



veryone sh	nould be clear a	about the impac	et of maths ar	nd English on I	earners	

connecting with previous knowledge when you introduce a new subject in maths or English to build on your `YUfbYfgÑprior 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.

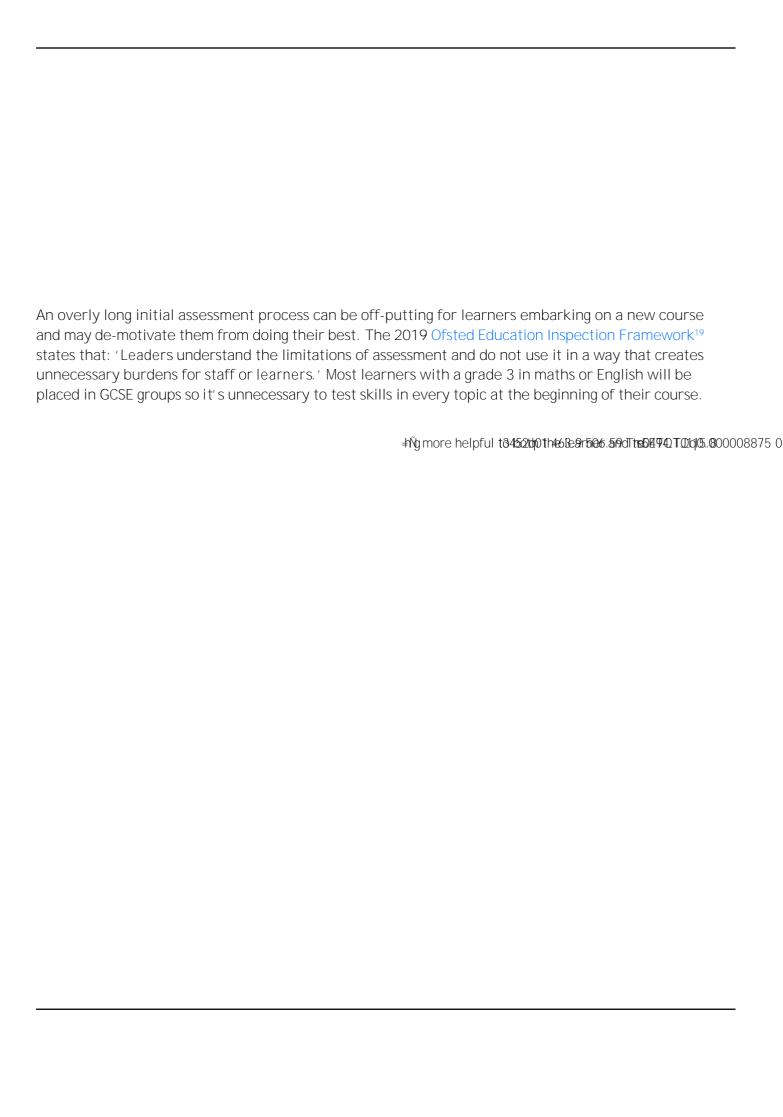
When using different systems for maintaining learner progress records make sure that learners can easily take responsibility for and manage their own learning. Feedback and support on maths and English from all





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 2¹⁵ 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











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

chances of exam s	ontexts can help learners re-er success and helping them to so widely recognised as effective	ee the relevance of the	ese subjects in work
f employers recogni	se 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.	
lf	