

PLAR Improving vocational tutors' confidence and ability in assessing and providing feedback to learners to help them develop their English skills

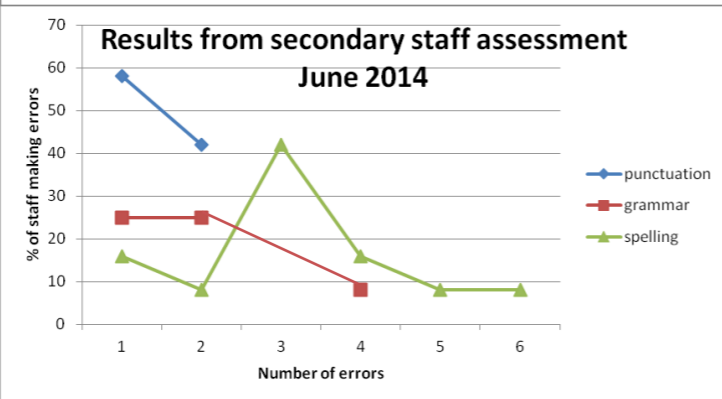
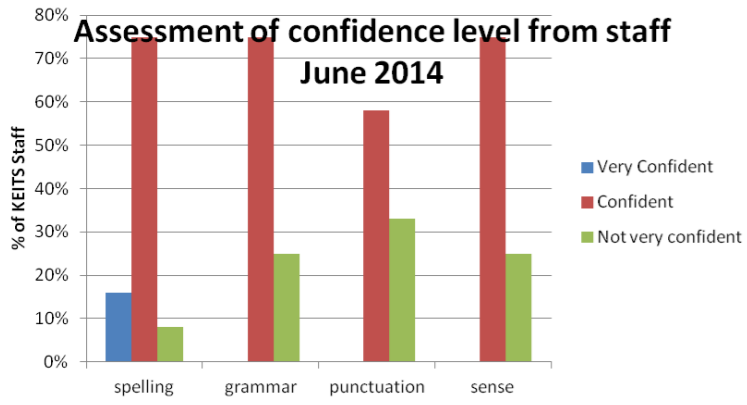
6) The initial survey has been resent accompanied by the resources. Tutors will complete the survey and may make use of the resources. This will help us to measure the impact for tutors and we will reassess their confidence levels.

7. NEXT STEPS

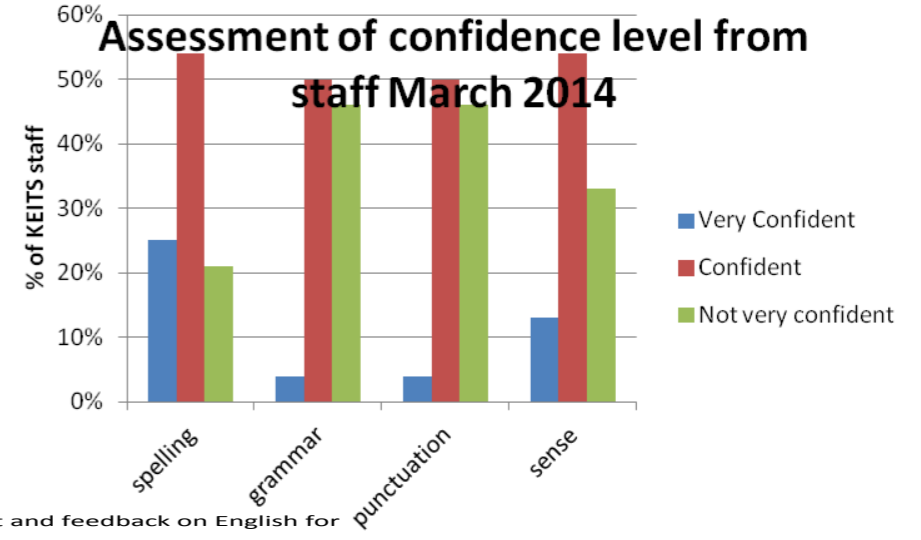
- Develop further resources not only for English but also for maths.
- Provide focussed workshops for assessors to develop skills and improve confidence further.
- Share good practice in providing constructive feedback to learners.
- Measure impact for learners by reviewing achievement rates and reviewing exit surveys.

1) A survey was conducted with all vocational tutors. They were asked to assess a typical piece of work that may have been produced by one of our learners, identify errors and provide feedback. It can be seen that grammar and spelling seem to be the main area where errors are made. They were also asked questions relating to their confidence in their own skills in marking another person's work.

Results from Initial assessment of staff March 2014



2) In response to our tutors' questions regarding areas where they felt they needed support, it was clear that they wanted help with Spelling and Punctuation. This was a different perception from that identified by the survey.



5) Bite Size resources were developed and trialled with some assessors, to explore formats, topics, layouts. Some were used just by tutors and some by them with their learners. They were then 'tweaked' and formatted before circulation to all tutors.

use	when not to use
pronoun 'I'	
in a sentence or speech	
initials and acronyms	
the week, months, holidays (Christmas)	Not seasons
of countries, language, nationalities, religions	
names	
of firms, company & organisations' names,	
of monuments	But not 'the' as in the Eiffel Tower
of vehicles	
of books, poems, songs, plays, films	
of titles of articles, books etc & headlines	BUT DON'T SHOUT BY ALWAYS WRITING IN CAPITALS
system of naming plants: genus (first name) starts with a capital letter and species (second name) is all lower case.	E.g. Fagus sylvatica, e.g. Cornus alba.

Results from Survey of providers to review assessment and feedback on English for learners

Question number	Yes	No	Comment
1. Do you have dedicated English tutors		100%	Typical of work based learning
2. Do tutors assess learners English ?	100%		Excellent
3. Do your tutors provide feedback to learners?	67%	33%	A bit concerning that not all providers are providing feedback to their learners
4. How would you rate your tutors confidence?	100% are confident		All feel that their assessors are confident in assessing and supporting learners to develop their English
5. Areas where they feel their assessor lack confidence?	spelling 50% Punctuation 17% Grammar 17% Sense 17% None 17%		Having said that they were all confident 50% feel that spelling would be a weakness
6. What CPD do you provide	67% put staff through FS tests 33% undertake standardisation exercises 17% provide GCSE workshops 17% provide access to webinars		A concern that providers feel that putting staff through their FS tests will prepare them for assessing and providing feedback to a learner.

3) A second short survey was undertaken with other providers to identify how they are managing the assessment of English for their learners, and in what areas they have least confidence. I also explored what CPD they were providing for their staff in this area. There would appear to be some confusion with providers about testing their staff's skills and assessing their confidence in supporting their learners.

4) Learners were also questioned to explore whether they would like their work marked to help them improve their English skills.

