

Workshop 1: Implementing the National Literacy and Numeracy Framework (LNF)

Slide 1: None.

Slide 2: None.

Slide 3: Background notes

Employment-base

The most recent study, *Skills for jobs: The National Strategic Skills Audit for Wales, 2011*, reviews current and past employment opportunities in order to predict future needs. It states that Wales has:

“An economy-wide need to enhance **cross-cutting employability and basic skills**. The evidence suggests that the most prevalent needs relate to:

- Communication
- Literacy and numeracy
- Team working
- Problem solving
- ICT skills at a number of levels.”

Estyn

From 2008, the revised school curriculum focused much more on skills development. However the *Skills framework for 3 to 19-year-olds in Wales* (Welsh Assembly Government, 2008), which underpins the school curriculum, is non-statutory.

In two separate evaluations of the impact of the skills framework (one for Key Stage 2 and the other for Key Stage 3) Estyn concluded the skills framework’s main effect has been to raise awareness of the need to develop learners’ skills, particularly literacy and numeracy. In both these evaluations, Estyn also concluded:

- the skills framework is not being widely used as the key organising framework for skills development in terms of planning or delivery
- rarely are schools tracking progression in learners’ skills development across the curriculum, therefore pupils are not making good progress in developing and refining skills.

In end of Key Stage 2 and 3 teacher assessment, performance has steadily improved in English, Welsh first language and mathematics since 2004. Within these, teachers judge learners’ writing skills as poorer than their reading and oracy skills.

Outcomes of the PISA survey, 2009, show the performance in reading of learners in Wales has fallen behind those in other home countries.

Slide 4: Background notes

It is widely recognised that the highest standards of literacy and numeracy are essential for ensuring progress and achievement in education, for the economic health of Wales, and for supporting the general well-being of the population as a whole, as well as individuals.

Slide 5: Task notes

Resources – A3 paper, two sheets per group, coloured pens/pencils.

Timing – approximately 10 minutes.

Grouping – groups of four or five.

Notes for PowerPoints in workshops (primary)

Methodology

Ask half the groups to work on 'literacy' and the other half on 'numeracy'.

Ask each group to decide on their key words. (2 minutes)

Take a random sample of the groups (about three of each category) and ask for feedback. (3 minutes)

Ask the groups to reflect and amend (if necessary) their original words. Ensure they just keep six words though. (1 minute)

Then, ask the groups to put their words into sentences to describe either 'literacy' or 'numeracy'. (3 minutes)

Randomly select another three groups in each category to feed back.

Again, allow reflection time for each group to 'finalise' their definitions. (1 minute)

Keep the definitions for ongoing reflection through the rest of the workshop.

Slide 6: None.

Slide 7: None.

Slide 8: Background notes

Schools should move towards a position where the LNF is the starting point for curriculum planning to ensure progression in literacy and numeracy skills across the curriculum.

Slide 9: Background notes

Expectations set out in the LNF seek to raise the bar in some instances compared with the level descriptions of mathematics, English and Welsh. For example:

- expectations for end of Key Stage 2 are closer to Level 5
- expectations for end of Key Stage 3 are closer to Level 6.

The Welsh Government has announced a review of curriculum and assessment arrangements (1 October 2012) to ensure there is alignment.

Slide 10: None.

Slide 11: Background notes

The LNF has 'extension' statements, which extend literacy and numeracy development beyond Year 9 for those learners with higher abilities in these areas.

Slide 12: Background notes

Progression is from *Routes for Learning* (Welsh Assembly Government, 2006) which is the starting point leading into Routes to literacy and Routes to numeracy and then into the main framework.

Slide 13: Background notes

Skills development as described by the LNF, should be viewed as:

- a continuum and not as a series of discrete skills
- cumulative with each element/aspect requiring the elements/aspects in the previous section to be achieved and consolidated
- inherent as the skill needs to have been assimilated, used as a matter of course over time and in a range of examples, so that it becomes part of the learner's regular repertoire of skills. It is not enough for a learner to have demonstrated achievement on a single occasion and for this to be recorded on a tick list.

Slide 14: Background notes

Tasks should be differentiated to account for flexibility in learners' current positions in literacy and numeracy skills development. Broad-based tasks would allow learners to practise and demonstrate a number of elements/aspects within the same task. It would also support

Notes for PowerPoints in workshops (primary)

learners' understanding and capability in planning for and developing strategic thinking and monitoring their success. However, all tasks should allow learners to work on their 'next steps to improvement' in literacy and numeracy. Therefore appropriate support (such as writing frames, flowchart templates, key words or phrases to include) should be designed and used where appropriate to support learners' next steps as well as ensuring sufficient stretch and challenge for more able and talented learners.

For more able and talented learners, extension of some skills is given beyond that expected for the end of Year 9.

For those learners with additional learning needs, Routes to literacy and Routes to numeracy show progression leading into the LNF from the *Routes for learning* routemap (Welsh Assembly Government, 2006).

Slide 15: Task notes

N.B. Tasks through the training pack have been designed to ensure that participants can apply their own literacy and numeracy skills. Tasks based on PISA questions are included to also raise awareness of the style of questions undertaken by learners. As such where they are used, the font and format are exactly the same as in the PISA tests.

Resources – source square (slide 16) printed on A3 paper, one per group, pens/pencils, Lake Chad question (in original format) printed out two per group, copies of LNF (one per person).

Timing – approximately 20 minutes.

Grouping – groups of four or five.

Methodology

Ask each group to complete the source square from the inside outwards. (5 minutes)

Ask each group to use their completed source square to answer the questions. (3 minutes)

Ask each group to list the elements/aspects of the LNF they have used in this task. (5 minutes)

Randomly select groups to feed back – four groups. (5 minutes)

Ask each group to reflect on their literacy and numeracy definitions. (2 minutes)

Slide 16: None.

Slide 17: None.

Slide 18: Background notes

National information/data on progress will **not** be collected by the Welsh Government, although individual regional consortia may collect such information/data.

Teachers will not be expected, **nor would it be appropriate**, to use the LNF to arrive at a single statement about whether a learner is working at, above or below the expectations for their age.

Outcomes from the national reading and numeracy tests will feed into teachers' assessment of learners' progress.

Slide 19: None.

Slide 20: None.

Notes for PowerPoints in workshops (primary)

Slide 21: Task notes

Resources – none.

Timing – 10 minutes.

Grouping – groups of four or five.

Methodology

Allow time for end-point reflection of group discussion. This is an initial reflection point within the training package. Participants have had much information given to them in this first hour. For some, it could be the first time they have engaged with the LNF itself. Therefore this initial reflection will be a 'knee-jerk' response to what they have heard rather than considered and evaluative reflection.

Before the next training session, a connection task has been set on the next slide, which will take this process further and prepare participants for the further workshops.

Slide 22: Task notes

Connection tasks are to assist the school in reviewing current processes and teachers' understanding of literacy and numeracy skill development. The tasks suggested should help teachers to move towards using the LNF as a starting point for curriculum planning.

Resources – KWHL grids printed on A3 paper per person/group of teachers, as required.

Timing – two to three weeks.

Grouping – individuals, subject groups, senior managers, as required.

Methodology

This connection task should be carried out over a period of time, with meetings/discussions between relevant groups of teachers set up to formulate ideas. The KWHL grids are a starting point for deciding what needs to be done and should give senior leaders an overview in order to make initial decisions and prioritise resources. However, further workshops in this series will hone teachers' plans and lead to detailed and comprehensive school improvement plans. Depending on teachers' and schools' current provision and understanding of the LNF, a period of between two and three weeks should be sufficient to complete these initial KWHL grids.

Workshop 2: Curriculum mapping

Slide 1: None.

Slide 2: None.

Slide 3: Task notes

Pose the question as the title – then do the task – before revealing the suggested ‘answer’.

Resources – paper, pens.

Timing – approximately 5 minutes.

Grouping – groups of four or five.

Methodology

Ask groups to discuss the answer to come up with a cohesive statement. (3 minutes)

Randomly select three groups to feedback.

Then click to put up the suggested reason.

Slide 4: Task notes

N.B. Tasks through the training pack have been designed to ensure that participants can apply their own literacy and numeracy skills. Tasks based on PISA questions are included to also raise awareness of the style of questions undertaken by learners. As such where they are used, the font and format are exactly the same as in the PISA tests.

Literacy and numeracy skills are linked and intertwined. It is crucial that the development of literacy is linked to numeracy development. This link applies equally to **all other subjects** of the curriculum.

Resources – Labour force resource cards, one set per group. Remove one card and insert a blank one instead. It is wise to remove the same card from each group’s set. Copies of the LNF (one each). For extension only – copies of the PISA question.

Timing – approximately 15 minutes.

Grouping – groups of four or five.

Methodology

The purpose of the task is for participants to plan and develop a strategy that will allow them to identify the missing information and use the existing information to complete the blank card. In order to do this, they must:

- extract relevant information from the data that they hold
- link data and information together
- organise the information in a way that they make sense of what the data is telling them
- consider the format of the data represent their missing card in a similar style.

Ask pairs to investigate what information they hold. (5 minutes)

Try to resist the temptation to tell participants ‘what they need to do’.

Immediately after the ‘investigation time’, hold a ‘pit-stop plenary’. Ask participants what the task is and how they know that.

Challenge participants to identify what the missing card should say/represent. (5 minutes)
Suggested questions to ask include the following.

- What do you have to do? How do you know?
- Why are there two sets of numbers on some cards? What do they refer to?

Notes for PowerPoints in workshops (primary)

- What does % mean? How was that value calculated?
- What do you think the superscript '3' on working-age population refer to? Why is it used?
- What does it mean by 'working-age population'?

Ask participants to review their approach against the elements and aspects of the **literacy** component of the LNF. How did they do? What would be a narrative assessment of their strengths and areas for development? (5 minutes)

Adequate time is needed for participants to justify their decisions and explain their approaches, including how what they have done is aligned with the literacy component of the LNF. Any pair that finishes before this time could be asked to consider alternative ways of organising the cards to check their solution.

An excellent extension activity for participants is to ask them to write questions based on the information that they hold (and to write mark schemes/generate success criteria for answers) which they then challenge another group with. (10 minutes)

Alternatively you may wish to ask pairs to answer the original PISA question based on the work that they have done. (10 minutes)

Slide 5: None.

Slide 6: Background notes

Skills development will not progress unless learners are challenged with applying the skills learnt and/or more complex tasks. When they are challenged, learners may initially be unable to apply a newly-learned skill. With continued practice, they consolidate its use and application before they can be challenged again.

Slide 7: None.

Slide 8: Task notes

Resources – photocopies of the Key Stage 2 Programme of Study from the science Order (one per group), literacy component of the LNF, coloured pens/pencils/highlighters.

Timing – approximately 15 minutes.

Grouping – groups of four or five.

Methodology

Ask participants to look across the row of 'Response and analysis' of the LNF rather than at a particular year group and traffic light as on the slide. (10 minutes)

Ask for feedback by randomly selecting four groups for feedback. (5 minutes)

Focus feedback by asking the following questions.

- What were your greens?
- Which of your ambers could be turned into greens? When might you wish to do this?
- Were there any surprises in your decisions?

Slide 9: Task notes

Resources – paper/pens, developed KWHL grids from Workshop 1 and Connection task 1.

Timing – approximately 10 minutes.

Grouping – pairs or threes.

Notes for PowerPoints in workshops (primary)

Methodology

Ask each group to discuss these four areas. (5 minutes)

Then, ask participants individually to reflect on the areas to decide what their next steps need to be. (5 minutes)

The collated responses would be useful for senior managers to view early thoughts on requirements for training and resource management.

Slide 10: Background notes

Application and extension could be, for example, map reading/making in geography, orienteering in physical education, using perspective in art and design, etc.

Slide 11: Background notes

Skills development will not progress unless learners are challenged with applying the skills learnt and/or more complex tasks. When they are challenged, learners may initially be unable to apply a newly-learned skill. With continued practice, they consolidate its use and application before they can be challenged again.

(N.B. Repeated notes from literacy.)

Slide 12: Background notes

Developing numerical reasoning is the underpinning strand of the numeracy component of the LNF.

Slide 13: Task notes

Resources – copy of the numeracy component of the LNF (one each), Places and people from the Foundation Phase Range (Reception to Year 3), a set of the statement cards.

Timing – approximately 10–15 minutes.

Groupings – groups of four or five. Try to ensure each group has one practitioner or former practitioner from the Foundation Phase.

Methodology

Ask the groups to sort the cards. (3 minutes)

Ask them to then select one statement from their 'always' group to review progression in this statement. (3 minutes)

Ask for feedback – randomly selected presenters. (30 seconds x number of groups)

Slide 14: Background notes

In general, learners do number work without articulating why they are doing the processes involved. In order to get at their reasoning, it is essential that teachers ask focused questions.

Slide 15: Task notes

Resources – numeracy component of the LNF (one each), rulers, paper, pens, calculators (if absolutely necessary).

Timing – approximately 15 minutes.

Grouping – pairs or threes.

Methodology

Ask teachers to work out the scale. (5 minutes)

Then ask, if you had set that task for learners, what questions they would need to ask to get at learners' numerical reasoning. (5 minutes)

Ask for feedback – randomly selected. (5 minutes)

The way to getting learners to understand both process and reasoning is to ask questions that let them describe what they did and explain why they did it that way.

Notes for PowerPoints in workshops (primary)

Slide 16: Task notes

Resources – paper/pens, developed KWHL grids from Workshop 1 and Connection task 1.

Timing – approximately 10 minutes.

Grouping – groups of two or three, then individual.

Methodology

Ask each group to discuss these four areas. (5 minutes)

Then, ask participants individually to reflect on the areas to decide what their next steps need to be. (5 minutes)

Slide 17: Background notes

The ongoing reflection through the workshops could continue, with further discussions between relevant groups of teachers as to what needs to be done, by whom and by when. This would need to be over a period of two to three weeks before the next workshop.

The connection task is one that focuses on Socratic questioning in order to get to learners' numerical reasoning. In reality, this is something that needs to be developed across all learning and not just numeracy. Therefore any training that can be done in this area will benefit all staff and learners.

You could ask teachers to include focused questioning in one of the tasks they are going to use. After they have tried this, you could set up informal discussion groups for teachers to share their findings.

Workshop 3: Curriculum planning for progression

Slide 1: None.

Slide 2: None.

Slide 3: Background notes

Slide used to set scene and pick up on aspects discussed in Workshops 1 and 2. Draw attention to terms, in particular 'consolidation' and 'progress'. The intention of this workshop is to review planning for progression as opposed to merely consolidation in order to move learning on.

Slide 4: Task notes

Resources – A3 paper, pens.

Timing – approximately 10 minutes.

Grouping – groups of four or five – where possible, ensure a mix of teachers drawn from different phases/key stages.

Methodology

Allow for, and encourage, exploration of ideas from teachers' own perspectives from their experience with different key stages and perhaps responsibility for various subjects as a coordinator.

Take feedback from all groups and compare definitions. Capture main points from each. Compare with definitions on slide 5.

Slide 5: Background notes

Definitions and descriptions to compare with outcomes from teacher discussion.

N.B. Stress the difference between planning for consolidation only (i.e. effectively mapping what a task tries to bring about in terms of skills against the LNF as in Workshop 2) and planning for progression (to be further explored in this workshop). This is the feature that Estyn frequently find is lacking in planning.

Slide 6: Task notes

The purpose of this task is to show that progression is far more complex than single skill statements describing outcomes and that consolidation and movement through next steps is vital. The processes described in this task provide the 'hidden agenda' in mediating progression and it should provide substantial discussion regarding how planning for learning and teaching of the LNF for progression would be visible and meaningful.

Resources – cards from 'Progression signposts' (slide 7) – one set per group, copy of the LNF.

Timing – approximately 15 minutes.

Grouping – groups of four or five.

Methodology

Ask participants to try and organise the cards to describe skills development. (5 minutes)
Allow participants free experimentation in terms of organisation of the cards. Initially, they are likely to try to use a linear sequence. Allow participants to determine for themselves if this is possible. Much discussion is likely to be generated with the statements. Allow participants to 'reject' statements if they wish, providing they justify their approach.
Ask participants to share their ideas with another group (jigsaw) to compare. (3 minutes)

Notes for PowerPoints in workshops (primary)

Ask participants to compare their progression with that shown in the LNF looking across one or two of the rows (i.e. an element or aspect). What do they notice? Does this change the way they think of progression?

Slide 7: Background notes

Statements used in card sort/organisation task on slide 6. Also available as a Word document for card sort 'Progression signposts'.

Slide 8: Background notes

Reminders from LNF.

Slide 9: Background notes

Reminders from LNF.

Slide 10: Task notes

Resources – copies of the LNF, highlighter pens, small sticky notes.

Timing – approximately 10 minutes.

Grouping – pairs or threes.

Methodology

Ask participants to highlight terms that they think indicate progression, and use sticky notes to annotate this section of the LNF to show how progression is achieved (i.e. through what – elements, aspects, statements in each year group?). Take feedback from two or three randomly suggested groups and compare thoughts with slides 8 and 11.

Slide 11: Background notes

Summarises where progression can be found in the LNF. You may wish to point these out from the previous task. It's worth reinforcing here that literacy and numeracy are tightly interlinked as progress in numeracy will be mediated to a large extent by progress in literacy (especially in terms of oracy through discussion and explanation of ideas). It is essential that progress in the LNF is not viewed as working through discrete elements and aspects, and that progress in one element/aspect feeds across other elements and aspects within other strands.

Slide 12: Background notes

Revisits and refreshes ideas of formative assessment and next steps. Remind participants that formative assessment provides a continual monitoring and feedback loop with the learner.

Main points to make are that next steps:

- will **never** be a direct movement to next 'expectation column' on the LNF
- refer to the tiny movements towards the next 'expectation column' statements and should be cumulative.

Learners should be practised in self- and peer-assessment so that over time they can generate their own effective next steps for improvement.

Slide 13: Task notes

Resources – resource sheet 'A shared viewpoint' (one per person), coloured pens.

Timing – approximately 15 minutes.

Grouping – pairs, preferably a mix of different year groups and subject coordination if appropriate.

Notes for PowerPoints in workshops (primary)

Methodology

Initially, participants use traffic lighting individually to show understanding of the terms given (red – don't understand; amber – think I understand; green – fully understand). (3 minutes)
Ask participants to share the results of their self-evaluation with their partner and then select three of these words and discuss how these terms may 'look' (i.e. be used) in the different subjects identified. (3 minutes)

Take feedback from each group. Ask participants if learners would be likely to share their same definitions. Ask for justification on this. (3 minutes)

Then, ask participants to use 'S' (sometimes), 'A' (always) or 'N' (never) to indicate when each of the key terms would be used in the different subjects in the table. Draw attention to issues surrounding the inconsistent use of shared language with learners and possible detriment on progressive learning if there is no consistency by asking questions on slide. (6 minutes)

N.B. Further work on a shared vocabulary should be carried out in Workshop 5, if necessary, in order to develop common understanding across the school as to the descriptions/uses and definitions of these terms and how they are best described and used by learners.

Slide 14: Task notes

Resources – resource sheet 'Looking for links', LNF Oracy across the curriculum component.

Timing – approximately 20 minutes.

Grouping – pairs or small groups of a mix of year groups.

Methodology

A starting point may be to use previous schemes of work to identify appropriate tasks and learning opportunities used in the past and to deconstruct these in terms of outcomes in oracy. The tasks should be further amended and refined to take account of expected progression as described by the LNF.

N.B. Remind participants that they may wish to consider previous learning and expectations leading up to Year 3 also in order to provide a rich and sufficiently wide task to differentiate by outcome (if possible) for learners.

This task could also be used to set the scene to review other national curriculum subjects with a LNF focus over time.

- What would the corresponding element expectation look like applied to different subject contexts?
- How could you incorporate these skills into different cross-curricular activities?

Slide 15: Background notes

Summary of issues discussed and considered in the workshop. You may wish to revisit some sections and ask participants to carry out more detailed reviews in Connection task 3.

Slide 16: Background notes

The ongoing reflection through the workshops could continue, with further discussions between relevant groups of teachers as to what needs to be done, by whom and by when. Again, this would need to be over a period of two to three weeks before the next workshop.

The connection task is one that focuses on curriculum planning, giving teachers time to start to think about the changes that need to be made initially in their medium- and short-term planning. Groups of teachers, self-selected by subject, year group, literacy or numeracy should meet to discuss how to improve the current plans.

Workshop 4: Tracking, monitoring and recording progress

Slide 1: None.

Slide 2: None.

Slide 3: Background notes

Summary of assessment purposes of the LNF.

Slide 4: None.

Slide 5: Background notes

Reminder of formative assessment as being developing learning opportunities from Workshop 3.

Slide 6: None.

Slide 7: Task notes

This task is to help teachers to use the LNF in order to think about:

- where the learner should aim for
- what the next steps would be for the learner to move towards his/her aims
- the questions the teacher could ask to help move the learner to his/her next steps
- the tasks the teacher could set to try and move the learner to his/her next steps.

It is not suggested that one piece of work should be used for a summative assessment.

Resources – learner work ‘Who should get the liver?’ (one per pair in each group), literacy component of the LNF (one each).

Timing – approximately 10 minutes.

Grouping – four to six per group.

Methodology

Ask participants to work out the learner’s current position and where they need to aim for. (5 minutes)

Share ideas. Randomly select three groups to feed back.

Ask participants to discuss the questions as to what needs to be done next. (5 minutes)

Take a random selection of feedback again.

Slide 8: Background notes

The term often used is ‘you can lead a horse to water but you can’t make it drink’. Learners need to be engaged so that they want to do a task – make it inviting by asking a question as the task title to draw them in and play on learners’ natural curiosity.

Socratic (or focused) questioning (as mentioned in Workshop 2) is essential to check for understanding and challenge learners to progress. This form of questioning attempts to get at the thinking behind learners’ decisions and scaffold their movements towards their next steps. The questions focus on the process that the learners have used to reach their outcomes to try and unpick their understanding. Detailed questions to illicit a description of what they have done and then ones to explain why they did it that way are a starting point. This should help teachers to get to the learners’ understanding. To push learners towards their next steps, questions need to be asked that are framed towards their next steps, such as those for a learner whose next steps are to better understand persuasive writing:

- What persuasive words would you use to change your report into an advert?
- Where would these words fit?

Notes for PowerPoints in workshops (primary)

- How would the structure of your report change to make it into an advert? Why do you think this?
- What written adverts have you seen? What did they look like?

A subsequent task that could be set could be one reviewing written adverts and picking out the key features and persuasive language. The learner could then be asked to compose their own written advert.

Slide 9: Task notes

Resources – paper, pens, numeracy component of LNF.

Timing – approximately 10 minutes.

Grouping – small groups of four or five.

Methodology

Ask participants to work out what Hari's next steps might be. Ensure that these are from across the curriculum whenever possible. (5 minutes)

Ask each group to select one future task and develop focused (Socratic) questions that they could use to find out his current level of understanding as he does this task. (5 minutes)

Take feedback from three or four randomly selected groups.

Background notes

This process of setting next steps is a method within the constructivist theory of learning. Vygotsky named it the Zone of Proximal Development or ZPD.

He observed that when children were set tasks on their own, they rarely did as well as when they were working in collaboration with an adult or peer. It was by no means always the case that the adult/peer was teaching them how to perform the task, but that the process of engagement enabled them to refine their thinking or their performance to make it more effective. Hence, for him, the development of language and articulation of ideas was central to learning and development. The common-sense idea which fits most closely with this model is that of '**stretching**' learners.

It is common in constructing checklists to have columns for 'cannot yet do', 'can do with help', and 'can do alone'. The ZPD is about 'can do with help', not as a permanent state but as a stage towards being able to do something on your own. The key to 'stretching' the learner is to know what is in that person's ZPD – what comes next, for them. In other words their **next steps**.

Slide 10: Background notes

Summary of opportunities for tracking.

Slide 11: Background notes

Summary of opportunities for tracking.

Slide 12: Background notes

Ask participants to discuss the following.

- How often would you need to record your decisions?
- What is manageable?
- How would this help learners progress?
- How does this fit with your current tracking procedures?
- How could your current tracking systems be amended to fit with the LNF requirements and expectations?

Notes for PowerPoints in workshops (primary)

- What would you need to do to ensure that you know where all learners are against the LNF – including learners with additional learning needs and more able and talented learners?

Slide 13: Background notes

Tracking can be carried out towards a goal, such as the next year's expectations, or from a starting point, such as last year's outcomes. Whichever is used, it is essential to track regularly (every half term or full term) and to ensure that all staff understand what it is they are tracking.

The two models could be combined. Each school needs to think about which tracking system would be the most appropriate for their learners, teachers and parents/carers.

Slide 14: Background notes

As stated earlier, progress away from last summative assessments **or** towards target expectations. External data and information could also be combined with tracking for progress in the LNF. Each school will need to make their own decisions.

Slide 15: Background notes

It is essential that all learners are pushed to progress at all times. This progression could be in terms of applying that skill or enhancing it. Summative tracking information will need to be collected periodically. This time period is for schools to decide upon.

Slide 16: Background notes

The assessment materials in the next stage of this guidance will act as a skeleton around which your own learners' materials can be developed. One of the connection tasks following this workshop leads teachers to start collecting evidence. Cross-curricular and cross-phase/key stage discussion of standards will be a key mechanism in schools reaching consistency in applying and assessing LNF.

Slide 17: None.

Slide 18: Task notes

Resources – group tracking Excel sheet (one per pair), literacy component of the LNF.

Timing – approximately 10 minutes.

Grouping – pairs and then groups of four to six.

Methodology

Ask pairs to formulate their initial questions. (5 minutes)

Discuss in order to share ideas.

Ask each pair to come up with five ideas as to what needs to be done next. (5 minutes)

Merge pairs to form groups of six (jigsaw). Ask participants to share ideas across the group.

Remind them to focus on those learners with green boxes and not just those with red or amber boxes.

Slide 19: None.

Slide 20: None.

Slide 21: Task notes

Resources – Excel sheet 'Tracking', LNF.

Timing – approximately 10 minutes.

Grouping – pairs.

Notes for PowerPoints in workshops (primary)

Methodology

Ask participants to write a brief narrative about Siân P. (5 minutes)

Share ideas.

Ask them to then think about the structure they have used and whether it could be modified for James B. What issues did they face? How can they get around these issues? (5 minutes)

Share ideas.

Slide 22: Background notes

Before moving onto Workshop 5, you could pool ideas as to how current tracking and reporting systems in school need to be modified. Final decisions wouldn't yet have to be made as Workshop 5 will lead teachers towards a thorough self-assessment in order to make final decisions.

You could set up the two connection tasks to run over a period of two to three weeks.

It might be wise to steer away from the use of comment banks (which are in general too generic and inflexible) to a manageable narrative. Some schools are using a 'stars and a wish' model for reporting. However, there are many other ways and schools should make their own decisions taking into account current reporting structures and processes.

Workshop 5: Next steps

Slide 1: None.

Slide 2: Background notes

The intention of this workshop is to bring together the issues which have been discussed in previous workshops and look more deeply at possible mechanisms to embed the LNF starting with current positions, values and ideas. Proformas/resources/templates are provided to support self-evaluation, auditing and action planning – at classroom teacher, year group, key stage and senior management team (SMT) levels. The workshop is designed to be used flexibly to launch purposeful action planning of whole-school implementation and use of the LNF.

Schools should select which proformas are the most suitable to use for their teachers and in which format to use them (Excel or Word). It is not intended that all proformas are used by all schools.

Slide 3: Background notes

This workshop further develops the ideas in the KWHL grids, which were produced in Workshop 1, and have been refined through the other workshops. This workshop provides a number of proforma that participants can use to enhance their KWHL grids to move towards a focused action plan.

Task notes

Resources – own KWHL grids.

Timing – approximately 5 minutes.

Grouping – pairs.

Methodology

Allow the allotted time for discussion and randomly select up to four people to feed back.

Slide 4: Background notes

This slide gives an overview of issues involved in embedding the LNF across the whole school and possible mechanisms to support this. These issues are identified in greater detail on the next slide including outlining resources which are available as both Excel and Word documents to support this for classroom teachers and for collation by senior managers to support whole-school implementation.

N.B. Although these issues will have been discussed through previous workshops and some small-scale discussion on subject or year group basis is likely, the resources designed for use here are intended to be used on a year group/subject basis to feed into larger, whole-school matrix or action plan. (This is outlined in the accompanying Word document 'Overview of resources included in the workshop'.)

Slide 5: Background notes

This slide picks up on issues which will have been discussed in previous workshops. It summarises different approaches which could be taken in a large-scale sense (and which will have been explored as small-scale discrete activities in previous workshops). Proformas, resources and electronic audits are provided in greater detail here.

- Areas of Learning/subject audits of current learning opportunities against the LNF for each year group – 'Specific numeracy audit for subjects', 'Specific literacy audit for subjects' (both as Word and Excel) – to be fed into the whole-school matrix.
- Whole-school audit of current learning opportunities across the curriculum against the LNF – 'Whole-school audit matrix' (Excel).

Notes for PowerPoints in workshops (primary)

It is envisaged that information gathered from specific subject audits will be fed in here to plan for gaps in provision/check commonality of expectation.

- Perceived strengths and areas for development of current cohorts against the LNF – 'LNF audit of learner capability' (both as Word and Excel).

It is envisaged that these mechanisms could be used as a starting point to discuss shared expectations and outcomes and inform action planning and progressive task-setting.

- Identification of key priorities in all subject areas from the audit. This is used to generate a list of the work to be done as a result of the above audits.
- Action plan to address key short-term priorities – 'Action planning for priorities' (Word document).

It is envisaged that each subject/year group would complete an action plan outlining their plans (based on strengths and challenges from the audits) which would be collated by senior managers to give a full description of priorities and allowing a whole-school action plan to be developed.

Slide 6: Background notes

Following on from audits of current practice, short-term priorities should be easily established. These can be formulated into action plans.

It is anticipated that in secondary schools, departmental action plans (based around subject areas) are likely to be drawn up. Primary colleagues may similarly wish to initially adopt a subject-based action plan or, where this work is further advanced, they may wish to develop cross-curricular action. Depending on the outcomes of the audits and direction the school wishes to take, these action plans could describe points of action for a particular year group or key stage. The action plan proformas developed here concentrate on different elements of the LNF in order to direct action where it is most appropriate for the school at that stage. If appropriate, the school may wish to combine action points for elements into two large scale action plans – for literacy and numeracy. However, it is crucial that all aspects of the LNF should be planned for – no one element should take greater priority unless audits have pointed out significant areas of development for that particular skill. It is also crucial that literacy and numeracy development should not be regarded as independent of one another as discussed throughout all workshops.

As mentioned previously, the resources should be used flexibly in the context of each school's own direction of travel and school improvement requirements.

It is anticipated that SMT would collate all action plans to produce an overall school action plan across the curriculum for a particular year group or phase/key stage. Again this may be by specific LNF element or combined to give a literacy and numeracy action plan. Action plans will provide a good starting point for the development of continuous professional development (CPD) and training requirements on individual, subject-based and whole-school bases. This is further discussed in slide 8.

These action plans should inform whole-school and subject-based (departmental) self-evaluation. It is therefore crucial that they are used as working documents and used as such to reflect on and improve the implementation of the LNF.

Slide 7: Background notes

Picks up on the ideas developed in Workshop 3 on progressive task setting. Encourages teachers to think about how progression will be demonstrated across a phase/key stage and what opportunities will be planned to exemplify this. This will therefore support medium-term task planning.

Notes for PowerPoints in workshops (primary)

Two templates 'Medium-term planning for progression' and 'Overview of medium-term planning for progression for SMT' (both in Word) have been included to support progressive task planning and planning for progression across a year group for teachers and collation by SMT. Additionally, this same template could be used in Areas of Learning/subjects to demonstrate how the strands/elements/aspects are progressed across the phase/key stage. This would allow for a more long-term and holistic view of planning for progression and appropriateness of tasks in subjects/themes (it would also highlight any potential areas of development work). It is envisaged that initially teachers from the same year groups would undertake this work and look at learning and teaching across all subjects. It is vital to compare these plans with colleagues from the adjacent year groups to ensure cohesion and progression (and identify any possible discrepancies in progression in the LNF for task planning).

This can be used as part of the self-evaluation process to consider effectiveness of planning of skills and how progression will be developed and monitored. It will support evidence towards Key Question 1 and Key Question 2 of Estyn's Common Inspection Framework (CIF).

Slide 8: Background notes

Intended as a discussion. These issues have been raised previously in workshops but it will be useful to revisit these, especially the issue of shared vocabulary, in greater detail here.

- From initial action plans, it would be useful to compile a list of departmental and individual training requirements to support literacy and numeracy skills development and to look at the commonality of requests to highlight possible whole-school training.
- Shared key vocabulary/terminology – 'A shared viewpoint' (Word document used in Workshop 3).

This aspect has been discussed in Workshop 3 and needs to be further discussed to ensure all key terminology is shared. Additional terms need to be added from across the curriculum as a means to gauge teachers' usage and understanding of these terms from the LNF in order to establish a common language. It would also be useful to compare with learners' ideas.

Again, likely initially to be raised in action plans, etc. Any common resources required to support teaching and learning, e.g. posters, number lines, question prompts, etc.

Slide 9: Background notes

Slides 9 and 10 show how work with the LNF links to CIF. The audits and self-evaluations (the proformas) are designed so that they could be used to provide evidence towards these key questions.

You may wish to ask colleagues to look at how the audits and resources supplied with this workshop could be used to provide evidence towards this key question.

Slide 10: Background notes

The audits and self-evaluations (the proformas) are designed so that they could be used to provide evidence towards these key questions.

You may wish to ask colleagues to look at how the audits and resources supplied with this workshop could be used to provide evidence towards this key question.

Slide 11: Task notes

Resources – sticky notes, paper, pens.

Timing – approximately 15 minutes.

Grouping – groups of four or five.

Notes for PowerPoints in workshops (primary)

Methodology

Working in small groups within the same phase/key stage, ask participants to discuss what mechanisms are currently well-established and work well to provide evidence on quality of learning and teaching in general in school (you may wish to use mind mapping or placemats to support the discussion and encourage effective contributions if you wish). Using the questions on the slide to support the discussion, reinforce the fact that self-evaluation is not something done for the sake of a school development plan evaluation at the end of the year or in preparation for inspection but that feeds into everyday teaching and learning. The idea here is to build on what is currently effective and extend to incorporate the LNF naturally. The outcomes from this discussion should provide a useful starting point for considering a whole-school approach to embedding the LNF and to develop action planning for this. An action plan template is provided in the accompanying resources – ‘Action planning for priorities’ (Word).

Slide 12: Background notes

Some suggestions of popular mechanisms used by other schools are included here. These may be a useful starting point for discussion to support forward planning.

A key question to ask is ‘What could we as a school use to inform and support our plans and aspirations?’.

Slide 13: Task notes

Resources – copies of the LNF and schemes of work/learning plans.

Timing – approximately 15 minutes (as a starting point).

Grouping – groups of four or five.

Methodology

This slide could be used to support discussions away from this workshop – as next steps before follow-up meetings and action planning. It is envisaged that this is likely to be used to generate discussion and possibly raise awareness about possible changes of direction in curriculum organisation and planning (including advantages and disadvantages of any proposals made). It is suggested that the first question is discussed openly and in detail within the meeting, with the final two questions providing reflection between meetings. You may wish to ask participants to reflect on these and return to a follow-up meeting or work in curriculum groups or phases/key stages/year groups to discuss these before convening as a whole staff.