

NCFE Functional Skills Qualification in

English at Entry Level 1



QAN: 600/1067/8

NCFE Qualification Support Pack:

Introduction

At NCFE we're passionate about providing exceptional customer service and exceeding your expectations. We think our approach to customer service makes us different – easy to do business with, flexible and responsive.

We're a registered educational charity and a company limited by guarantee. Our charitable aim is 'to promote and advance the education and training of young persons and adults'.

We've produced a variety of support materials to help you to plan and deliver our products and services, the majority of which are available free to download from our website.



Our Qualification Support Pack (QSP) provides you with downloadable interactive templates you can customise for your own use and for the use of your centre. It's not a mandatory resource and it's not a full delivery programme, but it provides you with sample materials, resources and delivery plans for you to use when planning your delivery programme.

The QSP is the "master" reference document. The handouts, activities and the PowerPoint presentation are available as separate resources available free for you to download from the NCFE website.

This QSP for the **NCFE Functional Skills qualification in English at Entry Level 1 (600/1067/8)** provides materials that will help support you to deliver the course effectively and efficiently – additional supporting materials are available on our Qualification Finder:

<http://www.ncfe.org.uk/QualificationFinder/ncfe-functional-skills-qualification-in-english-at-entry-level-1-591.aspx>

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Section 1



Scheme of Work template

Qualification: (1)	Total credit value: (1)	Guided learning hours (GLH):
		Delivery design: (1a)
Course syllabus: (2)	Qualification aims:	
(Mandatory units):		
(Optional units): (3)		
Entry guidance:	Assessment methods: (4)	
Teaching & learning styles (Visual, auditory, reading, kinaesthetic - VARK): (5)	Learner activities: (6)	
<ul style="list-style-type: none"> ◆ Teaching formal presentation style ◆ PowerPoint, for imparting knowledge ◆ Some informal activities for hands on learning experiences ◆ Group exercises and individual activities allowing for differentiation of learners 	<ul style="list-style-type: none"> ◆ Ice-breakers ◆ Starter activities ◆ Discussion groups (small groups/whole class) ◆ Interactive activities ◆ Role plays ◆ Case studies 	
Resources		
NCFE materials and resources to support this qualification can be found at: http://www.ncfe.org.uk/QualificationFinder/ncfe-functional-skills-qualification-in-english-at-entry-level-1-591.aspx		

Comments

(1) You will find the qualification detail here:

<http://www.ncfe.org.uk/QualificationFinder/ncfe-functional-skills-qualification-in-english-at-entry-level-1-591.aspx>

(1a) This is flexible depending on the option(s) that best suits your learners

(2) The qualification aims, mandatory and optional units, entry guidance and assessment methods can be found here:

<http://www.ncfe.org.uk/QualificationDocuments/qualspec/600-1067-8/Qualification%20Specification.pdf>

(3) You can decide which options best suit your centre and your learners

(4) Outlined in the assessment strategy document:

<http://www.ncfe.org.uk/QualificationFinder/ncfe-functional-skills-qualification-in-english-at-entry-level-1-591.aspx>

(5) Consider using a wide range of teaching and learning styles – Visual, Auditory, Read/Write and Kinaesthetic

(6) Consider using a wide range of learner activities

Scheme of Work template (cont'd)

Qualification:		Total credit value:		Guided learning hours (GLH):			
				Delivery design:			
Duration of lessons:		No of sessions /weeks:					
Session / dates	Topic / unit	GLH	Session aims	Methods: (1)	Resources: (2)	Assessment: (3)	Mapping to FS and PLTS (4)
			On successful completion of this unit the learner will:	Use a range of teaching methods to include:	<ul style="list-style-type: none"> ◆ PowerPoint ◆ Whiteboard ◆ Handouts ◆ Flipchart paper and pens ◆ Activities ◆ NCFE Individual Learning Programme (ILP) 	Portfolio evidence could include: <ul style="list-style-type: none"> ◆ learner report ◆ reflective journal ◆ Assessor observation checklists and action plans ◆ witness testimony ◆ worksheets ◆ assignments; projects; reports ◆ professional discussion ◆ record of oral and written questioning 	

Comments

(1) Consider using a wide range of teaching methods
<http://tlp.excellencegateway.org.uk/tlp/leadersandmanagers/goingforgold/b1/index.php?i=6>

(2) Consider using a wide range of resources
<http://www.excellencegateway.org.uk/page.aspx?o=nav-resources>

(3) Consider using a wide range of assessment activities
<http://resources4adultlearning.excellencegateway.org.uk/themes/assessment/choosingassessmentmethod.htm>

(4) FS = Functional Skills – (Maths, English and ICT);
 PLTS = Personal Learning and Thinking Skills (independent enquirers, creative thinkers, reflective learners, team workers, self-managers and effective participants)

Example Scheme of Work for the NCFE Functional Skills qualification in English at Entry Level 1 (600/1067/8)

Total credit value: N/A	Guided learning hours (GLH): 45	Delivery design: 36 sessions x 1.25 hours
Course syllabus: See Ofqual criteria for Functional Skills in English - http://www.ofqual.gov.uk/downloads/category/68-functional-skills-subject-criteria?download=1171%		Qualification aims: This qualification is suitable for candidates aged 14 and above. The NCFE Functional Skills qualification in English at Entry Level 1 is an ideal qualification for candidates wishing to develop practical, transferable skills in English in order to work confidently, effectively and independently in life. It is suitable for a wide range of individuals and is fundamental to the successful completion of various wider qualifications and frameworks, such as Foundation Learning.
Entry guidance: This qualification is suitable for candidates aged 14 and above. It is suitable for a wide range of individuals and is fundamental to the successful completion of various wider qualifications and frameworks, such as Foundation Learning, the Diploma and Apprenticeships.		Assessment methods: 3 mandatory components: <ul style="list-style-type: none"> ◆ Speaking Listening and Communication –internally assessed (no external assessment) ◆ Reading –internally assessed (no external assessment) ◆ Writing –internally assessed (no external assessment)
Teaching & learning styles (Visual, Auditory, Read-write, Kinaesthetic - VARK): <ul style="list-style-type: none"> ◆ Teaching formal presentation style ◆ PowerPoint, for imparting knowledge ◆ Some informal activities for hands on learning experiences ◆ Group exercises and individual activities allowing for differentiation of learners 		Learner activities: <ul style="list-style-type: none"> ◆ Ice breakers ◆ Starter activities ◆ Discussion groups (small groups/whole class) ◆ Interactive activities ◆ Role plays ◆ Case studies
Resources NCFE materials and resources to support this qualification can be found at: http://www.ncfe.org.uk/QualificationFinder/ncfe-functional-skills-qualification-in-english-at-entry-level-1-591.aspx		

Example Scheme of Work for the NCFE Functional Skills qualification in English at Entry Level 1 (600/1067/8)

(cont'd)

Total credit value: N/A		Guided learning hours: 45		Delivery design: 36 sessions x 1.25 hours			
Duration of lessons: 1.25 hours			No of sessions / weeks: 36				
Session / dates	Topic / Unit	GLH	Session aims	Methods:	Resources:	Assessment:	Mapping to FS and PLTS
Weeks 1-9	Speaking, listening and communication		<p>This component explores how the learner can develop the skills to participate in and understand the main points of simple discussions/exchanges about familiar topics with another person in a familiar situation.</p> <ul style="list-style-type: none"> ◆ Understand the main points of short explanations ◆ Understand and follow instructions ◆ Respond appropriately to comments and requests ◆ Make contributions to be understood ◆ Ask simple questions to obtain specific information <p>Topics can relate to the learner's everyday home, study and work life</p>	<ul style="list-style-type: none"> ◆ One to one discussion ◆ Tasks ◆ Interactive activities ◆ Role play 	<ul style="list-style-type: none"> ◆ PowerPoint ◆ Whiteboard ◆ Hand outs ◆ Flipchart paper and pens ◆ Activities ◆ Individual Learning Programme (ILP) 	NCFE sets the controls for assessment and provides the assessment tasks (which can be contextualised where appropriate) and mark schemes which must be used to assess candidates.	PLTS – Self management skills Positive contribution as a team member Problem-solving skills Safe practice Communication skills

Week 10	Speaking, listening and communication		Practice test. Learners will participate in a practice test which will give them the experience of being fully assessed at this level for this component.	<ul style="list-style-type: none"> ◆ Individual formal assessment 	<ul style="list-style-type: none"> ◆ Sample assessment paper 	Sample assessments may be found at http://www.ncfe.org.uk/download/web/functional-skills/English-Entry-Level-1.zip	
Week 11	Speaking, listening and communication		Individual feedback on practice test. Remedial work on areas which have been identified in the practice test as needing attention.	<ul style="list-style-type: none"> ◆ One to one discussion ◆ tasks 	<ul style="list-style-type: none"> ◆ Individual worksheets 		
Week 12	Speaking, listening and communication		Formal assessment. Learners to complete controlled Speaking, Listening and Communication assessment	<ul style="list-style-type: none"> ◆ Individual formal assessment 	<ul style="list-style-type: none"> ◆ Assessment as provided by NCFE 	Sent from NCFE on registration of learners.	
Weeks 12-21	Reading		<p>This component explores how the learner can develop the skills to be able to read and understand short simple texts that explain or recount information.</p> <p>The learner will</p> <ul style="list-style-type: none"> ◆ Read and understand simple regular words and sentences ◆ Understand short texts on familiar topics and experiences <p>These can be related to personal information such as their names and addresses, words and sentences used frequently in their home, study and work life, words related to social signs and health and safety.</p>	<ul style="list-style-type: none"> ◆ One to one discussion ◆ Tasks ◆ Interactive activities ◆ 	<ul style="list-style-type: none"> ◆ PowerPoint ◆ Whiteboard ◆ Hand outs ◆ Flipchart paper and pens ◆ Activities 	NCFE sets the controls for assessment and provides the assessment tasks (which can be contextualised where appropriate) and mark schemes which must be used to assess candidates.	<p>PLTS – Self management skills</p> <p>Positive contribution as a team member</p> <p>Problem-solving skills</p> <p>Communication skills</p>

Week 22	Reading		Practice test. Learners will sit a practice test which will give them the experience of being fully assessed at this level for this component.	<ul style="list-style-type: none"> ◆ Individual formal assessment 	<ul style="list-style-type: none"> ◆ Sample assessment paper 		
Week 23	Reading		Individual feedback on practice test. Remedial work on areas which have been identified in the practice test as needing attention.	<ul style="list-style-type: none"> ◆ One to one discussion ◆ tasks 	<ul style="list-style-type: none"> ◆ Individual worksheets 		
Week 24	Reading		Formal assessment. Learners to complete controlled assessment.	<ul style="list-style-type: none"> ◆ Individual formal assessment 	<ul style="list-style-type: none"> ◆ Assessment as provided by NCFE 		
Week 25-33	Writing		<p>This component explores how the learner may gain the skills to be able to write short, simple sentences.</p> <p>The learner will</p> <ul style="list-style-type: none"> ◆ Use written words and phrases to present information ◆ Construct simple sentences using full stops ◆ Spell correctly some personal or very familiar words <p>These can be related to personal information such as their names and addresses, words and sentences used frequently in their home, study and work life, words related to social signs and health and safety.</p>	<ul style="list-style-type: none"> ◆ One to one discussion ◆ Tasks ◆ Interactive activities ◆ 	<ul style="list-style-type: none"> ◆ PowerPoint ◆ Whiteboard ◆ Hand outs ◆ Flipchart paper and pens ◆ Activities 	NCFE sets the controls for assessment and provides the assessment tasks (which can be contextualised upon request) and mark schemes which must be used to assess candidates.	

			Formats for writing could be completing simple forms, lists, simple responses to instructions.				
Week 34	Writing		Practice test. Learners will sit a practice test which will give them the experience of being fully assessed at this level for this component.		◆ Sample assessment paper	Sample assessments may be found at http://www.ncfe.org.uk/download/web/functional-skills/English-Entry-Level-1.zip Assessment for learning will take place throughout the module.	

Session Plan template ⁽¹⁾

Tutor's name:		Course:		Session topic:					
Number of learners:		Location:		Session number:					
Date:		Group:		Time allocated:					
General aims of the session:									
Learning objectives:									
Assessment strategies linked to above objectives: (2)									
Teaching and learning strategies: (3)									
Project work		Tutor demonstration		Discussion		Direct teaching		Individual work	
Group work		Practical skill development		Learner presentations		Ideas blast		Other activities	

Comments

Details of the qualification will help you to build up the information for your session plan.

(1) NCFE documents found at (<http://www.ncfe.org.uk/QualificationDocuments/qualspec/600-1067-8/Qualification%20Specification.pdf>) will provide information for your session plans.

(2) Use effective assessment strategies that link to your session objectives

(3) Try to vary your teaching and learning strategies

Session Plan template ⁽¹⁾ (cont'd)

Timing (minutes)	Content	Tutor activity	Learner activity	Teaching style	Resources	Differentiation ⁽¹⁾

Comments

(1) If your learners are mixed ability – remember to have additional activities that stretch the most able in your group

Example Session Plan for the NCFE Functional Skills qualification in English at Entry Level 1 (600/1067/8) (cont'd)

Tutor's name:		Course: Functional English Entry level 1		Session topic: Speaking and listening					
Number of learners:		Location:		Session number:					
Date:		Group:		Time allocated: 75 mins					
General aims of the session:									
To encourage learners to participate in and understand the main points of simple discussions.									
Learning objectives:									
<ul style="list-style-type: none"> • Practice speaking about a familiar topic • Listen to others speaking about familiar topics • Response to others' contributions • Evaluate performance 									
Assessment strategies linked to above objectives:									
Assessment for learning.									
Teaching and learning strategies:									
Project work		Tutor demonstration	✓	Discussion	✓	Direct teaching		Individual work	✓
Group work		Practical skill development		Learner presentations		Ideas blast		Other activities	

Example Session Plan for the NCFE Functional Skills qualification in English at Entry Level 1 (600/1067/8) (cont'd)

Timing (minutes)	Content	Tutor activity	Learner activity	Teaching style	Resources	Differentiation
5mins	Introduction to session – Aims and objectives	Introduction to the session. Recap on previous learning.	Listen and confirm understanding.	Auditory	Whiteboard PowerPoint	5mins
10 mins	Starter activity Responding to information	Work with small groups of learners. Ensure that each group has a teacher/TA to facilitate. Teacher/TA tells each learner something which they respond to – Eg Teacher; "I have two black cats" Learner, " You have two black cats" Each learner has a different piece of information. Teacher evaluates success – if needed this activity can be repeated.	Listen and respond to information.	Auditory	Whiteboard PowerPoint	Working in small groups with appropriate support. Refer to reasonable adjustments for non-speakers.
10 mins	Second activity	Learners think about one thing they can say for the teacher to repeat. Then carry out the activity. Evaluate success and repeat if needed.	Speak to teacher and confirm response	Auditory	Whiteboard PowerPoint	Working in small groups with appropriate support. Refer to reasonable adjustments for non-speakers.
10 mins	Third activity	Move learners to work in pairs, where they can be supported by the teacher and TA. Ask learner A in each pair to tell their partner about what they have had to eat today. Tell learner B to repeat it. Ask learner B to tell the rest of the group.	Tell partner what they have had to eat today and repeat what partner has said. Share with group. Eg Rebecca has had beans on toast and a drink of milk.	Auditory	Whiteboard PowerPoint	Working in small groups with appropriate support. Refer to reasonable adjustments for non-speakers.

		<p>Ask the learners to change roles.</p> <p>Reflect on accuracy of response – what did they find difficult. What will help to improve their performance?</p>	<p>The learners change roles and repeat the activity.</p>	<p>Auditory</p>	<p>Whiteboard PowerPoint</p>	<p>Working in small groups with appropriate support.</p> <p>Refer to reasonable adjustments for non-speakers.</p>
<p>15 mins</p>	<p>Fourth activity</p>	<p>In small groups ask each candidate in turn a question Eg. Tell me about your favourite food What do you like to do at weekends? Talk about your best friend What sports do you like?</p> <p>Summarise response by asking for contributions from rest of the group:- “What does John like to do at weekends?”</p>	<p>Taking turns each learner responds to a stimulus question from the teacher/TA.</p> <p>As part of the group contributes to summary of others’ responses.</p>	<p>Auditory</p>	<p>Whiteboard PowerPoint</p>	<p>Working in small groups with appropriate support.</p> <p>Refer to reasonable adjustments for non-speakers.</p>
<p>20 mins</p>	<p>Fifth activity</p>	<p>Ask learners to think about their favourite film or TV show.</p> <p>Think about what they can say about the film or show.</p> <p>Suggestions for what they could say:</p> <p>Who is in the film or show What it is about When is it on Why do they like it</p> <p>In pairs, Learner A asks learner B 3 questions about the film or show. This isn’t a guessing game, so the learners may give the title.</p>	<p>Think about their favourite film or TV show.</p> <p>Think of things they can say about it.</p> <p>In pairs, ask questions and respond to questions.</p>	<p>Auditory</p>	<p>Whiteboard PowerPoint</p>	<p>Working in small groups with appropriate support.</p> <p>Refer to reasonable adjustments for non-speakers.</p>

5 mins	Evaluation	With TA evaluate performances. Think about support that may be needed to improve individual speaking and listening. Ask each learner in group how they felt about the session.	Share feelings about the session.	Auditory	Whiteboard PowerPoint	
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A list of web links to support delivery of this qualification

<http://tlp.excellencegateway.org.uk/tlp/fs/fs-resources>

Functional skills, key skills and SfL resources in a searchable library and 3 CPD sessions for introducing FS to non specialists

www.bbc.co.uk/skillwise

Recently updated self-paced learning package

www.skillsworkshop.org

A site where practitioners put their best ideas, resources etc

www.ofqual.gov.uk

Government site for qualifications etc

<http://www.saveyoursundays.com/web/index.php/main/index>

A site set up for primary and secondary teachers with neat ideas for skills delivery

www.teachers.guardian.co.uk/English

Lots of English resources

www.tes.co.uk/teaching-resource/Functional-Skills-English-6133536

A number of *resources* that can be used in the delivery of Functional Skills

Section 2



Individual Learning Programme ⁽¹⁾

Qualification title:

Name:

Tutor:

Date:

Date	Activity	Resources	Complete

Long-term goals	
Short-term goals	

Target	Target date	Evidence	Date achieved

Comments

(1) An Individual Learning Programme (ILP) can be used in tutorial sessions to focus the learner on personal goals. This template can be customised to fit the qualification and your learners' needs.

Individual Learning Programme

Target 1

Date	Activity	Resources	Complete

Target 2

Date	Activity	Resources	Complete

Target 3

Date	Activity	Resources	Complete

Target 4

Date	Activity	Resources	Complete

Learning Agreement ⁽¹⁾

Name	Qualification	Tutor	Date
Tutor's goals		Learner's goals	
Tutor's expectations		Learner's expectations	
Meeting schedule		Confidentiality contract	
		Tutor's signature Learner's signature Date	

Comments

(1) A Learning Agreement can be used to focus the learner on your expectations of them – you can also discuss and agree their expectations and goals. This template can be customised to fit your learner's needs.

Self/peer assessment ⁽¹⁾

1. How did I do?		2. How did we do?			
3. Strengths:					
4. Weaknesses:					
5. Areas for development:					
6. Improvements required:					
Learner's name		Learner's signature		Date	

Comments

(1) Self and peer assessment can be used to encourage learners to reflect on their strengths and weaknesses and their peers too - and areas where they can improve.

Reflective Journal – review sheet ⁽¹⁾

Name:	Class:
The main points I have learnt from this activity/ session are:	
I could develop my skills as a result of this activity/ session by:	
I could develop my knowledge and understanding as a result of this activity/session by:	
Leamer's signature:	Date:

Comments

(1) This review sheet encourages the learner to focus on what they learnt from the session and what else they need to do. You can adjust the template to fit your learner's needs.

Section 3



Guide to: Active Learning

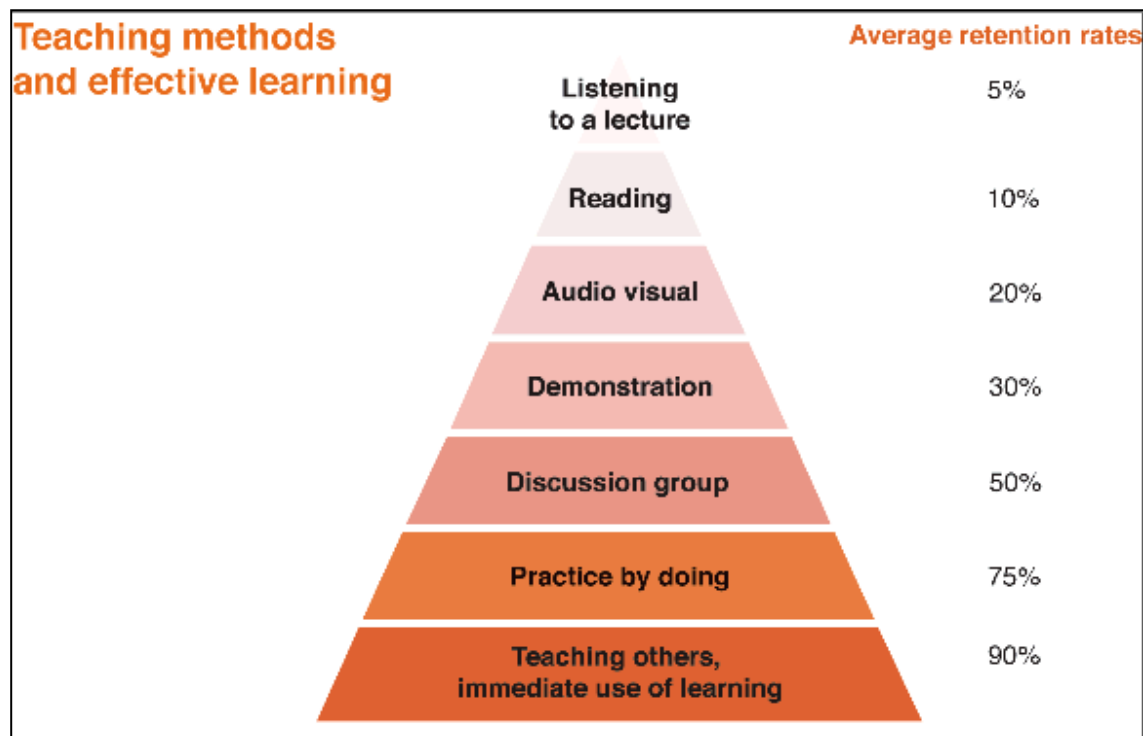
Research shows that some teaching methods are more effective in supporting learning. Active Learning is much better recalled, enjoyed and understood by our average learner. Active methods require learners to 'make their own meaning', that is, develop their own conceptualisations of what they are learning. During this process they physically make neural connections in their brain, the process we call learning. Passive methods such as listening do not require learners to make these neural connections or conceptualisations.

Research undertaken by the National Training Laboratories, Bethel Maine, USA looked into the impact different teaching methods had on learners. The diagram below illustrates the % retention rates for the different teaching methods we commonly use.

As can be seen from the diagram, the more involved the learner is, the more they retain.

Think back to when you first started teaching – you probably only really understood certain elements of the theory when you had to explain it to others. Teaching others is the most effective method of learners understanding the topics.

(Geoff Petty, (2004))



Benefits of Active Learning:

- ◆ Gives the learner feedback on their incomplete understandings and encourages them to fix this, for example by helping each other
- ◆ Gives the Tutor feedback on which learners understand, and which ones need help
- ◆ Develops thinking skills such as analysis, problem solving, and evaluation
- ◆ Helps learners to use their learning in realistic and useful ways, and see its importance and relevance
- ◆ Is more fun!
- ◆ Gives the Tutor a bit of a rest

Some learners may create meaning from passive methods, but other learners don't. Both types of learner improve their learning enormously when they're required to use it.

When active methods are compared with traditional methods in careful control group and experimental group comparisons, active methods produce much better achievement. This is true even though the control group (traditional didactic methods) has the same teaching time as the experimental (Active Learning) group. This is also true at every academic level.

With modern education practice, assessment for learning, personalisation and greater ownership of learning are all essential requirements for the classroom. Active Learning helps tick all these boxes.

What makes good Active Learning?

Lessons usually contain the following elements:

- ◆ **Reviews:** of previous learning
- ◆ **Showing how:** the Tutor showing how to do it, explaining this, and thinking out loud to show the process
- ◆ **Controlled practice:** where the students do it as a class or as individuals, but the Tutor checks closely and continually to decide whether students are ready for individual work. The **meaning of the work is stressed** as is the **process:** *how* they should do it; and the **product:** *what* they should create
- ◆ **Learners doing it themselves:** individually or in groups
- ◆ **Learners work being checked:** this includes the learners checking their own and each other's work. This takes place during the lesson, and as soon as possible
- ◆ **Homework:** assignments of about 15 minutes including some review questions
- ◆ **Structured reviews:** reviews at the end of the lesson asking students 'what have we learned?' and agreeing and summarising this. Reviews at the beginning of every lesson to review the last. Reviews each week and each month to review previous topics



Guide to: open questioning

Questioning is a critical skill for Tutors because it is:

- ◆ the most common form of interaction between Tutor and learner
- ◆ an element of virtually every type and model of lesson
- ◆ a key method of providing appropriate challenge for all learners
- ◆ an important influence on the extent of progress made
- ◆ the most immediate and accessible way for a Tutor to assess learning.

Research by S Hastings and T Wragg identified that an average Tutor asks 400 questions in a day, (that's 70,000 a year); one-third of all teaching time is spent asking questions and most questions are answered in less than a second.

However OFSTED and other assessment methods regularly pick up that questioning is not as effective as it could be for the following reasons:

- ◆ asking too many closed questions
- ◆ asking learners questions to which they can respond with a simple yes or no answer
- ◆ asking too many short-answer, recall-based questions
- ◆ asking bogus 'guess what I'm thinking' questions
- ◆ starting all questions with the same stem
- ◆ pursuing red herrings and going off track
- ◆ dealing ineffectively with incorrect answers or misconceptions
- ◆ focusing on a small number of learners and not involving the whole class
- ◆ making the sequence of questions too rigid
- ◆ not giving learners time to reflect, or to pose their own questions
- 28 ◆ asking questions when another strategy might be more appropriate

The main purposes for using open questioning are to:

- ◆ interest, engage and challenge learners
- ◆ check on prior knowledge
- ◆ stimulate recall and use of existing knowledge and experience in order to create new understanding and meaning
- ◆ focus thinking on key concepts and issues
- ◆ extend learners' thinking from the concrete and factual to the analytical and evaluative
- ◆ lead learners through a planned sequence which progressively establishes key understandings
- ◆ promote reasoning, problem solving, evaluation and the formulation of hypotheses
- ◆ promote learners' thinking about the way they have learned

When to use open and closed questions

Closed questions	Open questions
<p>have the following characteristics:</p> <ul style="list-style-type: none"> ◆ they give you <i>facts</i> ◆ they are easy to answer ◆ they are quick to answer ◆ they keep control of the conversation with the questioner. 	<p>have the following characteristics:</p> <ul style="list-style-type: none"> ◆ they ask the respondent to think and reflect ◆ they will give you <i>opinions</i> and <i>feelings</i> ◆ they hand control of the conversation to the respondent.
<p>Useful to:</p> <p>Confirm a fact eg "Which word processing software did you use?"</p> <p>Focus a response eg "Is the project on schedule?"</p> <p>Confirm your understanding of what a person has said eg "So the dog ate your homework?"</p> <p>Make a polite demand eg "So I can expect your assignment to be handed in tomorrow?"</p>	<p>Useful to :</p> <p>Invite participation and generate a more lengthy explanation eg "What's happening with the project?"</p> <p>Explore alternatives and possibilities eg "What would happen if...?"</p> <p>Encourage use of different perspectives eg "What is another possible explanation?"</p> <p>Explore attitudes and feelings eg "How do you feel about your decision?"</p>

Open questions make the learners think and give the Tutor a greater appreciation of how much they know and understand. However, lessons need to include a combination of both open and closed questions.

Encourage your learners to develop their own questioning skills too. Get the learners to peer assess each other using open and closed questions.

Guide to: peer and self assessment

Self-assessment – is a process where learners are involved in and are responsible for assessing their own piece of work. It encourages learners to become independent and can increase their motivation.

Peer assessment – is where learners are involved in the assessment of the work of other learners. Learners must have a clear understanding of what they are to look for in their peers' work.

Benefits of peer and self-assessment:

Learners understand more clearly the assessment criteria for quality work. They begin to understand how the work produced meets the set standards. They will begin to make comparisons between their work, the work of their peers and sample/example materials presented. As tasks become more complex and open ended, it's essential that more than one model is provided to help the learners to understand they can use different strategies to meet standards.

Learners understand the process:

Target setting and sharing learning outcomes will help learners to understand their current position and where they need to be at the end of the task. They are guided through their progression rather than blindly pushed through an assessment maze.

Involving learners more fully in the assessment and monitoring process - research has demonstrated that high-performing learners will:

- ◆ self-monitor
- ◆ self-correct
- ◆ use feedback from peers to guide their learning process

Assessment criteria written in learner accessible language can be a useful medium for reflective thinking and peer conferencing.

Providing 'stretch' for learners:

Learners understand that the criteria are 'real' and 'achievable' - and that meeting them and improving their level of achievement is both possible and desirable. Traditionally, many learners have done only what has been asked of them. By providing assessment criteria which can suggest that a higher level of achievement is possible learners are encouraged to begin to define how their work can reach the higher levels of criteria.

Practitioners and learners understand expectations and assessment criteria:

When learners can articulate their progress before, during and at the end of a task or assignment, and the assessment criteria are clearly understood they are no longer unsure of what open-ended tasks are intended to teach. Tutors and learners are both moving toward clear and understandable formative assessment practices.



* to continue to improve our levels of customer service,
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