

Case Study: Ensuring 'Every Child Matters', Matters In FE

'Assessment and Learning: involving the learner'. LSC funded project.



Stockton Sixth Form College, Study Skills Support Department work with post-16 learners with a range of SpLD's & support needs. Supplementing learning & skills development across most areas of the curriculum

The challenge involves *education providers often introducing new strategies and initiatives to help students without directly explaining how they relate to/affects them*

as individuals. Therefore we would like students to understand what type, level, quality of support they should expect to receive and how the *Every Child Matters (ECM)* Agenda can provide for their all round needs and not just their development as effective learners.

In order to meet this challenge we looked at ways of formally integrating the ECM Agenda further into SSFC's support provision:

- Reviewing and discussing the requisites of the ECM agenda, we wanted the intervention to be a reciprocal process: whereby the learner is aware of why they are being offered a holistic style of support provision, encompassing range of needs. In return the facilitator gets greater understanding and insight into those needs: students are encouraged to provide more information about their background beyond their previous educational experiences.
- Reviewing how we currently implement the agenda, in order to ascertain where its profile could be raised. Coming up with tangible ways of making the students constantly aware of ECM's implications.
- Researching best practice ideas with colleagues & other branches of education. Looking at OFSTED and LSC advice about how, as part of the common inspection framework 'evidence is gathered for ECM outcomes'.

This research culminated in:

- A decision to enhance our current ECM provision when negotiating individual support strategies, prior to intervention, we demonstrated our commitment to ECM as part of the learning agreement process.
- Generating some prewritten phrases from the 'LSC's guide to ECM and Colleges', then adapting and personalising them to fit in with a student's circumstances when formulating and recording recommended support packages in a 'Student Individual Support Plan', (SISP).

The outcomes we expected to achieve included:

- Reappraising our approach to embedding the ECM agenda into the college's support mechanisms so as to make learners more aware of what form of help they can expect to receive in order to ensure that their all round support needs are being met.
- A better basis for target setting by focusing support "on personal targets students want to achieve", & in the process generating tangible evidence of our intervention to help inform Self Assessment Review procedures.
- Giving more consideration to how we can better liaise with internal and external agencies who are also trying to implement the agenda, so as to allow the department to develop more focused, relevant and individualised programmes student support.

- Regular gauging of student responses and reactions to this new approach to implementing the ECM agenda and how it affects them, when recording support strategy information on the SISP.

The impact of trialling this strategy highlighted several key issues, particularly with regard to gauging learner receptiveness to ECM. In terms of both illustrating how involved students became in understanding & identifying their own needs or highlighting some perceived disengagement from the process, following an explanation of the Agenda's purpose:

- During negotiations to formulate individual support strategies, some students appeared to be nonplussed about ECM but all accepted that it seemed like a good way of helping rather than hindering them during their time at college.
- Some students were indignant about the policy referring to them as a "child", although reassured that their all round welfare, as well as their learning needs were being addressed. One student commented that until our discussion on the type of support they could expect to receive, they had not realised that such level of help and advice was available and how it could help them in their lives outside of their studies.
- In terms of listening to the learner voice, students supported for 2+ years commented that their confidence qualifications and skills had increased and they felt they did matter. They also accepted that this increase could not all be put down to our support but were unanimous in saying we had played a major part in their all round development as learners, despite implementing ECM in a less obvious & direct way.
- The study reinforced how important it is that such policies as ECM are explained directly to the people they pertain too, even if initially they appear not to be interested. This perceived indifference can often be overcome by relating such policies to a student's everyday settings: matching student situations to suitable provisions from the Agenda. Subsequently, at FE level this means that receiving in-depth transition data is vital, and another support area we have sought to develop as a result of this case study. Increased contact with feeder schools has led to direct involvement with Pupil Support Networks (PSN) meetings to find more about prospective students so that the support we are able to provide following transition will have a clearer focus on individual needs and circumstances.
- Greater awareness of the tutorial programme, to determine when ECM related issues are being covered, has allowed us to relate to & build upon information given when developing subsequent student support strategies.

The Future:

It is too early in the process to establish if we have met the challenges we have set ourselves. This will only be ascertained once we have gathered more evidence; although, even then it may only be possible to quantify to what extent a support strategy based upon the ECM agenda is being implemented but not how effective it has been. Determining that could be a case study in itself. As with most attempts to measure the effectiveness of support provision, the lack of benchmarks makes quantifying any success a challenge in itself. However, in this case it may be easier following our end of year student survey and a review of all supported students' attainment and progression.

Supporting Evidence:

www.ofsted.gov.uk, Guidance on gathering evidence for Every Child Matters outcomes SSFC Study Skills Support Dept Paperwork: *SSS Agreement form(LS002aa)* 2009/10.

ECM Statements List, (SSFC 2009) & *Every Child Matters Outcomes Framework* :
http://publications.everychildmatters.gov.uk/eOrdering_Download/2063-2005PDF-EN-01.pdf

R. Clark, *Every Child Matters: What it means for colleges*, Association of Colleges, LSC (Jan 06).

SSFC Study Skills Support Dept Paperwork: *SISP forms (LS5 & LS12b) 2009/10. disabilities.*

Adult Learning Inspectorate (2006) *Greater Expectations. Provision for learners with disabilities.*



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Stockton Sixth Form College

Supporting Student Success



STUDY SKILLS SUPPORT AGREEMENT

This is an initial Support Agreement between

*Please **PRINT** in these boxes*

Student		Support Service																																														
Name		LSA Raised By: Name :																																														
Admin No:		Signature :																																														
Tutor Group:	Tutor:	Individual Learner Record Code: <i>(for SpirALS input)</i> <div style="border: 1px solid black; width: 150px; height: 30px; margin: 10px auto;"></div>																																														
Courses: _____ _____																																																
By signing this you, the student are agreeing to:		By signing this, support staff are agreeing to support the ECM agenda:																																														
<ul style="list-style-type: none"> Accept responsibility for your learning with the named Support Staff, Tutor and Main Programme Tutor Attend regularly and be on time Inform the Support Service (ext 110) when you are unable to attend class otherwise you will lose your entitlement to these hours The Support Service passing on relevant information to course tutors and/or examination officer/other relevant professionals 		To encourage the student to: <ul style="list-style-type: none"> Be Healthy: <i>Criteria 5, 6, 7, 8</i> Stay Safe: <i>Criteria 5, 6</i> Enjoy and Achieve: <i>Criteria 6</i> Make a Positive Contribution: <i>Criteria 6</i> Achieve Economic Well-Being: <i>Criteria 6</i> 																																														
Evidence of this will be reviewed and recorded at regular intervals on: <i>SISP, Reviews & Sessional records</i>																																																
This agreement is based upon the following evidence:		<table border="1"> <thead> <tr> <th>Ratio Initial</th> <th>Contact Hrs</th> <th>Subject Code</th> <th>In/Out Of class</th> <th>Start Date</th> </tr> </thead> <tbody> <tr><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td></tr> <tr><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td></tr> <tr><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td></tr> <tr><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td></tr> <tr><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td></tr> <tr><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td></tr> <tr><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td></tr> <tr><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td></tr> </tbody> </table>		Ratio Initial	Contact Hrs	Subject Code	In/Out Of class	Start Date	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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<input type="checkbox"/> Referral Form (LS1)	<input type="checkbox"/> Study skills screening	<input type="checkbox"/> Other																																														
Date LSA Raised:	Number of Weeks Until:																																															
	First Review: 14																																															
	Second Review: 12																																															
	Exit Review: 5 (GCSE)																																															
	4 (AS/A2)																																															
		*If help is being provided by more than one support tutor, record additional support type, ratio & subject above. Initial and date from the start of support. COMPLETE IN ALL CASES.																																														

I accept this offer

I decline this offer

Student Signature: _____
(Disclaimer Notice)

Date: _____

Support Tutor Signature(s)*: _____

- White copy -Support Manager
- Yellow copy – Senior Tutor

- Pink copy - Student Copy



Student Individual Support Plan

Student Name _____

Admin No _____ TG _____

LISP Raised By _____ Date: _____

Course Information

Course tutor(s) _____

Course/s enrolled on _____

Course Start Date _____ End of Course _____

Length of Course/s _____ Level of Course _____

Student Timetable (tick box if received)

Scheme of Work (tick box if received)

Format of course	Yes (tick)	No (tick)	Concessions?	Concessions Type (Please circle +)
Exams			Y/N	R, S, R/S, P, ET, ESOL, A.Tech, Transcription
Course Work				

Have any of the following further information/assessments been made available?

- School Confidential/assessment report
- Medical Assessment
- 'Audiological' Assessment
- Transition Plan
- Statement of special educational needs
(Type) _____



Student Profile

Assessment of difficulties

Basic Skills Screening & More Specific Diagnostic Results, (e.g. difficulties with Fractions, Percentages, Punctuation etc)

Student's presented difficulty

Students perception of difficulties

Preferred Learning Style (*Please use the online VLE Quizzes to ascertain LS*)

Where might college life/coursework present difficulties

Previous Examination Results/Courses Attended

Details of Previous Educational Support & Experiences

Leisure Interests

Long Term Goals



Smart Targets & Individual Support Plan

Where am I now	5	4	3	2	1	Target (Number)
Attendance and Punctuality	I always arrive and am punctual for my classes	I am usually very reliable with only occasional lapses	I am fairly reliable and on time	I have difficulty in arriving on time and attending	I have a record of lateness and patchy attendance	
Attitude to Work	I am hardworking & show enthusiasm for study	I am interested in most aspects of the course & make a steady effort	I show enthusiasm and have a steady approach	I do what is required but show little effort to go further	I am reluctant to apply myself to work/I lack interest	
Getting on with others	I am confident and communicate effectively	I work well with others	I lack confidence in group settings	I respond to directions but am reluctant to communicate with others	I appear unco-operative and isolate myself	
Working on your own	I am organised & plan tasks, stick to them & assess my own progress	I organise myself sufficiently to produce reasonable results	I usually work well but sometimes need help planning or sticking to a task	I often need help with planning a task or in carrying it out	I have difficulty in working on my own	
Performance in tasks	I have successfully completed all the tasks time to a high standard	I have successfully completed all tasks to a good standard with only minor errors	I have completed most of my tasks to a satisfactory standard, Some of these have weaknesses	I have not completed all tasks. I have missed out or misinterpreted much of the requirements	I have completed few tasks. Ones I have completed are not well organised or presented. I need help to complete work	

Recommended support package:

This is an initial programme of support which will be reviewed, revised and recorded periodically within resources available.

Autumn review: 8/9/08 – 19/12/08

Spring review: 5/1/08 – 3/4/08

Exit review: 20/4/08 – 22/5/08*

Please tick boxes to indicate type review(s) carried out.

Signatures

Support Staff _____ Student _____

Learner Support Manager _____ Date _____

The above information is accurate at the date of signature, although from time to time amendments may have to be made to the original support package. These amendments will be made in conjunction and in agreement with both the Student and the Support Tutor.

* For AS & A2 supported students this term finishes a week earlier (15/05/08) for study leave.



Sensitive Information Record

Physical/Mobility difficulties	
Hearing Impairment	
Visual Impairment	
Basic Literacy difficulties	
Specific Learning difficulties (dyslexia)	
Mental Health Problems	
Moderate Learning Difficulties	
Other	

ARRIVAL/DEPARTURE SUPPORT

Toileting	
Assistance on and off transport on arrival	
Assistance on and off transport on departure	

BREAK/LUNCH SUPPORT

Assist with handling money	
Assist with obtaining food and drink	
Assistance with feeding	
Assistance with personal self management skills	
Toileting	
Assistance with the development of appropriate communication skills	
Movement between rooms	

PERSONAL STUDY SESSION SUPPORT REQUIRED INDUCTION

Dictation	
Notes	
Copying	
Page Turning	
Assistance with Manual tasks	

	Yes	No
Medication	<input type="checkbox"/>	<input type="checkbox"/>
Taken at College	<input type="checkbox"/>	<input type="checkbox"/>
Self Administration	<input type="checkbox"/>	<input type="checkbox"/>

IN CLASS SUPPORT REQUIRED

Dictation	
Note taking	
Copying	
Page Turning	
Listening to reading	
Repeating teacher instructions	
Communicator	
Learner directed diagram/graph drawing	
Assistance with manual task initial/final assistance	
Assessing development of personal communication skills	
Clarifying/rephrasing teaching instructions	
Assessing with personal needs in classroom	
Assisting with personal self management skills	

ASSISTIVE TECHNOLOGIES

Type:	
LRC informed	

STUDY SKILLS SUPPORT

I have visited Student Support	
Study Skills Support Staff have been introduced to me	
I have visited the LRC and had its facilities explained to me	
I have visited Open Access and have been introduced to the I.T. Help Desk and have been made aware of the facilities available	
I have been made aware of the enrichment facilities available at college	

I have completed a fire and evacuation drill and had matters of Health & Safety explained to me

RECOMMENDATIONS/NOTES/FURTHER DETAILS

OTHER AGENCIES TO BE INVOLVED

Counselling Connexions Finance

Other _____