Numeracy and Literacy Assessment and Delivery Procedure

Introduction

Port Training Services (PTS) is committed to supporting employability and progression for all.

We recognise that the improvement of numeracy and literacy skills enables learners to achieve their full potential and assist in all aspects of their personal/professional life. PTS provides opportunities for all learners by embedding these skills to improve their confidence and competence in numeracy and literacy.

Aim

To provide learners with consistent, regular opportunities to improve their confidence and competencies in numeracy and literacy, to gain further qualifications and support how such can be applied to all aspects of their personal and professional lives.

All staff have the responsibility to positively promote the vision of PTS and ensure the delivery of numeracy and literacy, through both standalone and embedded learning and development activities.

Achievements are monitored by the QA Leader.

Mathematics & English Provision

Learners on an apprenticeship programme without a GCSE Grade 4/C in English and/or mathematics have the option to undertake numeracy and/or literacy at the level appropriate to them, which is at or above the level required by their Apprenticeship.

To achieve this PTS will:

- Provide high quality advice and guidance together with initial and diagnostic assessment to ensure each learner is placed on the right qualification
- Offer qualifications up to level 2 in both numeracy and literacy
- Ensure all instructor/assessors take a consistent approach to the delivery of numeracy and literacy through lesson planning and course development
- Ensure one to one support for those who require such with a specialist tutor of numeracy and literacy
- Improve standards in teaching, learning and assessment of numeracy and literacy across all programmes ensuring they are embedded in all learning
- Raise success rates in numeracy and literacy
- Provide learners with the opportunity of progression to the next level of attainment or qualification
- Ensure that the delivery of numeracy and literacy is flexible (i.e location, time, method and vocational context) to meet the needs of learners.

Delivery of Mathematics & English

As part of the initial assessment process any learner who opts to undertake a qualification in numeracy and literacy (up to level 2) will be referred to the functional skills assessor, confirming the following information:

- Name of candidate
- Candidate email address
- Name of employer
- Employer contacted details / email address– direct line manager
- Initial assessment outcomes
- Scanned copy of assessment records

The date of the referral will be logged by the QA Leader on the Cohort Tracker.

Following referral, the functional skills assessor will contact the employer and discuss the planning and delivery of the functional skills programme, the outcomes of the learner(s) initial assessment, what support will be required for the learner and plan the initial visit on site (to be planned no later than four-weeks of receipt of the referral as logged on the Cohort Tracker). The functional skills assessor will then contact each learner direct to introduce themselves and discuss the referral and requirements of the qualification(s), within the 4 – week period.

During the first session the functional skills assessor will introduce the candidate to the appropriate Highfield accredited qualification and where applicable carry out another literacy assessment focusing on reading, writing, speaking and listening. This information, along with the initial assessment outcomes and direct discussion with the learner will inform the planning and delivery of the future sessions, highlighting the main development areas and current baseline of the learner. This information will be populated on the Individual Learning Plan.

Alongside the functional skills delivery every vocational session should develop numeracy and literacy skills in the context of the subject to support high quality teaching, learning, assessment and delivery. The delivery will be through a combination of standalone and embedded activities, that support and underpin the vocational learning.

The functional skills assessor will work with the learner tailoring the sessions to suit their learning needs until they are appropriately prepared to take the numeracy / literacy examination. The learner will then be registered on the Highfield portal for the examination, to be completed within 28 days of registration. As per the Highfield requirements, all exams will be undertaken under strict exam conditions.
Throughout this time feedback will be given to the assigned instructor/ assessor and employer as part of the planned 12 weekly progress reviews. It is the responsibility of the instructor/assessor to inform the functional skills assessor of the dates of the planned reviews to allow for timely submission of feedback prior to the review meeting.

Following successful completion of the exam (and internal and external verification sampling where required) the functional skills assessor will liaise with the QA Leader to claim the qualification certificate to be delivered to PTS, where a copy will be uploaded to the learner file. PTS will then arrange delivery to the employer for distribution to the employee. The functional skills assessor will update the tracker spreadsheet and return this to the QA Leader, highlighting in green when a learner has achieved the qualification.

For elements of the literacy examination, internal quality assurance processes will be followed as per details in the IQA procedure. Copies of speaking and listening examination videos will be retained as per the Information Control Procedure and Information Archiving and Retention Policy.

Roles and Responsibilities

The Head of Training will:

- Ensure implementation of PTS's numeracy and literacy policy across all divisions of the company
- For subcontract staff, confirm that the contractual requirements are in place and met to effectively implement PTS numeracy and literacy policy
- Support all staff in the implementation of the numeracy and literacy policy
- Support and deliver staff development for all staff on the embedding of numeracy and literacy in main learning activities
- Support the improvement of teaching, learning and assessment in numeracy and literacy through, sharing of good practice, as identified through observations of learning and evaluation data
- Ensure appropriate resources available for the implementation of the numeracy and literacy Policy
- Be accountable for the numeracy and literacy success rates of learners

Functional skills assessors will:

- Ensure that every learner has completed an assessment and that there is a record of their initial and diagnostic assessment
- Check and confirm that every learner's prior achievement in numeracy and literacy is obtained and appropriately recorded, within 6 weeks of enrolment on to the apprenticeship programme
- Ensure vocational timetabling allows all learners to access appropriate numeracy and literacy support sessions
- Set clear and relevant targets for each learner in numeracy and literacy throughout their programme of learning
- Plan and deliver numeracy and literacy support to meet learner needs
- Consult with colleagues including numeracy and literacy specialists to introduce new ways to embed mathematics and English in planned learning
- Have numeracy and literacy schemes of work and session plans to detail the learning outcomes, activities and tasks to achieve the learning outcomes, and identify any development opportunities
- Check and record the progress of every learner in numeracy and literacy in relation to their individual targets (ILP / Personal Learning Record)

- Regularly confirm each learner's numeracy and literacy aims are appropriate
- Ensure timely entry to external examinations to meet programme requirements
- Ensure numeracy and literacy results are collected and recorded for each learner and shared with the QA Leader via the tracker spreadsheet.

Vocational training staff will:

- Have numeracy and literacy elements within their schemes of work and session plans to detail the learning outcomes, activities and tasks to achieve the learning outcomes, and identify any development opportunities.
- Provide consistent marking and feedback of learners' work and present feedback at learner progress reviews (such as feedback on the Knowledge Question submissions)
- Encourage a wide range of delivery styles of both verbal and written work i.e presentations, written reports, role plays, professional discussion and the working environment
- Ensure close working relationships between vocational staff and functional skills assessors of PTS

Staffing and CPD

All managers, training and support staff receive training to enable them to successfully undertake their role.

Training staff's numeracy and literacy, capabilities and knowledge are reviewed as part of their initial staff induction and in subsequent one to one and appraisal meetings. CPD programmes are agreed to address identified development needs.

The implementation of skills and knowledge gained by staff from CPD is tracked and the impact evaluated.

From time to time the functional skills assessors will deliver briefing sessions and presentations at Standardisation and Quality meetings to further support staff CPD.