

## Carrying out the learner-centred progress assessments - Virtual training

(Facilitator Notes)

This session is in preparation for educators to carry out the progress assessments. The progress assessments are designed to provide information for educators about an individual learner's learning levels.

Learner's progress is tracked by:

1. The Initial Progress Assessment (at the start of the programme))
2. The Mid Progress Assessment and (at the mid-point of the programme)
3. The End Progress Assessment (at the end point of the programme)

Timings	Suggested sessions	Notes for facilitators	Summary of key points
5 mins	Warm up activity to see who is engaged.	Lead facilitators, please use activity you feel comfortable with.	
10 mins	1. What are the key suggestions that are being explained in the document: <i>Carrying out the learner-centered progress assessments – a case study</i>	Here we turn back to exploring the specific suggestions being made in the document.  This also allows time for connectivity issues to be resolved.  <b>ASK THE QUESTIONS</b> The title of the document is 'Carrying out the learner-centered progress assessments' Could someone say why we have used the term 'learner-centered'?	<ol style="list-style-type: none"> <li>1. It is about an individual learner's learning.</li> <li>2. Learning must be participatory.</li> <li>3. It is summative – it is a point in time.</li> <li>4. Learner needs to give own experience of learning.</li> <li>5. Most of the work in the assessment is being done by the learner.</li> <li>6. The assessment focuses on the learner's learning level.</li> <li>7. It's the learner's performance not the educator.</li> <li>8. The assessment is 1-2-1.</li> <li>9. To know how learners have progressed since starting their learning journey.</li> </ol>

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		<p>Then 'How can you, as educators help the learners in the assessments?'</p> <p>'Do educators need to be patient?'</p> <p><b>TO STRESS</b> Importance of the assessments &amp; their role in the programme Recording is important at a learner level where the project goes. Follow the assessment guidance.</p> <p>The assessment will benefit the learners because it will inform the educators about the learners learning and their challenges. It will also help Educators give advice for learner's next steps.</p> <p>Follow the assessment guidance.</p> <p>Be a role model Maintain time management Be prepared Be supportive Keep safeguarding at the forefront Translate and use vernacular language to support Congratulate every effort Encourage</p>	<p>10. It informs the educator about the learners' learning and their challenges and success.</p> <p>11. Educators is prepared and understands the assessment guidance; should be on the learner; educators should be friendly; reads the assessment guidance; plans activities for the other learners; understands each learner is unique; praises the learners; adheres to safeguarding principles; keep to agreed time; encourage and supports learners to do their best; learner-focussed; attends to every individual learner; is a positive role model; records and analyses progress.</p> <p><b>TOP TIPS</b> Balance 15 minutes with patience – give learners up to 10 seconds to answer. When 5 are incorrect – move to the next task. Be kind to the learners – do not say ' you should know this, you were not listening'. What can you say instead: Well done, you tried hard – let's move onto the next one.</p> <p><b>IMPORTANT</b></p> <ul style="list-style-type: none"> <li>• Follow the assessment guidance.</li> <li>• The assessment is 1-2-1 - one learner, one educator.</li> <li>• Avoid traditional test approach.</li> <li>• Be kind and supportive.</li> <li>• Give feedback and congratulate the effort.</li> <li>• Appreciate the learners' successes, even if very small.</li> </ul>

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		Accommodate every learner Consider individual difference educators Track and record progress Leave no learner behind	<ul style="list-style-type: none"> <li>• This is a PROGRESS assessment, so learners can use counters/number squares/number lines in numeracy to support them.</li> <li>• Home language can be used to support understanding.</li> <li>• It is not a TEST, where the learners are expected to make magic in the 15 minutes.</li> </ul>
15 mins	2. What specific issues do you expect to encounter when carrying out the Literacy/Learning English assessments?	First questions on speaking and listening are designed to build learners' confidence. Learners with disabilities – the assessments need to be adapted. Speak to your school mentor and get further guidance.  ALL learners need a copy of the LEARNERS copy for literacy/Learning English.	Build confidence. Allow 10 seconds to respond. If 5 wrong, move onto next task. If 5 wrong on blue, do not go onto pink tasks, when 5 wrong on pink do not go onto yellow.  First questions on speaking and listening are designed to build learners' confidence. Allow 10 seconds to respond. If 5 wrong, move onto next task. If 5 wrong, on blue, do not go onto pink tasks, when 5 wrong on pink do not go onto yellow.
15 mins	3. What specific issues do you expect to encounter when carrying out the Numeracy assessments?	ALL learners need a copy of the LEARNERS copy for Numeracy.  It is not a mental arithmetic test so learners can use pencil and paper, number lines, number squares.	Home language is encouraged for numeracy. Learners need access to paper/pens and pencils to do workings out. Learners can use/access number lines and number squares. Educators can read out the numbers in the questions to the learners.

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		Use a piece of paper to 'hide' the upcoming questions, so the learner can focus on the question in hand.	
20 mins	4. With reference to the case study, or to your previous experience educators, what do we need to consider as Hub staff when organising for assessments?	<p><b>PREPARE</b> Read the assessment guidance individually. Then read it together with the school team, include the School mentor.</p> <p>Check misunderstandings. Try the test questions out on each other so you are clear before you begin.</p> <p>Adapting the assessments for learners with disabilities.</p>	<ol style="list-style-type: none"> <li>1. Read the assessment guidance individually. Then read it together with the school team, include the School mentor.</li> <li>2. Check misunderstandings.</li> <li>3. Try the test questions out on each other so you are clear before you begin.</li> <li>4. Work individually with learners and explain the purpose.</li> <li>5. Learners need a copy of the 'Learner's copy' for Literacy/Learning English and Numeracy.</li> <li>6. Create a 3-4 week timetable for assessments.</li> <li>7. Organise learners into groups – across the different modes – door-to-door and small group.</li> <li>8. Telephone learners need to be invited into a 45-minute session with Educators.</li> <li>9. Organise what the other learners do when assessments are taking place.</li> <li>10. Record outcomes accurately.</li> </ol>
20 mins	5. With reference to the case study, or to your previous experience educators, what are some issues school teams need to remember when reviewing the learners' scores?	<p><b>ASK THE QUESTION:</b> Why is Faith disappointed?</p> <p>Learners will achieve differently across the different subjects.</p> <p>Use both the number system and colour-coding system to record the learners' outcomes.</p>	<p>Use both the number system and colour-coding system to record the learners' outcomes.</p> <p>Use the scoring guide to guide you.</p> <p>Check twice before recording.</p> <p>Record accurately and honestly.</p>

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		<p>Use the scoring guide to guide you.</p> <p>Record accurately and honestly. All learner's successes should be celebrated, however small.</p>	
20 mins	6. Why are we recording learners' learning in this way?	<p>All recording to be completed on a paper copy. If your setting or linked school has developed an online system you can also use that.</p> <p>It is important to be accurate about the learners' achievements. It does not help if you say the learner has done better than he/she did. This will cause problems for the learners and the programme.</p>	<p>Identify an appropriate pathway for learners.</p> <p>Informing ourselves and the programme on actual progress, successes and weaknesses</p> <p>Scoring in numbers helps track the learners progress over time.</p> <p>Using colour-coding helps see 'at a glance' how well individual learners are doing and how all learners are achieving in different tasks.</p>
5 mins	<p>Final messages and clarification:</p> <ul style="list-style-type: none"> <li>• Be organised</li> <li>• Encourage the learners</li> <li>• Praise them</li> <li>• Understand the importance of careful recording</li> </ul>		
Any other comments			