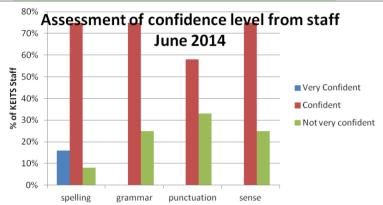




PLAR Improving vocational tutors' confidence and ability in assessing and providing feedback to learners to help them develop their English skills

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.



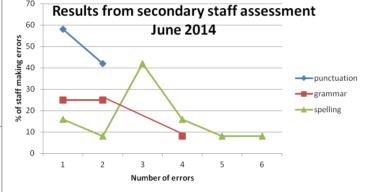
5) Bite Size resources were developed and trialled with some assessors, to explore formats, topics, layouts. Some were used just by tutors and some by them with their learners. They were then 'tweaked' and formatted before circulation to all tutors.



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

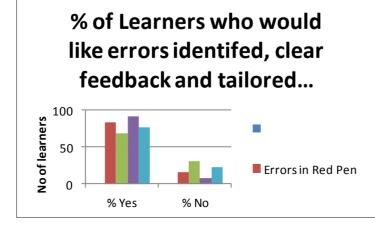
7. NEXT STEPS

- 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.



Use of Capitals

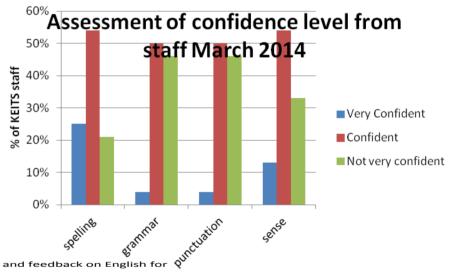
use	when not to use
pronoun T	
a sentence or speech	
tions and acronyms	
he week, months, holidays (Christmas)	Not seasons
f countries, language, nationalities, religions	
names	
irks, company & organisations 'names,	
Imonuments	But not 'the' as in the Eiffel Tower
vehicles	
books, poems, songs, plays, films	
, 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	E.g. Fagus sylvatica, e.g. Cornus
tter and species (second name) is all lower case.	alba.



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 Punctuation % Grammar % Number of errors

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.



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

Question number Yes No Comment	learners				_
1.Do you have dedicated English tutors 2. Do tutors assess learners English? 3. Do your tutors provide feedback to learners? 4. How would you rate your tutors confidence? 5. Areas where they feel their assessor lack confidence? 5. Areas where they feel their assessor lack confidence? 6. What CPD do you provide GCSE workshops 17% provide GCSE workshops 17% provide GCSE workshops 17% providens assessing and providing feel that putting staff through their FS tests will prepare them for assessing and providing feedback to a develop their provide feel that putting staff through their FS tests will prepare them for assessing and providing feedback to a	Question number	Yes	No	Comment	1
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dertaken 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.