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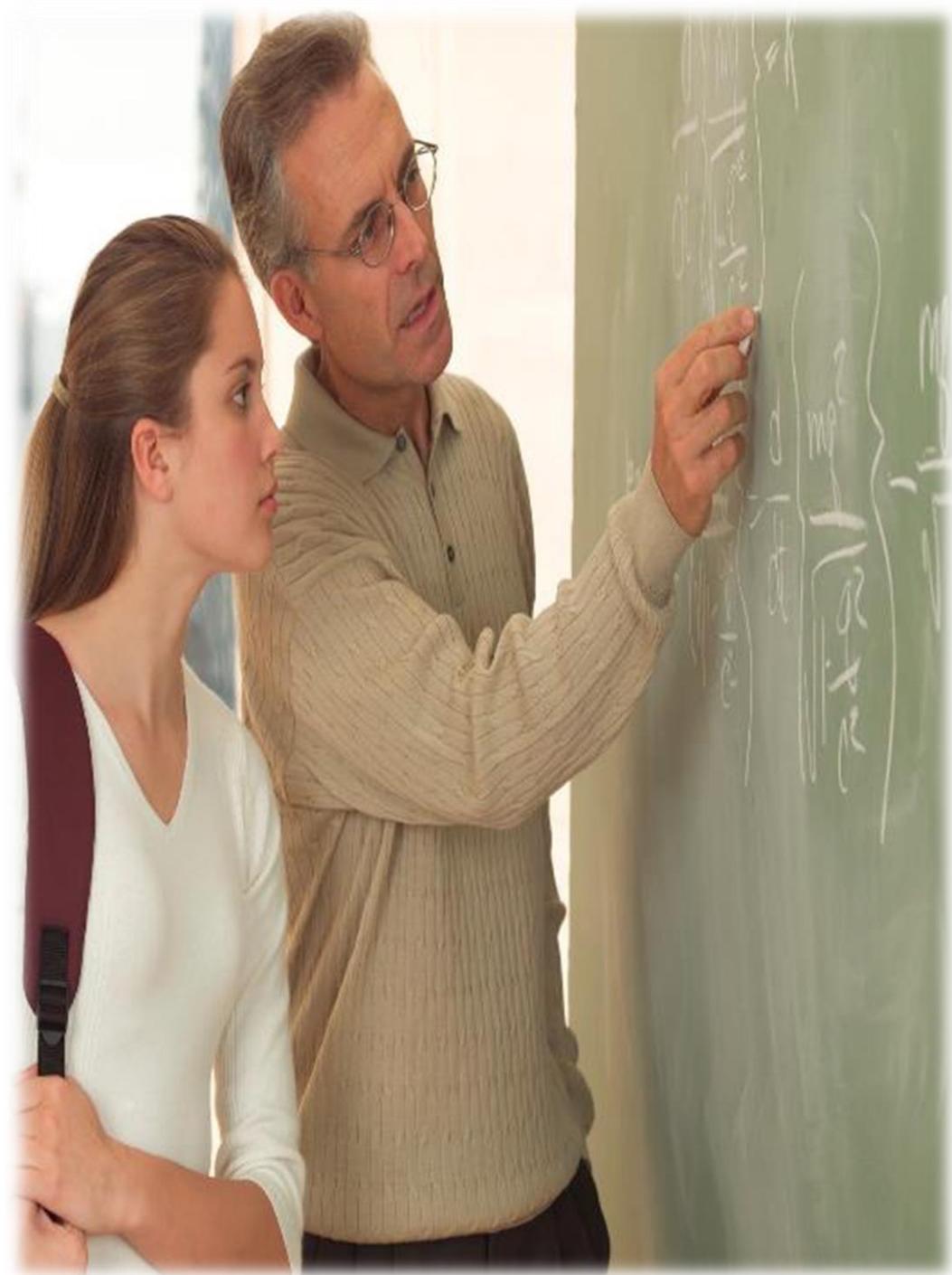
The
Education
& Training
Foundation

Maths and English in Traineeships

A Guide for Staff

In Partnership with:

aip association of employment
and learning providers



Foreword

I am confident that this guide will help providers understand the changing landscape in relation to the maths and English provision within Traineeships and enable them to navigate the variety of maths and English resources available within the impressive suite of resources published on the Traineeship Staff Support Programme (TSSP) website <http://www.traineeship-staff-support.co.uk/>

High quality delivery of maths and English is absolutely essential if positive outcomes are going to be achieved for both learners and employers. This guide will support staff as they prepare and deliver appropriate provision that meets the needs of individual learners. Enabling learners to acquire, develop and apply the skills they need to both progress into Apprenticeships or jobs, and to confidently continue their studies in maths and English.

We are grateful to The Education and Training Foundation for commissioning and funding the TSSP programme and for supporting the production of this resource.

As always we welcome your feedback as it will help us to work with the Foundation in shaping the support we are able to offer in the future.



Stewart Segal

Chief Executive, Association of Employment and Learning Providers (AELP)



Authoring organisations

The Education and Training Foundation

The Education and Training Foundation was launched in 2013, following a sector wide consultation during Spring 2013, and is focused on enhancing professionalism and standards in the education and skills sector. The Foundation's vision and aspiration is for all learning to be of the highest quality, achieve the best outcomes, and result in the greatest impact; and that is for all learners, providers, and the wider communities they serve.

AELP

The Association of Employment and Learning Providers (AELP) is the leading trade association for vocational learning and employment providers in Britain. The majority of its 700+ members are independent private, not-for-profit and voluntary sector training and employment services organisations. Membership is open to any provider committed to quality provision and it includes over 50 FE colleges involved in work based learning. AELP has a wide variety of publications which members can access via their website.

Mentor Group

Mentor Group has worked in the FE sector since 2010, helping colleges and providers to improve their commercial performance, and increase their student and apprenticeship numbers. Mentor has delivered a variety of projects, including training and coaching in Consultative Selling and Digital Marketing, and the provision of online materials such as this guide for Maths and English in Traineeships.

Strategic Development Network

The Strategic Development Network (SDN) brings together experienced professionals from across the skills and Further Education system to provide research and development, programme management and quality improvement for learning providers and skills related organisations locally and nationally. SDN's recent projects include R&D for Traineeships, Apprenticeship Trailblazers and Higher Apprenticeship reforms, and 24+ Advanced Learning Loans.

Navigating this guide

1. Navigation in this guide is designed to be user-friendly: the navigation bar takes you through to the sub contents page of each main section.
2. The left-hand navigation shows the subsection menu within each main section.
3. If there are any relevant links to supporting documents and intranet or internet sites it will be indicated on the left-hand side at the bottom of the page.

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External References/Links:

- Wolf report
- Government response to Wolf report
- Changes to GCSE examinations
- Wall chart

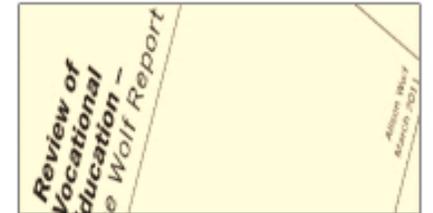
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1.2: The focus on maths and English in Traineeships

Traineeships are part of the response to the reforms of young people's education and training stemming from the 'Wolf Report on Vocational Education 2011'. An important part of the reforms is the development of learners' skills and qualifications in maths and English to an expected standard of GCSE Grade C or better.

From September 2015 there will be significant changes to GCSE maths and English teaching with the first new examinations in summer 2017. The Education and Training Foundation (ETF) has produced a wall-chart showing the timetable for changes.

A young person's success in Traineeships will be boosted by improvements in these crucial skills as well as their employability and their ongoing education and training.



Tip!

make sure that everyone who has any direct or indirect involvement in your Traineeship provision is familiar with the maths and English learning requirements.

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- 4.3: Support materials – Bedford College
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Trainee's on-programme priorities form for English

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1.1: Who is this guide aimed at?



Tutors and Assessors of maths and English

This guide is for tutors and assessors delivering maths and English as part of a Traineeship programme. Elements of the guide could also be used in 16-19 Study Programmes and Apprenticeships.



Leaders and Managers

It will be of use to leaders and managers, who have overall responsibility for trainees' development, supporting their further progress with maths and English development if needed, training and employment.



Tutors and Assessors not focused on maths and English

Some parts of the guide will also be helpful to tutors, assessors and other provider staff, who do not directly teach maths and English, but who are involved in trainees' skills development and their progression from a Traineeship.

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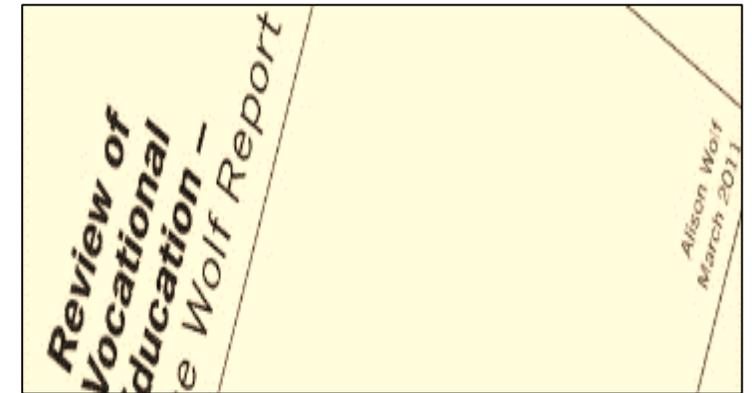
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- Changes to GCSE examinations
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1.2: The focus on maths and English in Traineeships

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A young person's success in Traineeships will be boosted by improvements in these crucial skills as well as their employability and their ongoing education and training.



Tip!

Make sure that everyone who has any direct or indirect involvement in your Traineeship provision is familiar with the maths and English learning requirements.

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External References/Links:

- Traineeships Framework for Delivery 2014 to 2015
- The Education and Training Foundation website
- The Education and Training Foundation to work with employers to set standards for maths and English

1.3: What are the specific expectations for Traineeships?

The general expectation for maths and English within Traineeships is that all young people are required to undertake appropriate study in these subjects, to improve their existing skills.

The aim is to achieve “suitable and realistically-achievable progress and progression” both during and after a Traineeship programme.

The government’s goal is for learners to move towards achieving Level 2 in both subjects either through GCSE Grade A*-C or Functional Skills if they haven’t already reached those levels when they start a Traineeship. This principle applies 16 to 19 year olds and to older trainees up to age 24.

A statement of the current position is available in the DfE Traineeships Framework for Delivery 2014 to 2015 (16 May 2014). However The Education and Training Foundation have been asked by BIS to undertake a review of which maths and English qualifications are suitable for those whose starting point at 16 is below the GCSE grade D level. Providers should closely monitor developments to be fully up-to-date.

The decision on the maths and/or English learning that will be appropriate for any trainee will involve several factors:

- their current skill-levels;
- their existing qualification level and type;
- their attitudes to these, alongside their career and life goals;
- and the likely duration of their Traineeship.

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External References/Links:

- [List of qualifications](#)

1.4: When Level 2 study is not appropriate

For many learners starting a Traineeship Level 2 study in maths and English will be inappropriate in which case they should work towards entry or Level 1 Functional Skills or other 'stepping stone' qualifications. These must come from the Government's list of approved qualifications.

A learner who already holds either Functional Skills Level 2 or a GCSE Grade C or better in maths or English when they begin a Traineeship programme should carry on developing their maths and/or English skills to help improve their employability, career and life prospects and develop their skills towards higher levels.

Overall, an early, rapid and informed decision will be needed to decide the best route for all trainees.


Tip!

Make sure that you know about and understand the range of maths and English qualifications available to support decision making about your provision.



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External References/Links:

- GCSE maths enhancement programme
- GCSE English enhancement programme

1.5: Issues for providers to think about

This section looks at some important issues for providers to consider, whatever the type, level or length of a trainees maths and English learning.

Expectations are rising	Emphasis on final exams	Learner reluctance	Learner disappointment	Learner autonomy	Duration of Traineeship	Staff training
For higher levels of skills in the traditional applied basics of maths and English: their arithmetical accuracy, and their spelling, punctuation and grammar (often abbreviated as 'SPaG').	Greater emphasis is being now placed on assessment by final examinations than on coursework – and so exam skills, such as question / task-interpretation, selectivity and prioritisation, and managing the pressure of limited time.	Many learners will have struggled with maths and English before the Traineeship so may resist having to carry on learning these subjects.	Some learners may have felt fairly confident about their maths and English, and have been genuinely surprised or disappointed not to have gained a Grade C or better, or Functional Skills Level 2.	Other systems such as inspection are looking for more learner 'autonomy' and engagement generally, and for staff to encourage self-motivation, self-direction and independent and co-learning, including use of new media and technology.	Traineeships are limited in their length, and so it is important to select and prioritise the most effective areas and methods for real progress in improving maths and/or English, within each trainee's context and programme.	Staff delivering maths and English as part of a Traineeship programme may need CPD support in those subjects to be fully effective. The Education and Training Foundation's GCSE maths Enhancement Programme and GCSE English Enhancement Programme are available for trainers and tutors to enhance their ability to teach GCSE maths or English.

All of these factors underline the need for provider staff working on Traineeships to consider adopting some sensitive, imaginative, effective strategies and tactics to support learners' development in maths and English, and to boost their chances of success.



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External References/Links:

- Teaching, learning and assessment in further education and skills - what works and why

1.6: Strategies and tactics to deal with the issues

Some examples of the sorts of strategies and tactics might include:

Identifying trainees wider and longer-term **motivations, goals and aims**, and linking those to achievement and skill levels in maths and English

Exploring trainees' **barriers** to learning. For example the roles of understanding, preference, self-image, previous poor attitude or experience in teaching and learning

Looking to **contextualise and embed** wherever possible, to make real-life connections with trainees personal goals and career aims, prior experiences and interests

Achieving **the right mix** of teacher-trainer input and support, individual thought and activity, mutual support with peers, and external support

Finding **the right blend** of encouragement, praise and reward with appropriate stretch and challenge

Looking to encourage increasing **trainee ownership**, self-regulation and self-direction

In the autumn of 2014, Ofsted published 'Teaching, learning and assessment in Further Education and skills - what works and why' summarising the most significant features of outstanding teaching, learning and assessment based on their inspections and other work throughout the Further Education and skills sector in recent years. Paragraphs 10 to 31 offer distilled advice and examples of engagement with learners by teachers and trainers. The report also looks at teaching, learning and assessment in maths and English in particular.

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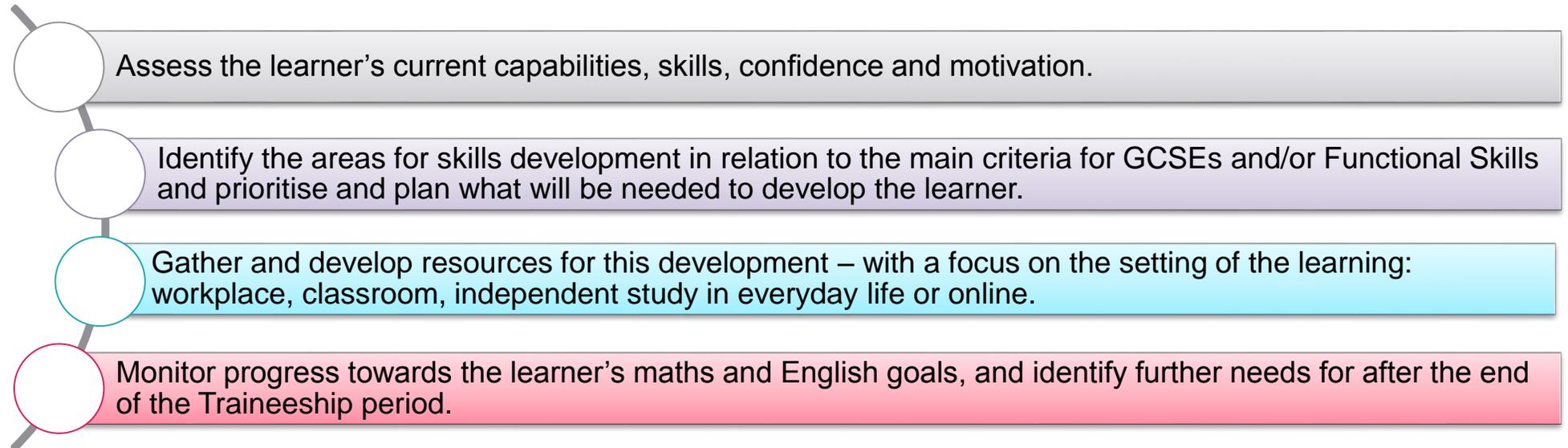
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An overview of how this guide will help practitioners

The main content of this guide is in four parts, covering the four broad steps you can take in preparing to improve your trainees' maths and English skills during and after their Traineeship. These are:



Each of the guide's four parts also offers guidance on good practice such as templates, tools, other materials, expert advice and tips.

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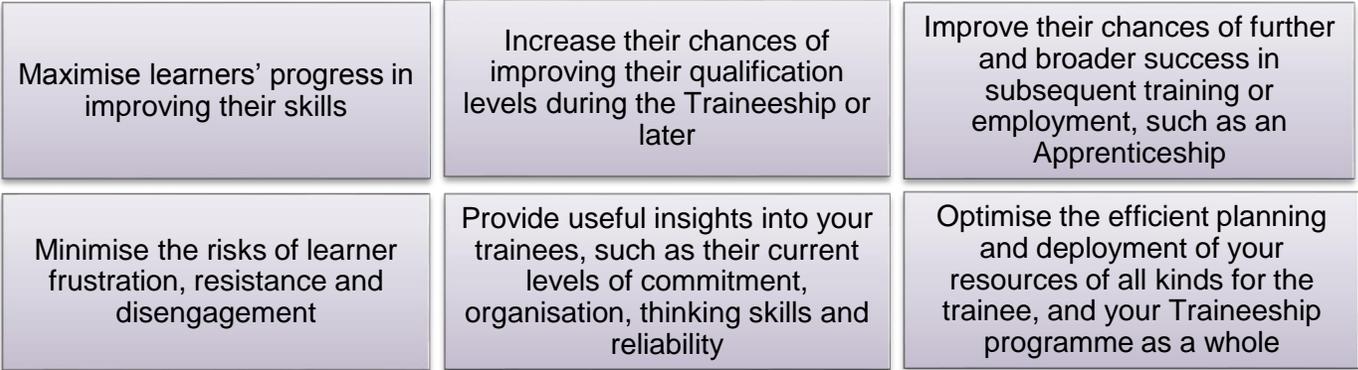
2.4: How should the outputs be used?

External References/Links:

- Excellence Gateway
- Ofsted Good Practice Database

2.1: Establishing a trainee's current levels: the benefits

It is important to assess the trainee's initial and on-going levels of knowledge, understanding and skills in maths and English, as early and as reliably as possible and during the Traineeship to:



There are formal and informal ways to approach this assessment:

- some are conventional and well-recognised, while others could be more innovative and home-grown tailored to your context and your trainees;
- some only involve your organisation and the trainee. Others can involve outside bodies such as previous schools or specialist providers;
- some kinds of assessment are mainly meant to be initial and formative only (such as screening and diagnostic testing), while others are intended to be ongoing;
- some may involve commercial fees, or other costs, but others will be virtually cost-free.

There is a great deal of established good practice in assessment that you can access via the Excellence Gateway or the Ofsted Good Practice Database.

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2.2: How to prepare for the initial assessment

Doing this well will need good planning and effective work with your own staff and others.

Starting points for initial assessment could be learners' existing qualification levels in maths and English. There can also be clues to their literacy and numeracy in their results for other subjects.

You should also look at other evidence that might include notes and records of achievement from other education and training providers, previous initial assessments, individual learning plans and learning reviews, predicted grades and even previous coursework or similar materials. Even items from the trainee's recent everyday life such as non-confidential forms, communications or calculations can be useful.

Involving trainees actively in the process could also be useful, for instance in helping them to develop learning materials such as videos. Some providers have used the process of trainees developing materials for others as part of their learning programme.

Tip!

Evaluate the costs and benefits of commercial options for initial assessment in maths and/or English against developing your own systems and materials. Developing your own may be more expensive initially but may also build knowledge and capacity in your organisation.

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2.3: Other ideas for assessment

You can use other types of activity in the early stages of your own provision such as induction. Here are some examples appropriate to a Traineeships context.



Pen Portrait

Write a pen-portrait for possible employers in clear English and within minimum and maximum word-limits.



Written Response

Respond in standard written English to the main details of a Traineeship programme's content and requirements, this might be as a list of action points, and possibly also include some calculations such as rough estimates of hours needed for independent study and learning, personal targets for attendance, punctuality and progress, and possible further percentages or charts work, linked to those figures.

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External References/Links:

- Skillsworkshop
- Khan Academy

2.4: How should the outputs be used?

Initial assessment outputs will need to be reviewed by trained and confident staff to agree what learning is most appropriate for trainees.

A further robust diagnostic assessment may well also be of use at this point, as long as it does not repeat previous activities. There are free and open-access online resources and links available that may be of help regarding the various types and uses of initial, diagnostic, on-going and other varieties of assessment. These can be found through sites such as the Excellence Gateway, the Ofsted Good Practice Database, the Khan Academy and Skillsworkshop. In addition, many awarding organisations have tools and guidance available to their centres, or suggest external links for such things.

You may also need to consider action to meet CPD needs that may arise for your staff in their use of initial assessment processes and resources.



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Section 3: Identify and prioritise needs, and plan support for development

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External References/Links:

- Mathematics GCSE subject content and assessment objectives
- English GCSE subject content and assessment objectives

3.1: Determining the areas for development

Once a trainee's strengths and weaknesses in maths and English have been established, and their overall programme content and duration have been considered, specific areas for development during the Traineeship programme can be determined.

This can be done by using the specifications for Functional Skills qualifications that are provided by awarding organisations or against the GCSE subject criteria and assessment objectives, for maths and English Language.

For more details you can look at the grade descriptors that are used for individual GCSE grades in maths and/or English or similar information for Level 2 Functional Skills. These will again be available from awarding organisations.

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External References/Links:

- [Education for Employability resources](#)

3.2: Speaking and Listening skills

Speaking and listening skills are very important for trainees' prospects for employability, general life and work skills. They also help improve writing and reading skills, so paying attention to these skills during a Traineeship programme will have positive benefits. In English Functional Skills speaking and listening skills are part of the final award. However in GCSE English, speaking and listening skills no longer count towards the final grade.

Education for Employability has produced a useful report on "improving students' speaking and listening skills through work experience" available in the external links section.



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External References/Links:

- [Prioritisation Tool – maths](#)
- [Prioritisation Tool – English](#)

3.3: Tools for comparing skill levels

As well as curriculum and assessment priorities, providers will need to take a range of other factors into account for prioritising the maths and English development offered to each and/or all of their trainees. These may include the Traineeship duration and available learning time, location, the nature of work experience, staff capability and capacity, and other resource requirements.

To help set priorities linked to initial assessment on an individual basis for each Trainee, here are two tools that allow you to consider several main factors.

The tool is structured for GCSEs in maths and English. This will however generally read across to a reasonable extent for other qualifications, such as Functional Skills. You can use these tools as a template for your own qualifications contexts in maths and English.

The tools involve:

- the individual trainee's current levels of skill in the main required aspects of maths or English, as indicated by initial assessment;
- the importance of each required aspect – weighted by the final GCSE grade, and the impact of that area on the rest of their learning;
- the wider context of your provision;
- the wider context of the individual trainee.

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External References/Links:

- [Prioritisation Tool – maths](#)
- [Prioritisation Tool – English](#)

3.3: Tools for comparing skill levels *cont...*

The tool generates a total in the range of 1 to 20 allowing the trainee's skills, strengths and needs to be ranked in numerical order, and indicating the rough priority of each aspect's needs for support and learning. The higher the total, the greater the priority is likely to be. You can then rate each aspect of learning as high, medium or low priority. These ranked priority needs can be used to plan appropriate work within the time available and the likely length of the Traineeship.

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- Trainee's on-programme priorities form for maths
- Trainee's on-programme priorities form for English

3.4: Reaching an overall priority level

You can now combine all your assessment findings to arrive at an overall priority level for each aspect in either maths or English – high, medium or low.

The tools are intended for staff use only. Use the forms for recording a priority order for an individual trainee's maths and English development, to use in discussion with the trainee. The forms can be found in the External Links Section.

The forms combine the outcomes from the spreadsheet with the top three priorities that the trainee themselves put on the self-assessment form(s), by RAG-rating their main maths and English skills in relation to those example GCSE Grade C criteria. You can produce your own materials for Level 2 Functional Skills by adapting these templates.

Discussions can then be held with the trainee and a final agreed set of priorities for either or both skill-sets during the Traineeship can be noted in the further column at the right-hand side.

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External References/Links:

- [Passing maths at level 2](#)
- [Passing English at level 2](#)
- [Skillsworkshop](#)

3.5: Involving trainees to identify their own needs

Involving trainees in this stage could have benefits for their ownership of their Traineeship, engagement, commitment and self-directed independent learning.

To help you, in the External Links Section are quick summaries of the Grade C standards for maths and English, presented in formats that are designed for learners themselves to use, incorporating a simple self-assessment for rating their own strengths and weaknesses.

You can use these as templates to produce similar checklist activities that apply to Functional Skills Level 2 in maths and English, or other qualifications. You can find further content from awarding organisations and others such as Skillsworkshop.

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3.6: Further factors to consider when prioritising skills needs



Teacher expertise and availability available to address those needs.



Physical learning resources available to address those needs (space, books, IT equipment etc.).



The readiness and engagement/reluctance and resistance of the trainee to tackle a skill need.



The number of trainees needing to work on an area of need, and the potential to group or work together.



The readiness of a trainee to work more independently and individually. This may also involve using technology and other resources. The trainee's capacity for this also needs taking into account.

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Section 4: Gather and develop appropriate resources

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4.7: Support materials 6 – Skills for Growth

External References/Links:

- TSSP projects Website
- TSSP resource guide

4.1: Support materials overview

This section signposts you to a collection of high quality, innovative resources developed by Traineeship providers themselves.

During 2014, a series of Education and Training Foundation-funded projects under the Traineeships Staff Support Programme (TSSP), led and managed by AELP, has produced a range of support materials for Traineeship providers to use in their programmes for developing maths and English skills.

Resources are in a variety of forms from written toolkits, to on-line and mobile apps, videos, audio recording, posters and templates.

Maths and English was one of four strands of TSSP activity. The other strands and the resources linked to them are described on the TSSP projects website which includes a downloadable TSSP resource guide.

Descriptions and links for the TSSP resources that are particularly relevant to this maths and English guide follow in this section.

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[4.6: Support materials 5 – PETA Ltd](#)

[4.7: Support materials 6 – Skills for Growth](#)

4.2: Support materials 1

BCTG Ltd

BCTG Ltd offer a series of 37 short videos. The first three are for staff only and focus on preparing successful work experience (including the maths and English dimensions).

The other videos can be used both by staff and learners and focus on specific elements of maths and English learning up to and including Level 2 for:

- maths (18 short videos about topics such as: decimals, fractions and percentages; formulae; or tables and graphs);
- and English (16 short videos on matters like: skimming, scanning and close reading; punctuation; or presentations).



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4.3: Support materials 2

Bedford College

Bedford College has several items of general applicability for this guide:

- an on-line provider self-assessment and preparation tool;
- further resources and case studies from several FE college Traineeship providers, which include discussion of approaches to maths and English support.



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[4.7: Support materials 6 – Skills for Growth](#)

4.4: Support materials 3

Cambridge Regional College

Cambridge Regional College, in association with 6 other partner organisations from different parts of the FE and skills system has produced:

- a web-based general 'How to' guide which links to relevant sub-sections covering key categories such as: learner recruitment, initial assessment, embedded approaches to developing maths and English skills, employability, and progressing to GCSE;
- a PDF overview of all of this project's resources.



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4.5: Support materials 4

Grantham College

Grantham College's project produced resources including:

- industry/sector-specific literacy and numeracy resources;
- a compilation of case-studies that look at how a wide spectrum of FE and skills organisations are approaching Traineeships, in general and for maths and English skills development;
- a series of thematic CPD e-books covering Traineeship issues such as with vulnerable and excluded groups, using technology employability, and learner assessment.



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PETA Ltd

The project from PETA Ltd, managed by ALPHI, has produced outcomes in four areas.

- Two are broadly-based but have relevance to maths and English, in particular the Employability Skills Passport
- The other two are zip folders with a collection of materials, including for maths: costings, portions, volume, probability, and areas of polygons and for English: comparisons of different awarding bodies' GCSE specifications, letter-writing, sentence structures, comprehension and text analysis, and writing to inform



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Skills for Growth

Skills for Growth's project, with the London Work-Based Learning Alliance (LWBLA), centres on a mobile Traineeship app called *MyPocketTutor*.

The app is split into sections for prospective trainees, providers and their staff, and employers. The 'For Providers' section has sub-pages on initial assessment and awarding organisations.



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Section 5: Monitor learner's progress and identify further needs

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5.1: Monitoring Learners' progress during the Traineeship

Teaching and training staff in providers are experienced in making interim or formative assessments of learners' progress, to identify adjustments which may need to be made in learning content, methods or priorities.

This is particularly important for maths and English in a Traineeship context given:

- the comparatively short programme length;
- the intention for Traineeships to prepare learners for progression to an Apprenticeship or further learning;
- the importance for employability, progression and life-skills.

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5.2: Helping your trainees move on

Provider staff will monitor progress in different ways. The materials in this guide for assessing, planning and keeping track of maths and English skills can play a part in that.

The tools in sections 3.5 and 3.6 will be useful for review and re-planning at milestone points throughout the programme.

The second pair of resources ('Trainee's ongoing progress and priorities' for maths and for English) each include a third column to record where continuing needs lie after the Traineeship.

It can be used with the individual trainee as they complete they programme to help them plan and to pass on to any Apprenticeship provider, employer or further education and training provider.

This should give both a young person a helpful basis to progress further and more successfully in their maths and English skills, their qualifications in those subjects and in their career path.

External References/Links:

- Trainee's ongoing progress and priorities form for maths
- Trainee's ongoing progress and priorities form for English

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[Passing English at level 2](#)

[Trainee's on-going progress and priorities form for maths](#)

[Trainee's on-going progress and priorities form for English](#)



Trainee's on-programme priorities form for maths

Forms for recording the main priorities for an individual Trainee's development of maths skills, on-programme

Trainee Name:

Your top priorities for developing your maths skills during this Traineeship.

Priority	From this Traineeship programme's initial assessment activities, tests, etc., for maths	From your own self-assessment sheet, for getting your best possible qualification level in maths	Our final agreed priorities, for moving forwards in your maths skills, and towards better qualifications
1			
2			
3			
4			
5			



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Trainee's on-programme priorities form for English

Forms for recording the main priorities for an individual Trainee's development of English skills, on-programme

Trainee Name:

Your top priorities for developing your English skills during this Traineeship.

Priority	From this Traineeship programme's initial assessment activities, tests, etc., for English	From your own self-assessment sheet, for getting your best possible qualification level in English	Our final agreed priorities, for moving forwards in your English skills, and towards better qualifications
1			
2			
3			
4			
5			



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Prioritisation Tool – maths

Prioritisation tool for Trainees' maths needs, for development on-programme

Trainee Name:

Please note: for convenience, this tool uses the GCSE assessment objectives only, however the skills shown are largely generic			Enter your estimate of this trainee in this column (from Initial Assessment activities)		Type your key points in this column, to help you prioritise your plans and actions	Type your key points in this column, to help you prioritise your plans and actions	Use the D relative priority total, and notes in E & F, to arrive at a final prioritisation
	A	B	C	D	E	F	G
Maths skills area	Percentage weighting of this AO/skill area for the whole GCSE, shown as a decimal	Impact of skill area for a GCSE Grade C, on a 1-3 scale: (1=low, 2=med, 3=high)	Trainee's current level of skill in this area, on a 1-5 scale (5=low, 3 = med, 1=high)	Relative priority for development in this trainee, during this Traineeship programme (A x B x C)	Notes: other provision-based prioritising factors (e.g. staff, time, resources, etc.)	Notes: other trainee-focused prioritising factors (e.g. autonomy, ILT skill-levels, etc.)	Overall final development priority for this skill area, in your Traineeship provision (H/M/L)
AO1: use and apply standard mathematical techniques, etc.	1.33	3		0			
AO2: reason, interpret and communicate mathematically	1.33	2.5		0			
AO3: solve problems within mathematical and other contexts	1.33	2.5		0			



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Prioritisation tool – English

Prioritisation tool for Trainees' English needs, for development on-programme

NB: although Speaking and Listening no longer contributes to the GCSE grade, they are given a nominal weighting here

Trainee Name:

Please note: for convenience, this tool uses the GCSE assessment objectives only, however the skills shown are largely generic			Enter your estimate of this trainee in this column (from Initial Assessment activities)		Type your key points in this column, to help you prioritise your plans and actions	Type your key points in this column, to help you prioritise your plans and actions	Use the D relative priority total, and notes in E & F, to arrive at a final prioritisation
	A	B	C	D	E	F	G
English skills area	Percentage weighting of this AO/skill area for the whole GCSE, shown as a decimal	Impact of skill area for a GCSE Grade C, on a 1-3 scale: (1=low, 2=med, 3=high)	Trainee's current level of skill in this area, on a 1-5 scale (5=low, 3 = med, 1=high)	Relative priority for development in this trainee, during this Traineeship programme (A x B x C)	Notes: other provision-based prioritising factors (e.g. staff, time, resources, etc.)	Notes: other trainee-focused prioritising factors (e.g. autonomy, ILT skill-levels, etc.)	Overall final development priority for this skill area, in your Traineeship provision (H/M/L)
AO1: (reading) identify and interpret explicit and implicit info/ideas; select/synthesise from different texts	1.125	3		0			
AO2: (reading) explain/comment on/analyse use of language/structure for effect/influence, using terms	1.125	2.5		0			
AO3: (reading) compare writers' ideas/perspectives, and how these are conveyed, across two or more texts	1.125	2.5		0			
AO4: (reading) evaluate texts critically, and support this with appropriate textual references	1.125	2.5		0			
AO5: (writing) write well for different forms, purposes and audiences; organise info/ideas using structure/grammar for coh'nce/coh's'n	1.3	3		0			
AO6: (writing) use vocab/grammar, etc., for clarity, purpose, effect - with accurate spelling/punctuation	1.2	2		0			
AO7: (spoken language*) demonstrate presentation skills within a formal setting*	0.5	1		0			
AO8: (spoken language*) listen/respond appropriately to spoken language, including questions* and feedback to presentations	0.5	1		0			
AO9: (spoken language*) use spoken Standard English effectively in speeches and presentations*	0.5	1		0			



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Passing maths at Level 2

A GCSE maths Grade C student can...		☺	☹	☹
Number	Find the least common multiple (LCM) of two simple numbers			
	Find the highest common factor (HCF) of two simple numbers			
	Write a number as a product of prime factors			
	Find the reciprocal of a number			
	Estimate answers to calculations			
	Solve numerical problems involving multiplication and division with numbers of any size using a calculator efficiently and appropriately			
	Find minimum and maximum values			
	Understand the effects of multiplying by numbers between 0 and 1			
	Divide a number by a decimal such as $1 \div 0.2$ and 2.8 divided by 0.07			
	Work out a percentage increase or decrease			
	Express one quantity as a percentage of another			
	Do calculations with mixed numbers			
	Do calculations with simple fractions involving division			
	Solve more complex ratio and proportion problems, such as sharing out money between two groups in the ratio of their numbers			
	Solve ratio and proportion problems using the unitary method			

		☹	☹	☹
Algebra	Multiply out expressions with brackets such as $y(3y - 8)$			
	Expand and simplify two expressions of the form $(x + n)$			
	Use index notation and index laws for positive and negative powers			
	Write the n^{th} term of a sequence or a series of diagrams			
	Solve more complex linear equations such as $3x - 12 = 2(x - 5)$			
	Solve linear equations involving fractions such as $\frac{2x}{3} - \frac{x}{4} = 5$ or $\frac{7-x}{3} = 2$			
	Find a solution to a problem by forming an equation and solving it			
	Form and solve equations such as $x^3 + x = 12$ using trial and improvement methods			
	Rearrange linear formulae such as $s = 4q - 7$			
	Recognise the equations of straight-line graphs such as $y = 3x - 5$			
	Find the gradients of straight-line graphs			
	Draw graphs of harder quadratic functions such as $y = x^2 + 3x - 5$			
	Find the points of intersection of quadratic graphs with lines			
	Use graphs to find the approximate solutions of quadratic equations			
	Solve inequalities such as $3x < 9$ and $12 \leq 3n < 20$			
Solve linear inequalities such as $4x - 3 < 10$ and $4x < 2x + 7$				
Represent sets of solutions on the number line				



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Passing maths at Level 2 cont...

A GCSE maths Grade C student can...		😊	😐	☹️
Shape and Space	Solve problems involving circles such as finding the perimeter of a semicircle			
	Solve problems involving circles such as finding the area of a semicircle			
	Calculate volumes of triangular prisms, parallelogram-based prisms and cylinders			
	Solve problems involving surface areas of prisms and cylinders			
	Convert between measures of area			
	Convert between measures of volume			
	Classify a quadrilateral by geometric properties			
	Solve problems using angle and symmetry properties of polygons and properties of intersecting and parallel lines			
	Calculate exterior and interior angles of a regular polygon			
	Find the midpoint of a line segment			
	Use and understand coordinates in three dimensions			
	Reflect shapes in the lines $y = x$ and $y = -x$			
	Combine reflections and rotations			
	Translate a shape by a vector such as $\begin{pmatrix} 4 \\ 1 \end{pmatrix}$			
	<i>Transform shapes by a combination of translation, reflection and rotation</i>			
	Compare the area of an enlarged shape with the original shape			
	<i>Enlarge a shape by a positive whole number or fractional scale factor</i>			
	Solve more difficult speed problems			
	<i>Understand and use compound measures such as speed and density</i>			
	<i>Recognise accuracy in measurements given to the nearest whole unit</i>			
	Calculate complex average speeds from distance–time graphs			
	<i>Construct the perpendicular bisector of a line</i>			
	<i>Construct the perpendicular from a point to a line</i>			
	<i>Construct the perpendicular from a point on a line</i>			
	<i>Construct angles of 60° and 90°</i>			
	<i>Construct the bisector of an angle</i>			
	Match one side and one angle of congruent triangles, given some dimensions			
	<i>Use Pythagoras' theorem to find the hypotenuse of a right-angled triangle</i>			
	<i>Use Pythagoras' theorem to find any side of a right-angled triangle</i>			
	<i>Use Pythagoras' theorem to find the height of an isosceles triangle</i>			
	<i>Use Pythagoras' theorem in practical problems</i>			
	<i>Construct accurately loci, such as those of points equidistant from two fixed points</i>			
	<i>Solve loci problems, such as identifying points less than 3 cm from a point P</i>			

		😊	😐	☹️
Data Handling	Find the mean for grouped data			
	Find the median class for grouped data			
	Find the modal class for grouped data			
	Use measures of average and range to compare distributions and make inferences			
	Draw a line of best fit on the scatter graph by inspection			
	Identify possible sources of bias in the design and use of data collection sheets & questionnaires			
	Specify hypotheses and test them			
	Understand relative frequency as an estimate of probability			
	Use relative frequency to compare outcomes of experiments			
	Understand the difference between a demonstration and a proof			
	Show step-by-step deductions in providing a basic algebraic explanation			

Top 3 topics I need to study further to reach at least Level 2 in maths are:

- 😊
- 😊
- 😊



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Passing English at Level 2

A GCSE English Grade C student can...		😊	😐	😞
Writing skills	Use a wide vocabulary to achieve particular effects and to sustain your reader's interest			
	Use a variety of sentence structures to achieve particular effects and to sustain your reader's interest			
	Use accurate spelling and punctuation to make your meaning clear, and to make your ideas fit together			
	Use paragraphs to make your meaning clear, and to make your ideas fit together			
	Present attitudes, opinions and viewpoints clearly and coherently			
	Use an impersonal style where the task requires it			
	Entertain and interest your reader			
	Write coherent and interesting narratives, descriptions or reflections that contain well-developed characters and settings			
	Adapt the contents, style and layout of your writing to suit your purpose and audience			
	Reading skills	Show you are confident about working out the purpose, audience, context		
Give your own response to different texts and analyse why you think that way				
Show a precise understanding of the ways writers and designers use different techniques to create different responses to their readers				
Show insight into the ideas and themes writers discuss in their texts				
Show you can analyse how language is used by different writers for effect				
Show you can work out how texts are structured to create a range of effects				
Suggest how the social, historical and literary context of texts might be important				

		😊	😐	😞
Speaking/listening	Make good contributions in whole class discussions, group and pair work			
	Speak fluently and confidently in different situations			
	Use Standard English vocabulary and grammar when the situation demands it			
	Adapt your speaking according to your purpose, audience and situation			
	Sustain the interest of your audience			
	Explain, argue for and defend a point of view on a specific subject			
	Choose vocabulary precisely and order your ideas carefully			
	Listen closely and sympathetically to the ideas of others			
	Respond to the ideas of others, pointing out any biases or false assumptions in what they say			

Top 3 topics I need to study further to reach at least level 2 in English are:

😊

😊

😊



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Trainee’s on-going progress and priorities form for maths

Form to record individual trainee progress in maths skills during the Traineeship – and further needs

(i.e., for use with the trainee, and/or any Apprenticeship/new training provider)

Trainee Name:

Your progress in developing your priority maths skills during this Traineeship – and your suggested further development needs.

Priority	Our final agreed priorities, for moving forwards in your maths skills, and towards better qualifications	Your personal progress in meeting this maths skills development priority, during this Traineeship programme	Suggested further development needs in this (and any other?) skills areas for maths – during further education and training, in an Apprenticeship, or in employment
1			
2			
3			
4			
5			



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Trainee’s on-going progress and priorities form for English

Form to record individual trainee progress in English skills during the Traineeship – and further needs

(i.e., for use with the trainee, and/or any Apprenticeship/new training provider)

Trainee Name:

Your progress in developing your priority English skills during this Traineeship – and your suggested further development needs.

Priority	Our final agreed priorities, for moving forwards in your English skills, and towards better qualifications	Your personal progress in meeting this English skills development priority, during this Traineeship programme	Suggested further development needs in this (and any other?) skills areas for English – during further education and training, in an Apprenticeship, or in employment
1			
2			
3			
4			
5			



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