

Developing capacity for integrated maths Level 1 and Level 2 programmes that meet the reformed Functional Skills requirements.

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Creating
Excellence

Providing solutions for the
Education Sector

Functional Skills maths reforms

How confident are you with the reforms for maths?

Where do you feel your organisation is by way of preparing for the transition?

Score yourself between 1 and 10 – 1 low and 10 high



This workshop will focus on....

Helping to develop capacity within delivery teams to ensure that:

- maths is effectively integrated into vocational programmes,
- meets the additional requirements of the reformed Functional Skills maths at level 1 and level 2 and
- meets the additional requirements Common Inspection Framework learner tracking, progress and monitoring requirements.



.... maths is effectively integrated into vocational programmes

What does the effective integration of maths mean?

On your tables arrive at a definition.



.... maths is effectively integrated into vocational programmes

How do staff delivering vocational programmes feel about maths?



.... maths is effectively integrated into vocational programmes

“A key aim for Functional Skills mathematics specifications is that they enable the student to gain confidence and fluency in, and **a positive attitude towards, mathematics.**”

Students will convey their confidence in using mathematics when they can demonstrate a **sound grasp** of mathematical knowledge and skills and **apply** it to solve mathematical problems.”

DfE Specifications 2018



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.... maths is effectively integrated into vocational programmes

What should the integration of maths look like in vocational programmes?

Who are the best people to establish where maths can be effectively integrated into vocational programmes?



.... maths is effectively integrated into vocational programmes

How do staff delivering vocational programmes feel about maths?

What support do core members of staff need to ensure that integration of maths has value and real meaning for learners?



.... maths is effectively integrated into vocational programmes

A whole organisational approach to maths.... What does this look like?

- Everyone understands the importance of maths and promotes it in a positive way
- Paperwork and processes support collection of key information to support strong starting points for learners
- Robust monitoring and tracking helps track progress at key points throughout the programme
- Learners understand the value of maths and actively engage in their development



.... maths is effectively integrated into vocational programmes

What action(s) do you need to take in your organisation to ensure that maths is effectively integrated into your organisation and staff and learners are positive about the importance of maths?

Are developments being fully tracked and recorded through your improvement plans and SAR?



.... maths is effectively integrated into vocational programmes

Questions?



.... meets the additional requirements of the reformed Functional Skills maths at level 1 and level 2

In order for staff to be fully confident with the reformed Functional Skills requirements they need to:

- Be familiar with the content of the new qualifications
- Know the changes to paperwork and processes
- Know the strategic approach to the transition and closing down of the legacy qualifications
- Understand the new assessment requirements
- Know what training they need in order to confidently support the new qualifications



.... meets the additional requirements of the reformed Functional Skills maths at level 1 and level 2

Developing secure functional skills: independence

To become more independent, we need to let our learners do more for themselves:

Trying and sometimes building on success---but often moving on from failure in a safe setting

Making decisions about which skills to use

Managing their own time, planning and, sometimes, outcomes

“Less is more” Ludwig Mies van der Rohe



.... meets the additional requirements of the reformed Functional Skills maths at level 1 and level 2

What process do you have in place to ensure that all staff delivering Functional Skills maths are fully aware of the new requirements?

What support is there available to help understand the differences between the legacy and reformed Functional maths?

How are you communicating plans and progress to staff? How well informed are your core staff?



.... meets the additional requirements of the reformed Functional Skills maths at level 1 and level 2

What are the biggest areas of concern for the reformed maths?



.... meets the additional requirements of the reformed Functional Skills maths at level 1 and level 2

How can you effectively establish what development your core staff need?

Self-Assessment – Reformed Level 1 Functional Skills mathematics

Consider each section and decide in which column you consider your knowledge, skills and confidence to be. Use the information to support any development you may need to be able to fully support the reformed Functional Skills maths at Level 1 with learners.

	Confident and can teach/ support	Confident for myself but need help to teach/support	Not confident/ need help
Level 1 - using numbers and the number system – whole numbers, fractions, decimals and percentages			
1. Read, write, order and compare large numbers (up to one million)			
2. Recognise and use positive and negative numbers			
3. Multiply and divide whole numbers and decimals by 10, 100, 1000			
4. Use multiplication facts and make connections with division facts			
5. Use simple formulae expressed in words for one or two-step operations			
6. Calculate the squares of one-digit and two-digit numbers			
7. Follow the order of precedence of operators			
8. Read, write, order and compare common fractions and mixed numbers			



... meets the additional requirements of the reformed Functional Skills maths at level 1 and level 2

What action(s) do you need to take in your organisation to ensure that all your core staff are fully aware of the reformed maths requirements?

What training/ development do you need to have in place to support the transition?

Are developments being fully communicated, tracked and recorded through your improvement plans and SAR?



... meets the additional requirements of the reformed
Functional Skills maths at level 1 and level 2

Questions?



... meets the additional requirements Common Inspection Framework learner tracking, progress and monitoring requirements

What is Ofsted looking for?



... meets the additional requirements Common Inspection Framework learner tracking, progress and monitoring requirements

What do you need to know about learner's that will help to ensure that their maths can be developed in a meaningful way and effectively integrated into their programme?

How do you collect that information?



... meets the additional requirements Common Inspection Framework learner tracking, progress and monitoring requirements

Do your initial screening processes collect information that helps to inform the learners starting points effectively?



... meets the additional requirements Common Inspection Framework learner tracking, progress and monitoring requirements

How is the information collected from Initial Screening used to inform programme planning and development?

How is progress monitored and recorded?
... across the FULL learner journey?



... meets the additional requirements Common Inspection Framework learner tracking, progress and monitoring requirements

What action(s) do you need to take in your organisation to ensure that initial screening for maths is effective and relevant?

What action(s) do you need to take to ensure that the information collected is used effectively throughout the learner's journey?

Are developments being fully communicated, tracked and recorded through your improvement plans and SAR?



... meets the additional requirements Common Inspection Framework learner tracking, progress and monitoring requirements

Questions?



General things to consider

Is there a clear development plan in place that covers all aspects of the transition?

Does the plan cover every aspect of the learner journey?

Is the plan communicated effectively to everyone involved or impacted?

Is a senior/ key member of staff responsible for and driving forward the transitional plan?

Is progress being clearly documented and celebrated?



Functional Skills maths reforms

How confident are you now with the things that need to be in place to help build capacity and a positive culture for maths in your organisation?

Score yourself between 1 and 10 – 1 low and 10 high



In this session we have looked at....

Helping to develop capacity within delivery teams to ensure that:

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Final questions?



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