

Delivery healthcheck: Maths and English, British Values and PREVENT

AAG Resource

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Delivery healthcheck: Maths and English, British Values and PREVENT

Introduction

This resource combines information from existing AWD CPD resources with some suggestions for developing your delivery of the above topics, alongside some links to other available resources.

Today

1 OFSTED expectations

2 Simple strategies

Maths and English

British Values

PREVENT

Ofsted Lens

Embedding of English and Maths

- Learners' development of English and Maths, ICT and employability skills helping their career aims (added value)
- Embedding of initial assessment and starting points

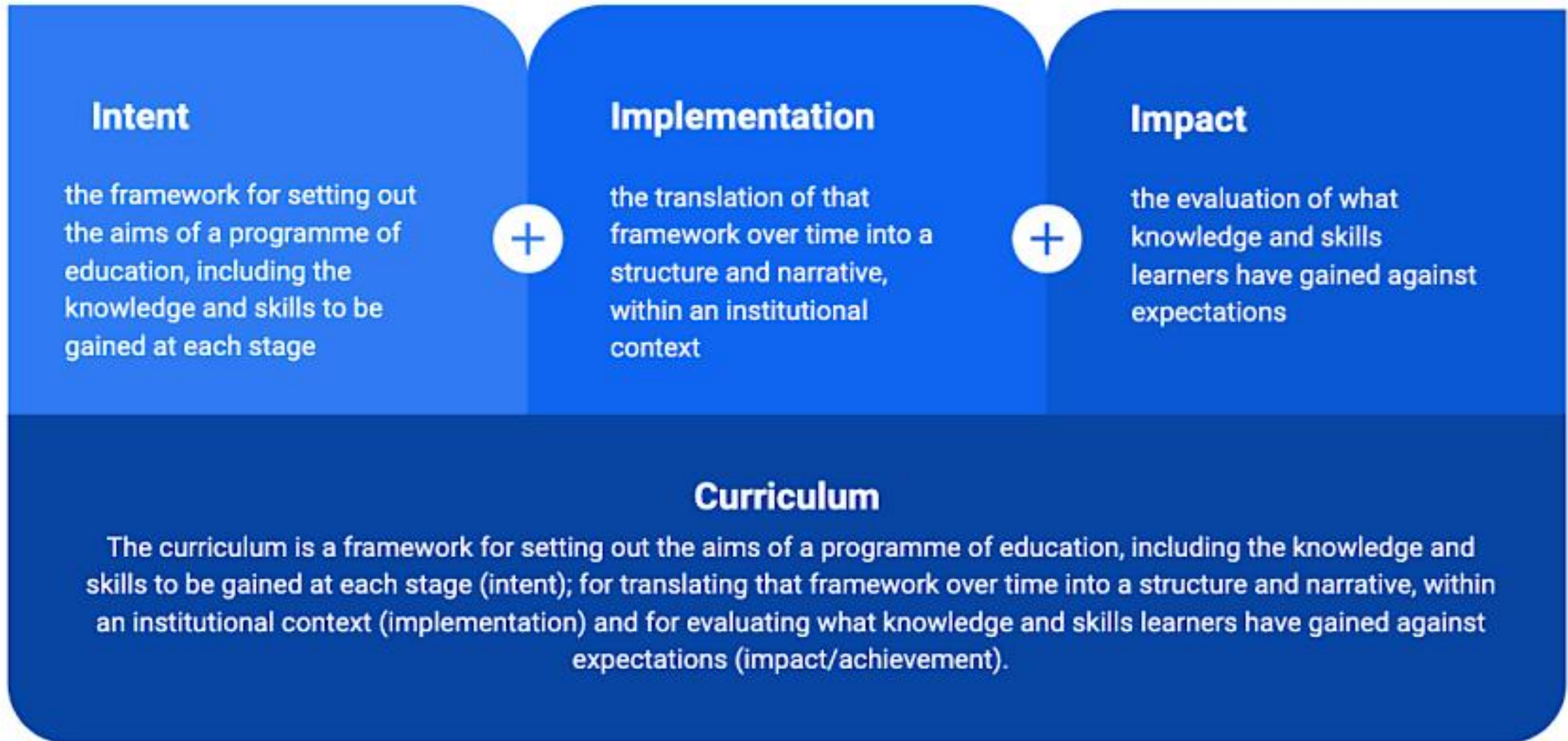
Behaviour and Attitude Factors

- Strong focus on attendance and punctuality
- Clear expectations for behaviour at the provider and in the work place
- Safe environment
- Opportunity to achieve positive outcomes

Personal Development

- Readiness for the next phase of education or work
- Careers development, guidance, employability
- Developing confidence and resilience
- Deepening of knowledge and observing British Values

Ofsted definition of a Curriculum



CURRICULUM:

- A curriculum should be sequenced
- Curriculum needs to be **mapped** – standard, knowledge, skills, behaviours
- A curriculum should have **clear** curricular goals
- Embed **employer** involvement – co-design
- Assessment is a vital tool for improvement: not just for summative assessment of knowledge
- ***A golden thread through “intent”, “implementation” and “impact” – 3 I’s***
- A curriculum is the vehicle by which learners make **progress** (starting point)
- **Clear links** between theory (**off the job**) and application (**on the job**) within the curriculum; philosophy of **work- based learning**
- **Transfers** to what learners do in the workplace
- Fluency, automaticity and expertise
- **Inclusivity**

Use a curriculum planning document that incorporates / pinpoints EM, FBV or PREVENT content, and create related objectives to add to main session objectives

Sourcing appropriate materials

- Most resources circulated for each of these areas tend to target younger learners, and those working at L1-L3
- The challenge is finding material that is appropriate to academic and professional apprenticeships
- Most of the maths and English topics below would suit a higher level cohort – learners at all levels have gaps in their learning, and these can be useful for making and consolidating connections
- For FBV and PREVENT, the focus needs to be on relevance and natural occurrence in delivery

Maths and English

Inspectors will consider how leaders and teachers develop or take on a purposeful curriculum that provides progression and stretch, as well as mathematics and English for all learners, including those without GCSE legacy grades A* to C (reformed grades 9 to 4) and, where relevant, work experience or industry placements and non-qualification activities.

- Identification of key topics
- Use maths/English vocabulary to pinpoint where key topics occur in your vocational delivery – strengthens link and relevance
- Four steps to embedding (the three Is)
 - ME objectives (intent)
 - Key questions (implementation)
 - Lesson starter
 - Targeted feedback (impact)

<https://www.gov.uk/government/publications/further-education-and-skills-inspection-handbook-eif/further-education-and-skills-handbook-for-september-2023#part-2-the-evaluation-schedule-how-further-education-and-skills-providers-will-be-judged>

Identification of key topics - maths

Area and volume	L1, L2	Numbers and place value	E3- L2
Checking answers and results	E3- L2	Percentages	E3- L2
Create charts and graphs	E3- L2	Probability	L1, L2
Decimals and money	E3- L2	Ratio/ proportion	L1, L2
Directional language	E3- L2	Rounding	E3- L2
Estimation	L1, L2	Shapes and symmetry	E3- L2
Extracting and interpreting information from lists, tables and diagrams	E3- L2	Time	E3- L2
Fractions	E3- L2	Using a calculator	E3- L2
Measure and conversion	E3- L2		

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Are there any you are unclear about?

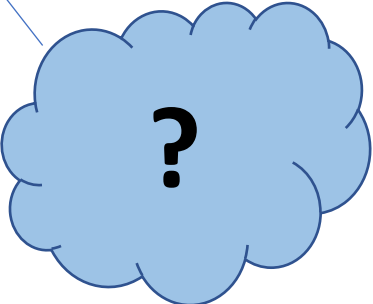
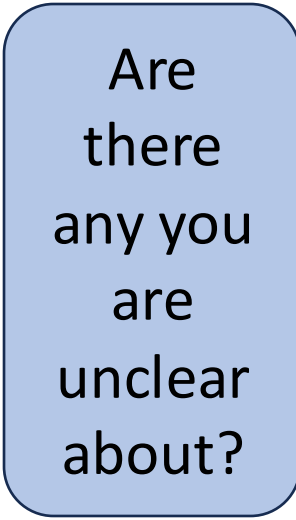
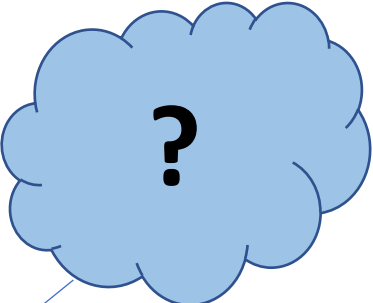
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Where do they occur?

Area and volume	Numbers and place value
Checking answers and results	Percentages
Create charts and graphs	Probability
Decimals and money	Ratio/ proportion
Directional language	Rounding
Estimation	Shapes and symmetry
Extracting and interpreting information from lists, tables and diagrams.	Time
Fractions	Using a calculator
Measure and conversion	

Take 5 of these skills and identify where they occur in your vocational subject.

Identification of key topics - English



Apostrophes	L1, L2	Persuasive language techniques	L1, L2
Commas in a list	E3-L2	Planning and structure	E3-L2
Commas to add information	E3-L2	Proofreading	E3-L2
Correct use of caps	E3-L2	Punctuation	E3-L2
Discourse markers	L2	Speaking and listening skills	E3-L2
Fact and opinion	L1,L2	Summarising	L2
Formal v informal language	(E3) L1, L2	Tone and mood	L2
Layout features	E3-L2	Verbs and adverbs	E3-L2
Paragraphs	E3-L2		

Where do they occur?

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Layout features	Verbs and adverbs
Paragraphs	

Take 5 of these skills and identify where they occur in your vocational subject.

Task – Example

We are going to break down the process of embedding maths/English in a vocational lesson.

This is done in three stages:

1. Add an appropriate lesson objective (**intent**)
2. Insert a key question during delivery (**implementation**)
3. Give targeted feedback (**impact**)

Which
maths/English
topics can you
identify in this
lesson?

Extracting and
interpreting
information from
lists, tables and
diagrams

Lesson Plan 1

Watch video 1 and then discuss – 10 mins

Setting up work station. Different types of razors and how to dispose of razor blades safely.

Questions for discussion:

- Importance of setting up a workstation efficiently
- Discuss the apprentice's experience of razors (if any)
- Discuss why it is important to change and dispose of used blades correctly

Watch video 2 and discuss – 10 mins

Exploring the different razor techniques available to use

As a group, list and compare the different techniques:

- Short strokes-removing length to achieve a soft, blunt finish
- Long strokes- removing length and weight to achieve a soft, texturised finish
- Point razoring – remove weight only
- Potato peeling technique – using a safety razor only against the thumb so removing length on short hair in a controlled way

Speaking and
listening skills

Follow up with practical activity – 60 mins

- Set up work station
- Practice holding a razor, changing and disposing of blade as shown in video 1
- Practice various techniques on an old mannequin as shown in video 2 as many times as you feel comfortable and is necessary before moving on to lesson 2.

Summarising

Measure and
conversion

Embedding and contextualising – 4 steps

Include a **M and E objective** for the lesson

Use a **key question** in delivery to link to the M and E topic

Include **lesson starter** to check/consolidate skills

Use **targeted feedback**

Topic	ME Objective	Key question
Speaking and listening skills	To use spoken language effectively and recognise verbal and non verbal communication skills	How can you change how you deliver this communication to make it more effective?

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Summarising	To identify the key message or main points in a text and produce a summary.	How would you summarise this information in 3 sentences?

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Summarising	To identify the key message or main points in a text and produce a summary.	How would you summarise this information in 3 sentences?
Extracting information (data)	To read and extract information from tables, lists, charts and diagrams and be able to make numerical comparisons	Why is this data represented in this format?

Embedding and contextualising – 4 steps

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Extracting information (data)	To read and extract information from tables, lists, charts and diagrams and be able to make numerical comparisons	Why is this data represented in this format?
Measure and conversion	To discuss where and how metric conversions may come into your subject	Which units do we use here? How would we convert them into smaller/ larger units?

Embedding and contextualising – 4 steps

Include a **M and E objective** for the lesson

Use a **key question** in delivery to link to the M and E topic

Include **lesson starter** to check/consolidate skills

Use **targeted feedback**

A lesson starter can be useful to recap relevant maths / English skills and support your delivery.

Targeted feedback means focussing on the skill specifically in marking for a particular assignment (eg including units, use of capital letters...).

The following example shows how all four elements can be included in your lesson.

Lesson starter: What is a summary?

Objective: To identify the key message or main points in a text and produce a summary

Key question: **How would you summarise this information into 1 sentence?**

A summary strips out all the additional information, leaving only the key message.

On Saturday 29 January the Government will introduce new rules to the [Highway Code](#). The changes should make our roads safer for everyone, but they won't be effective unless all road users are made aware of them. That's where you come in.

What is the key message of this text?

- a) The Highway Code is changing.
- b) Everyone needs to know the changes to the Highway Code. ✓
- c) The Highway Code keeps roads safe for all users.

The main point the writer wants to make here is that all road users need to be aware of the changes

Highlighting key words

Which words would you highlight here?

Batman ventures into Gotham City's underworld when a sadistic killer leaves behind a trail of cryptic clues. As the evidence begins to lead closer to home and the scale of the perpetrator's plans become clear, he must forge new relationships, unmask the culprit and bring justice to the abuse of power and corruption that has long plagued the metropolis.

Summary: Batman brings a killer to justice.



Topic sentences

Often, the first sentence in a paragraph outlines the key message of the paragraph (called a topic sentence).

Tense, tight muscles call for a **massage**. In the right hands your aches and pains can be massaged away within minutes. If you can't seem to kick sore shoulders and aching joints, you need to get yourself to a massage salon asap.

Nail bars are the best. Go in feeling drab and ungroomed and come out looking like a million dollars. Yes, whether it's a quick shape and tidy, a full set of gel nails or a bold, acrylic mani, nail salons have the power to transform your nails, and lift your mood!

If you're searching for the perfect **facial**, many beauty salons offer a range of treatments that cater to your complexion. Filled with expertly trained staff to get to the bottom of any skin issue, booking in for a facial is an important first step to getting your skin back on track.

Topic – objective – key question

Topic	Objective	Key question
Apostrophes	To use apostrophes to show contraction or possession	Would it be appropriate to use contracted words in this text? Why/why not? (Think about formality/ audience and purpose)
Area and volume	To calculate the area/volume of a range of shapes	Why do we need to remember units including ² and ³ when recording area and volume?
Charts and graphs	To create, read and interpret charts & graphs	Which graph or chart would be most appropriate to record this data?
Checking answers and results	To employ techniques to check answers for accuracy	How can you check you have done this calculation correctly?
Commas in lists	To use commas to separate listed items in a sentence	Where have you used commas in a list in your writing and how would it read differently without them?
Commas to add information	To use commas to add information to a sentence, that does not make sense as a sentence on its own	What is the function of the comma here?
Correct use of caps	To consistently apply capital letters correctly in my own writing, including all names and specific references	Which of these terms require capitals and why?
Data handling	To read and extract information from tables, lists, charts and diagrams and be able to make numerical comparisons	Why is this data represented in this format?
Decimals and money	To add and compare the value of coins.	Have you represented the costs accurately here?
Directional language	To follow instructions and provide information using directional language	Have we used clear directional language to support this process?
Discourse markers	To identify the function of discourse markers and use effectively to structure writing	How can discourse markers make this communication more effective?

Estimation	To be able to identify situations where estimation can be used and using estimation skills.	What values in this process do we need to estimate?
Fact and opinion	To distinguish facts and opinions, and identify language techniques used to present facts as opinions	What are the key facts informing this task? What would be the impact if they were wrong?
Formal and informal language	To identify the features of formal and informal language, and make appropriate language selections for purpose	Is this text formal or informal? How is that reflected in the language?
Fractions	To calculate and complete sums using fractions correctly	How could we break this process/ task down and explain it using fractions?
Layout features	To recognise layout features and identify their purpose, and to use as appropriate in own writing	How is this document laid out to help you find the information?
Measure and conversion	To discuss where and how metric conversions may come into your subject	Which units do we use here? How would we convert them into smaller/larger units?
Numbers and place value	To put decimal numbers into correct ascending order.	Which of these values is larger? Why is it important to recognise this?
Paragraphs	To structure writing into paragraphs, to reflect changes in topic, place, time, mood, opinion, speaker etc.	When planning this task, what do you think will be the key paragraph topics?
Percentages	To investigate a percentage increase and subsequent decrease.	How would you calculate 10% of this amount? What about 1%? 50%? 30%?
Persuasive language techniques	To identify persuasive language techniques and apply them in your own writing	What impact do statistics have in this text?
Planning and structure	To plan written answers to ensure logical order and that all required elements are included	Have you included everything you need in this task? What else would you plan to include?
Probability	To calculate the probability of an event	Where could we apply probability in this process?
Proofreading	To check work and apply strategies to identify errors.	Having proofread your work, what 3 targets will you set yourself?
Punctuation recap	To use punctuation effectively to communicate your meaning clearly	Have you checked your work and read through to see if the punctuation is guiding the reader as to how it should be read?
Ratio and proportion	To investigate a real-world ratio problem	With the ratio I have given, what would the relative values be if we doubled the total?
Rounding	To round numbers up <u>in order to</u> make valid estimations	Which values we have used today could be estimates and which would need to be accurate?
Shapes and symmetry	To be able to identify shapes and recognise symmetry in them.	How many lines of symmetry does this <u>have</u> and can you identify them?
Speaking and listening skills	To use spoken language effectively and recognise verbal and <u>non verbal</u> communication skills	How can you change how you deliver this communication to make it more effective?

Summarising	To identify the key message or main points in a text and produce a summary.	How would you summarise this information in 3 sentences?
Time	To read, write and calculate with time in a variety of ways	How could you break this process down into smaller stages?
Tone and mood	To identify the writer's tone or the mood of a piece of text, and to select words and phrases to create a particular tone	Does this writing task require a formal or informal tone?
Using a calculator	Performing a range of calculations using a calculator.	Why do you need to show your workings when answering questions using a calculator?
Verbs and adverbs	To use a range of less common verbs in writing, and select adverbs to increase effective communication of meaning	What verbs are relevant to today's task? Which adverbs might apply for maximum safety/ <u>efficiency</u> ?

<https://padlet.com/pickmeconsulting/embedding-me-topic-objective-key-question-f8s8impygvl2vcw>

OFSTED: British Values via personal development

...developing and deepening learners' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance

OFSTED: British values via behaviours and attitudes

Behaviours and Attitudes

253. The judgement focuses on the factors that research and inspection evidence indicate contribute most strongly to learners' positive behaviour and attitudes, thereby giving them the greatest possible opportunity to achieve positive outcomes. These factors are:

- A **calm and orderly environment** in the provider, classroom, workshop and workplace, as this is essential for learners to be able to learn.
- The **setting of clear expectations** for behaviour across all aspects of provider life, including at work.
- A strong focus on attendance at and punctuality to learning and work settings to minimise disruption, and so that learners gain valuable employability skills.
- Learner motivation and positive attitudes to learning are important predictors of attainment.
- A **positive and respectful provider culture** in which staff know and care about learners.
- An environment in which **learners feel safe** because staff and learners do not accept bullying, harassment or discrimination or peer-on-peer abuse – online or offline. [\[footnote 61\]](#) Staff deal with any issues quickly, consistently and effectively

British values in FE: strategy for evidencing

- This is a requirement at all levels of education and delivery, but most resources target level 1-3 learners
- The most effective and seamless strategy is to:
 - Signpost natural occurrences in delivery
 - Incorporate engaging topical or contextualised examples
- The following slides consider each of the 5 elements in turn and suggest how they may be incorporated

Democracy

- Embed in delivery – class votes on activities where appropriate, and to encourage sharing opinions
- Relate to subject area (eg trade unions, professional bodies)
- Use polls in delivery (also great for embedding maths)
- Can we share some examples related to your delivery?

You will be doing many of these things already – just identify them in your planning, and make explicit connections in your delivery. Incorporate into assessment of learning to monitor impact

Key questions:

What are the advantages / disadvantages of running this course in a democratic way?

Rule of Law

- Identify relevance in subject area. Discuss importance
- Introduce topical issues as they arise (eg age related limit on buying cigarettes)
- Can we share some examples related to your delivery?

Key questions:

What role does legislation play in this industry?

What impact does breaking the law/failing to follow legislation have on...

a) an individual level?

b) an organisational level?

Respect

- Model via classroom / workplace environment. Set standards from outset and maintain. Relate to workplace and other social situations
- Combine with embedding English skills: identifying respectful and disrespectful comments, or learners to suggest respectful alternatives (relate to industry)
- Can we share some examples related to your delivery?

Key questions:

What is the impact if a customer feels they have not been treated with respect?

Tolerance

- Embracing diversity – dangers of passing judgment
- Identify where the positive effects of diversity may be experienced in the industry / workplace / classroom (eg different gender, racial or culturally based experiences and perspectives)
- Build role-playing element into tasks – encourage learners to adopt different perspectives (eg particular customer scenario)

Key questions:

Can you think of why and how this service / process might be adapted to accommodate the needs of different client groups? (eg timings, menu, etc)

Individual Liberty

- This topic is likely to arise out of discussions around democracy or tolerance
- Encourage learners to think about where limits might be placed on freedom within the classroom – and in society. This works well during early sessions around setting expectations
- Consider those without individual freedom and their lives in comparison to ours. What exists in society to preserve our individual freedoms? Under what circumstances should people lose their freedom? Who should decide?
- Remind them of the privilege of education!

Key questions:

What does this mean? What does it not mean?

Safeguarding and Fundamental British Values:

- Across all the curriculum
- Approaches to safeguarding learners against radicalisation and extremism
- Support and signposting for safeguarding
- Curriculum to support resilience, mental wellbeing and relationships
- Themes related to equality and inclusion are covered

Think of three examples how safeguarding is embedded in your curriculum

How is or will British Values be embedded?



Safeguarding and local risk

- Current OFSTED focus
- Include place of study AND employment
- Consider internal and external factors eg physical location / local environment, as well as lone working, site visits etc
- Student-led activity works best – individual contributions and group discussion re impact and potential adjustments. Develop bespoke checklist that can be re-visited in professional discussions or progress review meetings

NEWS

Home | Israel-Gaza war | Cost of Living | War in Ukraine | Climate | UK | World | Business | Politics | Culture

England | Local News | Regions | Bristol

Bristol knife crime: Two 'street gangs' identified by NCA

19 hours ago



PREVENT

This is a controversial policy so it seems appropriate to acknowledge this with learners.

The following slides contain some suggested guidelines for coordinating activities, including for and against cards like those shown here.

CARD SET Arguments for and against the Prevent strategy



1.

It is very important to raise the general awareness of people about the threats presented by violent extremism of various types, both political as well as religious, and to safeguard children and young people who are particularly vulnerable to radicalisation. It is not spying to take notice and seek support for individuals who appear to be at risk of being drawn into extremist behaviour of some kind. The Prevent scheme claims to have played a major role in stopping more than 150 attempted journeys to the conflicts in Iraq and Syria.

2.

At its conference in 2016 the National Union of Teachers (NUT) voted for the Government's Prevent strategy to be withdrawn from schools and colleges. Delegates said it "disproportionately targets Muslims" and created "suspicion and confusion" rather than safety in schools. There were warnings that it encouraged a climate of "over-reaction" in which pupils were mistakenly reported and the police called. Among the cases mentioned were a young child writing about a "cucumber" which was misinterpreted as "cooker bomb" and a child who wrote about living in a "terraced" house, which was misunderstood as a "terrorist" house. One teacher said fears about pupils being reported to the police, meant that schools were not able to have "honest and open" debates about major events in the news, such as terror attacks. Another said teachers were being used as the "secret service of the public sector".

Extract from *Teachers warn extremism policy prevents open debate*, BBC News website 28 March 2016

<https://www.et-foundation.co.uk/wp-content/uploads/2022/05/3.53a-ACFE-Prevent-materials-final-4.pdf>

(Aimed at L2 and 3 learners but page 31 task on arguments for and against the Prevent strategy suitable for higher level learners)

<https://www.et-foundation.co.uk/professional-development/safeguarding-prevent/legislation-guidance-resources/british-values-prevent-for-adult-learners/>

<https://www.et-foundation.co.uk/professional-development/safeguarding-prevent/legislation-guidance-resources/embedding-british-values-and-challenging-extremism/>

<https://www.et-foundation.co.uk/safeguarding-and-prevent/integrating-british-values-into-adult-learning/>