Delivering Skills for Life:
The national strategy for improving adult literacy and numeracy skills

Skills for Families

Working together to extend and embed family literacy, language and numeracy

Strengthening family literacy, language and numeracy: Planning for quality

April 2003–March 2004

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The Basic Skills Agency
department for education and skills
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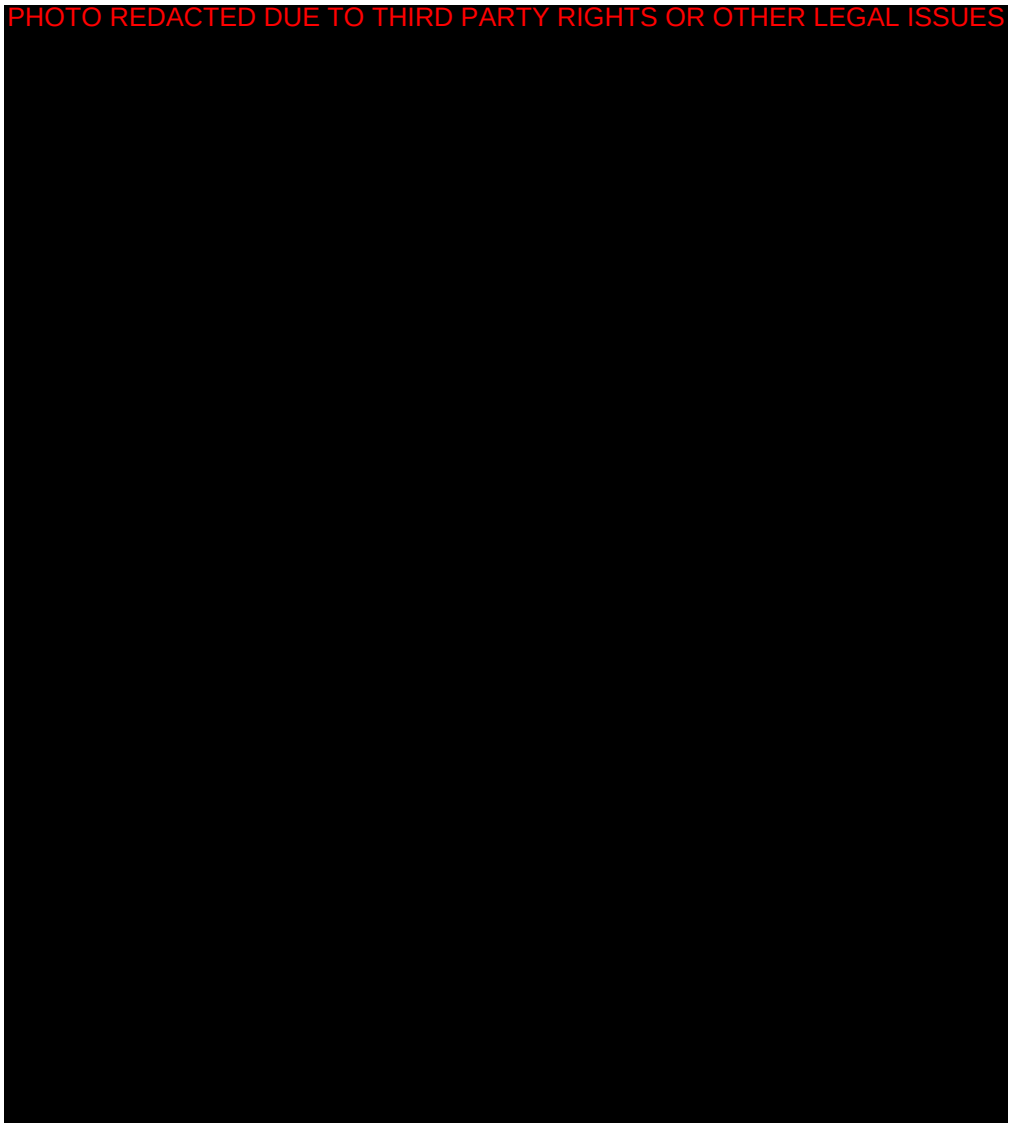
Skills for Families

Working together to extend and embed family literacy, language and numeracy



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Contents

Foreword 2

Introduction 4

Part 1: Background 6

- The importance of family literacy, language and numeracy 6
- Skills for Families 7

Part 2: Planning for quality 10

- Strategic planning 10
- Partnership working 13
- LEA/LSC review and development 15
- Individual/team review and development 17
- Adult/child learner experience and progress 19
- Participation and recruitment 24
- Teaching and learning resources 33
- Procedures for assessment 40
- Use of data to inform planning 45
- Internal and external accountability 47

Resources and further reading 52

Annexes

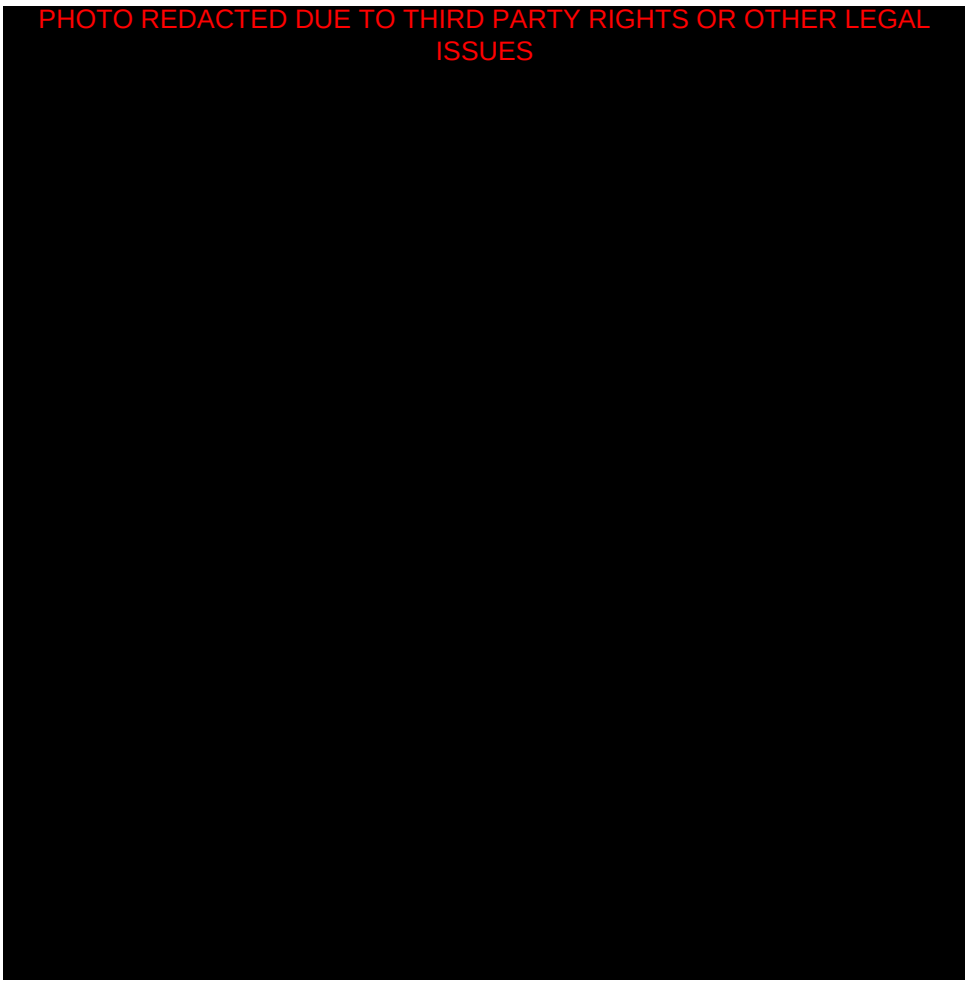
1. Regional partnerships 65
2. The role of the Skills for Families consultant (April 2003 – March 2004) 69

Acknowledgements 71

Foreword

Skills for Life: the national strategy for improving adult literacy, language and numeracy skills

Many millions of adults in England need help to improve their literacy, language and numeracy skills. *Skills for Life*, launched by the Prime Minister in 2001, sets out the Government's strategy for meeting these needs.



Since the launch of *Skills for Life*, we have gained an even greater insight into the effect low levels of literacy and numeracy skills have on individuals, their families, on the economy and on society. For example, adults with poor literacy and numeracy skills could earn up to £50,000 less over their lifetime and are more likely to have health problems, live in a disadvantaged area or be unemployed. They and their children risk being cut off from the advantages of a world increasingly linked through information technology. Additionally, poor literacy, language and numeracy skills have been estimated to cost the country in excess of £10 billion a year.

Skills for Life is not just an education-only strategy, nor is it just a Government response to address literacy, language and numeracy skills needs. It covers all post-16 learners on learning programmes at levels from Pre-Entry up to and including Level 2. These courses range from discrete and embedded, classroom and community provision to voluntary and work based learning. *Skills for Life* addresses assessment through Key Skills, GCSE Maths and English and adult literacy and numeracy skills certification. So it is crucial that the strategy supports and reflects the successful implementation of other post-16 strategies. These include *Success for All*, the strategy for reforming post-16 further education and the *Skills Strategy* which aims to ensure that the skills we develop are valuable to young people

and valued by employers. Our goal to improve the skills of young people is also central to the *Opportunity and Excellence* 14-19 strategy.

Every organisation and individual has a contribution to make. Partnership and the ownership of *Skills for Life* by all our key, supporting and development partners are the most important elements for successful delivery.

Government departments, the Learning and Skills Council (LSC), JobCentre Plus, the Prison and Probation Services, external partners in the post-16 learning sector, businesses, the CBI, TUC and many others are working together to improve the literacy, language and numeracy skills of adults through:

- **Boosting demand** for learning via a high profile promotional campaign and by engaging all partners across Government and employers in identifying and addressing the literacy and numeracy needs of their clients and employees.

- **Ensuring capacity** of provision by securing sufficient funding and co-ordinating planning and delivery to meet learner's needs.

- **Improving the standards** of teaching and learning in literacy, numeracy and English for Speakers of Other Languages (ESOL) provision.

- **Raising learner achievement** through the new national learning, teaching and assessment infrastructure and reducing barriers to learning.

The *Skills for Life* strategy identifies parents and other primary carers as a key priority group. DfES and LSC commissioned Skills for Families to ensure that family literacy, language and numeracy programmes can be extended and embedded to have the greatest impact on the achievements of this group.

'We know that poor literacy and numeracy skills often run in the family, and family literacy, language and numeracy courses can be an effective way of breaking the cycle of underachievement. Skills for Families has been successful in showing how using the new national teaching and learning infrastructure can help to improve the quality of family literacy, language and numeracy courses and boost learner achievement. It has developed a tailored teacher training programme and helped more learners to achieve national qualifications and secure the ambition, confidence and dignity that such achievements bring. It is a vital part of the Skills for Life Strategy.'

Ivan Lewis MP, *Parliamentary Under Secretary of State for Skills and Vocational Education*

Introduction

In the context of *Skills for Life*, family literacy, language and numeracy programmes (FLLN)[1] remain one of the most effective ways of recruiting highly motivated new learners and securing progress. In the context of the Early Years, Primary, Key Stage 3, and social inclusion strategies, they provide a focused way of involving parents[2] and children, and of raising achievement.

The purpose of this guide is to offer practical help to providers, managers and funders on planning and improving the quality of FLLN. It covers what has been learned by the Skills for Families project staff; research that informs practice from the past 10 years and the findings from Ofsted and Adult Learning Inspectorate (ALI)[3] inspections on the variable quality of FLLN provision. The guide can be used to help colleagues identify strengths and weaknesses, and areas for staff development and continuous programme improvement. The ultimate purpose of this guide is to improve literacy, language and numeracy for families.

This document does not describe programmes eligible for LSC funding in 2004/05 but the work that was done to inform changes to the menu of programmes for 2004/05.

The guidance is organised in two parts. The first highlights the importance of FLLN and gives a brief overview of Skills for Families. The second focuses on 10 interdependent key elements, which assist in making FLLN effective. Action points are listed for each element. Snapshot descriptions of projects written by the Skills for Families consultants are also included. These examples illustrate how the action points can be implemented and are intended to give a picture of programme practices. We hope that the experience of the projects will be useful to others because it is only by sharing experiences that we can learn and improve.

References for key resources and annexes are included at the end of this guide.

This is one of three guides, forming part of an overall toolkit, providing guidance on strengthening all aspects of FLLN programmes eligible for LSC funding in 2004/5. *Planning for quality; Extending the reach and scope of programmes and Testing approaches to teacher training and capacity building for schools and other organisations working with families can be downloaded from* the *Skills for Families* website at **skillsforfamilies.org**. Details about the publications are available from the LSC local and national offices.

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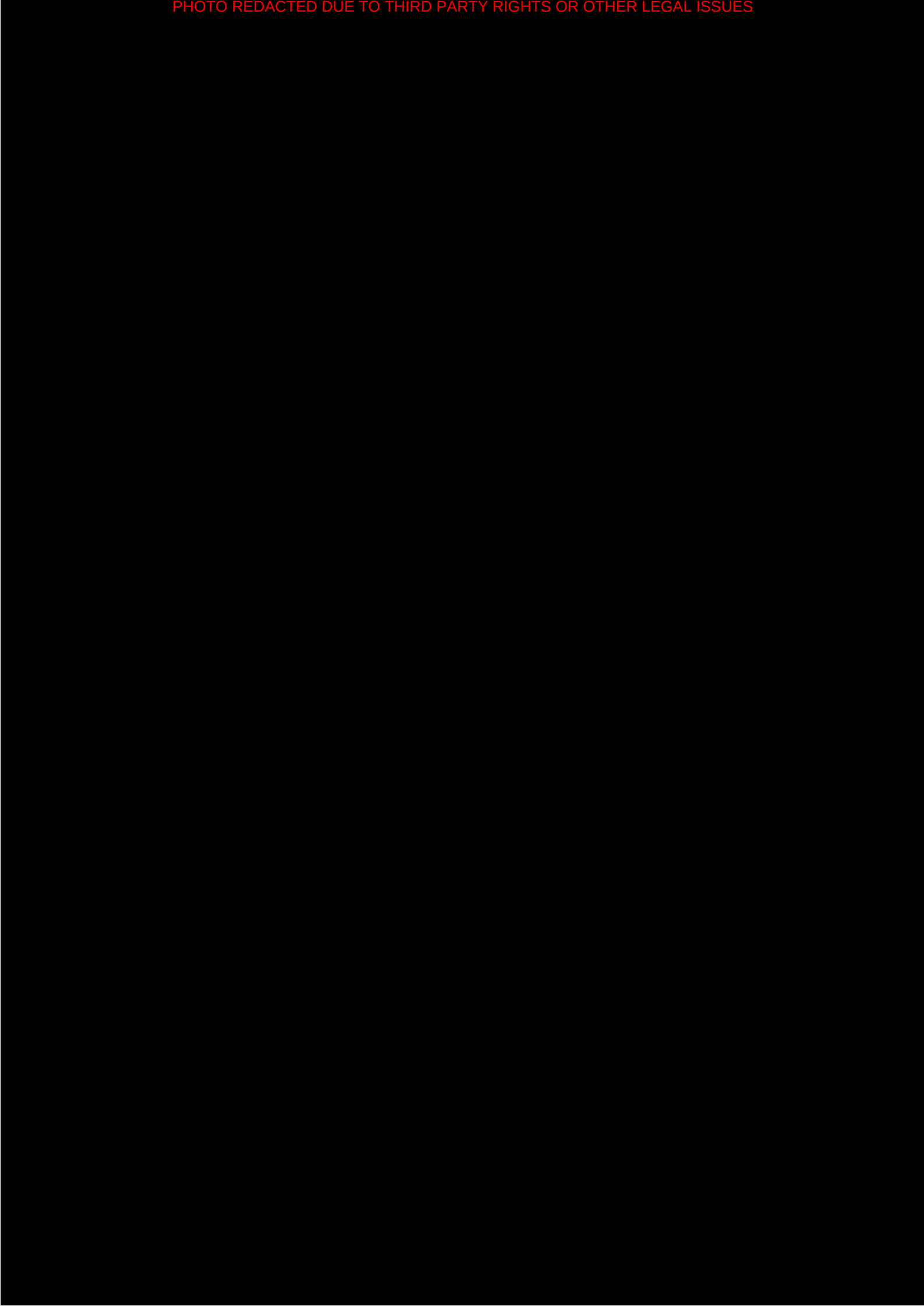
1. FLLN programmes aim to:
   - improve the literacy, language and numeracy skills of parents;
   - improve parents' ability to help their children;
   - improve children's acquisition of literacy, language and numeracy.
2. The word 'parents' is used to refer to mothers, fathers, grandparents, guardians and other primary carers.
3. *Inspecting family learning – the first year*, ALI, December 2003.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Background

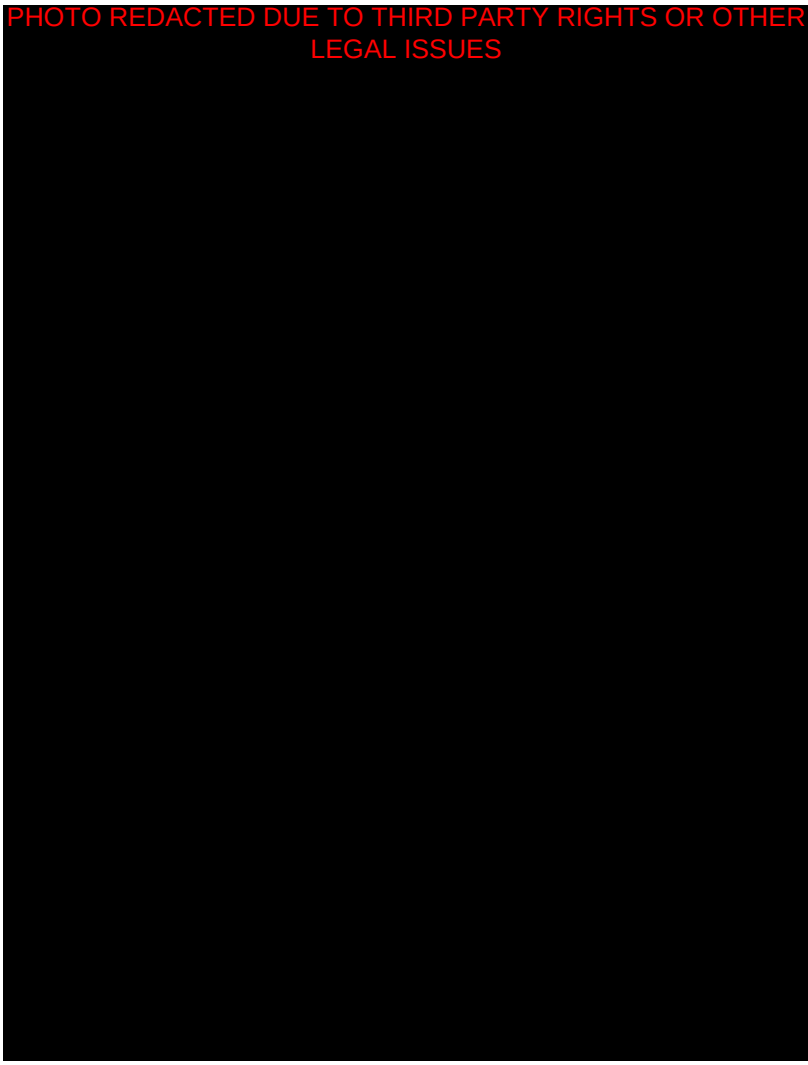
The importance of family literacy, language and numeracy

> **'In order to break this generational cycle of underachievement we must ensure that we are working with parents as well as with grandparents and other primary carers to support literacy and numeracy activities with their children.'**
>
> *Skills for Life*, 2001

National policy in England, in particular *Skills for Life*, *Excellence and Enjoyment* and *Every Child Matters*, shows a commitment to increasing families' involvement in, and impact on, their children's education. In *Every Child Matters*, this focus is particularly on the families who are most disadvantaged, as well as on early intervention and increasing the scope for better integration of services.

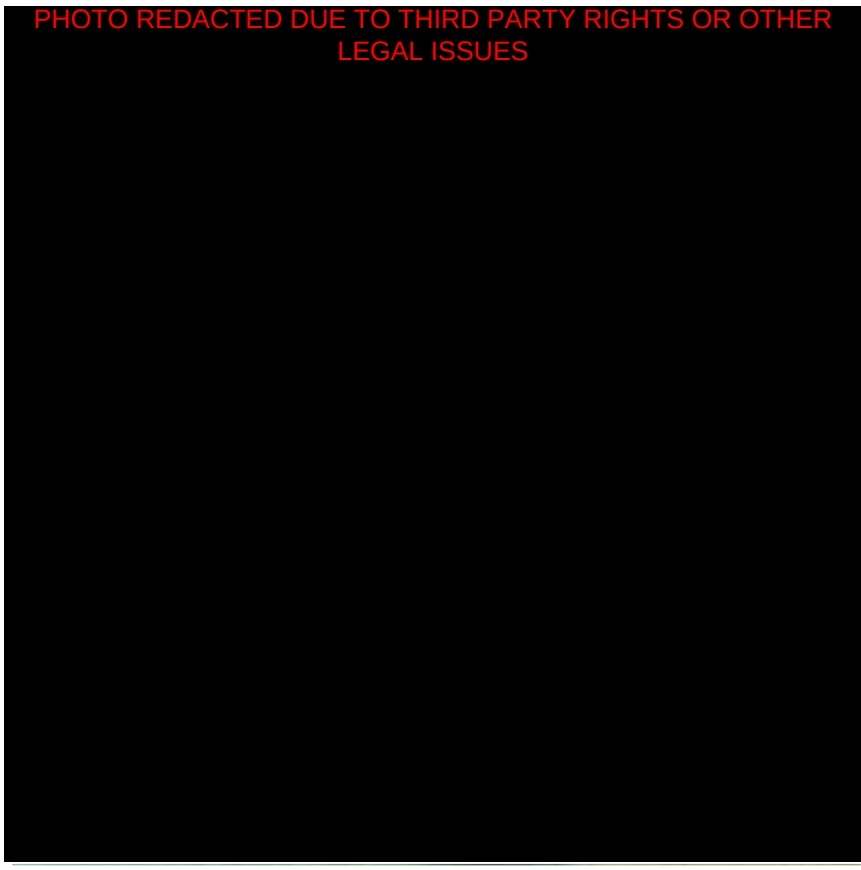
FLLN programmes are designed to help parents and their children improve their literacy, language and numeracy skills, both separately and together. The rationale is grounded in research linking family literacy, language and numeracy levels with children's success at school and in later life. Every research study of babies' and children's learning confirms that support from parents and carers makes a difference.

There are few things as powerful as parents' desire to do their best for their children. However, parents with poor literacy, numeracy or language skills often need structured, supportive opportunities for advice, guidance and learning. Research has also shown that 'it's not who you are, it's what you do that matters'. In other words, the cycle of underachievement can be broken, especially if proven approaches to supporting language and learning in the home can be modelled, explained and adopted.



> **‘Family programmes encourage adults to learn for their own personal development and for the benefit of their children. For many adult learners a family programme is their first step back into learning since their own school days and they go along because they want to offer their child or grandchild support and opportunity.’**
>
> Sue Evans,
> *Programme Coordinator, Adult and Community Learning, LSC*

The positive effect of family literacy, language and numeracy on both parents’ and children’s achievement has been one of the reasons for the programme’s continued success and expansion.



• Skills for Families

> **‘Skills for Families has arrived at just the right time as our service has developed. It is a real opportunity to drive both improvement of the quality of what is on offer, as well as our capacity to deliver more to the greatest need.’**
>
> Richard Newton, *Family Learning Coordinator, Wakefield LEA local LSC partnership*

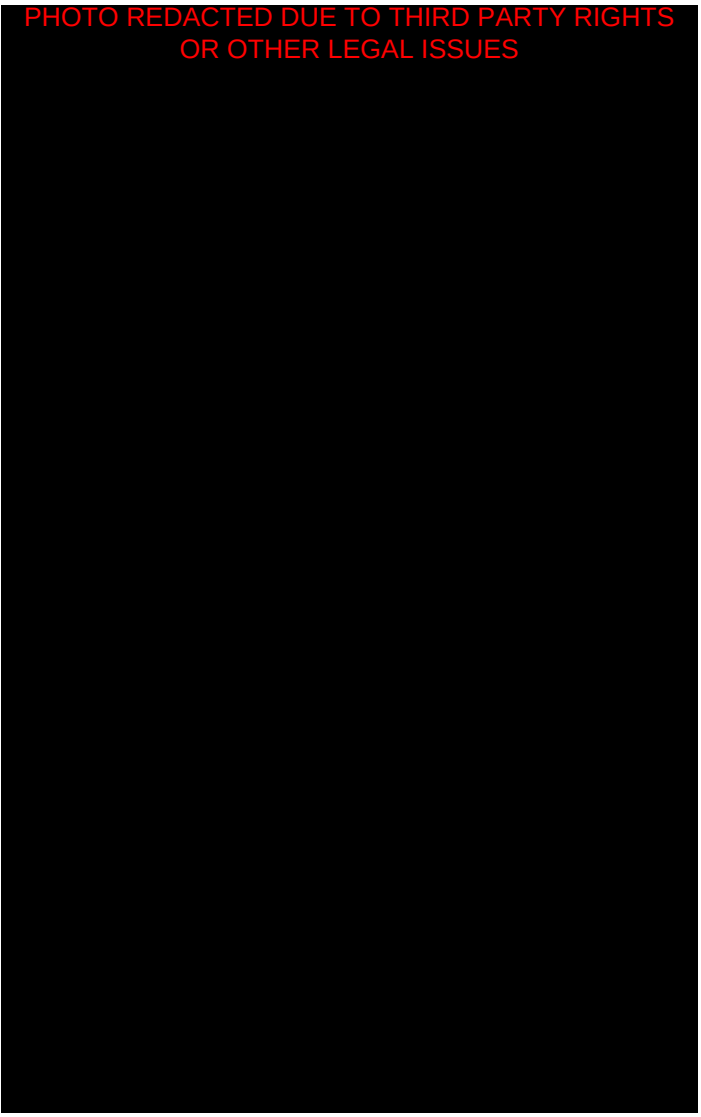
The Basic Skills Agency and specialist partners contracted by the Department for Education and Skills (DfES) and the LSC, established Skills for Families as a national initiative in 2003–04. The aim of the first phase was to develop a coherent, cross-agency approach to area-wide programmes for families, and included the development of new programmes accompanied by training, support and evaluation. The initiative was based on 12 regional collaborative partnerships[4], Local Education Authorities (LEAs) and local LSCs, selected in March 2003, with at least one pilot in each of the nine government office regions.

4. See Annex 1 for a list of regional projects.

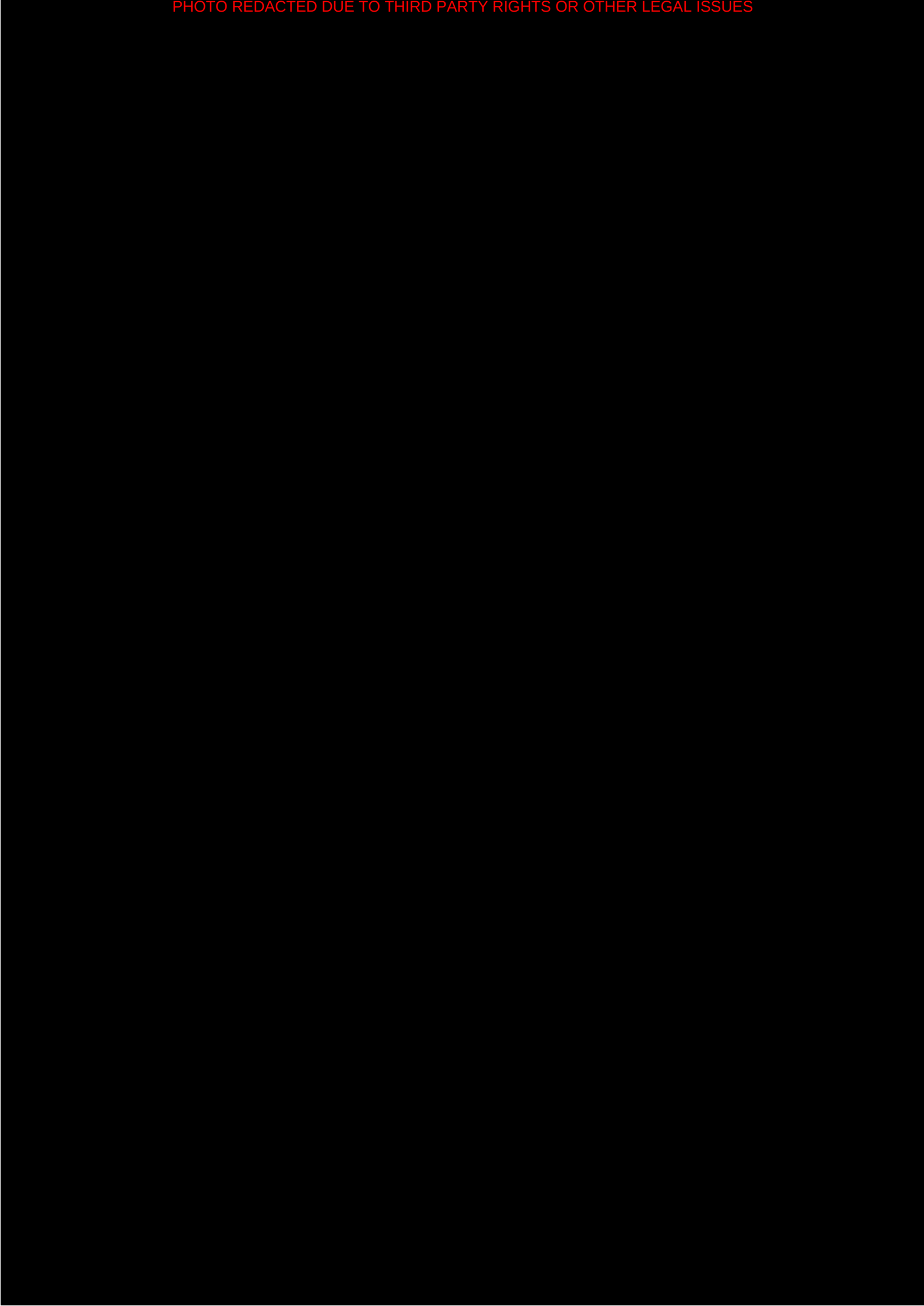
Following the success of the first year of the project, the LSC is expanding the programme from August 2004, to include up to 18 local authority and LSC partnerships.

In 2004/5 the priorities will include:

- **extending the piloted local infrastructures** for planning and managing FLLN;
- **developing and testing a range of delivery models,** using LSC funding and based on the *Skills for Life* learning infrastructure and the national curriculum, to improve the literacy, language and numeracy skills of parents and children;
- **developing additional materials** to support literacy, language and numeracy provision undertaken in family groups;
- **disseminating effective practice** to other local authorities, the 47 local LSCs, voluntary organisations and other relevant agencies.



If you would like further information on Skills for Families please visit **www.skillsforfamilies.org**. Visitors to the website can read case studies from the regional projects, join in with the interactive discussion forum, read up on the latest Skills for Families news and events and gain access to useful resources.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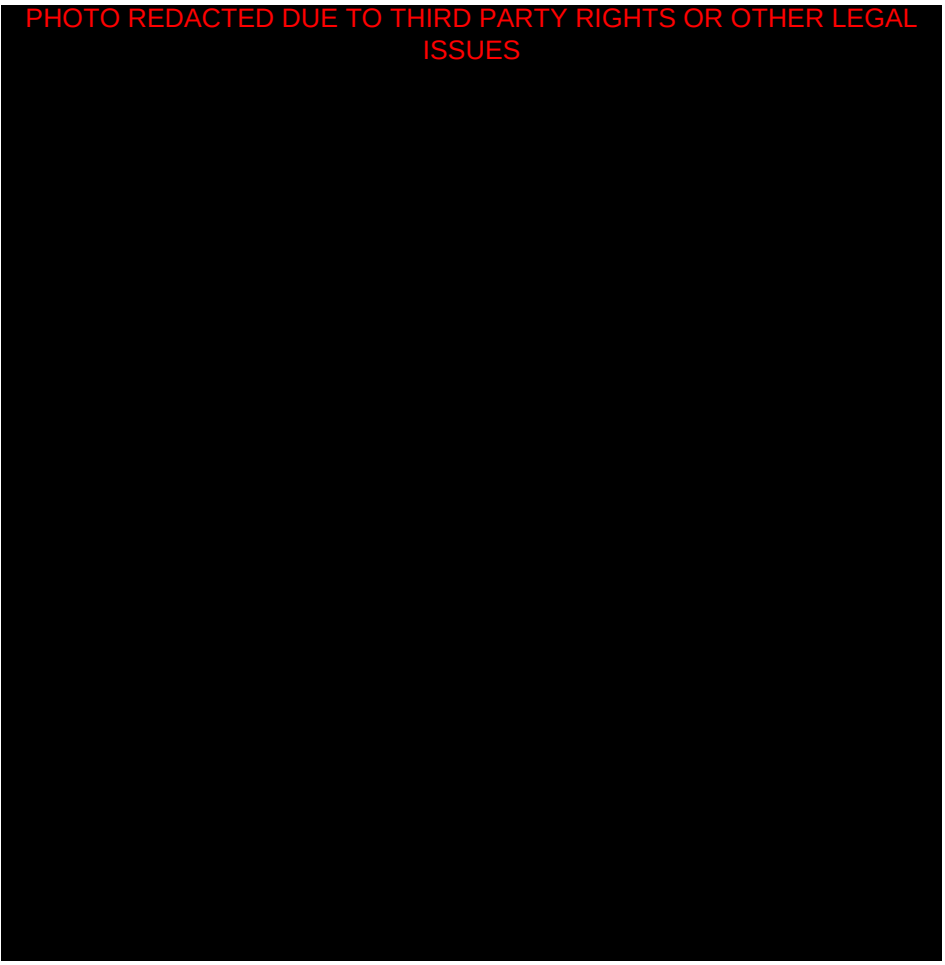
Planning for quality

The following 10 elements are based on a draft performance framework for FLLN, developed by Skills for Families in 2003–2004, to help projects build on the strengths of their work, re-think the approaches that were least effective, and identify areas for further development.

Strategic planning

‘Skills for Families has enabled Knowsley LEA to progress from a situation where family learning was fragmented and lacking in strategic direction, to one which is increasingly being seen as a core part of the LEA’s provision and essential to meeting key strategic priorities. Presenting a case for FLLN and winning the support of the leadership team has been crucial to this.’

Keith McDowall, *Skills for Families Consultant, Knowsley*



We know that local authorities and local LSCs with strong collaborative partnerships make a difference to the quality of FLLN programmes. The work is even more effective when it is mainstreamed within the wider local authority agenda in strategic planning and implementation.

In best practice, the planning is part of the area-wide plan and contributes to the Government’s targets for school attainment and wider targets for regeneration, tackling deprivation and poverty, as well as a range of other local plans and strategies.

These include:

- **local authority and LEA strategies;**
- **the *Skills for Life* strategy;**
- **local Learning Partnership's *Skills for Life* strategy and targets;**
- **implementation plan for *Every Child Matters*;**
- **Working Together, the LSC's draft voluntary and community sector strategy, (December 2003);**
- **Educational Development Plans;**
- **E-Learning strategy;**
- **Individual schools' development plans;**
- **the Primary Strategy;**
- **Early Years Development and Childcare Plan;**
- **Sure Start.**

This list is not exhaustive as, depending on who the key partners are, there may be other plans and FLLN may fit within the wider range of work with parents, for example, parental involvement initiatives. However, it is important that if there are other plans, the FLLN strategy is embedded within them so that the impact on the various strands can be recognised. An example of this would be the contribution to the Educational Development Plan in terms of raising attainment and of the *Every Child Matters* strategy in terms of supporting parents and carers.

In best practice, the strategy will be underpinned by the local needs analysis and this could be in the form of an analysis of the local index of deprivation, the school league tables and the basic skills analysis of need[5]. The information will inform the strategy and ensure that resources are delivered to those parents in the target groups.

5. *The Skills for Life survey: A national needs and impact survey of literacy, numeracy and ICT skills*, 2003

From 2004/05 the LSC is asking each LEA to agree the volume and range of provision it will deliver in advance. Eventually, this work will be part of a three year development plan and therefore makes accurate planning imperative. Each LEA/local LSC will agree their own plan and its contents but we would recommend that particular attention is paid to the need for:

- **a clear policy outlining the commitment to both child and adult learners;**
- **identified key partners and their roles and responsibilities;**
- **details of the volume of learners and how this is to be achieved;**
- **links with the overall literacy/numeracy plan, the local LSC's priorities and targets for improving literacy, language and numeracy skills in response to *Skills for Life*, the Primary strategy, Early Years Development and Childcare plan;**
- **a reference to the links between FLLN and wider family learning and other learning opportunities, to ensure that there are clear progression routes for the learners, both laterally and vertically;**
- **evidence of consultation with parents;**
- **an identification of the target groups, which is underpinned by a recruitment strategy;**
- **the capacity to deliver, including the analysis of the expertise of staff and the Continuous Professional Development (CPD) plan;**
- **a quality framework which should include a strategy for evaluating the impact of separate and combined approaches to FLLN, drawing together data on FLLN achievement and tracking progression, and taking into account the effect of other initiatives to involve parents;**
- **links to the Information Advice and Guidance (IAG) networks to ensure progression.**

Strategic planning is a process and the plan can be amended to meet new challenges. What is important is to recognise that there are more families who could be involved in FLLN and that we need to find new and innovative ways to reach them. Our plans should reflect this.

Partnership working

> **'Partnership work takes a great deal of time and perseverance. Time available through Skills for Families for building on partnerships is valued and has benefited the project.'**
>
> Musseret Anwar, *Skills for Families Consultant, Croydon*

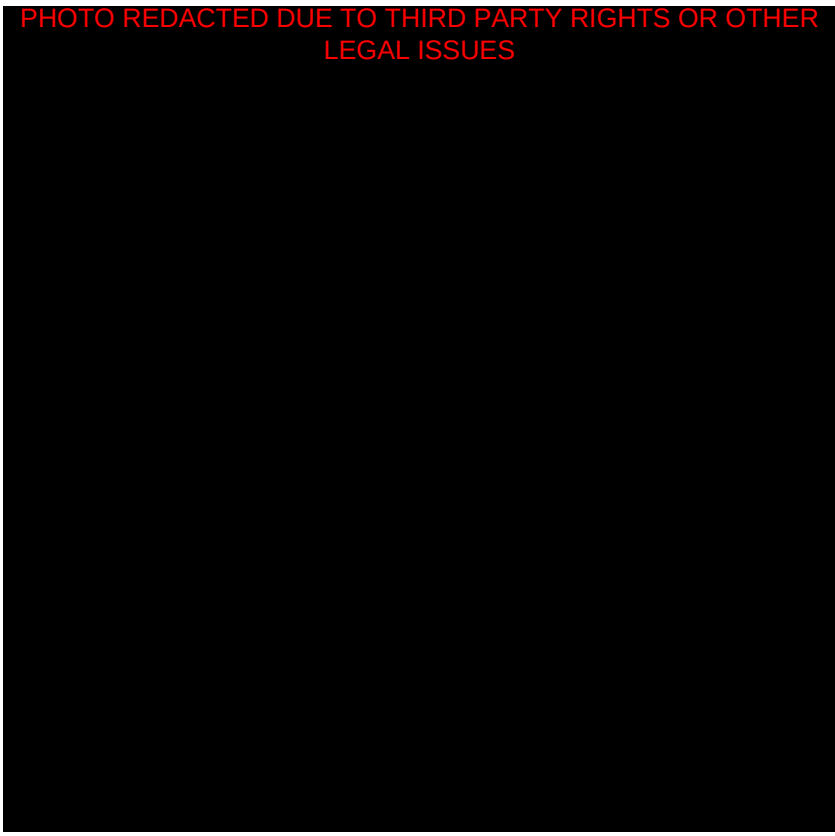
FLLN programmes have been proved to be most effective when delivered through a range of partners working together, and to be least effective when delivered in isolation. The aim of this section is to explore the particular roles played by the range of partners in FLLN – not to rehearse the list of skills needed to ensure successful partnership working.

The range of partners includes:

- parents and children – the present and future learners;
- providers – who directly deliver the teaching programmes;
- frontline staff – who raise awareness of the opportunities and who are actively engaged in the recruitment process;
- stakeholders – who may not be any of the above but may be funders or local councillors, etc.

It is useful to make these distinctions because some partners may work together at a strategic level while others may be more active at the operational level. A successful partnership model will take account of this in the planning, monitoring and review processes of FLLN. There is a danger that having too many partners can result in less activity than when programmes are planned with partners in a structured process which builds on good practice in one sector or with one target group, and transfers this to others.

The roles and responsibilities of the partners depends on the part that they play in reaching parents and how FLLN can support their own missions.

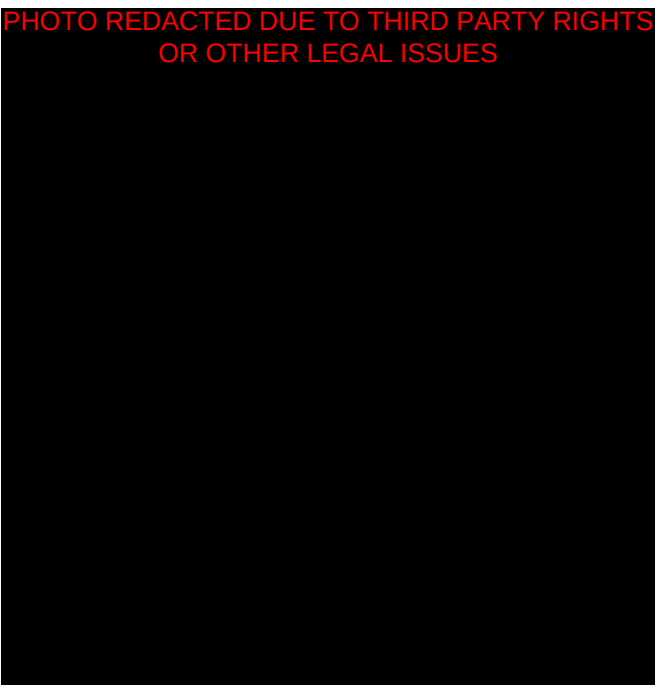


Setting up the infrastructure to support the delivery of the strategy is where the skills of partnership working are in evidence. It is good practice to identify a key worker to drive the strategy and funding is available from the LSC to support this. Managers, coordinators and Skills for Families consultants[6] have a critical role in promoting coherence, quality standards, evaluation and tracking of impact.

> **'The Skills for Families consultant role has been key to the success of the project; it has made possible the strategic strengthening of existing partnerships and the development of new partnership relationships. The consultant has raised the profile and awareness of family literacy, language and numeracy locally and regionally, coordinated and delivered training opportunities, and planned for the marketing and promotion of Read On-Write Away! (ROWA!) family learning into the future.'**
>
> *Skills for Families, Derbyshire*

One model of partners working together to deliver a strategy is a steering group whose role is to monitor, develop and review progress. The members will be from the range of key partners who can influence and support the plan. Some sectors will have an 'umbrella' organisation which represents the sector, for example a cohort of schools or a community forum. The steering group could perform the quality monitoring of the self-assessment report and development plans, thus clearly locating the responsibility within the partnership.

FLLN provision has been successfully delivered in partnership with schools, the LEA support services and a range of other partnership organisations including; Sure Start, Early Years, health and family centres, adult education providers and the voluntary and community sector. One of the strengths identified by ALI in *Inspecting family learning – the first year* in 2003 included 'effective partnership working' in 90% of provision.



The community and voluntary sectors have often been able to engage parents who would be hard to reach through the schools route. Some organisations have targeted young parents, including teenagers, single parents, parents from minority ethnic groups (including refugees), or families with particular problems. Many of them have added a learning strand to other work that the organisation is carrying out to support the families. In these cases it has not been a matter of getting parents in, but extending existing services to include literacy, language and numeracy skills development.

6. See Annex 2 for a job description and person specification. See Annex 3 for an example of context of Skills for Families within an LEA.

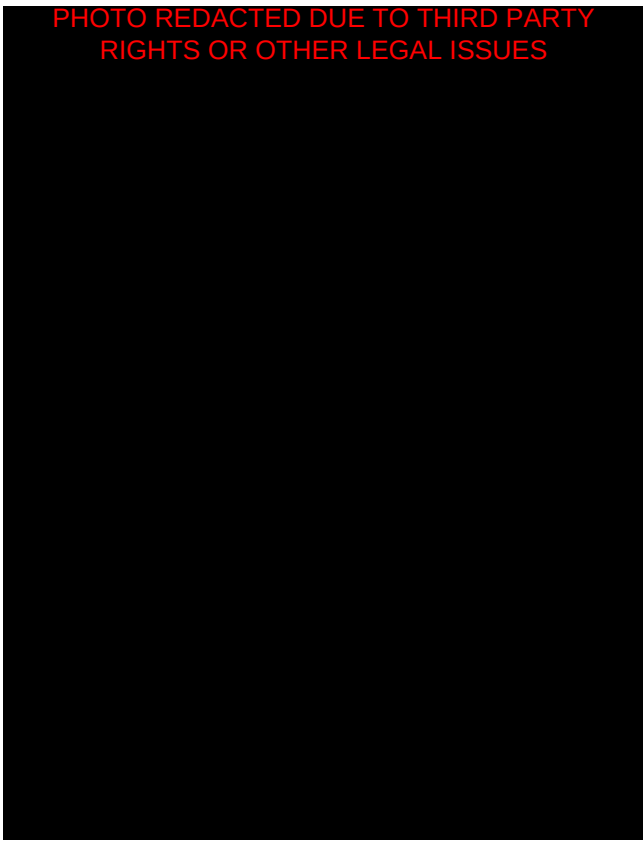
In addition, with the advent of the Green Paper *Every Child Matters*, comes the creation of Sure Start Children's Centres and full service extended schools, where the inclusion of the FLLN programmes will help to meet the requirements of supporting parents and carers, early intervention and effective protection, by services working together.

Any programme based on partnership (for example the ambitious developments in Sure Start) builds on the idea that many people have something to offer and something to gain by taking part. The risk belongs to everyone – or no-one. FLLN has to bridge the priorities and targets of different sectors and be placed in the longer-term plans of each, which may present challenges. Throughout this guide there are illustrations of examples where best practice in planning and partnership working are meeting the needs of the learners.

Planning for quality: action points

Strategic planning and partnership

- Ensure the strategy is underpinned by the needs of the learners.
- Encourage partnership working to be able to deliver more opportunities to more families.
- Identify a member of the LEA/local LSC to drive the strategy.
- Consult on the strategy and disseminate it widely to ensure commitment to its delivery.
- Engage the voluntary and community sector in FLLN.
- Join up the thinking to avoid duplication of work or 'competition' from partners to achieve the same goals.



LEA/local LSC review and development

'What is unique about this *Skills for Families* partnership project is its ability to directly address, contribute to and share on current issues and developments in family programmes with five LEAs within Tyne and Wear LSC, and its continued commitment to raising the profile of the quality and benefits of these programmes.'

Simon Lindsay, *Skills for Families, Tyne and Wear*

LEA/local LSC project reviews of FLLN have resulted in a range of innovative ways of delivering provision across sectors and recognition that good practice and information needs to be shared.

The feedback from Ofsted inspections on the impact of FLLN on school achievement, and the Adult Learning Inspectorate reports on the impact of this on the adult learner has implications for the improvement strategies for delivering quality provision. The LEA/local LSC review takes these into account when supporting the development of the provision. By setting up or joining local and regional networks of FLLN providers, local LSCs have contributed to this agenda and the Challenges programme[7] has supported aspects of this sharing of good practice. In some areas of the country the family literacy, language and numeracy programme is embedded within the Local Learning Partnership's *Skills for Life* strategy and a key worker, funded by the local LSC, drives and supports it.

With their partners, LEAs can stimulate interest and develop programmes by employing a range of strategies. Some of these have been piloted in the Skills for Families initiative and are evaluated later in this handbook. However, some measures that have been successful include:

- **bringing together key stakeholders;**
- **arranging joint training and planning; some LEAs hold an annual conference combining external speakers with workshops delivered by successful projects; others offer 'master classes' illustrating joint sessions;**
- **holding a meeting/conference for all schools: showcasing successful earlier programmes or inviting head teachers who have run FLLN programmes to lead conferences;**
- **planning introductory sessions for whole-school staff so they know what to expect/how to contribute;**
- **ensuring schools have a clear picture of what the commitment is and what they will gain – leaflets or packs setting this out have proved very helpful;**
- **involving bilingual staff to ensure linguistic minority parents have a clear understanding of the programme;**
- **encouraging delivery staff to attend FLLN training to share and develop professional practice.**

7. In 2002–03, the Basic Skills Agency's Challenges programme initiated over 40 local focus groups for strategic partners within local authorities in LSC regions to support capacity-building and planning for family programmes.

Planning for quality: action points

Implications for further training and development

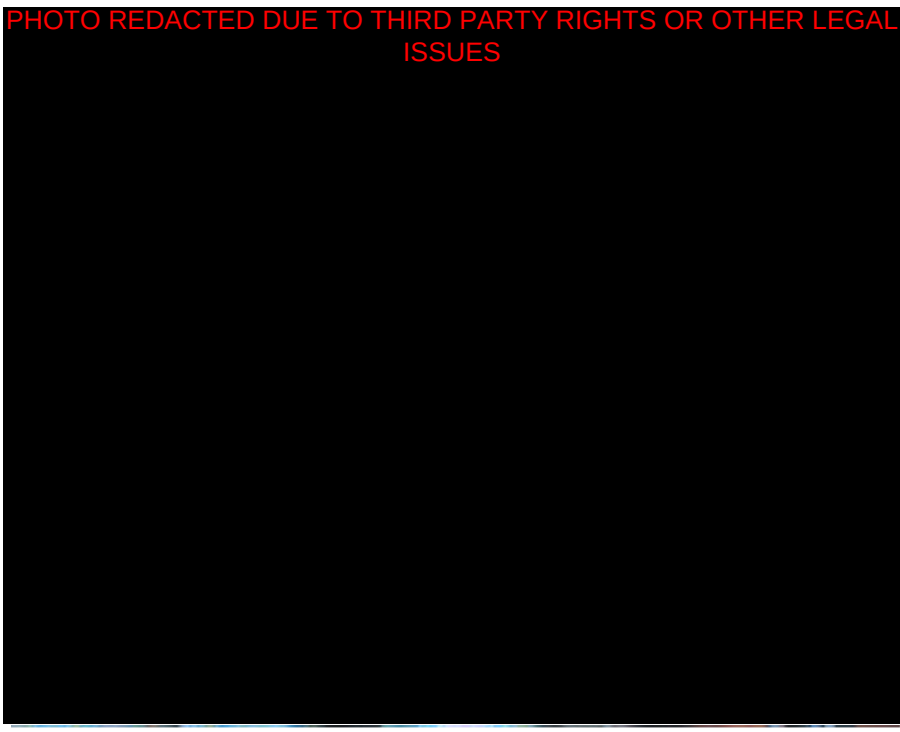
- Deliver agreed volumes of learners, (adults and children) in terms of recruitment, retention and achievement and progression, supported by the quality framework.
- Measure 'value added' for adults and children.
- Invest in ICT infrastructure.
- Ensure quality in provision where the LEA is not the direct provider.
- Have an understanding of the increased range of provision and the target groups.
- Develop capacity through a programme of training and staff development to deliver programmes, particularly in light of the current shortage of specialist adult literacy, numeracy and ESOL teachers.

Individual/team review and development

'In order to continue to build capacity, reach new audiences and maintain the quality of the service to meet the ALI requirements, it is essential that the infrastructure grows to support the work which is contributing to the *Skills for Life* targets and other sector strategies. Family learning in particular has proved to be extremely effective in reaching new audiences.'

Clare Meade, *Skills for Families Consultant, Suffolk*

The range of skills required by the teaching staff from the various sectors who are supporting the children and the adults is extensive. The drive to build capacity to deliver the targets has put an added pressure on staff managing provision.



Experience has shown that providers should not deliver quantity at the expense of quality. The individual and team reviews and development could take the following forms:

- **Preparation of an initial skills audit of all staff delivering provision, mapped against the required qualifications and person specifications.**
- **Monitoring of the quality of teaching and learning.**
- **Identification of new information and skills needed to deliver the expanding range of programmes on offer to ensure that there is a 'fit for purpose' match between learner needs and delivery.**
- **Teacher training which includes up-to-date knowledge of own curricula and context.**
- **Joint training about the ways of working in sectors. This might involve sharing ideas and ensuring that the needs of the partners are met, for example, that there is planning time for staff to share the philosophies of their organisations or settings with each other.**
- **Working with the voluntary and community sector. This cooperation could lead to a framework for teacher training. Such a framework could begin with general knowledge about family contributions to child development and school achievement. It can then build towards more specified knowledge to enable families to support their children and their schools/providers.**
- **Developing ways of working to engage new learners with skills for life learning infrastructure**
- **Training for children and adults in the use of ICT within the curricula.**
- **Sharing good practice and materials, face-to-face and on-line.**

Planning for quality: action points

Challenges for further development and training.

- Build capacity by CPD in order to achieve a fully qualified workforce.
- Develop a 'Grow your Own' strategy to upskill the local communities and encourage diversity.

Adult/child learner experience and progress

Planning for learning

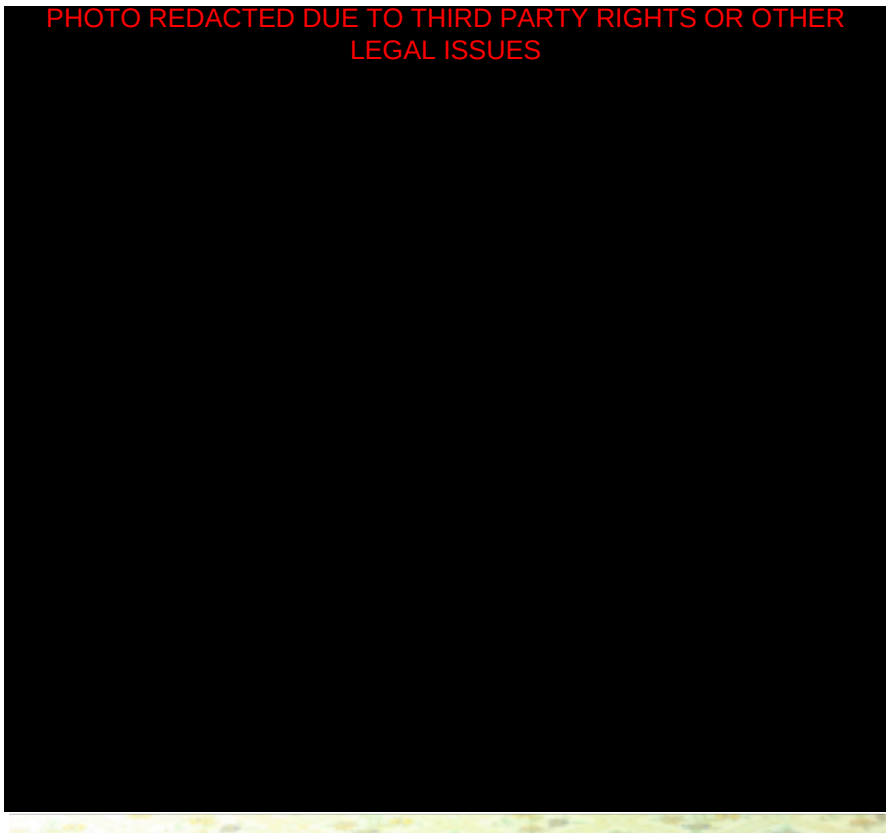
The Skills for Families projects have demonstrated the importance of planning for the learning of adults and children. This is easier when the teachers work together and support each other, particularly when planning joint learning sessions. We must ensure that literacy, language and/or numeracy learning is taking place against clearly defined targets. Joint planning is helpful if there is a context of cross-departmental and organisational cooperation. For example:

- **Ten secondary schools working effectively with a consultant to develop a curriculum for workshops.** *Skills for Families, Hampshire/Portsmouth*

- **Planned delivery input for residential training event with a numeracy consultant.** *Skills for Families, Cheshire*

- **Initial planning sessions with colleagues from City Learning Centres to promote ICT in Family literacy, language and numeracy.** *Skills for Families, Knowsley*

Many of the projects recognised that ample time needs to be allocated for planning – for programmes and individual sessions. Targets should be informed by initial assessment that is appropriate to the type of programme. They should be clear and challenging for both adults and children and should be regularly monitored. The process of target-setting and monitoring for individual learners should correlate with the LEA's approach to raising achievement and with that of the school and post-16 provider. These approaches should link to LSC policy for improving levels of adult literacy, language and numeracy. This will be written into the local Strategic Area Review and should be reflected in the three year development plan of the Adult and Community learning provider. Some schools have seen the benefits when FLLN programmes sit within the school's improvement strategy.



‘Establishing clear links between family literacy, language and numeracy and the agenda to raise standards, taking the opportunities to highlight the place of FLLN within current initiatives, such as Extended Schools, and working closely with School Improvement Officers and NLS/NNS teams have been very helpful in making this case. In addition, highlighting areas in strategic plans for example EDPs, where FLLN can contribute to key priorities, and campaigning for its inclusion within these plans, is very valuable.’

Keith McDowall, *Skills for Families Consultant, Knowsley*

Teachers of FLLN programmes should work out together how to address the needs of individuals within the course plan. Care should be taken to ensure that adults’ literacy, language or numeracy needs are addressed where parents’ and joint sessions are also based on the children’s needs and curriculum. Family programmes lend themselves to a wealth of social interaction between parent and child and among group participants: in this context it is important to distinguish between social activities and learning activities.

Planning for quality: action points

Planning for learning

- Plan learning jointly – allow sufficient time.
- Set challenging and clear targets for all learners.
- Relate target setting to local LSC and LEA strategies for raising literacy, language and numeracy achievement for children and adults.

Achievement

It is important to develop ways of recording progress and achievement that take into account the views of parents and children. They should aim to measure aspects of development beyond those needed purely for accreditation, including the impact on the family. For example, it should be possible to demonstrate that adults have improved in skills and confidence, while parents and teachers can indicate whether the child has also done so. It should be possible to gauge the impact on the whole family, which means that the LEA and school need to develop mechanisms for tracking the progress of both adults and children.

Access to qualifications for parents

Skills for Families projects have been given the task of improving the take-up of learning qualifications across the LEAs in which they operate. The process of setting targets for accreditation may assist in achieving them.

‘The targets for national qualifications have encouraged us to prioritise opportunities for learners to gain a qualification. This resulted in 19 learners in the summer term gaining a National Qualification.’

Skills for Families, West Sussex

The range of qualifications on offer in West Sussex for literacy, language and numeracy included:

- **literacy and numeracy qualifications at Entry Level;**

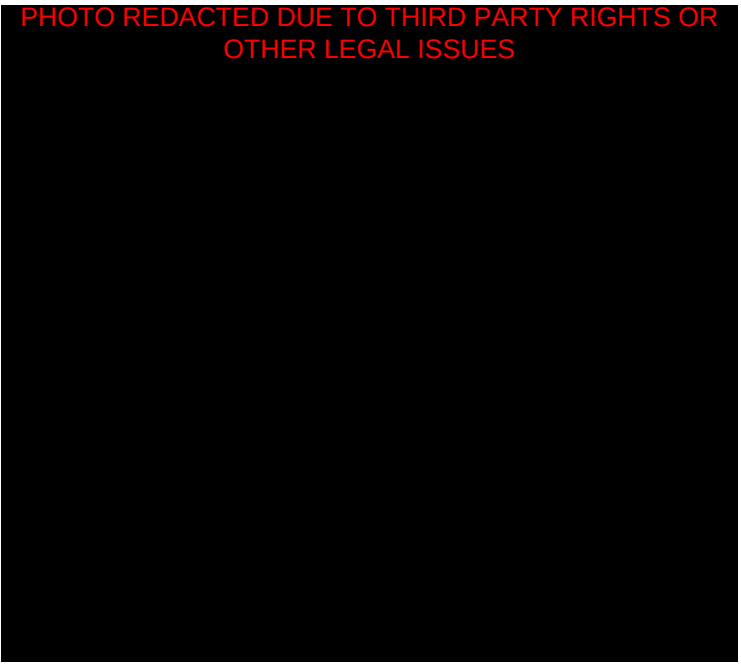
- **the National Tests in literacy and numeracy at Levels 1 and 2.**

Similarly, Gloucestershire Skills for Families has used the Share programme to accredit three-hour modules introducing the National Tests. Parents have then gone on to take the tests. Adult learners attending family literacy, language or numeracy courses in Portsmouth and Hampshire have been able to achieve *Skills for Life* accreditation before progressing to accredited vocational courses, for example for crèche workers. Where learners have not been able to take the tests or to complete portfolios, Cheshire Skills for Families, has encouraged learners to complete these after the end of the family programme. Where appropriate, learners have had the opportunity to move on to other *Skills for Life* courses where they are further able to develop their skills.

In all cases it is important to ensure that learners are offered qualifications which are relevant and challenging. This may be demanding for teachers and learners within family programmes, as it is important to ensure that the curriculum, and an individual's learning, are driven by the needs of the children and parents, and not by those of the national qualifications framework.

Gloucestershire found it helpful to address the apparent wariness about the National Test(s) among tutors/schools/community workers', by offering a more focused choice of 'paired' schools', and by establishing cross-county support arrangements. Many projects have acknowledged the need to train and support staff in the need for administration and the use of the National Tests and other qualifications.

> **'The National Tests are welcomed by learners as they are seen as a relatively simple way to gain certification that is nationally recognised. Success motivates them to move onto the next level or to GCSE.'**
>
> *Skills for Families, Gloucestershire*



This is clearly a message that needs to be emphasised among teachers, partner organisations and other professional colleagues.

Several Skills for Families projects have established new Test Centres in schools or other community centres to afford greater access to the National Tests. In particular, in tapping into other appropriate initiatives within their areas, some have linked to the national 'Move On' programme. Effective planning and the use of administrative support does not bypass the application procedures and waiting periods involved in setting up test centres, but they can lead to a reduction in their impact over time.

Case study

'I really hated maths at school. I used to hide in the toilets rather than go to maths. My teachers didn't help me. The other kids used to make fun of me because I was so useless. I didn't do any exams. My parents took me out of school early, but now they wish they had made me go. Last week was the first time I've enjoyed a maths lesson. I learnt how to divide. I've never been able to do that before.'

Fatima joined a Family Numeracy programme in September 2003. Her daughter had just started in the Reception class at school. She was one of 10 learners who enrolled on the programme. Fatima didn't know any of the other mums very well, and so was quiet to start with and mainly communicated with her sister-in-law. However, she listened intently and tried out all the suggested activities with her daughter at home. Just before Christmas, her sister-in-law actually withdrew from the course because she got a job, but Fatima continued to attend. Gradually, she started to open up about the difficulties she had with numeracy. She began to ask for help during the sessions and was always keen to take things away to read and try again at home. She would then ask the teacher to check her work the following week.

Towards the end of the programme, the group looked at the National Test in Numeracy and everyone was encouraged to try a practice paper – at their own level – with lots of support. (We used the practice papers on CD ROM on laptop computers.) The learners really loved the experience and as a result of this, nine out of 10 learners on the programme have agreed to take the test in the near future.

During the last session, we were making arrangements for some learners to access a Move On programme, when Jennie and Beverley started to tell Fatima what a great time they had in the basic maths class and suggested that she and Anagha go along. Fatima said she was useless at maths and was worried that others would laugh at her. Anagha felt much the same, but the other learners gave reassurance and Fatima and Anagha made a 'pact'. They decided they would go together for mutual support. Fatima has now joined the maths class and is having a brilliant time!

Skills for Families, Coventry

Case study

'The course has helped me to cope with the changes in my life recently. Apart from what I have learned, I have made some good friends and they have been very supportive. I also feel more confident about my own skills in maths and English and about supporting my daughter's schoolwork.'

Tina was very quiet at the start of the Family Literacy course, and was unwilling to join in group discussions. She had recently separated from her husband, whom she had known since she was 14 years old, and her self-esteem was at rock bottom. She was clinically depressed and was finding it hard to cope with three young daughters. She needed a lot of encouragement to continue coming to the course.

Her daughter, then in Year 1, was very clingy, and did not want to sit on the carpet with the other children. Like her mum, she was very quiet, and found it hard to answer questions or to join in discussions.

Gradually, both mother and daughter forged friendships within the group and became more confident. The little girl moved from her mum's lap to the carpet, sitting at her mother's feet. Tina, while still very anxious and unsure in other areas of her life, began to open up in the group, and joined in discussions. She still found it hard to work towards her OCN portfolio at home, and her attendance was variable, depending on her state of health and that of her daughters. However, she described the course as the one area of her life over which she felt she had some measure of control, and valued it for that reason, if for no other.

Towards the end of the two-term course, when the teacher was wondering whether the portfolio would be ready to be submitted, Tina told the tutor that she was determined to complete any outstanding work and to get the portfolio in on time. The rest of the group supported her in this goal, and she gained a Level 1 OCN accreditation in Writing for Meaning.

With her confidence improving, Tina joined a Level 1 maths group the following term and passed the National Test at the end of the course. She then went on to a Level 2 maths course and is awaiting the results of the test. Tina has now joined a Level 2 English course.

Skills for Families, West Sussex

Planning for quality: action points

Planning for accreditation

- Set qualification targets for the LEA and individual programmes.
- Make the case for accreditation and the National Tests.
- Provide staff development and support.
- Be clear about by the requirements awarding body.
- Provide accreditation that is challenging and relevant to learners on family programmes.
- Improve the availability and accessibility of tests, for example by means of mobile, or community and school-based test centres.

Participation and recruitment

The LSC assumes an average of at least nine adult learners for each FLLN programme. This can be challenging for LEAs and providers, especially in targeting those schools working with children of so-called 'hard-to-reach' parents. It is, of course, these schools where average levels of achievement in literacy, language and numeracy are likely to be the weakest. Many schools and LEAs have differing approaches to parental involvement and FLLN, which are likely to be reflected in the approaches they take to recruiting parents to family programmes.

> **'Recruitment of target groups never gets easier. Time, resources, creative and flexible approaches are needed to suit different settings.'**
>
> *Skills for Families, Croydon*

Using marketing groups

LEAs, post-16 providers and schools find it helps to adopt a strategic approach to recruitment. It is particularly important to share good (and innovative) practice in recruiting parents to family programmes. It may be advantageous to set up dedicated FLLN marketing groups, or as Coventry Skills for Families has done, ensure that FLLN managers/coordinators are represented on relevant LEA, local LSC or cross-organisational marketing groups. Possible approaches could include the following:

- **Making contact with the person, or group, within a college, local LSC or LEA who is responsible for marketing. He or she may have a network of contacts and may make helpful suggestions.**
- **Involving senior officers and managers from LEAs, colleges and local LSCs on FLLN steering and/or marketing groups.**
- **Inviting head teachers of schools who have been particularly successful in recruiting parents, to be members of such groups.**
- **Ensuring that a policy for marketing and recruitment is written into the LEA FLLN strategy to raise awareness among key target audiences.**
- **Making good use of local websites, media and promotion activity.**
- **Obtaining the support of the local LSC in targeting a specific community. FLLN programmes could form a key strand within a *Skills for Life* strategy for that community.**

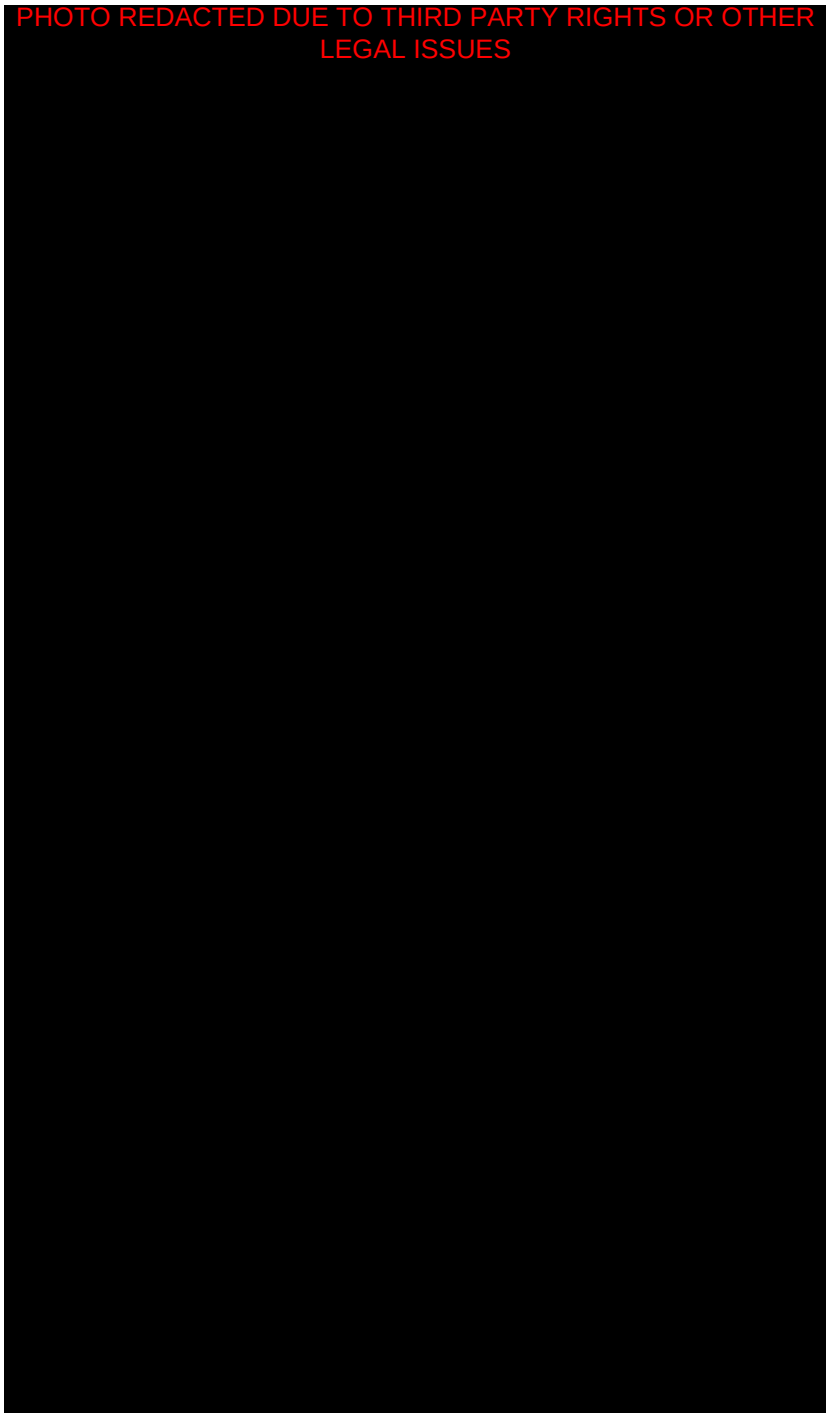
Early Years Development Childcare Partnerships

Most Skills for Families projects emphasise the importance of developing effective community partnerships and of developing new models of delivery to suit local needs. This can assume particular importance in developing programmes to suit the needs of ESOL learners. Some projects comment on the extent to which work with Early Years Development Childcare Partnerships (EYDCPs) and on the Early Start programmes can assist with recruitment:

> **'We have realised the potential of the Early Start programme for recruiting and capturing the interest of hard to reach parents.'**
>
> *Skills for Families, West Sussex*

Possible approaches to engaging with EYDCPs include:

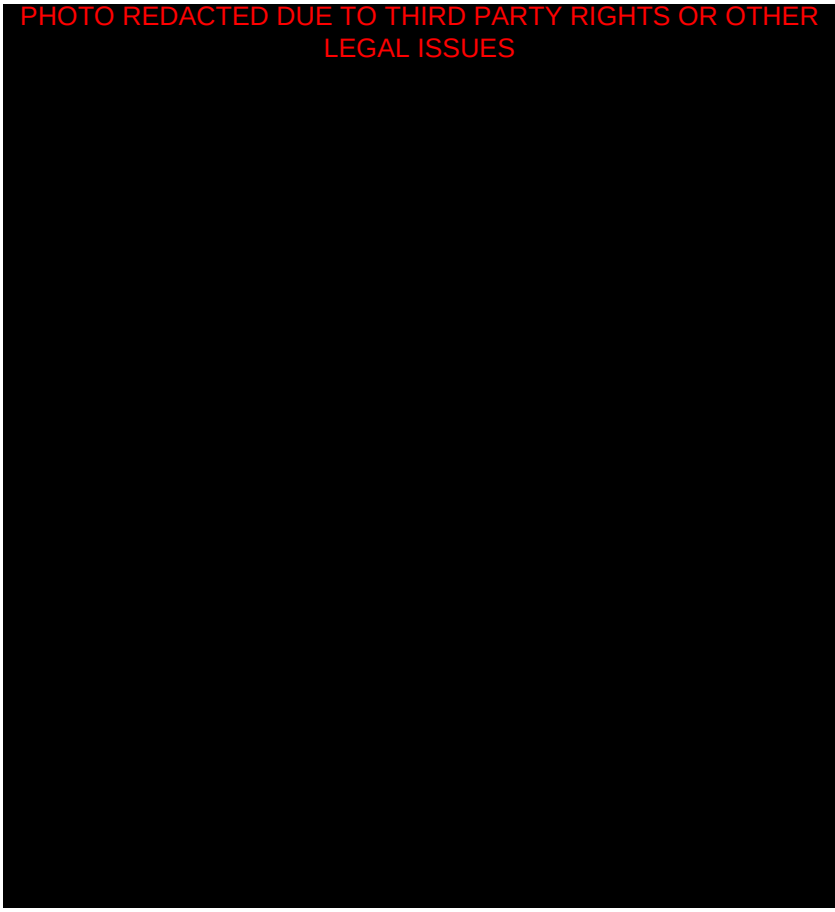
- **making a presentation to a EYDCP meeting;**
- **making contact with key members;**
- **inviting EYDCP participation on FLLN steering groups;**
- **demonstrating the impact that programmes such as Early Start can have;**
- **working towards representation within EYDCP meetings and networks;**
- **ensuring that information regarding Early Start and other appropriate programmes is regularly made available to EYDCP members.**



Working with other partners

The Skills for Families programmes involve partnership with a wide range of organisations and services:

> **'Working with a wide range of partners has given insights into the needs of different groups of potential learners. An example would be discussions with the Early Years and Childcare Partnership to look at the needs of childminders. Talking to partners has been helpful in identifying needs and strategies to reach learners with literacy, language and numeracy needs.'**
>
> *Skills for Families, Wirral*



While the nature of the partnerships depends on the groups and communities being targeted, there are several useful approaches:

- **take account of the cross cutting local interests in health, social services, planning and regeneration, as well as in employment;**
- **tap into partners' links with their communities and service users;**
- **engage partners' expertise in reaching those communities;**
- **involve partners in the running and development of the family programme(s);**
- **ensure partners understand that family programmes have to bridge the income streams, priorities and targets of different sectors and be placed in the longer-term plans of each;**
- **devote time and resources to working with partners – this will pay off in the long term.**

Using 'tasters' and other courses to attract learners

Other initiatives have included courses on topics such as family finance and drug awareness in an attempt to engage learners. Portsmouth and Hampshire have worked with teenage parents before the family programme began to prepare them for it. Wirral has developed provision for children with learning difficulties and their parents:

> **'(This was) a significant new direction, which recruited a good number of parents (10) of children who attend a special school for complex learning difficulties. This initiative supported the school's aim to have significant contact with these parents and gave them the opportunity to demonstrate how they worked with their pupils.'**
>
> *Skills for Families, Wirral*

Other approaches to try include using:

- **other family learning courses, such as parenting, arts and crafts or baby massage, to engage parents before encouraging them to progress to a FLLN course;**

- **workshops in a variety of venues and settings, such as libraries, neighbourhood nurseries, family centres, county, borough or district council offices, workplaces or even shopping centres.**

Recruiting fathers and male carers

There is little research about fatherhood compared with the enormous amount of information on motherhood. Currently, there is less pressure for young men to take on the responsibility of parenting, but also less support and guidance for them. Some professionals know little about the fathers, do not see them as central to the task, and feel they lack the skills to engage with them. Research[8] from the University of Bristol explores how first-time fathers aged 17–23 experience the pregnancy, birth and early parenting process. It examines the factors that keep a father involved with the mother and baby and how services could be improved to include prospective fathers and encourage commitment.

It is perhaps not a surprising finding from the projects that, to attract fathers and male carers it is necessary to target them explicitly or to provide programmes likely to attract men, either through their curricular content, their timing and/or location of the courses.

8. *Youth, Citizenship and Social Change.* For more information visit **www.tsa.uk.com/ycsc**

Examples could include programmes:

- **located in venues other than the school, such as in sports or leisure centres or the workplace;**
- **held in the evening or weekend;**
- **using particular 'hooks' likely to be attractive to men, such as ICT.**

> **'ICT is a particularly attractive context and encourages more recruitment from fathers.'**
> *Skills for Families, Wirral*

Other examples of programmes likely to attract fathers and male carers include:

- **The Lancashire 'Dads and Lads' project is an innovative scheme that links literacy with sports to encourage fathers to become more involved in their children's education. The participating schools received a bag of equipment and activity cards together with a selection of books, all with a sporting theme, for families to use. The project involves 7–9 year old boys, targeted because of the gap which begins to appear between boys and girls at that age in terms of interest in books. Each week an item of sporting equipment is taken home to practise a skill such as throwing, catching, kicking or dribbling using skill cards, and a book or poem on a sporting theme that they can read together.**
- **'Active Dads' is a Home Office funded project, run by the Community Education Development Centre (CEDC) from 1999 to 2004. There are 20 pilot projects running for six months. These are run by part-time local co-ordinators, a multi-agency steering group and unpaid advisers. Fathers with children aged 3–4 years old are offered a menu of activities in the local area, which they can do together, such as swimming, sports, going to exhibitions, visiting the library, watching television together or reading together.**

We know that workplace FLLN programmes are more likely to attract men, especially in companies with a predominantly male workforce, e.g. engineering or motor production.

Other new groups

Some of the Skills for Families partnerships targeted other new groups and communities, for example:

- **childminders;**
- **ESOL learners from groups not previously attracted to family programmes.**

Project Snapshot: **Wirral Skills for Families**

Developing FLLN for childminders, children and families

The initial intention of this programme was to offer local childminders the opportunity to improve their own skills and the education service they offer to families.

We wanted childminders to have access to the support and guidance parents receive on the mainstream family programmes in schools.

The programme was set up in partnership with Wirral EYCDP.

A series of meetings was held to plan the programme to suit the needs of the target group. As childminders are self-employed and geographically spread out, we offered evening sessions at the LEA Professional Development Centre.

With advice from the EYDCP training consultant, we planned six fortnightly evening workshops linked to the National Childminding Association (NCMA) Quality First scheme.

The programme included:

1. communication, speaking and listening, language development;
2. reading and books, Storysacks;
3. mathematical development;
4. creativity, games, play and learning;
5. markmaking and writing;
6. evaluation and progression.

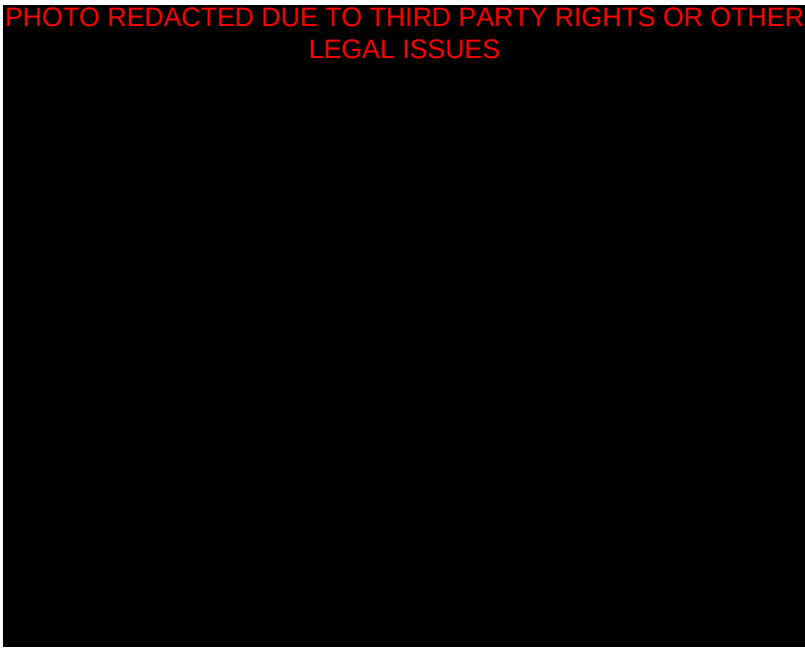
Between the workshops there were Home Time activities to use with the children. We also arranged a Saturday Fun Day for families to attend with their childminder to celebrate the work done with the children. We are planning extra workshops in ICT and the Move On project. A Post-16 tutor runs the course with input from an Early Years specialist teacher.

Initially we targeted 17 childminders and recruited 11. There was quite a variation in the group both in terms of childminding experience and the ages and numbers of the children that they looked after.

We were delighted by the response to the course and keenness of the learners. We have only run the first workshop so it is too early to assess the impact of the programme but we hope the childminders will be better informed and therefore more able to support the children they care for. We also hope they will take up the opportunity to plug any gaps in their CVs by progressing to the National Tests.

Frances Cheetham, *Skills for Families Consultant, Wirral*

Accessibility: venues and patterns of delivery



Using a variety of venues other than schools may make it possible to reach a broader spectrum of parents and carers than would usually be attracted to a FLLN programme. For example, Derbyshire Skills for Families has established programmes in hospitals, workplaces and leisure centres. It has also run a residential course at Butlins in Skegness.

Where programmes are held on school premises, schools and LEAs should ask three critical questions:

1. Are the premises suitable and accessible for parents and carers, including those with disabilities – i.e. is there suitable accommodation, furniture and equipment?
2. Is the ethos of the school welcoming for parents and carers, especially in areas of social deprivation and exclusion?
3. 'If schools are to be your main access to family learners do you make your services known and accessible to them?' *(Gloucestershire Skills for Families).*

An additional question might relate to those areas and schools where there are significant numbers of ESOL children and parents:

Is there adequate support to meet the needs of ESOL learners?

The traditional pattern of delivery of FLLN programmes can prove to be problematic for many learners. Barriers to participation may include:

- **the length or regularity of the session and/or programme;**
- **the timing of the programme, e.g. during the school day;**
- **the time of year – although this could be as much of an issue for the school as for the learners.**

Such issues demand a degree of flexibility both from providers and schools:

> **'In one case parents from an area of high social deprivation found it difficult to commit themselves to a whole day and for the 12 weeks plus additional days. We held discussions with the school Headteacher and staff as well as parents to consider the options open to us for change.'**
>
> *Skills for Families, Wirral*

‘Offering an academic year’s worth of provision to schools/organisations has proved to be a successful way of encouraging involvement in FLLN activity. It seems these organisations see this amount of provision as a measure of commitment and feel it is worth their while to spend energy and time on something that is going to have the time to engage their hardest to reach parents. Schools need to be encouraged to be involved in FLLN activities during the summer term. They need to think further ahead than SATs and offering provision can be a way of encouraging them to do this.’

Skills for Families, Derbyshire

‘Ambassador visits to organisations by one of the FLLN team to discuss need, availability of courses and to plan the academic year’s worth of provision have proved to be invaluable. The face-to-face contact overcomes barriers.’

Skills for Families, Derbyshire

Publicity and promotion

Skills for Families projects have used a range of methods and promotional material to attract learners:

- **newsletters;**
- **publicity through LEA press offices;**
- **input into events, such as Family Learning Weekend;**
- **the use of ‘ambassadors’ from other FLLN programmes to attract new learners (Portsmouth and Hampshire);**
- **development of a ‘branded’ family learning identity (Gloucestershire);**
- **development of high quality promotional materials, including information packs, for schools and parents;**
- **making information on FLLN programmes available to county council employees through their pay slips (Suffolk);**
- **holding informal learning sessions to engage learners (Cheshire).**

One approach has been to develop a county logo or identity:

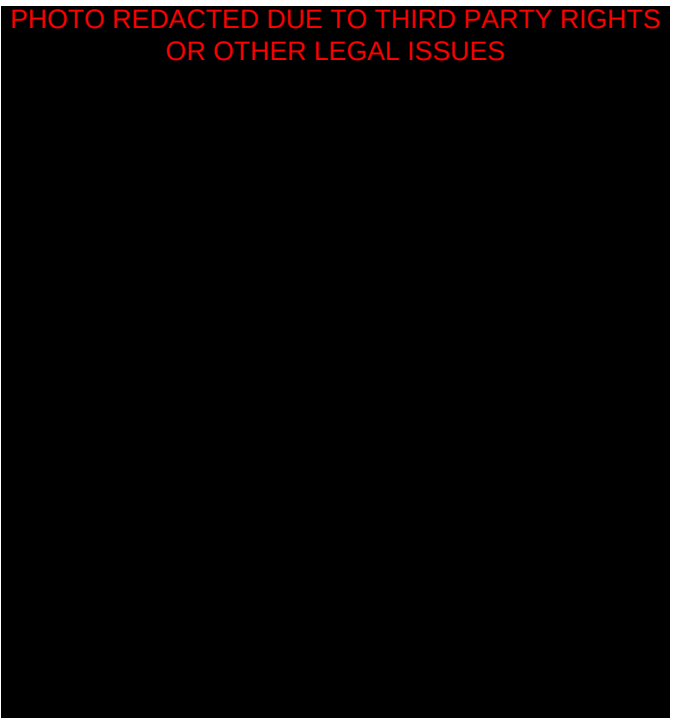
> **'The launch of county logos/materials has been very successful. It is reported that the response to a family learning competition has yielded a response double that normally anticipated by the marketing industry.**
>
> **A little 'marketing' goes a long way – there seems to be an appetite/need from learners/partners to identify with a "brand" and to access clearly identified programmes and courses.'**
>
> *Skills for Families, Gloucestershire*

Raising the profile: developing an engagement strategy

Several projects have recognised the need to raise the profile of FLLN among schools, communities and throughout LEAs:

> **'The successful recruitment of a high proportion of primary schools for intensive family literacy/numeracy programmes was helped by having structured guidance and support for children's sessions and by being able to demonstrate that these programmes have a real impact on children's attainment . . . Establishing FLLN in settings where there has been little previous provision (e.g. in secondary schools) may be a long-term process and may be most successfully achieved by taking a series of small steps.'**
>
> *Skills for Families, Knowsley*

Other projects have involved local Information and Guidance (IAG) services to support learners as they join FLLN programmes, and to help them to progress beyond them at their conclusion.



Planning for quality: action points

Extending and widening access to FLLN

- Offer a range of programmes to attract hard-to-reach learners.
- Offer courses in accessible venues and at accessible times.
- Develop strong links with partners such as EYDCP.
- Develop a range of publicity and promotional techniques and materials that are disseminated throughout the LEA.
- Develop a strategic approach to targeting, marketing and promotion.

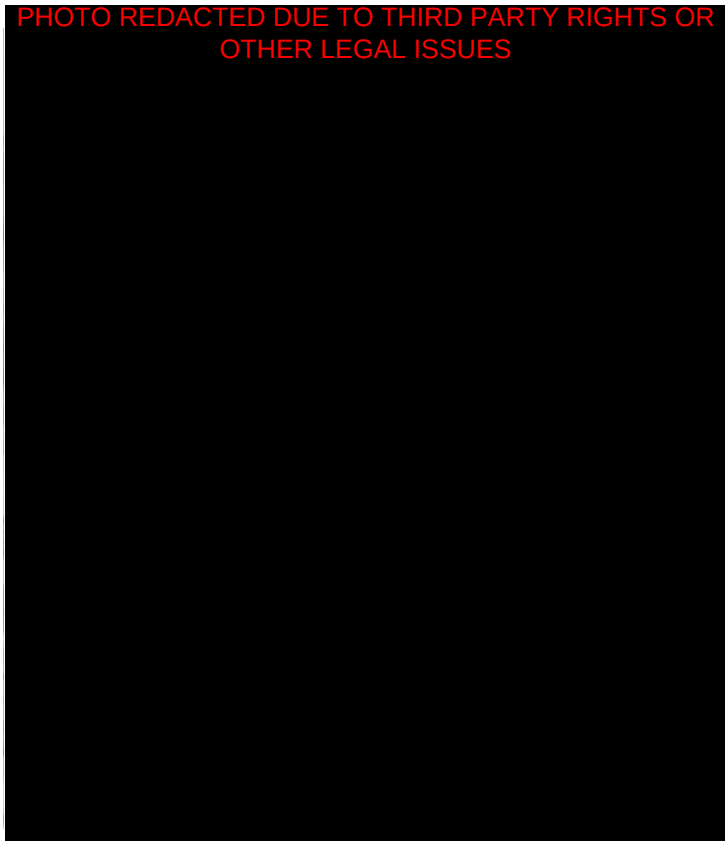
Teaching and learning resources

All the Skills for Families projects have developed learning materials and resources. Some have enhanced existing programmes such as family literacy and numeracy intensive courses or Keeping up with the Children, while others have developed materials specifically for new, innovative programmes.

Resources to support new programmes

Specific examples include resources/materials:

- **for childminding resource boxes (Suffolk);**
- **to support the BBC Big Read initiative (Suffolk and Derby);**
- **to support Family Finance programmes (Newcastle);**
- **to support ESOL family programmes (Newcastle);**
- **to support embedded programmes such as 'Fun Foods' (Derbyshire).**



Sometimes improving the quality of existing resources can have a positive impact on the enthusiasm of staff to deliver them:

> **'The range of new programmes offered after our initial plan was submitted enabled more choice and changes to our programme delivery, particularly the inclusion of a Family Finance course. The training and resources for this programme are excellent and staff are very enthused about delivering this programme.'**
>
> *Skills for Families, Newcastle/South Tyneside, and Tyne and Wear*

Suffolk Skills for Families, for example, has published many of its new materials on its website.

Where there is lack of staff time and/or expertise to create new resources, LEAs should develop an appropriate strategic approach. They could, for example, ask experienced teachers or advisers to contribute short periods of time to developing a county resource bank. LEAs could also encourage teachers to share resources – perhaps by setting up a resource bank or a library to which users have to contribute materials to be able to borrow from it.

Some projects have negotiated with the local library service to house collections of FLLN resources.

The importance of using ICT

There are several reasons for using ICT to support the delivery of family programmes:

- **to support learning (and teaching);**
- **to motivate learners;**
- **to attract parents.**

Additionally, ICT supported family literacy and numeracy programmes may:

- **offer children a stimulating way to explore ideas, images and information;**
- **provide opportunities for learners to progress at their own pace;**
- **encourage joint play and exploration;**
- **help foster learner autonomy;**
- **provide interactive learning opportunities, sometimes with feedback;**
- **boost self-confidence;**
- **foster a sense of achievement;**
- **support the acquisition of relevant skills;**
- **encourage learning in the home;**
- **help parents with weak skills to support their child's learning;**
- **attract more male learners.**

Where ICT is used as a tool to deliver and/or support family programmes it should complement and enhance the learning objectives embodied in the *Skills for Life*, Foundation Stage, Primary and Key Stage 3 strategies.

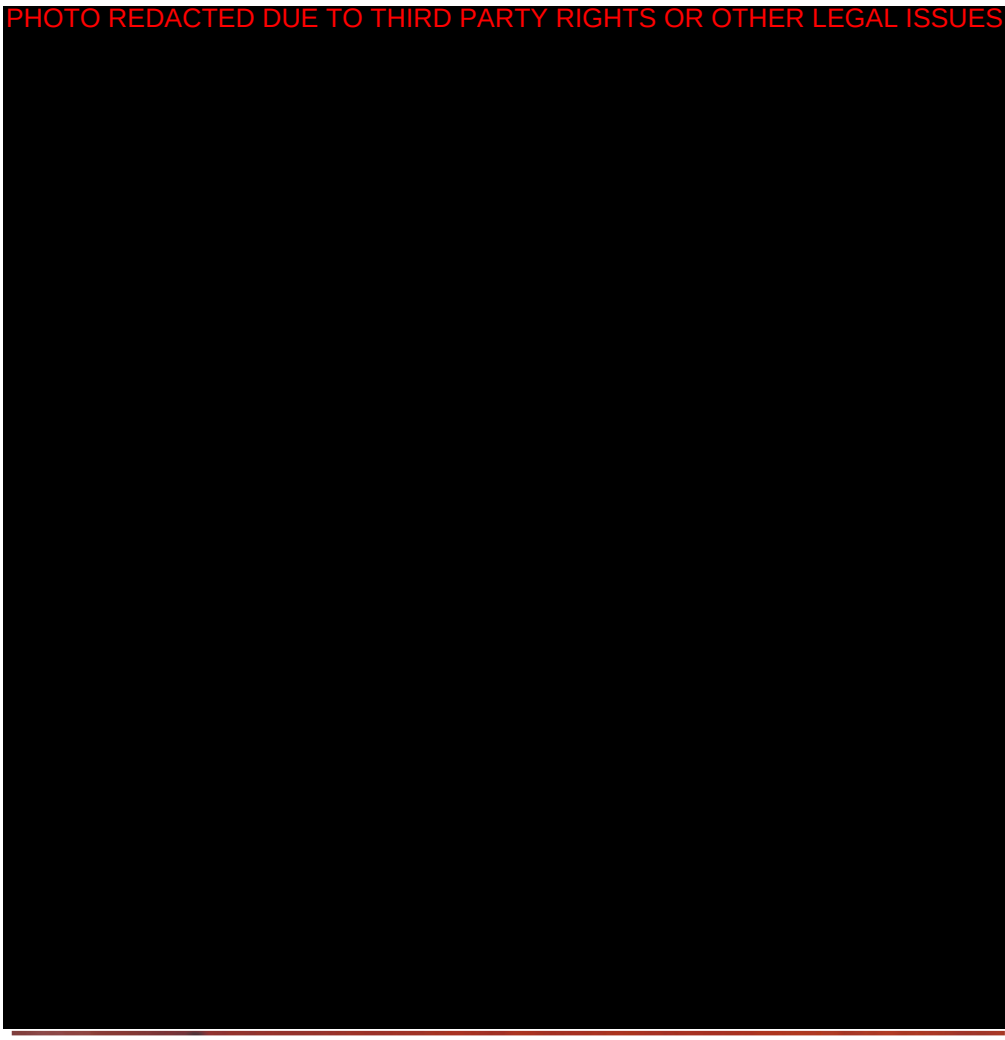
There are three main methods of employing ICT:

- **as the main learning medium, e.g. ICT Keeping up with the Children *(Wakefield, Derbyshire)*;**

- **as one resource amongst others, e.g. using learndirect CD ROMs, schools-based software and the Internet to enhance and support delivery of programmes *(Wakefield)*;**

- **as a resource for teachers, e.g. using materials published on the website of the LEA's or professional development centre *(e.g. Suffolk and Coventry)*.**

Where ICT is used as the 'hook' to attract adult learners, that is as a course designated as 'ICT' in some way, it should be used explicitly to address the literacy, language or numeracy needs of parents and/or children. Distinctions should be made between the use of the ICT curriculum itself and the way in which it is used to support children's development of literacy, language and numeracy skills.



LEAs can use ICT courses as part of an 'engagement' strategy that seeks to attract hard to reach parents and carers.

It is also true that the use of such technology is in itself a vital skill for people of all ages. Reading words on a page is only one form of print technology: increasingly children and adults need to interpret textual and numerical information on screens, dials, monitors and a range of other media.

Several of the Skills for Families projects have successfully integrated ICT into the family programmes curriculum:

> **'These courses have largely been piloted as 12-hour courses. Parents familiarise themselves with the ICT resources their child uses in school. They learn how to use digital cameras, prepare PowerPoint presentations and how to access useful websites. They find out how to use the Internet to help support their children with their homework and also to develop their own skills. ICT seems to be a very useful way of giving parents confidence, developing their literacy skills and enabling them to keep up with developments in technology so they don't feel left out of their child's world.'**
>
> *Skills for Families, Croydon*

ICT as a tool

It is useful to emphasise at this point that the significance ICT assumes in relation to supporting family programmes is in direct relation to its use as a tool to support learning. As with any tool, the success with which it is used depends to some extent on the skill and expertise of its user (i.e. the teacher and, in part, the learner) and on the appropriateness of its use. Learners may fail to achieve their goals if the technology 'gets in the way', or becomes an end in itself. Whereas a programme that is organised around the use of ICT may exploit as many variants of ICT as it can easily accommodate, a Family Numeracy course for example, may make better use of other tools and resources in exploring certain aspects of the curriculum. Learning should be directed and purposeful, while enabling course participants to have the opportunity to experiment, investigate and explore.

Staff expertise and confidence in using ICT

To successfully use ICT with family programmes it is advisable that teachers of all learners should have competence and expertise in teaching basic skills in a FLLN context, and be familiar with using ICT to support learning. Some teachers already possess these skills though many others are less familiar and confident with using ICT in the classroom. Even more experienced professionals may need some support in the range of technology and approaches that can be used in family learning settings.

Some programmes have tackled this by double-staffing sessions so that at least one teacher is an ICT 'expert'. Such an approach can lead to teachers developing an interest in areas with which they are less familiar. It is therefore advisable to put in place some form of staff development programme. This should form an integral part of FLLN training provision.

Project Snapshot:

Derbyshire Skills for Families

Keeping up with the Kids (KUWK) KS3 ICT

Rationale

Keeping up with the Kids KS3 ICT has been developed in response to a request from Derbyshire Advisory Service (DAIS) and KS3 teachers who became aware that some Derbyshire children in Y7 were unable to access the new KS3 ICT strategy because of the latters' low levels of literacy and lack of ICT skills. In response, two KS3 teachers wrote the following course. It addresses the Text & Graphics Sample-teaching units 7.1 and 7.3.

Aims of KUWK KS3 ICT

- To give parents information about the structure, teaching methods and ethos of ICT in KS3.
- To improve the ICT-related literacy skills, knowledge and understanding of parents and children, in particular to improve their use of the relevant technical vocabulary.
- To increase the confidence of those involved and to empower parents to support their children's ICT and literacy learning.

Other aims include:

- improving parents' relationships with school;
- increasing parents' personal confidence and self-esteem;
- opening up progression routes for adults.

Who it is aimed at:

- children in Y6 and Y7 with a reading age of 8–9 years, and their parents;
- parents – they attend on their own for the taster session and following two sessions. (children take part from session 3 onwards).

Course Structure:

- In line with other KUWK courses, programme consists of the ICT one one-hour taster session followed by six two-hour sessions.
- The course uses Word and PowerPoint, and requires internet access.
- The course is designed to be delivered in a school ICT suite.

Course outline:

Week 1 Introduction to parts of the computer, key computing terms, logging on, use of the mouse, using the internet, ICT quiz.

Week 2 Introduction to Word and PowerPoint.

Week 3 Word Art – producing a flyer.

Week 4 PowerPoint – producing a presentation.

Week 5 PowerPoint – completing presentation.

Week 6 A chance to develop/practise elements of the course, discuss local learning opportunities and evaluate learners' achievements.

Outcomes

- Course evaluation sheets/informal discussions indicate that parents have developed skills and confidence in using computers and increased their understanding of the structure and teaching methods of ICT in KS3.
- Children have gained confidence from using applications and technical vocabulary before experiencing them in school lessons.
- Three further pilot courses are running.
- Secondary schools have indicated they would like to see this activity continue and that they are looking for a rolling programme to allow them to work with Y7 children and parents each year.

This work at KS3 forms part of the Read On – Write Away! family learning strategy. We hope to build on this so that we have a menu of courses to offer to secondary schools, their pupils, and the parents of the pupils.

Karen Hanson, *Skills for Families Consultant, Derbyshire*

Professional development centres

In one of the most exciting of the Skills for Families developments, many projects have established centres for continuous professional development (CPD) for dedicated use by FLLN professionals, of both pre- and post-16 learners.

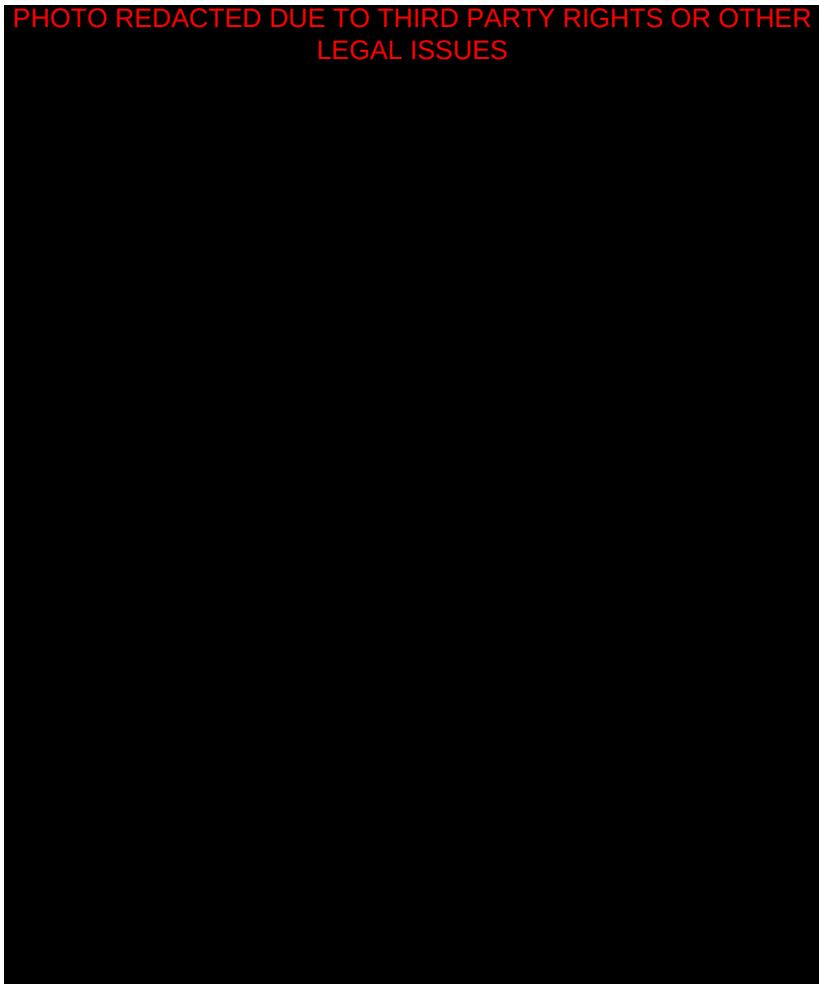
These take a number of forms:

1. Discrete centres established specifically for FLLN (e.g. Cheshire, Suffolk);

2. Resource bases established as part of existing LEA professional development centre(s) or new *Skills for Life* CPD centre(s);

3. Virtual CPD centres (with possible hyperlinks to other websites, on-line CPD centres etc., e.g. Coventry, Derbyshire).

> **'This (establishment of the Family Learning Centre) has already provided a powerful focus for family learning in Knowsley and we anticipate that its impact will increase substantially during this academic year.'**
>
> *Skills for Families, Knowsley*



Many of the centres have been used by both post-16 and school teachers. They have accommodated staff development and training courses. In certain cases they have been used as locations for awareness-raising events for teachers not directly involved in FLLN, for example headteachers or support assistants.

They have provided banks of family learning resources, and access to other resources, for example information about the literacy and numeracy strategies for post-16 teachers. Some centres have established ICT suites, which can be used for staff development or for individuals to try out software for use with children and/or adults in family programmes. Some networks are linked to the National Grid for Learning (NGfL), and may provide training or advice in using the on-line materials.

These centres should form a focus for CPD activities throughout the LEA. They should provide space and materials for training, and resources for teaching and learning. Their existence may raise the profile of FLLN in both pre- and post-16 sectors.

Planning for quality: action points

Resource development

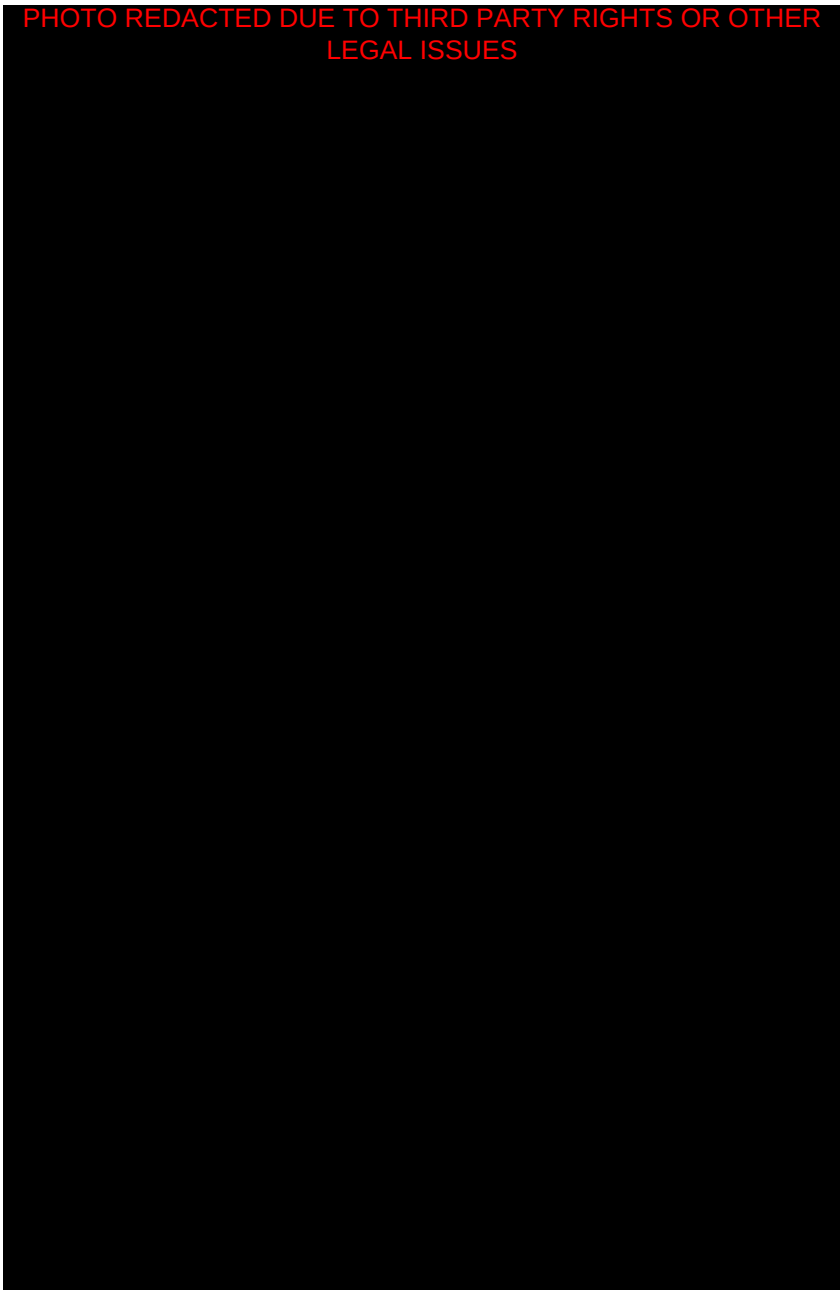
- Develop a whole-LEA approach to resource development.
- Use high-quality resources that motivate teachers and learners.
- Explore the creative use of ICT to support learning.
- Ensure ICT is used as a tool to support children and parents in developing literacy, language and numeracy.

Procedures for assessment

Information provided by assessment is vital for strategic planning and programme management purposes. Even more important than this, however, is the impact that assessment has on the learner and the teaching and learning process for participants. Without thorough assessment it is unlikely to be possible to gauge what learners have learned and achieved. There should be a clear understanding of the role and different forms of assessment within FLLN programmes.

The assessment process is an important component of the new *Skills for Life* learning infrastructure.[9] Effective and appropriate assessment should:

- **identify strengths and needs;**
- **allow accurate target setting;**
- **lead to effective teaching and learning;**
- **include self-assessment;**
- **enable measurement of progress;**
- **involve the learner from the start.**



Many teachers are anxious about assessing learners in FLLN programmes which can affect learners' willingness and confidence in participating in the process. This may particularly be the case when recruiting learners to short programmes, such as Keeping up with the Children, or where non-adult specialists may be faced with undertaking some kind of assessment on adults, such as screening.

9. Visit **www.dfes.gov.uk/readwriteplus** for further information.

The Skills for Families partnerships have piloted new forms of assessment, such as the latest FLLN screening tool.[10] They have also ensured that their post-16 teachers have had access to the national diagnostic assessment training.

Teachers of adults should work with learners to ensure that the outcomes of initial and diagnostic assessment lead to the development of an individual learning plan with specific learning objectives and goals against which progress can be measured.

Assessment for children

Ofsted expects teachers to:

- **assess pupils' work thoroughly and constructively;**
- **use assessment to inform their planning and target setting to meet the needs of individual pupils and groups.**

Pupils are expected to understand how well they are doing and how they can improve.

The Foundation Stage Profile (QCA 2003) is intended to:

- **reflect the key role of skillful and well-planned observations in providing reliable assessment information on young children;**
- **promote assessments made on the basis of the practitioner's accumulating observations of the whole child;**
- **summarise young children's achievement at the end of the Foundation stage;**
- **provide important information for parents and Year 1 teachers.**

The recently published primary strategy sets out six principles of learning and teaching, two of which relate to assessment. It states that good learning and teaching should:

- **build on what learners already know;**
- **structure and pace teaching so that students know what is to be learnt, how and why;**

10. For more information on the FLNN screening tool visit **www.skillsforfamilies.org.**

- **promote assessment for learning;**
- **make children partners in their own learning.**

The strategy emphasises the links between assessment and planning recommending that, as they write their plans, teachers should:

- **think about what they want to assess;**
- **be selective and focus on the key aspects of learning they wish to assess and highlight these.**

The strategy lends further support to assessment for learning as a powerful tool for ensuring that individual needs are addressed. Effective assessment practices will:

- **help teachers set targets that genuinely reflect individual pupils' skills, abilities and potential;**
- **involve children in thinking carefully about their own progress, enabling them to assess themselves and work with teachers to set their own targets.**

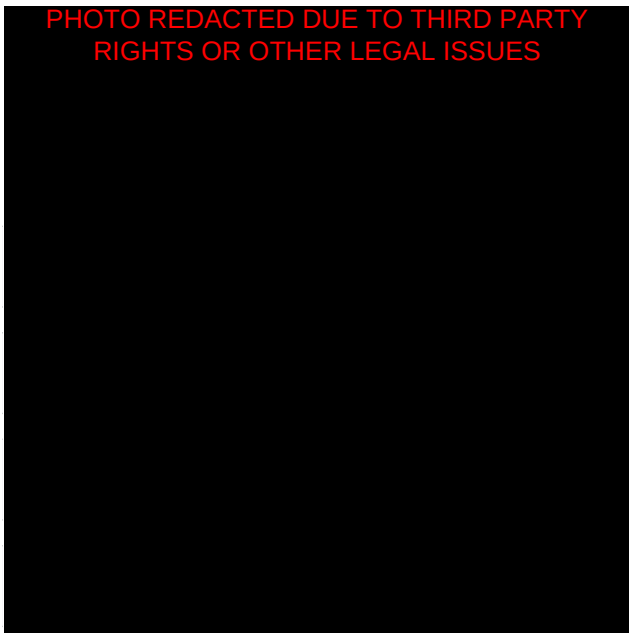
Assessment for adults

Teachers of adults should work with learners to ensure that the outcomes of initial and diagnostic assessment lead to the development of an individual learning plan with specific learning objectives and goals against which progress can be measured.

The Adult Basic Skills Strategy Unit recommendations for assessment of adults in family literacy, language and numeracy in 2004/05 are:

• **workshops**	Screening
• **Keeping up with the Children**	Screening and initial assessment
• **Early Start**	Initial assessment
• **KUC+**	Diagnostic assessment
• **FLLN intensive courses**	Diagnostic assessment

Systems for recording assessment evidence[11]



Recording assessment and achievement evidence can be undertaken through a variety of methods and media. These can include:

- **teaching diary;**
- **learners' diaries;**
- **Foundation stage profile;**
- **Primary learning record;**
- **curriculum referenced checklist (for pre- and post-16 learners);**
- **target-led checklists;**
- **individual records;**
- **group records;**
- **video and audio recordings.**

Additionally, there should be systems for collecting and recording the wider benefits to learners (so-called 'soft outcomes'). This could include ways of capturing evidence that adult learners have:

- **become more involved in their child's education at school and at home;**
- **become more involved in the school, e.g. as a parent governor, PTA member or volunteer;**
- **progressed to further training or employment.**

11. For more information please refer to *Family Programmes – Guidance for Local Learning and Skills Councils and Local Education Authorities 2004/05* (LSC February 2004).

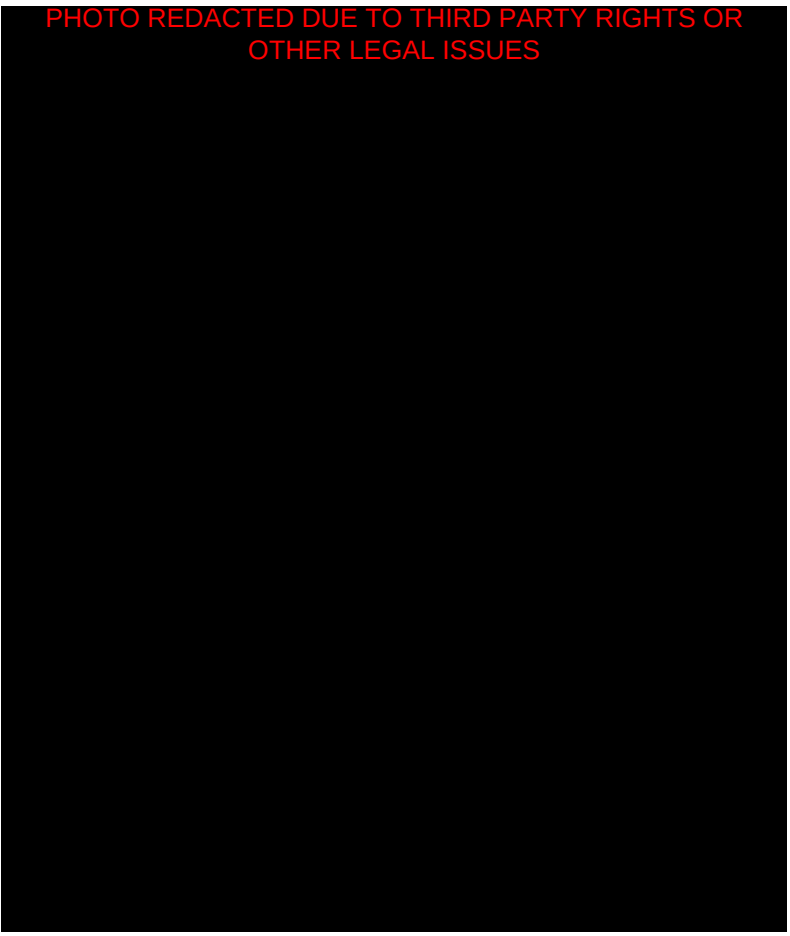
Most good practice criteria in assessment apply equally to adults and to children. However the LEA should use internal verification procedures to assure the standards of assessment and accreditation for parents. Where this is subcontracted to other providers the LEA may still wish to retain a role in quality assuring the verification process.

EAL/ESOL learners

There may be general issues that apply to EAL/ESOL learners but the guiding principle in offering appropriate assessment and learning opportunities is that of identifying and building on strengths, negotiating targets and providing the support needed to enable individuals to achieve. That support may come from additional resources or may be provided by the teacher in terms of differentiation and other strategies for coping with individual needs.

For more effective assessment teachers may need to consider the use of:

- **bilingual support for assessment purposes;**
- **culturally relevant materials;**
- **further questioning to enable EAL children to express their understanding more easily.**



Managing the assessment process

Consistency across an LEA or organisation is a key issue: an adult or child is entitled to have their literacy, numeracy or language needs assessed in an equally rigorous, professional and supportive way irrespective of when or where they learn.

Newcastle and South Tyneside Skills for Families have set up a working group of systems for improving and developing Individual Learning Plans, recording and tracking and reporting on achievement. This kind of strategic approach, involving both pre- and post-16 specialists and managers, is likely to impact systematically upon the quality of learner achievement and of methods of assessment.

Planning for quality: action points

Effective management of the assessment process should ensure:

- all learners are assessed in a manner appropriate to their programme of learning;
- assessment is fair, reliable and relevant to the learners' needs;
- staff are adequately trained to select and use the appropriate assessment tool(s);
- teachers assess progress against clearly defined targets, which are themselves informed by initial assessment;
- progress and achievement are adequately monitored and recorded;
- quality assurance and internal verification systems capture the effectiveness of the assessment and recording process.

Use of data to inform planning

Ofsted has the following requirement:

the effectiveness of management[12] is assessed by the extent to which:

- **the school undertakes rigorous self-evaluation and uses the findings effectively;**

- **the school monitors performance data, reviews patterns and takes appropriate action.[13]**

The support of the LEA to schools to secure continuous improvement will be examined through evaluation of:

the effectiveness of the its work in monitoring schools and challenging them to improve, including the use made of performance data.

For the ALI judgements are made by assessing the extent to which:

- **results and retention rates compare well with local and national averages;**

- **trends in performance over time show continuous improvement or the maintenance of very high standards;**

12. *Framework for the inspection of local education authorities*, Ofsted 2004.
13. The Pupil Achievement Tracker (PAT) provides headteachers, teachers and other school staff with a flexible and efficient tool to assist in reviewing school and pupil performance at the different Key Stages.

- **analysis of added value indicates that learners make at least the progress expected of them;**

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

Implications for FLLN:

- **the LEA should ensure that data systems are in place and are suitable for planning, recording and auditing purposes;**

- **the LEA should use data evaluation to inform its strategies on FLLN, *Skills for Life* for adults and raising achievement;**

- **the LEA should develop methods of monitoring and tracking participants' achievement in FLLN programmes over time, both within and between programmes.**

Portsmouth and Hampshire Skills for Families has increased the number of schools embedding tracking procedures for children and families. This should enable the LEAs to capture vital information on the efficacy of its programme.

The Skills for Families partnerships have in several cases provided momentum in securing the role of data collation and interpretation to inform planning:

> **'The whole project so far has provided further motivation for the critical analysis and review of the quality of all our family programmes, for example, revisiting initial and diagnostic assessment, the role of national tests within family programmes, establishing test centres for family programmes, reviewing data collection, Individual Learning Plans and tracking systems.'**
>
> *Skills for Families, Newcastle/South Tyneside and Tyne and Wear*

It is important to tap into existing systems for data collation, for example through the Individual Student Record or the Individual Pupil Record. It is equally important that teachers and administrators understand the purpose of providing and reviewing data.

> **'. . . Data needs to be available and collected in a simple and effective form. Schools are infuriated when different bits of government make their own data collections and waste valuable time and effort at school level. That is why I want to deliver a system where data is collected once but used many times.'**
>
> Extract from speech by *David Miliband,* Minister of State for School Standards, North of England Conference, Belfast, 8 January 2004

Planning for quality: action points

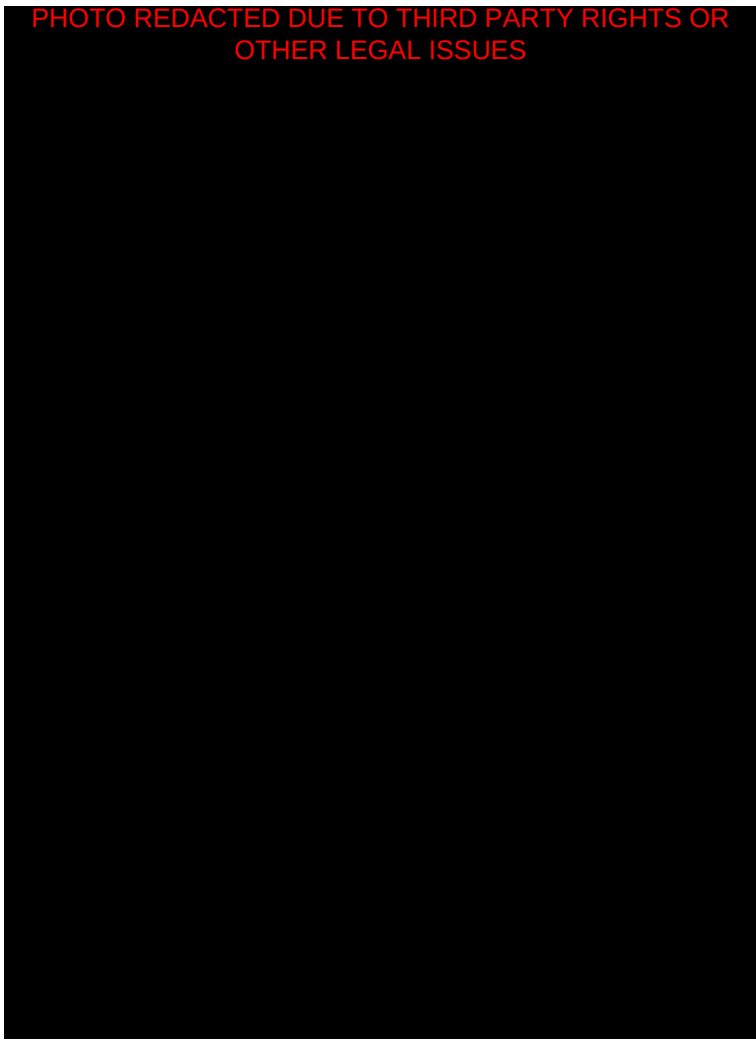
Preparation for using data to inform planning

- Train and support all staff in data collation systems.
- Ensure all staff understand the importance of collating and analysing data.
- Establish benchmarks for the performance of all learners within different types of family programme.
- Set targets against these benchmarks.
- Establish ways of measuring performance.
- Establish a forum within the LEA that draws together managers from FLLN, adult learning, schools, the LSC and the inspection and advisory service, to develop a planning cycle for family programmes informed by data from schools and post-16 providers.

Internal and external accountability

LEAs are accountable to a range of bodies for value for money and in terms of the quality of their family programmes. Such organisations include:

- **the Learning and Skills Council;**
- **the Department for Education and Skills;**
- **national and local electorates;**
- **local Councils;**
- **school governing bodies;**
- **any partners, e.g. Early Years Development Partnerships or Sure Start, who have a vested interest in the success and quality of the programmes.**



External accountability is measured by the ALI, Ofsted and the LSC. Internally it is measured through the LEA's and post-16 provider quality assurance systems, including local inspections and through the school's own mechanisms for monitoring and assuring quality.

Implications of the Ofsted Framework for the Inspection of Local Education Authorities, Ofsted, January 2004[14]

The Ofsted framework poses the following questions, many of which are relevant for Family Programmes:

1. Does the LEA work effectively with partners and stakeholders to ensure its work meets the local community's aims for education?
2. Does the LEA exercise its functions effectively and in such a way as to promote high standards and secure social inclusion by ensuring proper access to education for all children and young people and by supporting improvement in the quality of education in its schools and the achievement of all its pupils?
3. Does the LEA exercise its functions effectively so as to ensure that the pupils in its schools are not harmed and, in particular, that action is taken to prevent and address racism and to assist other statutory bodies charged with the protection of children?
4. Does the LEA manage its functions in such a way as to secure continuous improvement and best value?
5. What are the factors that make the LEA effective, or not, in the delivery of its functions?

Key functions of an LEA

For the purposes of organisational inspection from January 2004 onwards, the functions of an LEA are grouped under five main areas:

- **corporate leadership of education;**
- **strategy for education and its implementation;**
- **support to improve education in schools;**
- **support for special educational needs (SEN);**
- **support for social inclusion.**

14. Extract from *Framework for the Inspection of Local Education Authorities*, Ofsted, January 2004.

Implications for FLLN programmes

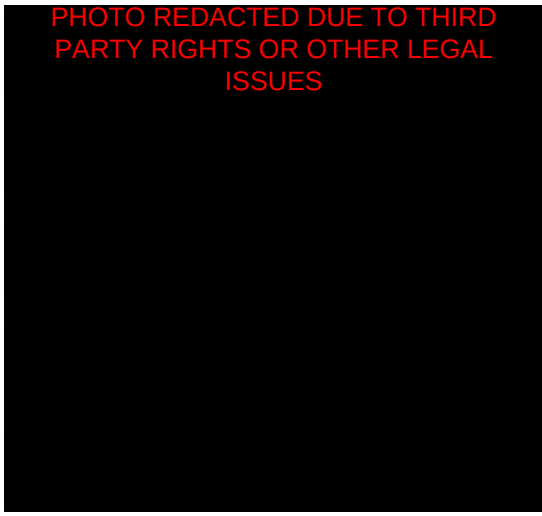
The following are questions to guide the work of an LEA in relation to family programmes.

- Does the LEA's work in monitoring schools and challenging them to improve, include the use made of performance data in relation to family programmes?

- To what extent is the LEA's support for family programmes targeted at schools and areas where there is the greatest need?

- to what extent is the LEA successful in integrating FLLN programmes with strategies to raise pupils' achievement? This should include:

  - **early years;**
  - **literacy and numeracy at Key Stage 1;**
  - **literacy and numeracy at Key Stage 2;**
  - **information and communication technology (ICT);**
  - **Key Stage 3.**



To what extent does the planning, provision, effectiveness and value for money of services supporting school improvement include and inform FLLN programmes?

Is there adequate support for families where children and/or parents have learning difficulties?

Is there adequate support for children and their parents from ethnic groups, including provision of appropriate ESOL/EAL programmes?

Is there adequate support for families where children and/or parents have physical disabilities?

Implications of the Common Inspection Framework (Ofsted and the ALI) for managing FLLN programmes[15]

The common inspection framework (CIF) is used by inspectors to inform judgments made on post-16 provision, for example when evaluating the role of managers of LEA adult provision or colleges.

15. To help providers prepare for inspection, ABSSU has produced a series of contextualised guides, including Family Learning. *Raising Standards: A contextual guide to support success in literacy, numeracy and ESOL provision* is a Skills for Life publication, and can be obtained free from DfES Publications. E-mail: **dfes@prolog.uk.com**

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

To answer this question, inspectors evaluate:

- **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 steps 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;**
- **how effectively and efficiently resources are deployed to achieve value for money.**

Questions that LEAs and other providers of family programmes should use to guide their practice may include the following:

- **To what extent does the LEA or provider incorporate planning and targets related to FLLN within its strategic planning and objectives, and is this understood by staff?**
- **Are there demanding targets for retention, achievement and progression? Do these sit within the LEA's, LSC's and/or provider's *Skills for Life* targets?**
- **Are there rigorous and systematic quality assurance arrangements that are appropriate for the needs of teachers and learners within family programmes? Do staff understand these and are they fully aware of them? Does the LEA make arrangements to assure the quality of provision where family programmes are subcontracted to another provider?**
- **Is planning for FLLN programmes informed by rigorous self-assessment that leads to identified priorities and challenging targets for improvement?**

- **Does the LEA or other provider have suitable arrangements in place to secure the data and information necessary to inform planning? Do staff understand these arrangements?**

- **Are there are explicit aims, values and strategies promoting equality for everything are reflected within family programmes?**

- **Is efficient and effective use made of resources?**

Planning for quality: action points

Internal and external accountability

The LEA/LSC should:

- Guarantee commitment to, and practical support for, the *Skills for Life* and other sector strategies and FLLN from the LEA/LSC's directorate and senior management team that will ensure reach across sectors.
- Set up mechanisms to monitor achievement of targets against local and national benchmarks.
- Ensure that all providers, FLLN managers, key pre- and post-16 managers and advisers, schools and teachers are aware of external requirements and of their implications.
- Manage the programmes in such a way as to meet both the requirements of Ofsted and the ALI.
- Ensure that FLLN quality assurance systems incorporate the needs of schools, the LEA and post-16 providers.
- Ensure that where quality assurance systems exist; they should be suitable for and adaptable for FLLN programmes.
- Ensure that where family programmes are managed in partnership with other agencies or services, for example Sure Start, that those partners fully understand the quality, monitoring and reporting obligations of the LEA; equally that the LEA respects the obligations and practices of those agencies.

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Basic Skills Agency publications

All Basic Skills Agency publications are available from the following address:
Admail 524
London WC1A 1BR
Tel: 0870 600 2400
Fax: 0870 600 2401
www.basic-skills.co.uk

Count and Figure It Out Together Pack (ref: A800)

Early Promise: An evaluation of Early Start by the University of Sheffield (ref: A1602)

Family Numeracy Adds Up (ref: A803)

Family Numeracy Adds On (ref: A1256)

Keeping up with the Children Literacy and Numeracy Videos (ref: A1294, A1295)

Keeping up with the Children Evaluation Report (ref: A1257)

Keeping up with the Children Lesson Plan Folder (ref: A1268)

Key Word Dictionary – Literacy (ref: A1245)

Key Word Dictionary – Numeracy (ref: A1246)

Read and Write Together activity pack for parents and young children (ref: A524)

Read and Write Together video for parents (ref: A610)

Talk and Listen Together activity pack (ref: A1374)

Primary Strategy teaching resources to support the teaching of literacy and numeracy – available in downloadable format from the DfES Standards website – **www.standards.dfes.gov.uk** follow the relevant links for literacy and numeracy and specific year groups/key stages. The resources include frameworks for teaching literacy and numeracy and teacher training packs such as *Grammar for Writing* a phonics handbook, how to teach calculations, and the role of mental maths, as well as planning formats and ideas for lessons which can be adapted to inform adult sessions.

Skills for Life publications

All publications, unless otherwise stated, can be obtained free from **DfES Publications** by quoting the relevant reference number.
Tel: 0845 60 222 60
Fax: 0845 60 333 60
Textphone: 0845 60 555 60
E-mail: dfes@prolog.uk.com

Title	*Description*	*References*	*Distributors*
Family Programmes			
Family literacy, language and numeracy (Booklet)	Family literacy, language and numeracy – a guide for policy makers	FLLN	

Title	*Description*	*References*	*Distributors*
Family Programmes			
Family literacy, language and numeracy (Leaflet)	A3 leaflet/poster to promote family literacy, language and numeracy	FLLN1	
Why not learn together? (scratch card)	A5 size scratch card to promote family literacy, language and numeracy to working parents	FLLN2	
Why not learn together? (scratch card)	A5 size scratch card to promote family literacy, language and numeracy to lone parents	FLLN3	
Strategy			
Skills for Life – the national strategy for improving adult literacy and numeracy skills	Executive summary version available at **www.dfes.gov.uk/readwriteplus/publications**	SFLLN	
Skills for Life – the national strategy – Focus on delivery to 2007	New strategy document published in March 2003 which focuses on delivery to 2007	SFLNS2	
Snapshot version		SFLNS2 SS	
Skills for Life Annual Review 2002 – 2003		SFL AR2	
Research			
The Skills for Life survey: A national needs and impact survey of literacy, numeracy and ICT skills	Full report	RR490	The Stationery Office Tel: 0870 600 5522 **www.tso.co.uk/bookshop**
Research Brief	Summary of report	RB490	DfES Publications
Update newsletter			
Skills for Life Update Newsletter	Quarterly newsletter for everyone involved with the improvement of literacy, language and numeracy skills		
Issue 1 Autumn 2001		SFL UN 1	
Issue 2 Winter 2001		SFL UN 2	
Issue 3 Spring 2002		SFL UN 3	
Issue 4 Summer 2002		SFL UN 4	
Issue 5 Autumn 2002		SFL UN 5	
Issue 6 Winter 2002		SFL UN 6	
Issue 7 Spring 2003		SFLUN 7	
Issue 8 Summer 2003		SFLUN 8	
Issue 9 Autumn 2003		SFLUN 9	
Issue 10 Winter 2003		SFLUN 10	

Title	*Description*	*References*	*Distributors*
Standards and curriculum			
National Literacy and Numeracy Standards		NSALN	
Adult Literacy Core Curriculum			
Adult Numeracy Core Curriculum			
Adult ESOL Core Curriculum			
Adult Pre-Entry Curriculum Framework for Literacy and Numeracy			
Access For All	Guidance on making the Adult Literacy and Numeracy Core Curricula Accessible		
Adult Literacy Core Curriculum and *Access for All* CD ROM	Interactive CD ROM version of the *Adult Literacy Core Curriculum*, searchable and cross-referenced to *Access for All*	CDALCC	
Adult Numeracy Core Curriculum with *Access for All* CD ROM	Interactive CD ROM version of *Adult Numeracy Core Curriculum* with *Access for All*	CDANCC	
Adult ESOL Core Curriculum with *Access for All* CD ROM	Interactive CD ROM of *Adult ESOL Core Curriculum* with *Access for All*	CDAECC	
Adult Pre-Entry Curriculum Framework for Literacy and Numeracy CD ROM	Interactive CD ROM of *Adult Pre-Entry Curriculum Framework for Literacy and Numeracy*	CDAPCF	
Delivering Skills for Life (toolkit)	A shelf-top library box containing nine publications and a CD ROM to aid the delivery of *Skills for Life*	DSFL	

Title	*Description*	*Reference*	*Distributors*
Standards and curriculum			
Delivering Skills for Life (booklet and CD ROM)	A briefing pack designed to assist organisations as they prepare to deliver the new teaching and learning infrastructure	DSFL/ booklet	
Pathways to Proficiency	The alignment of language proficiency scales for assessing competence in English language	PTP	
Quality and training			
Subject Specifications for Adult Literacy and Numeracy	Guidelines for existing and new teachers	SS01/2002	
Subject Specifications for Teachers of English for Speakers of Other Languages (ESOL)	Guidelines for existing and new teachers	ESOL/SS01/ 2002	
Managing Success	A study of the manage-ment systems and styles that promote successful teaching of literacy and numeracy for adults	SFLMS	
Inspection Guide	Five publications giving guidance on the inspection of literacy, numeracy and ESOL provision	SFL IG	
Success in Adult Literacy Numeracy and ESOL Provision	A guide to support the Common Inspection Framework	DFES/ GCIF02/ 2002	
Raising Standards – Adult and Community Learning	A guide to help providers achieve excellence for learners in Adult and Community Learning	SFLACL	
Raising Standards – e-learning	A guide to help providers achieve excellence for learners using e-learning and in e-learning contexts.	SFL e-learning	

Title	*Description*	*Reference*	*Distributors*
Quality and training			
Raising Standards – Further Education Colleges	A guide to help providers achieve excellence for learners in FE colleges	SFLFE	
Raising Standards – Prisons	A guide to help providers achieve excellence for learners in prison	SFL prisons	
Raising Standards – Students with Learning Difficulties and/or Disabilities	A guide to help providers achieve excellence for learners with learning difficulties and/or disabilities	SFLLLDD	
Raising Standards – Work-based and work-related learning	A guide to help providers achieve excellence for learners in the workplace	SFLWBL	
Case study: Rodbaston College, Staffordshire	Case study of a college that was awarded a Grade 1 for literacy and numeracy in its Ofsted Inspection	CSROD	
National Tests and Qualifications			
National Test Toolkit	A guide for providers on introducing and supporting adult literacy and numeracy testing (including the Move On approach)	SFLNTT	
A guide to the national tests in adult literacy and numeracy	An introduction to the national tests for providers	DSFL/NT	
A Guide to National Certificates in Adult Numeracy and Adult Literacy	A leaflet which gives guidance to adult learners about the National Certificates	DSFL/NTL	
Move On badge	Pin badge for Move On recruiters	SFL MO-BADGE	
Get On badge	Pin badge for recruiters in a workplace setting	SFL GO-BADGE	
Pathfinders			
Delivering Skills for Life: Pathfinders Lessons for Success	A report outlining the experiences of Pathfinder partnerships at all levels between April and September 2001	PLFSM1	

Title	*Description*	*Reference*	*Distributors*
Pathfinders			
Developing Intensive Learning – Lessons from the Pathfinders	A guide, based on the experiences of the regional Pathfinders, offering practical advice for literacy, numeracy and ESOL providers wishing to develop intensive programmes	DILLP	
Developing Residential Learning – Lessons from the Pathfinders Accompanying video	A guide, based on the experiences of regional pathfinders, for those wishing to develop and run Skills for Life residential learning events	DRLLP VDRLLP	
Working with other agencies – Lessons from the Pathfinders	A guide to disseminate lessons learned from the Pathfinder pilots, to promote the benefits of working in partnership with other agencies	WALP	
Learning difficulties and/or disabilities			
Introducing Access for All (also see Standards and Curriculum section)	Guidance to support teachers who have adult learners with learning difficulties and/or disabilities	IAFA	
Living our Lives	Life stories of 10 people with learning difficulties. A resource for learners and tutors, includes an audio CD	LOL	
Yesterday I Never Stopped Writing	Guidance on developing community-based provision for adults with learning difficulties or disabilities	YNSW	
Self-advocacy Action Pack	A pack written for adults with learning difficulties on speaking up and self-advocacy, includes an audio CD	SAAP	

Title	*Description*	*Reference*	*Distributors*
Learning difficulties and/or disabilities			
Skills Explorer for British Sign Language Users	Practical literacy activities for British Sign Language users at Entry Level	SEBSL	
Basic Skills for Adults with Learning Difficulties and/or Disabilities CD ROM version	A resource pack to support staff development	RPST CDRPST	
Workplace			
Employer Toolkit CD ROM version	Materials for employers aimed particularly at larger businesses with an existing training infrastructure to improve literacy and numeracy at work. Also contains a video with case studies.	ETKV1-2002 ETKV1/ CD2002	
SME information pack	An information pack for businesses without a training infrastructure	SME/ info-202	
Skills for Life – improving literacy and numeracy at work	A message for Chief Executives, Managing Directors and Senior Management which outlines the problems poor literacy, language and numeracy can cause in the workplace	SFL WPL	
Funding			
A Guide to Learning and Skills Council Funding 2003/04		SFL FG0304	
Promotion			
Promotions and Communications Strategy	*Skills for Life* promotion and communications strategy for 2003/2004	SFL CP0304	

Title	*Description*	*Reference*	*Distributors*
Refugees and asylum seekers			
Working with Refugees and Asylum Seekers – Support Materials for ESOL providers		WRASPACK	
Other			
Skills Explorer (CD ROM)	CD ROM with literacy and numeracy activities for learners at Entry level	SEABS	
Learning materials			
Learning Materials Teacher Pack for Literacy	This comprehensive pack contains the teacher files of learning resources from Pre-Entry to Level 2 and the teacher notes	SFL TPLM/L	For additional Learner Material/s, please call DfES Publications
Learning Materials Teacher Pack for Numeracy	As above	SFL TPLM/N	
Learning Materials Teacher Pack for ESOL	As above	SFL TPLM/E	
Diagnostic assessment materials			
Diagnostic Assessment Pack for Literacy	Full paper-based boxed assessment pack designed to provide a detailed assessment of the learners' skills and abilities as well as their weaknesses	DAM1	
Diagnostic Assessment Pack for Numeracy	As above	DAM2	
Diagnostic Assessment Pack for ESOL	As above	DAM3	
Diagnostic Assessment Pack for Dyslexia	As above	DAM4	
Diagnostic Assessment Interactive CD ROM	Highly efficient CD ROM which assesses the learners' abilities for literacy, numeracy, ESOL and dyslexia	DAM6	
Diagnostic Assessment CD ROM	CD ROM which contains the Acrobat PDFs of all four subjects	DAM7	

Useful websites

LSC	**www.lsc.gov.uk**
DfES	**www.dfes.gov.uk**
ABSSU	**www.dfes.gov.uk/readwriteplus**
BSA	**www.basic-skills.co.uk**
The Basic Skills Observatory[16]	**www.basic-skills-observatory.co.uk**
NIACE	**www.niace.org.uk**
ALI	**www.ali.gov.uk**
Ofsted	**www.ofsted.gov.uk**
Sure Start	**www.surestart.gov.uk**
Family Programmes	**www.familyprogrammes.org**
Skills for Families	**www.skillsforfamilies.org**
Step in to Learning[17]	**www.stepintolearning.org**
Financial Literacy	**www.money-bsa.org.uk**
Money Go Round.	**www.moneygoround.org.uk**
National Literacy Trust	**www.literacytrust.org.uk**
LLU+	**www.lsbu.ac.uk/LLUplus**
Pre-school Learning Alliance	**www.pre-school.org.uk**
Teachernet	**www.teachernet.gov.uk**
NFLN (from April)	**www.familylearningnetwork.com**
Move On	**www.move-on.org.uk**
Extended Schools	**www.teachernet.gov.uk/educationoverview/briefing/extendedschools/**

Useful contacts

The Basic Skills Agency, e-mail: **familyprogrammes@basic-skills.co.uk**
The Adult Basic Skills Strategy Unit, telephone: 020 7273 1223
National Learning and Skills Council, telephone: 024 7682 3372
Step in to Learning, e-mail: **stepintolearning@basic-skills.co.uk**, telephone: 020 7440 6500

16. A website with information about research, policy and good practice relating to literacy, language and numeracy teaching.
17. Step in to Learning aims to equip nursery staff with the knowledge and skills required to help them identify parents/carers with a literacy, language and/or numeracy skills need. For information about training in your region and to see online resources take a look at **www.stepintolearning.org.**

Annex 1

Regional partnerships

Cheshire

The Skills for Families project is managed by an experienced team that has been involved in family learning for the past 10 years. The LEA has piloted a number of new delivery models including ESOL Family Learning workshops delivered in partnership Chester Asian Council. For information on Skills for Families in Cheshire, please contact Anne Pedley on 01244 603078 or e-mail her at **pedleya@cheshire.gov.uk**.

Coventry

Coventry LEA has over 25 years' experience of developing and delivering family learning programmes and basic skills programmes, gaining national recognition for their work. The project has created partnerships throughout the region with local employers and businesses, to encourage workplace learning. For more information on Skills for Families in Coventry, contact Dorothy Hunter on 024 7640 5700 or e-mail **dorothy.hunter@westcafes.coventry.gov.uk** or Margaret Deaville on 024 7660 2590 or e-mail **margaret.deaville@eastcafes.coventry.gov.uk**.

Croydon

Croydon LEA has piloted a number of innovative delivery models. These include ICT courses, programmes for bilingual families and family finance in primary and secondary schools. Since the beginning of the project over 300 adults and 170 children have attended family programmes. For information on Skills for Families in Croydon, please e-mail Musseret Anwar at **Musseret_anwar@croydon.gov.uk**.

Derbyshire

Derbyshire LEA, through Read On – Write Away! has a comprehensive, well-developed and strategic approach to family, literacy, language and numeracy. ROWA! is a partnership of local and national agencies, hosted by the authority but acting independently from it. To find out more about Skills for Families in Derbyshire you can visit the website at **www.rowa.co.uk.** The site includes a virtual resource centre that has been designed to assist tutors and staff in literacy, numeracy and ESOL to keep up-to-date with new developments in their areas. For information on Skills for Families in Derbyshire, please contact Karen Hanson on 01773 539425 or e-mail her at **khanson@rowabridgecentre.fsnet.co.uk**.

Gloucestershire

Working collaboratively with the local LSC, and in partnership with Gloucester EAZ Gloucestershire LEA is the South West's Skills for Families project. For information on Skills for Families in Gloucestershire, please contact Joanna Jackson on 01452 268400 or e-mail **jjackson@gloscc.gov.uk**.

Hampshire and Portsmouth

Skills for Families enables Portsmouth and Hampshire to share, develop and embed their strengths and expertise in various aspects of delivering and managing FLLN provision. Examples of innovation by this partnership include work with teenage parents. For more information on Skills for Families in Portsmouth, please contact Romy Warren by e-mail at: **rwarren@portsmouthcc.gov.uk**. For information on Skills for Families in Hampshire, please e-mail Kerry Longhorn at **kerry.longhorn@hants.gov.uk**.

Knowsley

Capacity-building events in 2003–04 for key groups and agencies have focused attention on some of the key priorities for family learning in Knowsley, such as developing provision in early years, the Extended Schools programme, and increasing the participation and engagement of men in FLLN. For information on Skills for Families in Knowsley, please e-mail the Skills for Families Consultant, Keith McDowall at **keith.mcdowall@knowsley.gov.uk**.

Newcastle and South Tyneside

Skills for Families in Newcastle and South Tyneside is a partnership between Newcastle LEA and South Tyneside Family Learning Services and Tyne and Wear LSC. Building upon the extensive FLLN programmes running in both areas, this partnership has developed new programmes in Family Finance, ESOL, Play and Language, and Family Literacy in secondary schools. To find out more information on Skills for Families in Newcastle, contact Una McNicoll on 0191 211 5335 or email **una.mcnicholl@newcastle.gov.uk**. For information on the project in South Tyneside, contact Helene Walke on 0191 519 1909 or e-mail **helene.walke@s-tyneside-mbc.gov.uk**.

Suffolk

In Suffolk, the Skills for Families project has enabled the LEA to work in partnership with other departments and organisations. In 2003–04, the Skills for Families project hosted a series of capacity-building events to raise the profile of FLLN in schools across the county. For information on Skills for Families in Suffolk, please e-mail Clare Meade at **clare.meade@educ.suffolk.gov.uk**.

Wakefield

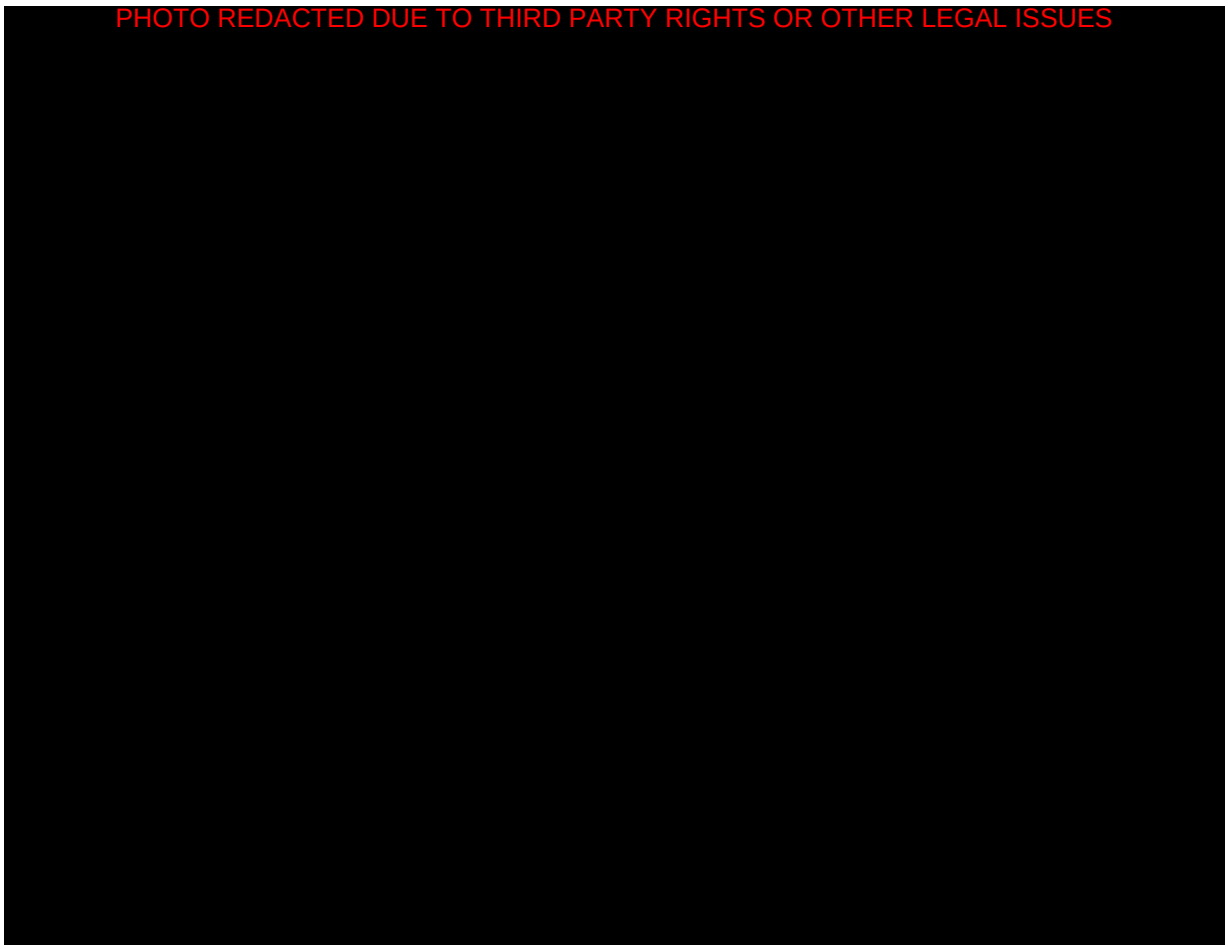
Wakefield LEA is committed to strategic planning. Its strong local partnerships include West Yorkshire LSC, Wakefield EAZ, Sure Start, the Local Strategic Partnership, and community partners. Wakefield has developed a Skills for Families website: **www.wakefield-sff.org.uk**. This has information about the background to the programme plus all the latest developments in the region, case studies and useful links. For information on Skills for Families in Wakefield, please e-mail Anne-Marie Spencer at **amspencer@wakefield.gov.uk**.

West Sussex

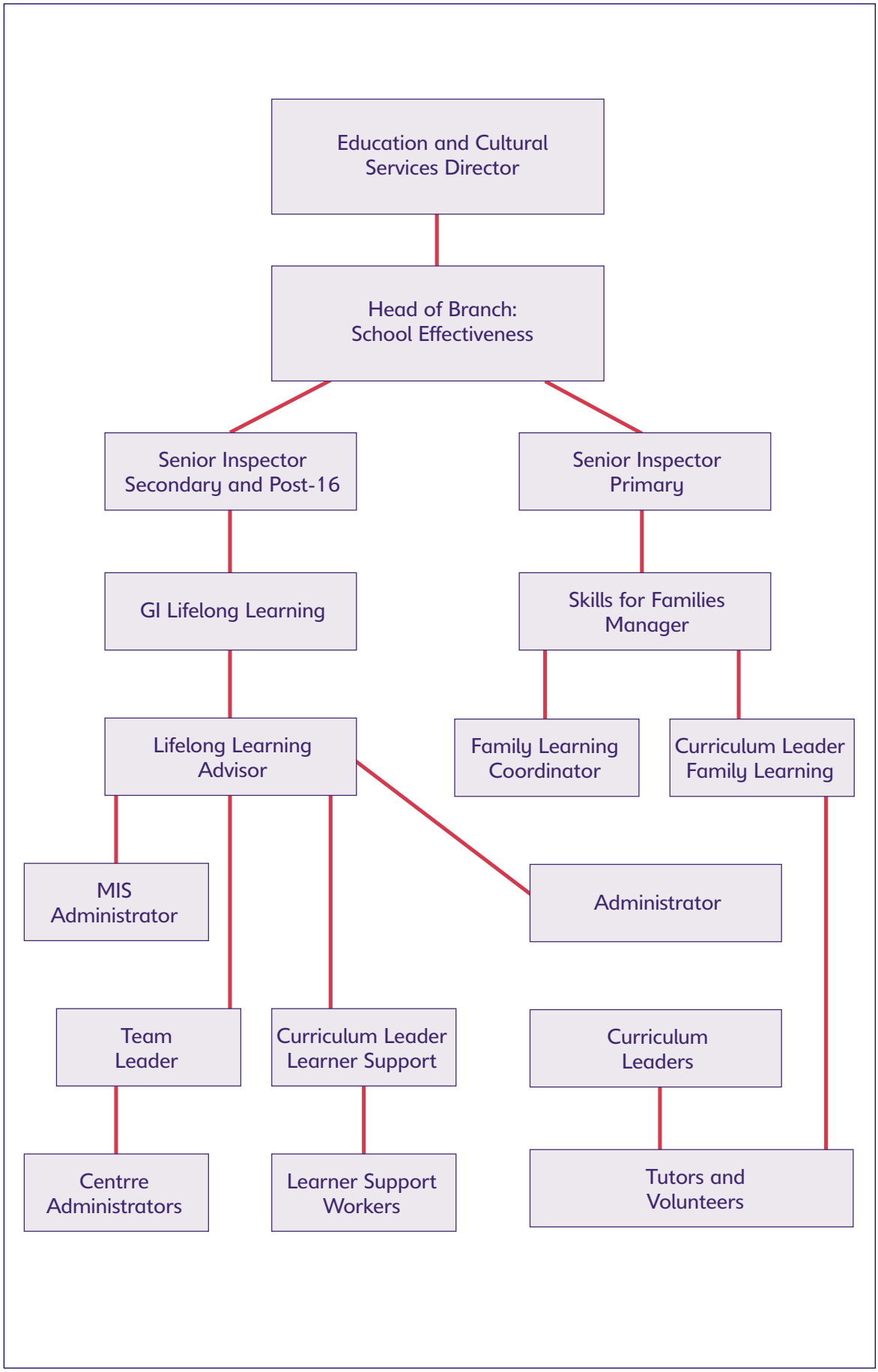
With extensive experience of delivering family literacy, language and numeracy programmes in schools across the county, West Sussex is ideally placed to run the Skills for Families programme. It works with a wide range of partners across the county, including the WIRE project, Sure Start Crawley, Gingerbread and many others, to ensure the development of programmes to support families in literacy and numeracy. For information on Skills for Families in West Sussex, please e-mail Jo Downes at **jo.downes@westsussex.gov.uk**.

Wirral

Wirral LEA, through Skills for Families and in partnership with Merseyside LSC, has developed a number of innovative family programmes. These include Keeping up with the Children courses for secondary schools and their feeder primary schools. Wirral is also working closely with its Early Years Development and Childcare Partnership to promote training for childminders. To find out more about Skills for Families in Wirral, please contact Frances Cheetham on 0151 346 6503 or email **francescheetham@wirral.gov.uk**.



Context of Skills for Families within Wirral LEA

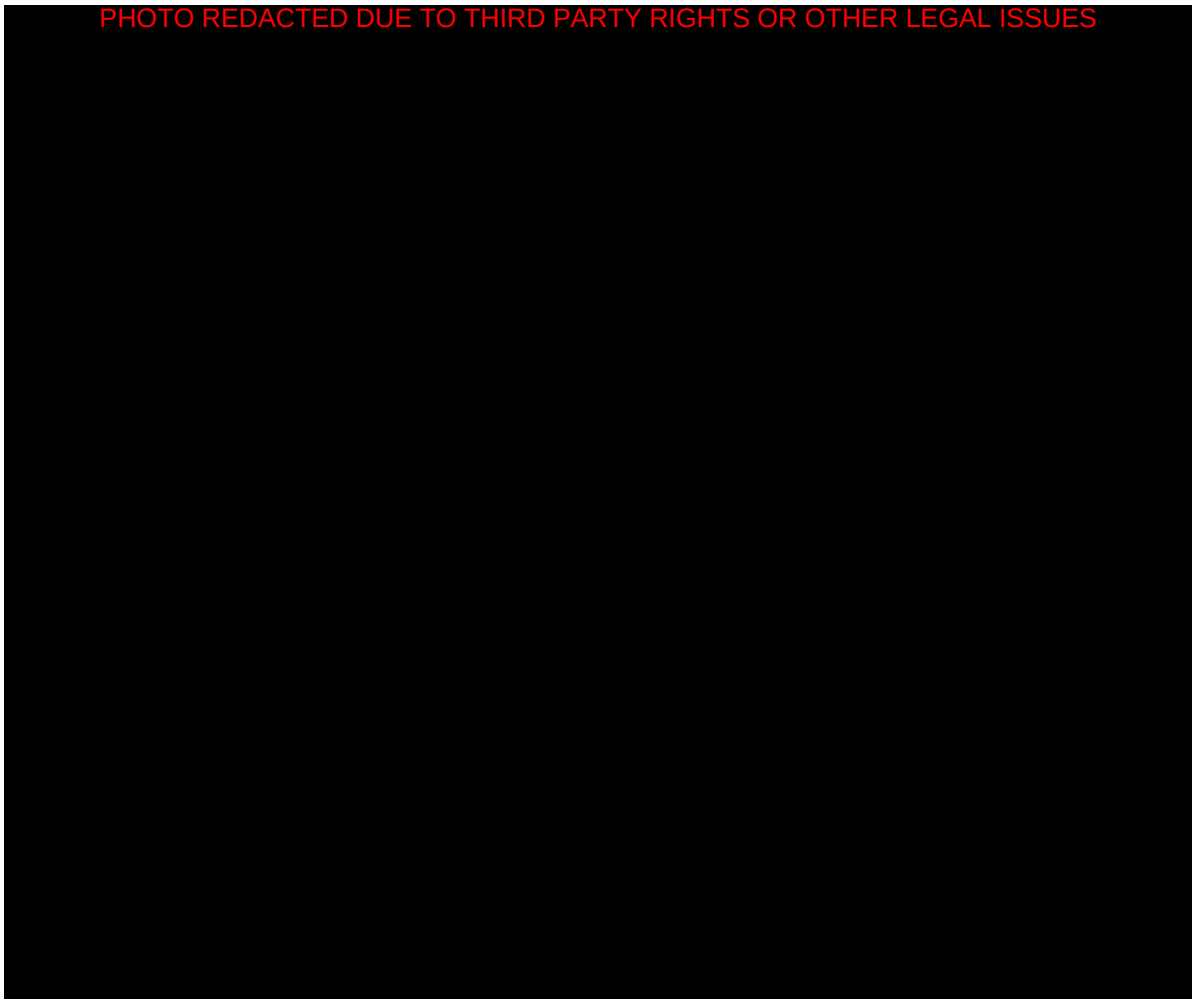


Annex 2

The role of the Skills for Families consultant (April 2003 – March 2004)

Job description

- To work with and support the strategic direction of Skills for Families
- To develop the work programme for the LEA/LSC and ensure that it is delivered
- To work closely with senior managers and key staff as well as with stakeholders and partners
- To make decisions and give advice on the priorities for programme design, development and implementation including the use of *Skills for Life* learning and teaching infrastructures
- To work with the LEA/local LSC partnership to establish a CPD centre
- To advise and support organisations in developing new programmes including Sure Start
- To work with the Pre-school Learning Alliance, Early Excellence Centres, schools and basic skills providers, in conjunction with the National Coordinator
- To organise and lead on family literacy, language and numeracy training courses, briefing seminars and capacity-building programmes, in line with the *Skills for Life* training infrastructure
- To contribute to the development and production of training materials, in line with the ABSSU guidance on quality assurance and endorsing teaching and learning materials
- To implement quality assurance and monitoring systems in line with *Skills for Life*
- To brief colleagues, partners, BSA and partners, ABSSU and LSC on progress
- To liaise with colleagues in the Agency and partners, ABSSU, LSC and the National Research and Development Centre and partner organisations concerned with teacher education and teacher qualifications
- To write reports for internal, external and ABSSU, DfES, LSC audiences
- To contribute to publications and articles
- To identify and carry out effective strategies to disseminate lessons distilled from the programme
- To speak at conferences, seminars and meetings
- To contribute to the overall development of family literacy, language and numeracy
- To evaluate developments and the impact of Skills for Families.



Person specification

- Is seen as successful leader/manager adaptable to change, credible within the education sector.
- Has a strategic vision in the context of family literacy, language and numeracy.
- Has experience of developing collaborative working relationships with a variety of partners and stakeholders in different contexts and at different levels.
- Is able to design and deliver innovative and creative family literacy, language and numeracy programmes.
- Has experience of planning, setting and delivering targets.
- Has experience of training and consultancy.
- Has extensive experience of teaching language, literacy and numeracy and/or ESOL working with children, young people and/or adults.
- Has a good understanding of the training needs of staff involved in literacy and numeracy and basic skills in a wide variety of settings in the post-16 sector or in school settings.
- Has a sound understanding of current theory and pedagogy and familiarity with major developments in the teaching of literacy, language and numeracy. This should include knowledge of developments in initial teacher training, *Skills for Life* and the Primary Strategy.

Acknowledgements

The Basic Skills Agency would like to thank the Skills for Families consultants and project staff who have given invaluable support, time and expertise through:

- **feedback;**
- **trialling materials;**
- **piloting programmes;**
- **participating in development seminars;**
- **debate and discussion.**

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Their ideas, knowledge and skills have helped enormously in strengthening the local infrastructure to develop, support and sustain family literacy, language and numeracy.

The BSA would also like to thank LLU+ for their specialist input on ESOL, the Pre-school Learning Alliance for their specialist contribution to the development of local partnerships, and the National Literacy Trust on its work in promotion and dissemination.

For more information

If you would like further information on Skills for Families please visit **www.skillsforfamilies.org**.

Visitors to the website can read case studies from the partnerships, join in with the interactive discussion forum, read up on the latest *Skills for Families* news and events, and gain access to useful resources.

All general enquiries should be sent by email to the helpline address: **familyprogrammes@basic-skills.co.uk**.

Skills for Families

Working together to extend and embed family literacy, language and numeracy

For further information on the Skills for Families project
which ran from April 2003 to March 2004, please contact:

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The Basic Skills Agency

department for education and skills
creating opportunity, releasing potential, achieving excellence

Learning+Skills Council

Skills for Families is an Adult Basic Skills Strategy Unit and Learning and Skills Council initiative undertaken by a consortium led by the Basic Skills Agency