

Learners "feel privileged" to study at Redbridge Institute of Adult education

Agenda and Welcome

- Pedagogy, delivery models and CPD
 - Maria, Bozena, Simon, Rachel, Aysel
- Assessment and questioning
 - Naeem
- Supporting teachers and CPD
 - Sarah, Alex
- Questions
- Your take aways.....2 volunteers

Your questions answered....

- I'm interested to hear any new developments and what has worked in the service.
- I am interested in your pedagogical approach(es).
- Self-paced learning
- How much of a focus do you think there is currently on the quality of teaching, learning and assessment and the impact on learning and student progression
- Online learning/hybrid learning - good practice
- What VLE do you use and how well do learners and tutors respond to it? What support do you have in place to support tutors and learners with this?
- Do you still use paper ILPs for any courses? Do you have a digital ILP that works well?
- How to improve the quality of ILPs and writing targets
- Marking & feedback - How much written tutor feedback do you expect? How do you balance quality processes with tutor workload?
- Understanding the approach to observations - frequency, depth etc.

Effective pedagogy for ACL learners- part of CPD programme

Tutors plan sessions so that every learning activity will make a difference to every learner.

Learning objectives focus on what learners will be able to do.

Learner can relate every learning activity to their personal goals – not just the qualification.

Learners and tutors know when learners have ‘got it’ – for ever - and they can apply what their learning.

Learning activities are planned to enable to problem solve and develop their own strategies.

All learners are challenged by every learning activity – whatever their level.

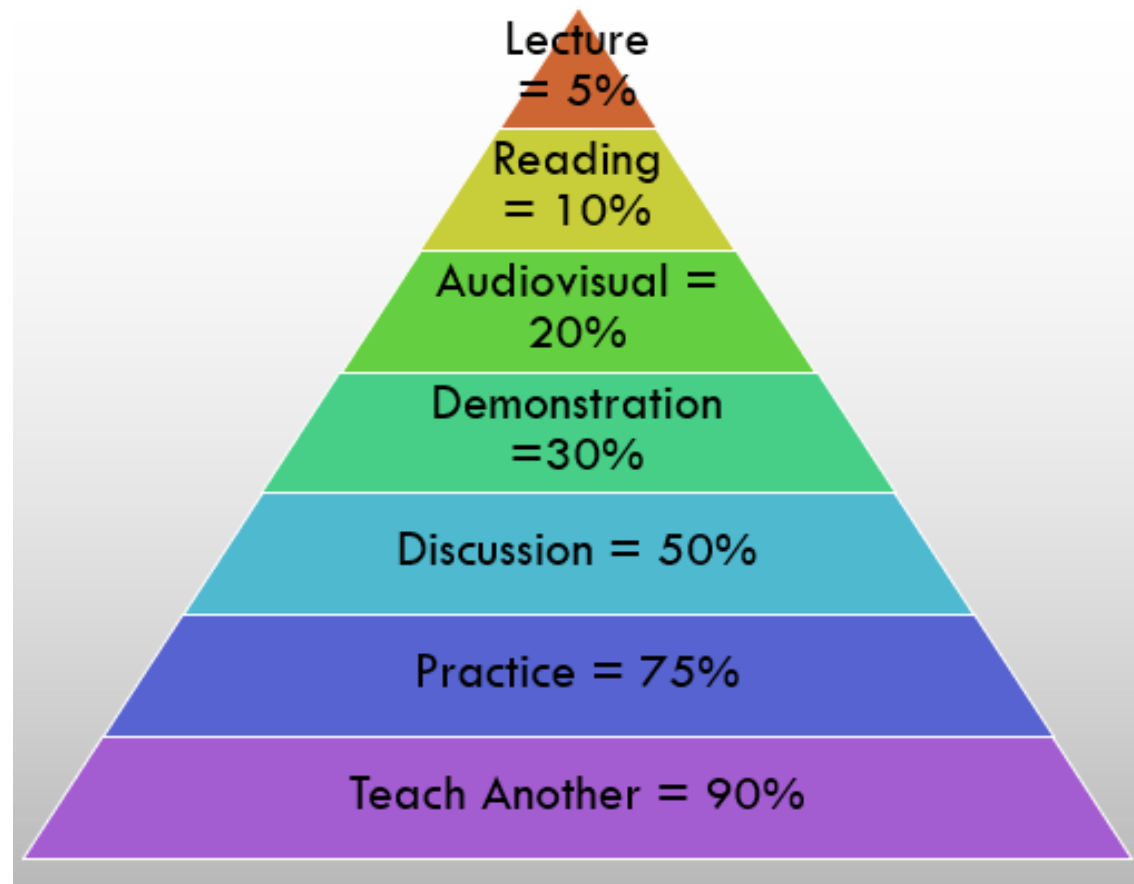
Learning objectives and learning activities are broken down into success criteria for learners.

Learners are given time to think about their contributions and assess their responses. (Tutors cut their TTT.)

Learning activities are set in context that are meaningful to learners – not contrived or from published materials.

Karen Adriaanse INSET day

Delivery models- multidimensional - CPD



<https://tracyharringtonatkinson.com/the-learning-pyramid/>

"Tutors use their extensive teaching and subject expertise to plan and teach a range of activities for learners to practise and apply new knowledge they have learners."

"Tutors expertly teach their subjects so that learners understand the relevance of what they learn to their lives in a very practical way."

OTLA reports: Delivery models/implementation

Recap of personal information Qs and As (in a 4 then pairs)

Learners in two groups talked about what they could see in pictures related to a city or countryside

Learners improved their language skills working well as a whole class, in pairs and individually

Session started with a Wordwall resource where learners ticked and said the name of the job with emphasis on pronunciation- good activity involving learners coming to the front and being relaxed and engaged for rest of learning.

Learners did role play, asking each other questions and tutor and then learner worked with Jolanta online

Learners then wrote the job they wanted on a post it note and stood in alphabetical order

Docs shared with LSA included session plan and handouts would have enabled her to support Omar well

Learners are given ample practice to rehearse and practise key language repeatedly which was very useful especially for the weaker learners and all learners were completing the role play activity- interviewing each other and responding to interview questions with minimum errors.

OTLA reports: Delivery models/implementation

Learners participated in individual, paired, and group activities, fostering diverse learning styles.

The tutor effectively introduced perimeter and area by connecting them to real-world applications in different jobs

The lesson built upon prior knowledge of shapes, ensuring a logical sequence.

The tutor provided clear and concise instructions, frequently checking for comprehension and ensuring learners grasped the concepts.

Excellent use of digital skills: **The tutor used an interactive Google Form to recap previous learning about probabilities.**

The tutor asked targeted, graded questions to learners, based on reasoning, to check their strategies for solving the questions (e.g., using wh-questions)

Excellent **online discussion to remove mathematical misconceptions by using three breakout rooms.** Learners worked in groups expressing probabilities in different forms Fractions Decimals and Percentages (FDP).

Learners developed good digital communication skills as they used sticky notes to provide feedback to the group.

OTLA reports: Delivery models/implementation

Each group had a spokesperson giving answers and opportunity for others within group to add additional feedback

Chromebooks were used to support learners with the task

PowerPoint looked at earlier on Tips for motivating students- making learning fun maths problem on the board, timetables.

Praise after learner discussed findings with stretch and challenge of findings.

They were drawing a layout of inside and the outside of a Nursery. Highlighting activities within the different areas. Learners had 20 minutes and were able to confidently present their findings to the rest of the class.

Teacher challenged the learners by asking them questions during the presentations that linked to work placements.

The tutor elicited feedback from the learners about the tutorials, and they were very confident about their learning and aware of Assessment Outcome (AO). **A range of activities (Question & answer, pair work, reading the text by selected learners) were used to engage the learners.** The learners were motivated and actively participated in all classroom tasks.

Employing **scaffolding techniques through a series of questions e.g. “could you tell me more about”**

Instructions were clear, and support was good, with an appropriate level of challenge.

CPD: Impact focus on developing intent

- Sample Scheme of Work

COURSE AIMS (Teacher centred)

1. Promote an inclusive learning environment in which all learners feel comfortable and achieve their full potential.
2. Promote personal development skills within the context of health and wellbeing, employability and life outside the classroom.
3. Promote knowledge and attitudes to help learners become responsible, respectful and active citizens.
4. Promote behaviours and attitudes conducive to employability skills.
5. Support the students' readiness to progress to the next level or study or employment through developing vocabulary and grammatical structures as well as through increasing functional literacy skills to operate effectively in everyday life outside the classroom.
6. Develop effective study skills needed for both online and offline learning as well as help learners to remember in the long term the content they have been taught.

- SoW F.S Maths L1

COURSE AIMS (Teacher centred)

1. Develop learners' confidence - Build on previous knowledge, encourage open ended approach: 'no right method', 'use what you know', self-help - pictures etc.
2. Provide groundwork of mathematical skills for progression - e.g. calculation skills, how to tackle written problems and simple investigations, mathematical good practice 'show your working' 'draw a diagram' etc.
3. Prepare learners to take FS Edexcel Maths L1 and cover curriculum - adjust for individual levels
4. Students can demonstrate their mathematical skills and their ability to apply these, through appropriate reasoning and decision making, to solve realistic problems of increasing complexity.
5. introduce students to new areas of life and work so that they are exposed to concepts and problems which, while not of immediate concern, may be of value in later life.

Tutors share their CPD experience

"They value the ample range of excellent continuous professional development events that they attend where they learn how to further improve their teaching skills."

Assessment & Questioning

Assessment to inform learning

Ofsted reported: tutors use assessment and revision highly effectively so that they know the topics on which learners are confident, and those where they still struggle.

Teachers using frequent assessment to inform responsive teaching: IA,DA,FA,SA (mocks)

Assessment: Skills Forward GCSE Maths Tracking ILP F.S Maths L1 ESOL Entry 2 Class Profile
ILP Maths L2

Tutor assessment results (Initial/diagnostic assessment(s))			
Assessments	Numbers	Measures, shapes & Spaces	Handling of Data
IA	L1	E3	E3
DA	50%	29%	23%
Areas for development or support: Comparing decimals, percentages, estimation, ratio, calculation with decimals, fractions, area, perimeter and volume, angles, mean and range.			

Assessment & Questioning

Ofsted reported: Tutors use a range of well-structured assessment activities, such as daily tasks, tests, and homework, to identify gaps in learning. They monitor learners' progress extremely well to make sure that they remember what they have learned.

- **Peer assessment** to create a more engaging and collaborative learning environment.
- We assign homework using Google Docs, Mathswatch, etc.; to enhance their independence and responsibility in learning

#	Assignment Name	Student Marks
History		
	Assignment Name	Student Marks
	Probability - L2 due 25/4/2024 - type: homework	9/100 Time Spent: 108min, Last Attempted: 5/6/2024
	Frequency Tree diagrams - L2 due 24/4/2024 - type: homework	100% Time Spent: 66min, Last Attempted: 5/6/2024
	Estimate the mean - L2 due 23/4/2024 - type: homework	100% Time Spent: 32min, Last Attempted: 5/6/2024
	Circumference of a circle - L2 due 19/4/2024 - type: homework	100% Time Spent: 21min, Last Attempted: 5/2/2024

Assessment & Questioning

Ofsted reported:

Tutors use questioning frequently and highly effectively to check that learners understand what they are taught. They quickly correct any misconceptions and deepen learners' understanding of the topics they study.

Tutors using questioning techniques in the classroom:

- Encourage learners to answer questions (tutor as a facilitator)
- Increasing the wait time to 3 seconds for lower-order questions and up to 10 seconds for higher-order ones
- Use questioning to recap previous learning through nominated and targeted questions.
- Graded questions according to individual needs to stretch and challenge.
- Effective use of Wh-questions to enhance critical thinking, problem-solving, and deeper understanding in adult learners to build long term memory

"Staff value how leaders take consideration of their personal circumstances to allow them to have a good work-life balance."

"Tutors feel very well supported by their managers, both professionally and personally."

- Staff workload – timetabling and documentation (not too complicated but thorough). High but clear expectations
- Using cloud (Google) - online shared course documentation and resources - accessible from anywhere online
- Online OTLA handbook for all tutors to access
- Clear explanation of processes and standardisation across organisation- non negotiable
- Informal and formal visits; observations and Deep Dive
- New tutors- extra supportive procedure – not 'setting up to fail'
- Clear action plans and [Action Plan Tracker](#)
- Desk based checking of online documentation
- Monthly reporting on dashboard keeps us on track
- [Course check list](#) - centralized tutor record keeping into one place

continued

- Culture of sharing – resources; planning; parallel courses; online access
- Managers and SLT being accessible to tutors and learners; collaborative and relaxed atmosphere
- Staff lunches; staff briefings; shared work areas
- Making training relevant and good quality – e.g. Geoff Petty; UEL
- Individual Learning support in Entry level courses – teething issues
- Cascading CPD in regular collaborative subject specific staff mtgs
- Fun – competitions; learners of the month- see in corridors; graduation photos on social media wall; food demos and clothes swaps
- Managers and SLT being accessible to tutors and learners; collaborative and relaxed

ILPs: examples of good practice

ILP as a teaching / learning opportunity – embedded writing activity (allows for self-assessment / peer assessment / tutor assessment)

Tell us about yourself...what are your interests and hobbies? What do you do in your free time?	I am Algimina.I am from Lithuania.My hobbies are knitting and gardening. I like watching TV and going to restaurants with my family or with friends in my free time. When it is a sunny day,I usually like to go to the park
Tell us about your family and friends	I have a son and a daughter and 5 grandchildren.Son with his family lives in London.Daughter with her family lives in Lithuania.My best friend is Loretta.She lives in London .

Example of online:

[Example of online E3 speaking and listening ILP](#)

Example of paper based- please leave these here :

PE + E1 ILPs

-Valuing tutor expertise – e.g. changing ILPS – paper/online/paper & online

Overall effectiveness:

- Order of the document focusses on recording progress not record of learning
- Personal target setting – engagement from tutor and learner/ personalised
- Process of ESOL tutors incorporating setting targets into schemes of work/learning programmes
- Use of group targets to differentiate against personal
- Comments are addressed to learner

Questions



Learner feedback- impact

- Flexible learning
- 'Learning here is enjoyable to encourage my confidence.'
- Build my confidence in understanding about computer skills
- These teachers and staff are very friendly. I think next year I want to continue my course because I enjoy my current courses.
- very privileged to study at Redbridge Institute
- learning is very informative and enjoyable, got encouragement working together as a group .
- Learning helps me in my work and everyday life.
- Good support from my teacher and additional help from class assistant. All the fellow students are also very helpful.
- Very inclusive and inviting and classes suitable for the students' individual learning needs.
- It's a pleasure to be a part of the Redbridge Institute. I see myself achieving my goal in my life.