



Introduction

- New literacy guidance to ensure a synergy between the different sectors;
- Consistent methodology for inspecting literacy; and
- Clearer judgements of literacy standards.



The guidance provides:

- Pre-inspection guidance for RIs;
- Team roles and responsibilities;
- Timetables for including literacy in the inspection week;
- Prompts for interviews and observations; and
- Prompts for scrutiny of SARs, policies, action plans, schemes of work, lesson plans, ILPs and learner portfolios.



Emphasis of the guidance

- How well each individual learner improves their literacy skills from their own starting point;
- How well each individual learner is able to transfer those skills to their own programme of study; and
- How well the provider plans and provides for the learners' skills development.



Pre-Inspection

- Compare the IA data with the ESW enrolment data:
 - Are there lower numbers than expected at L3?
 - Are there higher numbers than expected at L1/L2?
 - Is there an appropriate level of entry enrolments?
- Have an appropriate number of learners been screened on entry?
- What percentage of learners have been identified for support?
- How many have taken up support?



Interviews with learners

- The lead for literacy will have a smaller number of observations to allow for a number of interviews with learners.
- Methodology:
 - Select 6 learning areas;
 - Select a class;
 - Request register and IA results; and
 - Select learners.



Portfolio scrutiny

- Nominee to arrange for current portfolios to be in the base room;
- Approx 4 portfolios per inspector;
- No more than 2 from any one class; and
- Must cover a range of learning areas, course levels, Welsh Bac and Non-Welsh Bac;



Portfolio scrutiny

Reading and thinking skills:

- Evidence of a good range of reading materials;
- Complex reading/thinking skills;
- A range of information retrieval strategies; and
- A range of strategies for reading for different purposes.



Portfolio scrutiny

Writing skills:

- Spelling;
- Punctuation;
- Grammar;
- Range of extended writing tasks for different purposes and audiences; and
- Good use of language to present material appropriately.



Portfolio scrutiny

Marking and Assessment:

- Is marking up to date?
- Is there a common marking policy with regard to correcting spelling, punctuation and grammar?
- Are comments on learners' work diagnostic and do they show learners how to improve?
- Is there evidence of self assessment or peer assessment?
- Are there gaps in the learners work? Has the tutor noticed this?



Post-16 Literacy Update

Strengths

- Effective initial assessment for all learners;
- Nearly all learners have a relevant diagnostic assessment;
- A minority of learners have good detailed ILPs which record and track skills progress against short smart targets; and
- Many learners demonstrate good oracy skills and contribute effectively in classes.



Post-16 Literacy Update

Shortcomings

- Too many learners take qualifications that do not challenge their learning and skills development well enough;
- Essential skills learning is not embedded or contextualised well enough within main areas of learning; and
- Learners are not able to transfer new skills well enough to other areas of learning.
