills, and to develop teaching methods to overcome these difficulties.

Teachers and staff take care to ensure that learners focus on developing the literacy, numeracy and language skills they will need for their next placements and for their future lives. For example, staff are given responsibility for working with staff involved in the next level of programme to identify the literacy, numeracy and language requirements of that programme. Other staff have the opportunity to undertake placements with organisations where learners with learning difficulties and/or disabilities might find employment, in order to research and identify the literacy, numeracy and language skills the learners will need if they are to be successful in gaining employment within the organisation. Programmes are then designed to incorporate opportunities for teaching these skills or, where appropriate, strategies for coping without them. Providers maintain links with the organisations to which the learners progress so that staff can check how well they have prepared the learners for their placements and adjust their programmes in response to information they gather from them.

The following extract from the OFSTED publication, *Inspecting provision for learners with learning difficulties and/or disabilities and for those with special educational needs post-16 with guidance on self-evaluation*, outlines this approach.

Within their individual programmes of activities, learners should experience:

- *development of literacy and numeracy skills and knowledge which for some learners will be at pre-language level*
- *development of communication skills including the use of information and communications technology*
- *development of independent life skills in real, adult situations including health, leisure and fitness*
- *development of individual interests, skills and talents through courses at appropriate levels from pre-vocational taster courses to GCSE and GCE advanced-level courses*
- *development of personal and social skills including citizenship*
- *situations to help them understand and manage their disability or learning difficulty.*

Learners will require different amounts of these activities depending on their abilities and likely destinations after school or college.

Quality assurance

Effective managers monitor the quality of their literacy, numeracy and language provision with the same level of rigour as they do all other aspects of their work. Quality assurance arrangements take into account the size of the organisation and the nature of its work. Providers take care to ensure that quality assurance procedures are not overly complex and burdensome for staff and learners. Staff across the organisation including, where appropriate, those who work in the residential accommodation, have the opportunity to comment on the quality of the organisation's literacy, numeracy and language provision for learners with learning difficulties and/or disabilities. A schedule of the activities to be undertaken as part of the quality assurance cycle is carefully planned and distributed to all staff.

Quality assurance procedures such as course reviews and self-assessment are underpinned by a common understanding of the characteristics of effective practice in literacy, numeracy and language provision and a shared view of what constitutes appropriate evidence for strengths and weaknesses within it. Training and discussions with staff across the organisation are used to foster this approach. Where appropriate, management information systems provide staff with information that helps them to make judgements about the quality of the provision, particularly in relation to learner achievement and retention rates.

Providers take care to ensure that staff who undertake observations of literacy, numeracy and language sessions have the necessary skills and experience for the task. Prompt sheets are used to help staff understand what they should be looking for when they are observing sessions.

The following is an extract from a prompt sheet devised to help observers make accurate judgements.

SAMPLE PROMPT SHEET FOR OBSERVATIONS

Key aspect	Evidence that...
Quality of teaching	<ul style="list-style-type: none">• the lesson is well planned and the teacher has all the resources needed.• the teacher has planned the lesson to address the priorities identified in each learner's ILP.• the teacher provides an appropriate level of challenge for each learner.• the teacher demonstrates effective differentiation by, for example, using a range of tasks, providing different levels of support, planning different outcomes.• staff are skilled in assessing learners' progress and recording this effectively.
Quality of learning	<ul style="list-style-type: none">• learners arrive for the session on time.• learners demonstrate their ability to stay on task for a period of time appropriate for them.• learners show interest and enjoyment in their work.
Quality of attainment	<ul style="list-style-type: none">• learners make progress in learning the skills prioritised in their ILPs at an appropriate pace (as measured against their baseline profiles).• where appropriate, learners demonstrate skills commensurate with the level of the external award they are following.

Within successful provision, all staff adopt a rigorous approach to self-assessment that is based on an honest evaluation of the quality of their work. The process is used to identify strengths and aspects of the organisation's literacy, numeracy and language provision that can be improved. Where possible, good providers develop links with similar organisations and make reciprocal arrangements to moderate each other's judgements. The self-assessment report is written in plain English, clearly identifies strengths and weaknesses and lists the evidence to support the judgements that have been made.

The following example is an extract from a self-assessment report that illustrates the evidence that has been gathered in relation to a weakness in the teaching of literacy.

SELF-ASSESSMENT REPORT EXTRACT

Weakness	Evidence	Source of evidence
<ul style="list-style-type: none"> ineffective teaching of literacy – too many staff are using teaching methods that do not take into account the impact that learners’ learning difficulties and/or disabilities have on their ability to learn. 	<ul style="list-style-type: none"> 50% of lesson observations grade the quality of teaching to be unsatisfactory an audit of lesson plans identified that staff are using too many paper-based materials with learners who do not understand symbolic representation an audit of schemes of work identified that staff are placing too much emphasis on teaching literacy to learners with significant cognitive impairments through discrete sessions rather than making it an integral part of other practical activities. 	<ul style="list-style-type: none"> file of completed lesson observation forms report from audit of lesson plans report from audit of schemes of work.

An action plan is then developed to address the issues identified in the self-assessment report. The plan clearly identifies how the organisation intends to improve the quality of its numeracy, literacy and language provision for learners with learning difficulties and/or disabilities. The proposed actions are effective in remedying the weaknesses identified in the self-assessment report and targets are set for improvement. The targets are specific and written in a way that enables progress against them to be monitored. Responsibilities for implementing the actions and evaluating their success are carefully allocated to staff who have appropriate positions within the organisation. Costings are realistic. The action plan is a live document that drives the development of the provision and provides a coherent framework for it.

The following example of an extract from an action plan illustrates the action the provider intends to take to remedy the weakness in the teaching of literacy highlighted in the above self-assessment report.

ACTION PLAN EXTRACT

Weaknesses to be improved	Targets	Actions	Responsibilities	Timescales	Resources	Costings	Evaluation
Ineffective teaching of literacy – too many staff are using teaching methods that do not take into account the impact that learners' learning difficulties and/or disabilities have on their ability to learn.	<ul style="list-style-type: none"> all lessons will include differentiated activities that take account of learners' individual needs and difficulties all schemes of work and lesson plans will show how the teacher intends to match the teaching methods used to the learners' needs 10% improvement in grades awarded for lessons in next cycle of observations. 	<ul style="list-style-type: none"> devise training programme on effective methods of teaching literacy to learners with a range of learning difficulties and/or disabilities deliver training to all staff make admin arrangements (book room, order refreshments, copy materials, send information to staff) produce guidelines for staff and distribute to all teachers. 	<ul style="list-style-type: none"> literacy co-ordinator and key skills co-ordinator key skills co-ordinator and head of provision for learners with learning difficulties key skills co-ordinator. 	<ul style="list-style-type: none"> to be completed by 16/5/03 to be completed by 30/6/03 and 3/7/03 to be sent to all staff by 29/8/03. 	<ul style="list-style-type: none"> 2 x 0.5 days for co-ordinators to plan event accommodation/refreshments/copies of materials to be used no cover needed for staff – learners on holiday. 	<ul style="list-style-type: none"> cover costs no cost for room £10 per head for refreshments printing costs head of provision for learners with learning difficulties to evaluate outline training programme – 21/5/03 guidelines for staff 25/7/03. 	<ul style="list-style-type: none"> head of provision for learners with learning difficulties and co-ordinators will audit schemes of work and lesson plans 9/03 lesson observation team will undertake focused observations 10/03 and 11/03.

One successful provider at a specialist residential college feels that the following actions have helped to improve the quality of the organisation's literacy, numeracy and language provision.

Actions for managing and monitoring provision

- Allocation of responsibility for the overview of literacy, numeracy and language provision to one person who co-ordinates this aspect of the provision across the whole college, including the residential accommodation.
- The co-ordinator sets and reviews literacy, numeracy and language goals for all learners to be addressed across the whole college.
- All staff have responsibility for contributing to learning, and all job descriptions state that this is a major aspect of their work, whatever their job title is.
- An agreed policy for literacy, numeracy and language has been developed within the college which provides guidance for staff, for example, all staff must use metric measures except when working with learners who are at Entry Level 3 or beyond, or in catering where pints and half pints can be used.
- Literacy, numeracy and language are the focus of lesson observations to identify effective practice and highlight missed opportunities for teaching and reinforcing these skills as an integral part of other activities.

Managing Success: A study of the management systems and styles that promote the successful teaching of literacy and numeracy to adults was undertaken on commission by the Association of Colleges and is now available. The study identifies effective practice in further education and sixth form colleges in leading and managing provision. It has been designed to help staff in these institutions to review their current systems and structures, in the light of other's experiences, for leading and managing the delivery of literacy and numeracy provision.

The much-awaited *Skills for Life Leadership and Management* programme was recently announced by the Learning and Skills Council. The three-part programme will provide:

- a professional training and development programme for leaders and managers
- management and further development of the quality initiative facilitator network
- staff and organisational development materials.

WHAT IS SUCCESS?

The following example is an extract from a specialist college's policy for literacy, numeracy and language.

Communication, literacy and numeracy policy

Our approach

The College is committed to providing opportunities for students to develop communication, literacy and numeracy skills that will be relevant and useful to them in their everyday lives. The Essential Skills Award provides an overarching curriculum framework for the college and we teach communication, literacy and numeracy skills as an integral part of the framework. We believe that each student's communication, literacy and numeracy needs should be carefully assessed as part of the college's initial assessment procedures. The outcomes of this assessment are then used to inform the development of individual learning plans, which incorporate priorities for the teaching of communication, literacy and numeracy alongside priorities for teaching essential skills.

Many of our students have very significant cognitive impairments and do not understand the concept of symbolic representation. Communication rather than reading and writing is a priority for these students. A kinaesthetic approach that enables the students to 'learn by doing' through practical activities using 'concrete' objects in 'real' situations has proved to be most successful in helping them to learn. Of particular importance to successful learning for these students is the use of objects, materials and activities that are of interest to them and motivating for them. Respect for students' interests is a critical element of our approach. Additional support is provided, where necessary, through speech and language therapy, Total Communication sessions and the use of communication aids. The curriculum elements within the Adult Pre-entry Curriculum Framework (2002) that are most appropriate for these students are: Listen and Respond, Speak (or use other means) to Communicate and Engage in Discussion.

Students whose cognitive impairments are less severe study additional elements of the Adult Pre-entry Curriculum Framework. Communication, literacy and numeracy are delivered through all aspects of the curriculum in naturally occurring and realistic settings. Students who learn effectively through the use of ICT are encouraged to use it to develop and consolidate their literacy and numeracy skills. Where necessary, specialist software and adaptive hardware are provided. A minority of students may progress to the Adult Core Curriculum Framework. These students are given the opportunity, where appropriate, to attend Adult Entry Level literacy and numeracy classes at a college of general further education.

Our underpinning principles

- *Learning is relevant to the learner and tailored to their main programme.*
- *Students are given opportunities to practise skills in a range of contexts to help them generalise their skills.*
- *Wherever possible, learning should be delivered in 'real' situations.*
- *Students should be given ownership of their targets and learning.*
- *All students are different and should be given different opportunities to develop these skills.*
- *All targets/learning should be related to the student's end goal.*
- *Learning should be broken down into achievable chunks.*

Extracts on effective practice from OFSTED and ALI inspection reports

'Teams meet regularly to review the progress of students and to develop common approaches to assessment and course documentation.'

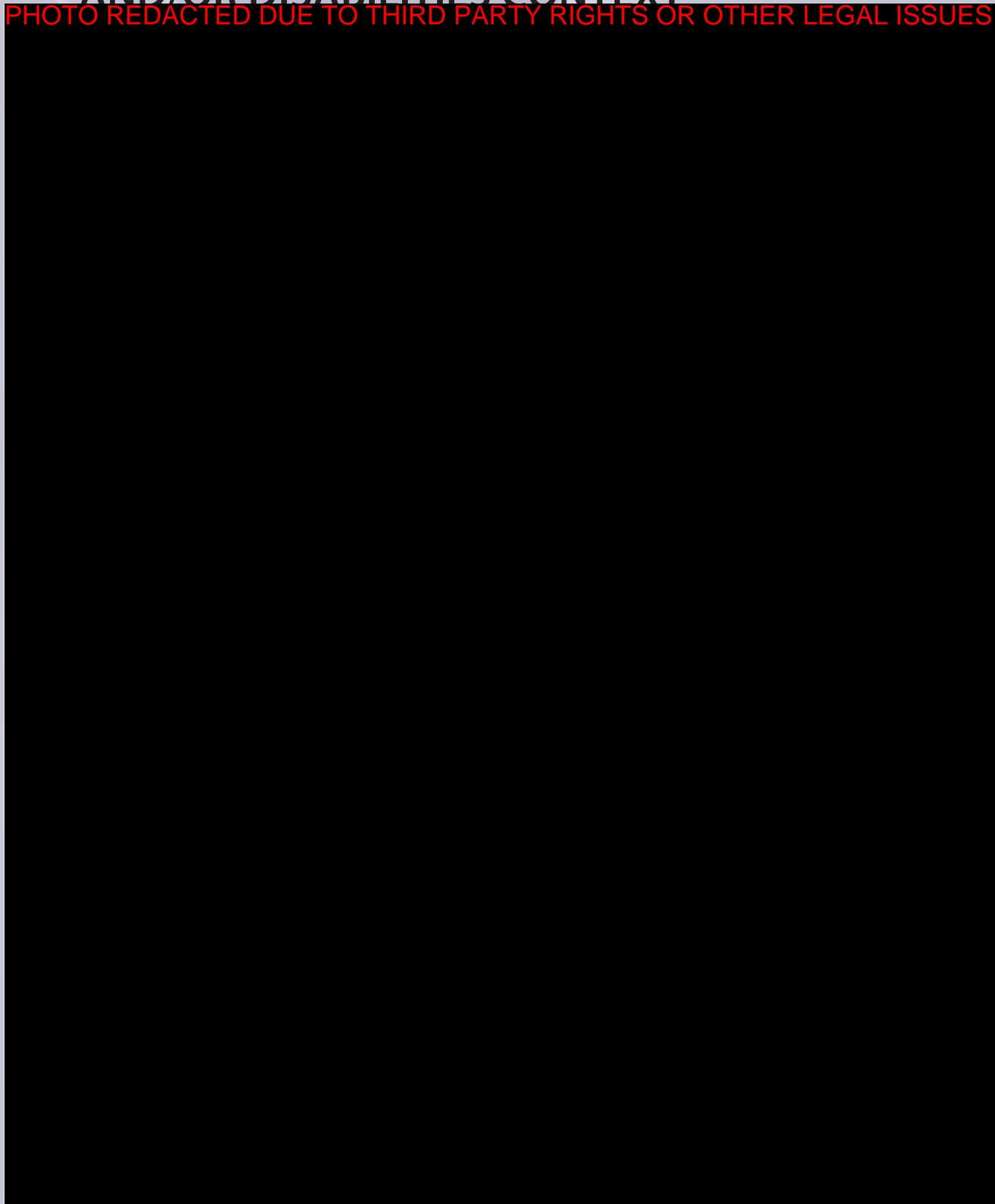
'Self-assessment is used effectively to identify weaknesses, and staff work well together to address identified areas for improvement.'

'Basic skills staff and vocational staff exchange schemes of work to improve their co-operation and combined efforts in teaching basic skills.'

'There is a clear strategy for the development and integration of basic skills across the whole college curriculum.'

THE LEARNING DIFFICULTIES AND/OR DISABILITIES CONTEXT

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What *Skills for Life* provision for learners with learning difficulties and/or disabilities should include

An adult learning in literacy, numeracy and ESOL with learning difficulties and/or disabilities will be underpinned by:

- the national standards for literacy and numeracy at Entry Level, Level 1 and Level 2
- the core curricula for literacy, numeracy and ESOL, with a curriculum framework for learners with learning difficulties and/or disabilities
- a common screening tool
- a common approach to initial assessment
- diagnostic assessment
- appropriate learning materials.

What an adult learner can expect

An adult learner receiving tuition in literacy, numeracy and ESOL with learning difficulties and/or disabilities should expect:

- good advice on how to improve their skills
- a report resulting from their diagnostic assessment
- an individual learning plan
- a programme of learning relating to the national standards and matching their aims and aspirations
- full involvement in planning and reviewing their learning
- feedback and support on their progress
- flexible forms of learning which suit their needs and preferences
- a range of opportunities to acquire non-externally accredited achievements as a springboard to nationally recognised qualifications
- expert and impartial advice on progression routes to other education, training or employment opportunities.

What a learning organisation for learners with learning difficulties and/or disabilities should provide

All providers of literacy, numeracy and ESOL with learning difficulties and/or disabilities must:

- prepare and undertake an annual self-assessment that informs their plans to address weaknesses and secure continuous improvement
- monitor, recognise and record all learner progress through non-externally accredited achievement as well as through national qualifications
- raise the level of competence of all teachers of literacy, numeracy and ESOL by offering opportunities for continuing professional development and access to programmes of training that lead to nationally recognised qualifications.

The Adult Basic Skills Strategy Unit is committed to ensuring that all learners seeking to improve their skills have access to high quality materials and support in literacy, numeracy and ESOL irrespective of past experience, skill level or learning context.

Help for providers preparing for inspection

HOW TO PREPARE FOR ASSESSMENT AND INSPECTION

Self-assessment is a vital component in ensuring and developing the quality of provision. It is, however, too often regarded as a bureaucratic requirement which is given little real importance by course teams. To ensure that self-assessment has a value, managers should:

- develop an ethos of positive self- and peer evaluation in which staff feel safe in discussing weaknesses and planning for improvements
- encourage staff to view self-assessment as an annual opportunity to display and improve their professional skills and to ensure that what they are doing is of best value to the learners
- encourage honesty – this should not be an exercise in self-delusion!
- use this Guide to support the process, to develop benchmarks and to ensure that self-assessments follow the guidance of the Common Inspection Framework
- set aside sufficient time for the process to be carried out effectively
- ensure that the whole team can participate
- ensure that the self-assessment contains a clear action plan for the team as well as requests for any action by senior managers which may have been identified
- ensure that the action plan is kept live and that progress against it is monitored and successes celebrated.

HOW TO MONITOR AND RECORD PROGRESS

The individual learning plan (ILP) is the key to monitoring and recording all learners' progress. It should start with an effective baseline assessment of the level of skills and competences with which the learner starts his or her course, coupled with an exploration of precisely what it would be useful for him or her to learn, tailored to the time available for learning. For example, a learner attending for two hours a week for 30 weeks will, if they attend every session, have at most 60 hours of learning. Do the targets set out in their ILP look achievable for this learner in 60 hours? The ILP, with SMART targets and setting out precisely what the learner is to learn, then becomes the instrument against which his or her progress can be measured.

As part of the development of ILPs to measure learning, definitions need to be agreed as to what constitutes achievement. For example, the achievement of 75 per cent or 80 per cent of an individual's targets could be agreed as success. This can then, after internal verification, be entered into electronic systems. Achievement of national tests or externally accredited awards, where these are appropriate for the learner, can then be recorded in addition to their success against the targets in their ILPs.

The importance of ILPs for learners taking national tests or externally accredited awards rests on the fact that ILPs measure progress made or 'distance travelled' as well as endpoints reached. Don't forget to keep evidence of, and celebrate, other achievements, such as gains in confidence, willingness to undertake new responsibilities, or any other evidence of progress which is alongside or a result of gains in speaking, listening, reading, writing or speaking and understanding English.

HOW TO HELP ENSURE EFFECTIVE STAFF DEVELOPMENT

The following lists some pointers towards ensuring that staff development is effective, appropriate and fair.

- Recruit staff who are already competent in the areas in which they will teach, or recruit staff with a range of skills and qualities which you know are valuable and train them to become competent in the areas you want them to teach.
- Ensure that all staff have opportunities for continuous review, updating and development of their skills.
- Wherever possible, ensure that staff have opportunities to undertake a parallel activity to vocational updating, where they can spend some time observing people with learning difficulties and/or disabilities in real employment situations or in other services, so that staff have a clear, up-to-date picture of the world they are preparing learners for, and of the skills they will need.
- Ensure that staff attend as many development activities as is reasonable and that they do attend mandatory training.

- Encourage peer observation and the discussion of possible improvements.
- Video-record staff teaching and use this with them to help them analyse the strengths and weaknesses of their own practice and plan for improvements.
- Use focus groups, run by a member of staff unconnected with the area, to get the views of learners and use them to plan for improvements.
- Encourage staff to visit other similar providers and to discuss ideas with them.
- Use consultants, inspections and any other external judges of, or contributors to, the provision as catalysts for change and development.

Acknowledgements

It would be impossible to name everyone who has contributed to the writing and production of this Guide. However, the following deserve a special mention.

We are grateful to the learners whose photographs speak of their involvement in, and contribution to the *Skills for Life* agenda.

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THE RAISING STANDARDS SERIES

A Contextual Guide to Support Success in Literacy, Numeracy and ESOL Provision: Adult and Community Learning

A Contextual Guide to Support Success in Literacy, Numeracy and ESOL Provision: E-learning

A Contextual Guide to Support Success in Literacy, Numeracy and ESOL Provision: Further Education Colleges

A Contextual Guide to Support Success in Literacy, Numeracy and ESOL Provision: Prisons

A Contextual Guide to Support Success in Literacy, Numeracy and ESOL Provision: Work-based and Work-related Learning

Success in Adult Literacy, Numeracy and ESOL provision. A guide to Support the Common Inspection Framework (ref: GCIF02/2002)

Resources

Unless otherwise stated, all publications and other resources are available from DfES Publications Tel 0845 60 222 60, or visit the Read Write Plus website (www.dfes.gov.uk/readwriteplus).

A guide to the National Test in Adult Literacy and Numeracy. DfES (ref: DSFL/NT)

Access For All: Guidance on making the adult literacy and numeracy core curricula accessible. Basic Skills Agency Distribution (0870 60 02 400)

Adult ESOL Core Curriculum. Basic Skills Agency Distribution (0870 60 02 400)

Adult ESOL Core Curriculum: Interactive CD version of the Adult ESOL Core Curriculum. Online versions of the Adult ESOL Core Curriculum with *Access for All* can be accessed from the Read Write Plus website (www.dfes.gov.uk/readwriteplus/LearningInfrastructureCurricula), along with details for ordering CD copies. DfES (ref: CDAECC)

Adult Literacy Core Curriculum: Includes material on spoken communication. Basic Skills Agency Distribution (0870 60 02 400)

Adult Literacy Core Curriculum and *Access for All:* Interactive CD version of the Adult Literacy Core Curriculum, searchable and cross-referenced to *Access for All*. Online versions of the Adult Literacy Core Curriculum with *Access for All* can be accessed from the Read Write Plus website (www.dfes.gov.uk/readwriteplus/LearningInfrastructureCurricula), along with details for ordering CD copies. DfES (ref: CDALCC)

Adult Numeracy Core Curriculum. Basic Skills Agency Distribution (0870 60 02 400)

Adult Numeracy Core Curriculum and *Access for All:* Interactive CD version of the Adult Numeracy Core Curriculum cross-referenced to *Access for All*. Online versions of the Adult Numeracy Core Curriculum with *Access for All* can be accessed from the Read Write Plus website (www.dfes.gov.uk/readwriteplus/LearningInfrastructureCurricula), along with details for ordering CD copies. DfES (ref: CDANCC)

Adult Pre-entry Curriculum Framework for Literacy and Numeracy. Basic Skills Agency Distribution (0870 60 02 400)

Adult Pre-entry Curriculum Framework for Literacy and Numeracy: Interactive CD of the Adult Pre-entry Curriculum Framework for Literacy and Numeracy. Online versions of the Adult Pre-entry Curriculum Framework for Literacy and Numeracy can be accessed from the Read Write Plus website (www.dfes.gov.uk/readwriteplus/LearningInfrastructureCurricula), along with details for ordering CD copies. DfES (ref: CDAPCF)

Basic Skills for Adults with Learning Difficulties or Disabilities: A resource pack to support staff development in this area. Also available on CD. DfES

Breaking the Language Barriers: The report of the working group on English for Speakers of Other Languages. DfES (ref: BLB)

Delivering Skills for Life: A briefing pack comprising a booklet and CD that is designed to assist organisations as they prepare to deliver the new teaching and learning infrastructure. DfES (ref: DSFL/booklet)

Delivering Skills for Life Toolkit: A shelf-top library box containing nine Adult Basic Skills Strategy Unit publications and a CD. DfES (ref: DSFL)

Diagnostic Assessment: In June 2003, the diagnostic assessment materials will be available to people who attended the training events. Invitations to order additional packs will be sent to curriculum managers in June 2003 and bulk orders of materials will be distributed from July 2003. DfES (ref: DAM3 (literacy), DAM2 (numeracy))

Freedom to Learn: The report of the working group into basic skills needs for adults with learning difficulties and/or disabilities. Available in large print. DfES (ref: FTLB)

Learning Materials: In June 2003, the learning materials will be sent to people who attended the training events. Invitations to order additional teacher packs and learner materials will be sent to curriculum managers in June 2003 and bulk orders of materials will be distributed from July 2003. DfES

Living our Lives: Life stories of 10 people with learning difficulties, a resource for learners and teachers. An audio CD is supplied with the books. DfES (ref: LOL)

National Standards for Literacy and Numeracy Skills. DfES (ref: NSALN)

On-line Mapping of Adult Literacy and Numeracy Standards to Occupational Standards: This DfES-funded project extends and enhances the BSA's Getting the Basics Right in... booklets, which map the adult literacy and numeracy standards to a range of occupational standards, working with a selection of sector skills councils. The on-line maps are intended for use in training and development for staff within each sector. The website is now live (www.dfes.gov.uk/readwriteplus/nosmapping). DfES

Pathways to Proficiency: Contains the results of the QCA's mapping report on the alignment of language proficiency scales for assessing competence in the English language. This includes tables comparing the equivalencies of the national standards with other language scales. A downloadable portable document format (pdf) version is available on the Read Write Plus website (www.dfes.gov.uk/readwriteplus/LearningInfrastructureAccreditation). DfES (ref: PTP)

Planning Learning, Recording Progress and Reporting Achievements: This project has now produced draft guidance for consultation, models of effective practice and advice on the funding and audit implications of planning learning and reporting achievements (PLRA). These are available on the Read Write Plus website (www.dfes.gov.uk/readwriteplus/LearningInfrastructurePlanningLearning). DfES

Self-advocacy Action Pack: A pack written for adults with learning difficulties on speaking up and self-advocacy. An audio CD is supplied with the pack. DfES (ref: SAAP)

Skills Explorer: A CD with literacy and numeracy activities for learners at Entry Level. DfES

Skills Explorer for British Sign Language Users: Practical literacy activities for British Sign Language users at Entry Level. DfES (ref: SEBSL)

Skills for Life: a guide to funding adult literacy and numeracy learning programmes 2002–2003. DfES (ref: SFNFG 02/03)

Skills for Life: the national strategy for improving adult literacy and numeracy skills. DfES (ref: SFLLN)

Skills for Life: the national strategy for improving adult literacy and numeracy skills. Focus on delivery to 2007. DfES (ref: SFLNS2)

Subject Specifications for teachers of adult literacy and numeracy. DfES (ref: SS01/2002)

Subject Specifications for teachers of English for Speakers of Other Languages (ESOL). DfES (ref: ESOL/SS01/2002)

Tests and ESOL Qualifications: A detailed list of all accredited ESOL qualifications and the awarding body requirements for 2002 to 2004 is available on the teaching and learning section of the Read Write Plus website (www.dfes.gov.uk/readwriteplus/ESOLQualificationsReport).

Test and Qualifications in Literacy and Numeracy: This overview table of information on the QCA-accredited Entry Level literacy and numeracy qualifications is available on the Read Write Plus website (www.dfes.gov.uk/readwriteplus/AdultLiteracyEntryLevelQualifications and www.dfes.gov.uk/readwriteplus/AdultNumeracyEntryLevelQualifications). DfES

The National Test Toolkit: The toolkit, incorporating the Move On course outlines and practice tests, will be available in June 2003. A specification for a three-year Move On project has been drawn up. An overview table of information comparing awarding body arrangements for the national tests is available on the Read Write Plus website (www.dfes.gov.uk/readwriteplus/bank.cfm?section=523). DfES (ref: SFLNTT)

Working with Refugees and Asylum Seekers: Support materials for ESOL providers: This pack provides information and training materials for all organisations and teachers offering ESOL provision to refugees and asylum seekers in the post-compulsory education sector. It includes sections on Frequently Asked Questions (FAQs), learners, setting up ESOL provision, training, resources and sources of further information. It will be useful for anyone who works with refugees and asylum seekers and particularly helpful for organisations with little experience of this work. A downloadable pdf version is available on the Read Write Plus website (www.dfes.gov.uk/readwriteplus/teachingandlearning). DfES (ref: WRASPACK)

Yesterday I Never Stopped Writing: Guidance on developing community-based provision for adults with learning difficulties or disabilities. DfES (ref: YNSW)

GLOSSARY

Achievement

This does not necessarily mean the achievement of qualifications. It includes measurable improvement and progression in literacy, numeracy and for language skills in vocational, academic, social and personal contexts.

Adults

In education, adults include all learners after the age of 16; outside education, 18 is often taken as the benchmark age for adulthood, since it is the legal age of majority.

Appropriate

Describes a text, word, utterance, style, method or choice that is suitable for its intended audience, form or purpose. 'Appropriate' incorporates the idea that different contexts require different treatments and is in this respect to be differentiated from 'correct', which is associated more with the right grammatical formulation of an expression, or the 'right' choice or response, etc.

Assessment

Means collecting information in order to make decisions. Assessment should provide the information required to build and maintain a profile of the learner. This will enable teachers and trainers to establish and review both the learner's requirements and the learning opportunities that can be provided for him or her. It will also provide feedback to the learner on his or her progress.

Assistant

An assistant is likely to be the person providing additional training or teaching in literacy, numeracy and/or ESOL support.

Audience

The people addressed by a message in any medium. The term includes listeners, readers of print, film/TV audiences, and users of information technology.

Basic Skills

A shorthand to describe the skills which are the focus of the *Skills for Life* strategy.

Capacity

Availability of opportunities for literacy and numeracy learning.

Coherence

The underlying logical connectedness of a text, whereby concepts and relationships are relevant to each other and it is possible to make plausible inferences about underlying meaning.

Common Inspection Framework

Sets out the principles applicable to the inspections of post-16 non-higher education and training that meet the requirements under Part III of the Learning and Skills Act 2000. Inspections are carried out by the Office for Standards in Education (OFSTED) and the Adult Learning Inspectorate (ALI).

The Framework also includes the more specific evaluation requirements that apply to the inspection of individual providers of education and training. The requirements reflect the principles and the general requirements of the Act for Her Majesty's Chief Inspector of Schools (HMCI) and the Chief Inspector of Adult Learning to keep the Secretary of State informed about:

- the quality of education and training;
- the standards achieved by those receiving that education and training;
- whether financial resources made available to those providing that education and training are managed efficiently and used in a way that provides value for money.

The specific requirements for other types of inspections will be guided by the principles in the Framework insofar as they are appropriate. *The Common Inspection Framework for Inspecting Post-16 Education and Training February 2001.*

Common

Used to describe words, signs and symbols, patterns of spelling and grammatical constructions that occur frequently in the learner's everyday experiences, and also units, measures, instruments, tools, etc. that are widely used in everyday life in non-specialist contexts.

Context

The non-linguistic situation in which spoken or written language is used, and in which the learner is operating.

Curriculum

A planned approach to learning made up of identified activities.

Curriculum Framework

A document that sets out the entitlement to learning against which clear and detailed steps can be planned to enable learners to progress in a structured way.

Data

Information of a quantitative nature consisting of counts or measurements.

Discrete literacy, numeracy and ESOL provision

Where literacy, numeracy and ESOL is the main learning programme, literacy, numeracy and ESOL provision is inspected under area of learning.

Disability

The Disability Discrimination Act 1995 defines a disabled person as someone who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

English for Speakers of Other Languages (ESOL)

The ability to understand and employ English language in daily activities at home, at work and in the community to achieve one's goals, and to develop one's knowledge and potential.

Feedback

The ongoing reaction given by an audience to those communicating, which helps them evaluate the success of their communication. Feedback may be verbal or non-verbal (e.g. through facial expressions or action).

Images

Pictures, photographs, graphs, charts or graphical representations.

Indicators

- the specific learning outcomes towards which a learner will work.
- the skills, knowledge and understanding that a learner will not only have acquired but also be capable of using and applying when he or she has been assessed to have achieved these outcomes.

Indicators do not prescribe delivery or dictate the activities a learner will be doing.

Individual learning plan

The output of initial assessment, setting out what the learner plans to learn, by when, the ways he or she will undertake the learning and the resources required to bring the plan into action.

Initial assessment

This may include initial screening to identify whether learners require additional support. It may also include diagnostic assessment to identify the specific areas of literacy, numeracy and ESOL learners need to work on to achieve their main learning goal.

Key Skills

Literacy, numeracy and/or language learning concentrates on developing skills, knowledge and understanding, whereas key skills concentrates on their application. The key skills are Communication, Application of Number, IT, Improving Own Learning and Performance, Working with Others, and Problem Solving.

Learner

In relation to the literacy, numeracy and ESOL curricula, a learner is anyone over 16 undergoing a programme of education or training in any context.

Learning infrastructure

The term describes the new *Skills for Life* framework for delivering adult literacy, language and numeracy learning programmes.

The key elements are:

- National standards for adult literacy and numeracy, upon which all learning programmes are based.
- The Adult Literacy Core Curriculum, Adult Numeracy Core Curriculum, Adult ESOL Core Curriculum and the Pre-Entry Curriculum Framework.

- The *Access for All* guidance manual that supports teachers in meeting the needs of learners with learning difficulties and disabilities.
- Screening, initial and diagnostic assessment materials for adult literacy, language and numeracy.
- Systems for developing individual learning plans (ILPs).
- Systems for recording learner progress and reporting learner achievements.
- National qualifications for adult literacy, language and numeracy, including the national literacy and numeracy tests, and systems for making these qualifications more accessible.

Learning objectives

Literacy, numeracy and/or language qualifications and other learning objectives that enhance learners' employment and career prospects.

Learning support

In relation to the literacy, numeracy and ESOL curricula, is the support provided to anyone over 16 undergoing a programme of education or training in any context.

Literacy, language and numeracy

The ability to read, write and speak in English and to use mathematics at a level necessary to function at work and in society in general.

Literacy

The ability to understand and employ printed information in daily activities at home, at work and in the community to achieve one's goals, and to develop one's knowledge and potential.

Literacy, numeracy and/or ESOL support

Learning that forms part of the learner's main learning programme. This could be offered on an individual or group basis in separate sessions or as part of the mainstream learning. It may include additional support for learners with specific learning difficulties.

Medium

The way in which language is transmitted from one person, or an agency, to another. The three basic media of language are phonic (speech), graphic (writing) and signing (sign language for hearing impaired people). The term is also used to denote the means of communication (e.g. television, telephone, film, radio, computer, press).

Mentor

A person providing additional support and guidance.

Milestones

Significant points along the continuum in this curriculum framework that have relevance to assessing a learner's attainment: that help identify the learner's literacy and numeracy skills at the most appropriate of these points.

National Qualifications Framework

The list of qualifications that have been accredited by the Qualifications and Curriculum Authority (QCA) in England, Wales and Northern Ireland. Qualifications are organised into three categories – general, vocation-related/vocational and occupational – and assigned to one of six levels (according to degree of knowledge, skills and understanding, autonomy, analysis and creative thinking within the qualification).

New Qualifications Framework for teachers of literacy, numeracy and ESOL

New qualifications have been introduced for teachers (Subject Specialists) at Level 4 of the NQF, and Subject Support staff (Level 3) in Literacy and Numeracy, available from Autumn 2002. Equivalent ESOL qualifications will be available from Autumn 2003. A new qualification for Adult Learner Support (Literacy/Numeracy/ESOL) at Level 2 will also be available from Autumn 2002.

Summary of new qualifications

Level 4 – Certificate for Adult Literacy/Numeracy/ESOL **Subject Specialists**

Level 3 – Certificate for Adult Literacy/Numeracy/ESOL **Subject Support**

Level 2 – Certificate for Adult Literacy/Numeracy/ESOL **Learner Support**

Numeracy

The ability to understand and employ numerical information in daily activities at home, at work and in the community to achieve one's goals, and to develop one's knowledge and potential.

Personal development skills

Key skills and skills that enhance learners' employment prospects.

Progression

The measurable improvement or development in learning or teaching that a learner or teacher has achieved.

Provider

Any organisation providing education and training.

Range

A measure of spread in statistics; the difference between the greatest and the least in a set of numerical data.

Skills for Life

In March 2001 the Government published *Skills for Life*, the national strategy for improving adult literacy and numeracy skills.

Style

A difficult term to define because of its many uses, but it can be defined as the selection of a set of linguistic features from all the possibilities in a language, in relation to context, purpose, audience.

Subject Specifications

Definitions of the knowledge, personal skills and understanding required by teachers and those who support teaching and learning in adult literacy and numeracy programmes. See *National Qualifications Framework, Teaching infrastructure*.

Teaching infrastructure

The new *Skills for Life* framework for delivering adult literacy, language and numeracy teaching programmes.

The key elements are:

- *New Subject Specifications for Teachers of Adult Literacy and Numeracy* (from 1 September 2002) and *English for Speakers of Other Languages* (from 1 September 2003) at Levels 3 and 4 of the National Qualifications Framework (from August 2002). These documents outline the essential skills and knowledge required of teachers and subject support staff involved in literacy, numeracy and ESOL provision.
- New qualifications for teachers and support staff involved with literacy, numeracy and ESOL provision, that recognise the subject specifications.
- New Level 2 Qualifications in Adult Learner Support to cater for a variety of support roles in literacy, numeracy and ESOL provision.
- Training programmes for teachers in the use of *Access for All* and the Core Curriculum and professional development programmes for existing staff.

ACRONYMS

ABSSU	Adult Basic Skills Strategy Unit
ALI	Adult Learning Inspectorate
BSA	Basic Skills Agency
ESOL	English for Speakers of Other Languages
ICT	Information and Communications Technology
LLDD (or SLDD)	Learners with Learning Difficulties and/or Disabilities or Students with Learning Difficulties and or/Disabilities. It is recommended that both are shown in full instead of using the acronym of LLDD or SLDD.
LSC	Learning and Skills Council
OFSTED	Office for Standards in Education
Ufi/Learndirect	University for Industry

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