



Everyone should be clear about the impact of maths and English on learners

connecting with previous knowledge when you introduce a new subject in maths or English to build on your learners' prior knowledge. Adopt a framework for each new topic:

What do you already know about this topic? Use concrete examples.

When do you use this topic? Examine concrete examples.

What is easy about this topic? Share examples of what learners can do.

What do you find difficult? Explore examples of what learners find difficult or in mathematics common misconceptions.

Vary your approach within this framework. You could use quizzes, direct questioning, class discussion, pair or small group discussion and feedback, collaborative writing, online voting, coloured cards to represent like/dislike, easy/moderate/difficult.

The aim is to establish prior knowledge before teaching each topic. Try getting your learners to keep a 24-hour diary showing when they use maths or English skills in their daily lives.

All staff involved in a learner's programme of study, including employers, vocational teachers and support staff, can support assessment for learning in maths and English, but some may need extra support to do so.

When using different systems for maintaining learner progress records make sure that learners can easily take responsibility for and manage their own learning. Feedback and support on maths and English from all

Assessment for learning relates to learning as it happens in real-time, activating and building on learners' existing knowledge to improve their performance and motivate learning. AfL activities that focus on the process and content of learning can support deeper understanding and provide ongoing feedback that shapes teaching throughout a learner's course of study.

Watch [videos 1 and 2](#)¹⁵ to find out how AfL is an intrinsic part of the learning process. Reflect on how you build opportunities for learners to take the lead in monitoring and evaluating their own learning with your support, and how you build in time and opportunities to lead on reviewing and goal setting e

An overly long initial assessment process can be off-putting for learners embarking on a new course and may de-motivate them from doing their best. The 2019 [Ofsted Education Inspection Framework](#)¹⁹ states that: 'Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners.' Most learners with a grade 3 in maths or English will be placed in GCSE groups so it's unnecessary to test skills in every topic at the beginning of their course.

It is more helpful to both the learner and the teacher to use a diagnostic test at the beginning of the course to identify areas of weakness and to provide targeted support for these areas. This is more helpful to both the learner and the teacher than a long initial assessment process. 5ETQTQq0.00008875 0

using concrete familiar examples to

Making time in lessons for assessment activities can consolidate learning as well as provide feedback on progress and understanding for future planning. Barak Rosenshein's [17 Principles of Effective Instruction](#)²⁷ suggests that regular review can

Using authentic contexts can help learners re-engage with maths and English, increasing their chances of exam success and helping them to see the relevance of these subjects in work and at home. It is widely recognised as effective practice and is encouraged by Ofsted.

If employers recognise the importance

Learners are more likely to self-regulate and be active agents in their own learning if they see their efforts are acknowledged and their responses make a difference to how they are taught.

If

