

# Maths and English: practice sharing networks

Functional Skills English (SLC)

2020-2021

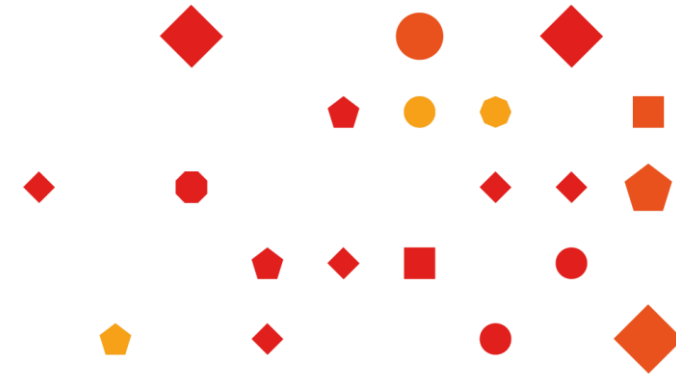
# Agenda

## Virtual network etiquette

- Please keep your mic and mobiles on mute
- Time will be allocated for Q&A
- Organiser will address individuals by name so you can unmute to speak
- Put all questions in question box and speaker will address individually/raise hand

## Outline of the session

- Introductions
- Speaking, Listening and Communicating
  - Understanding the Subject Content
  - Differentiating levels
  - Assessment planning
  - Presentation activity
  - Sharing good practice
- Support resources/next steps



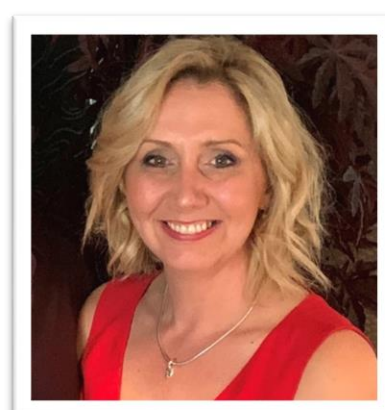
# Meet the team



Paul Sceeny  
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# Speaking, Listening and Communicating



# Points to consider

How do you  
store/  
standardise/  
share your  
assessments?

How do you  
complete SLC  
paperwork?

Do you record  
your  
assessments?

How do you  
conduct your  
assessments?

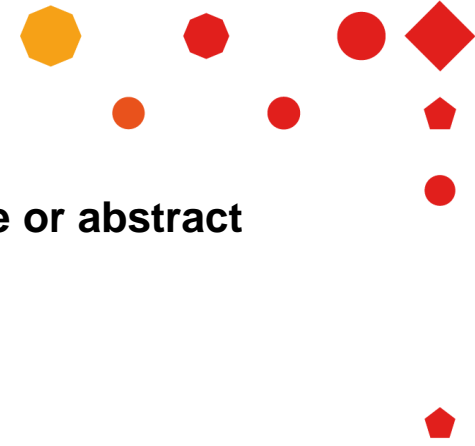


# Do we understand the Subject Content?

## Scope of study Level 1

**This should include narratives, explanations, discussions, instructions, information, descriptions and presentations all of varying lengths.**

1. Identify relevant information and lines of argument in explanations or presentations.
2. Make requests and ask relevant questions to obtain specific information in different contexts.
3. Respond effectively to detailed questions.
4. Communicate information, ideas and opinions clearly and accurately on a range of topics.
5. Express opinions and arguments and **support them with evidence**.
6. Follow and understand discussions and make contributions relevant to the situation and subject.
7. Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium
8. Respect the turn-taking rights of others during discussions, using appropriate language for interjection



## Scope of study Level 2

**This should include extended narratives and information (information may be on technical concrete or abstract topics), discussions, detailed explanations and presentations all of varying lengths.**

1. Identify relevant information and lines from extended explanations or presentations
2. Follow narratives and lines of argument
3. Respond effectively to detailed questions or extended questions and feedback
4. Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts
5. Communicate information, ideas and opinions clearly and effectively, providing further detail and development in required
6. Express opinions and arguments and support them with relevant and persuasive evidence
7. Use language that is effective, accurate and appropriate to context and situation
8. Make relevant and constructive contributions to move discussion forward
9. Adapt contributions to discussions to suit audience, purpose and medium
10. Interject and redirect discussion using appropriate language and register



# Speaking, Listening and Communicating – Levels 1 & 2

There is one internally marked assessment at each level.

## Level 1

The candidate will need to take part in three activities as part of a group:

- A formal discussion on an unfamiliar topic.
- A short talk (explanation or presentation) on a familiar topic followed by an informal discussion with peers.
- An informal discussion following another candidate's short talk (explanation or presentation).

## Level 2

The candidate will need take part in three activities as part of a group:

- A formal discussion on an unfamiliar topic.
- A presentation/extended explanation on a familiar topic followed by a discussion with peers.
- A discussion following another candidate's presentation/extended explanation.

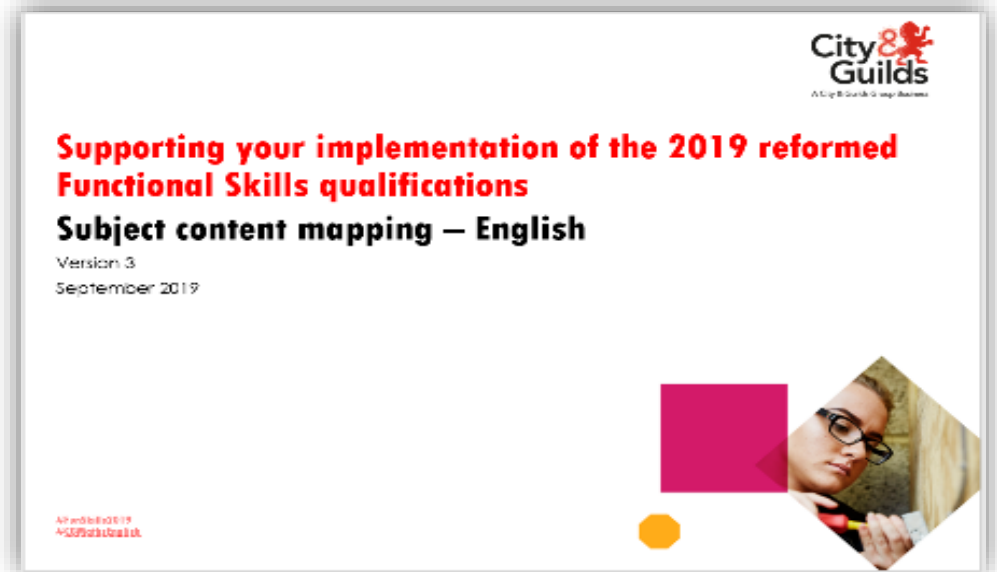
The Speaking, Listening and Communicating assessment is designed to meet 100% coverage of the subject content



# Differentiating and understanding Level 1 and Level 2

## Points to consider

- How might you expect to see each SCS evidenced within a discussion/talk/presentation/explanation?
- What would you expect to see at each level?
- How would you differentiate?
- How could you move learners from L1 to level 2?



# Assessment planning

- What counts as unfamiliar and familiar?
- Group size?
- Why do we ask for quotes?
- How much is enough?
- EQA process?
- What counts as presentation/explanation?
- Informal discussion with peers?
- What differences should you see between L1 and L2?
- IQA process?

**Level 1 Speaking, Listening and Communicating Assessment Record Sheet**

**Evidence sheet for Activity 1: Formal discussion on unfamiliar topics**

**Central Statement:** SC54. Make requested detailed and pertinent questions to obtain specific information in a range of contexts.

**SC55. Communicated information, ideas and opinions clearly and effectively, providing further detail and development if required.**

**SC56. Expressed opinions and arguments and supported them with relevant and persuasive evidence.**

**SC57. Used language that is effective, accurate and appropriate to context and situation.**

**SC58. Made relevant and constructive contributions to move the discussion forward.**

**SC59. Adapted contributions to discussion to suit audience, purpose and medium.**

**SC60. Interpreted and redirected discussion using appropriate language and register.**

**Declarations:** Learner name: \_\_\_\_\_ Enrolment number: \_\_\_\_\_ Start time: \_\_\_\_\_ Finish time: \_\_\_\_\_ Topic: \_\_\_\_\_ Details of group: \_\_\_\_\_

**Evidence sheet for Activity 2: Short talk presentation or presentation on familiar topics**

**Central Statement:** SC54. Make requested detailed and pertinent questions to obtain specific information in a range of contexts.

**SC55. Communicated information, ideas and opinions clearly and effectively, providing further detail and development if required.**

**SC56. Expressed opinions and arguments and supported them with relevant and persuasive evidence.**

**SC57. Used language that is effective, accurate and appropriate to context and situation.**

**SC58. Made relevant and constructive contributions to move the discussion forward.**

**SC59. Adapted contributions to discussion to suit audience, purpose and medium.**

**SC60. Interpreted and redirected discussion using appropriate language and register.**

**Declarations:** Learner name: \_\_\_\_\_ Enrolment number: \_\_\_\_\_ Start time: \_\_\_\_\_ Finish time: \_\_\_\_\_ Topic: \_\_\_\_\_ Details of group: \_\_\_\_\_

**Level 2 Speaking, Listening and Communicating Assessment Record Sheet**

**Evidence sheet for Activity 1: Formal discussion on unfamiliar topics**

**Central Statement:** SC54. Make requested detailed and pertinent questions to obtain specific information in a range of contexts.

**SC55. Communicated information, ideas and opinions clearly and effectively, providing further detail and development if required.**

**SC56. Expressed opinions and arguments and supported them with relevant and persuasive evidence.**

**SC57. Used language that is effective, accurate and appropriate to context and situation.**

**SC58. Made relevant and constructive contributions to move the discussion forward.**

**SC59. Adapted contributions to discussion to suit audience, purpose and medium.**

**SC60. Interpreted and redirected discussion using appropriate language and register.**

**Declarations:** Learner name: \_\_\_\_\_ Enrolment number: \_\_\_\_\_ Start time: \_\_\_\_\_ Finish time: \_\_\_\_\_ Topic: \_\_\_\_\_ Details of group: \_\_\_\_\_

**Evidence sheet for Activity 2: Presentation or extended explanation on familiar topics**

**Central Statement:** SC54. Make requested detailed and pertinent questions to obtain specific information in a range of contexts.

**SC55. Communicated information, ideas and opinions clearly and effectively, providing further detail and development if required.**

**SC56. Expressed opinions and arguments and supported them with relevant and persuasive evidence.**

**SC57. Used language that is effective, accurate and appropriate to context and situation.**

**SC58. Made relevant and constructive contributions to move the discussion forward.**

**SC59. Adapted contributions to discussion to suit audience, purpose and medium.**

**SC60. Interpreted and redirected discussion using appropriate language and register.**

**Declarations:** Learner name: \_\_\_\_\_ Enrolment number: \_\_\_\_\_ Start time: \_\_\_\_\_ Finish time: \_\_\_\_\_ Topic: \_\_\_\_\_ Details of group: \_\_\_\_\_

# What do we know?

An informal discussion in response to another person’s short talk, explanation or presentation, or a recorded presentation.

Informal discussion following presentation

- What do we think this could look like?
- How would you facilitate this?

Level 1 Speaking, Listening and Communicating  
Assessment Record Sheet

City  
Guilds

Learner name			
Date of activity	Employment number		
Start time	Finish time		
Topic	Details of group		

Evidence sheet for Activity 3  
Informal discussion in response to another person's short talk, explanation or presentation, or a recorded presentation

Criterion statement	✓	Evidence statement
SC51 Identified relevant information and identified relevant communication in presentation		
SC52, Where required, asked relevant questions to clarify points for information in the oral presentation		
SC53, Commented on content, style, format and content		
SC55, Followed and understood the content and structure of the oral presentation		
SC56, Interpreted the underlying spirit of the oral presentation, and identified appropriate language for the topic		

Declaration		
Learner name	Signature	Date
Assessor name	Signature	Date

Level 2 Speaking, Listening and Communicating  
Assessment Record Sheet

City  
Guilds

Learner name			
Date of activity	Employment number		
Start time	Finish time		
Topic	Details of group		

Evidence sheet for Activity 3  
Informal discussion in response to another person's presentation or extended explanation, or a recorded presentation

Criterion statement	✓	Evidence statement
SC51 Identified relevant information and identified relevant communication in presentation		
SC52, Where required, asked relevant questions to clarify points for information in the oral presentation		
SC53, Commented on content, style, format and content		
SC54, Made relevant comments and identified relevant communication in the oral presentation		
SC55, Followed and understood the content and structure of the oral presentation		
SC56, Interpreted the underlying spirit of the oral presentation, and identified appropriate language for the topic		

Declaration		
Learner name	Signature	Date
Assessor name	Signature	Date

# Remote SLC

- Ensure you have read Guidance for Remote Assessment before conducting any remote assessments
- For the SLC assessment, the assessor does not have to be in the same location as the candidate or other participants. In all cases, centres must:
  - meet all requirements of the assessment
  - be able to verify the candidate's identity
  - have video or audio evidence of each assessment
  - keep records on which assessments were completed remotely
  - inform their EQA.



# Resources

# e-Functional Skills

HomeLessonsMessages

Enter a term, or just click Search for advanced e

Learner

My latest work

Lessons

Latest lessons

No lessons have been assigned to you.

View all lessons

To do list

Recently-assigned tests

Initial Assessment: Level 1 English  
Functional Skills  
Due in 30 days

Initial Assessment: Level 1 Maths  
Functional Skills  
Due in 30 days

How am I doing?

You have not completed any tests.

View my reports

Level 2 English: Writing for Purpose: Writing a Fo... Version: 1.0.15.13

Look at the following salutations that could be used in a letter or email. Put a tick in the correct column to show whether they are formal or informal.

	Formal	Informal
Hiya Joe	<input type="radio"/>	<input type="radio"/>
Hi there	<input type="radio"/>	<input type="radio"/>
Dear Sir	<input type="radio"/>	<input type="radio"/>
Yours sincerely	<input type="radio"/>	<input type="radio"/>
With regards	<input type="radio"/>	<input type="radio"/>
Bye	<input type="radio"/>	<input type="radio"/>
Thanks	<input type="radio"/>	<input type="radio"/>
Hello from Tel	<input type="radio"/>	<input type="radio"/>

1234Question : 2 of 4

Test Results for Learner

9/1850%

Test Feedback

Your Initial Assessment results suggest that you are currently working at Level 1. You should now take the diagnostic tests for each topic area at Level 1 for a more detailed analysis of your skills profile.

Question	Topic	Performance	
1) Mileage		1/1	Review
2) Height		0/1	Review
3) Temperature		1/1	Review
4) Profit		0/1	Review
5) Cubing		1/1	Review
6) New Multiplication		0/1	Review
7) Distance		0/1	Review
8) Interpreting charts		1/1	Review
9) Percentage reduction		1/1	Review
10) Subtraction		0/1	Review

Next steps

City & Guilds e-Functional Skills: Maths

Export as Word documentFilter marksheet

Individual Learning Plan

City & Guilds

Number of tests taken

4

Percent

41%

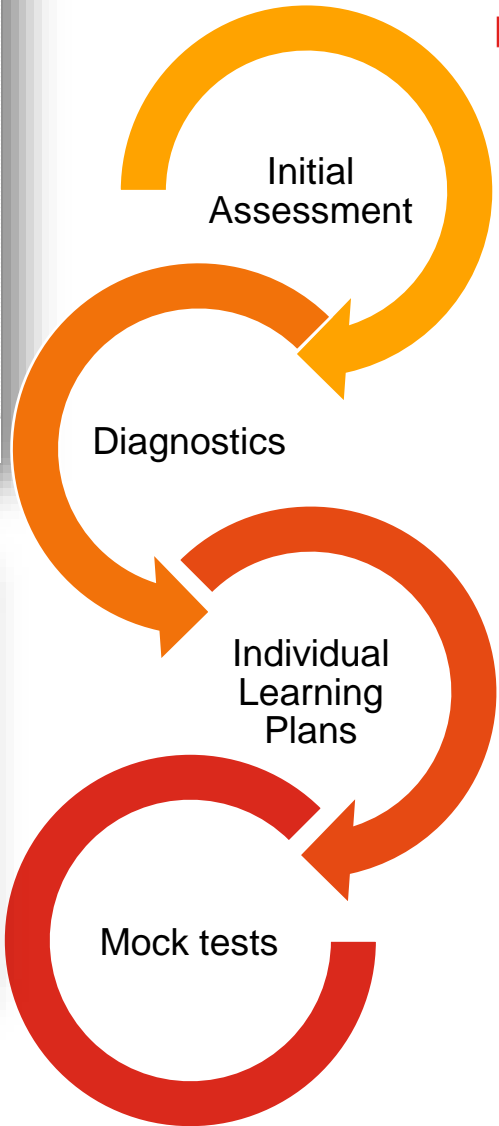
Total score:

Marks gained

Marks dropped

2719

Test name	Times taken	Percent	Score	Review test
Diagnostic: Level 1 Maths: Adding and Subtracting	1	75%	3/4	Review
Diagnostic: Level 1 Maths: Multiplying 1	2	40%	2/5	Review
Initial Assessment: Level 1 Maths	1	72%	13/18	Review
Initial Assessment: Level 2 Maths	4	5%	1/19	Review

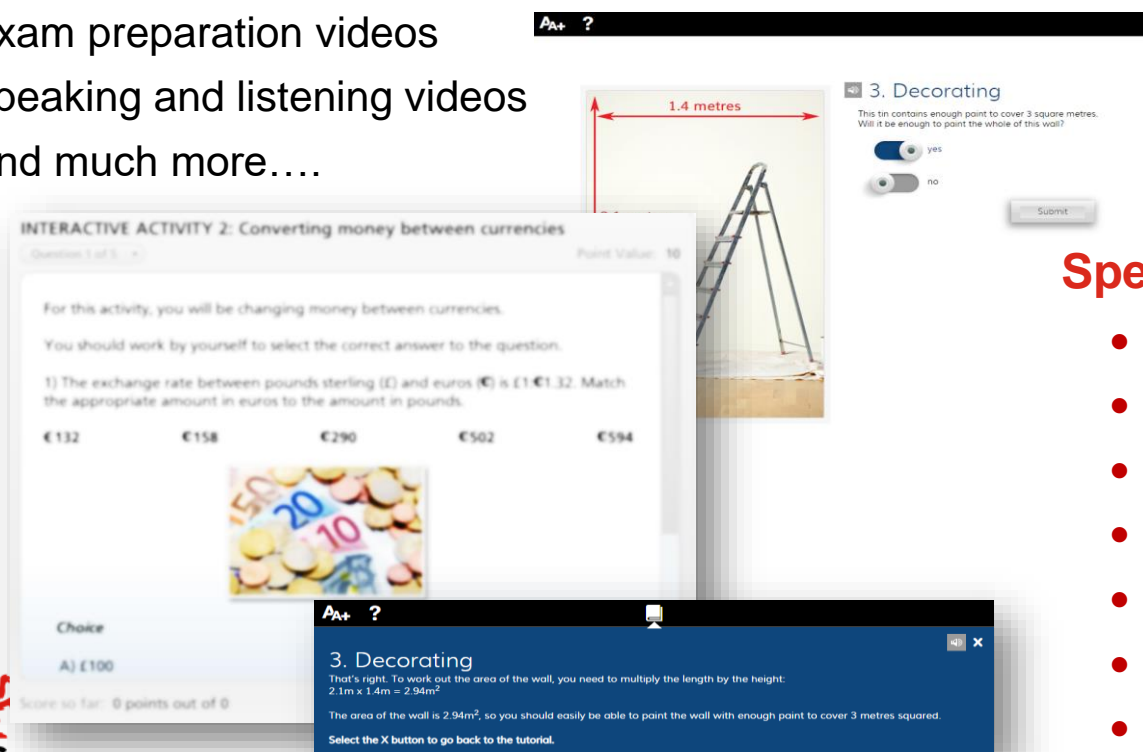
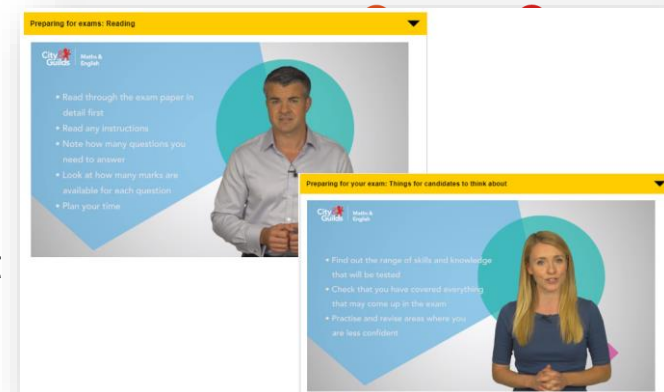


# SmartScreen – Maths and English

- developing skills activities
- 150 maths and English videos
- interactive e-learning
- worksheets
- classroom games and activities
- card sorts/matching
- exam preparation videos
- speaking and listening videos
- and much more....

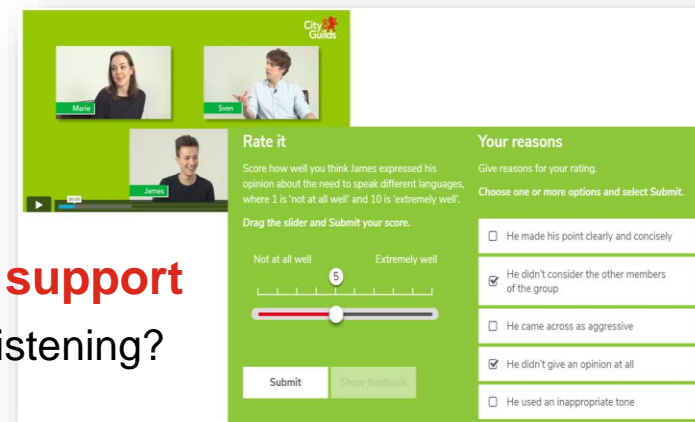
## Exam preparation

- Things for candidates to think about
- Things for teachers to think about
- Reading the paper.



## Speaking and listening support

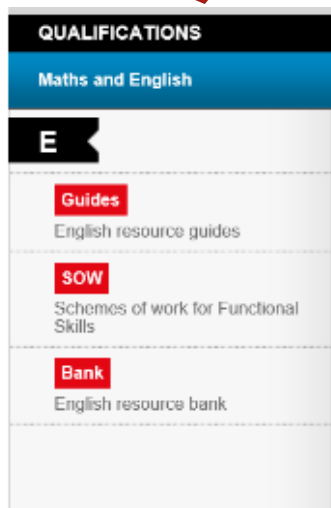
- What is speaking and listening?
- Familiar discussions
- Using appropriate language techniques
- Discussing unfamiliar subjects
- Using formal language
- Preparing for presentations
- Delivering presentations





# Using SmartScreen

Download  
resource  
guide



Choose your  
SCS and  
resource

Subject content statement	Suggested resources	How to use this resource
4. Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts	<b>Activity 31: Airport info</b>	Use in class. Learners read and try to memorise information from a map and then pass relevant information on to their peers. <b>Links to:</b> Identify implicit and inferred meaning in texts. (13)
	<b>Activity 32: Airport notes</b>	Use in class as a follow-up to the above Activity 31. Learners work in pairs to ask questions about the map from Activity 31 and asking for clarification. <b>Links to:</b> Respond effectively to detailed or extended questions and feedback. (3)
	<b>Activity 33: Hold on a mo!</b>	Use in class. Learners are provided with a handout and work in pairs. Pairs read aloud a scripted conversation between a customer and a sales assistant for a mobile phone company. This is designed as a short further task to remind learners of some important basic skills when trying to get information from someone, however simple the task might appear. <b>Links to:</b> Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required. (5)



Access  
numbered  
resource



# Resource guides – How do they work?

What needs to be taught

SmartScreen resources available

How to use them

Subject content statement	Suggested resources	How to use this resource
Punctuate writing correctly using a wide range of punctuation markers (e.g. colons, commas, inverted commas, apostrophes and quotation marks)	<b>Activity 53: Punctuation markers</b>	Use in class as an icebreaker. This activity will reinforce the use of some punctuation markers and introduce others in text to aid understanding of sentences and make meanings clear.
	<b>Video 61: How punctuation changes meaning</b>	Use in class. Video discussing how punctuation changes meaning. Video length: 1.53 mins.
	<b>Video 62: Its and it's</b>	Use in class. Video discussing the difference in meaning between <u>its</u> and <u>it's</u> . Video length: 1.08 mins.
	<b>Interactive activity 53: Recognise possessive apostrophes</b>	Short tutorial focusing on use of the possessive apostrophe.
	<b>Video 63: Recognise possessive apostrophes</b>	Useful short video looking at the difference in possessive and non-possessive apostrophes using shop signs as an example. Video length: 0.55 mins.
	<b>Interactive activity 54: Scenario – Kick off</b>	Tutorial and quiz looking at the use of the apostrophe in contractions.

Resource guides will also be available to support all other literacy/English and numeracy/maths qualifications offered by City & Guilds

# OpenAssess

**OpenAssess is our new, free, on-screen practice test tool – developed for Functional Skills exams**

- It's a parallel, open, version of SecureAssess (e-volve)
  - the platform we use for live on-screen tests.
- It hosts our sample on-screen Functional Skills external assessments
  - instead of these just being on our website.
- It will record your learners' practice test attempts, and store their responses
  - so you can access and mark them afterwards
  - allows you to provide feedback and judge their readiness for the live test.



# Next steps

## Further support...

### Technical Advisors

Available to support you through the transition to reformed Functional Skills and beyond

### Networks

Support you and encourage sharing of best practice

### Webinars

Keep you up to date monthly and provide ongoing support

### Maths and English resource Hub

Support with any specific aspects of reformed Functional Skills you need more help with including 'How to...' series of recorded presentations

### CPD

Teaching and learning English and Maths.

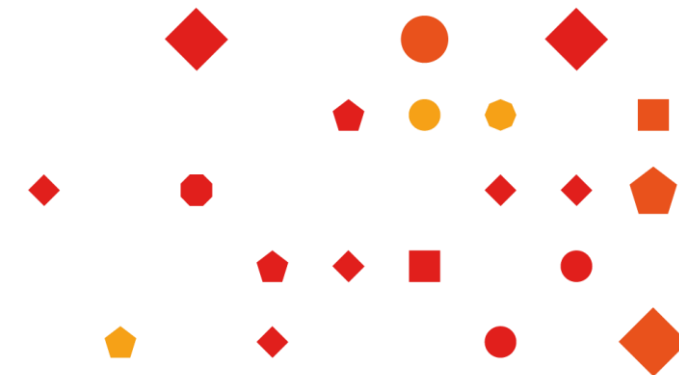
## Useful links

Contacting City & Guilds – for details visit [Contacting City & Guilds](#)

For updates on the Functional Skills reforms – visit [Functional Skills Updates](#)

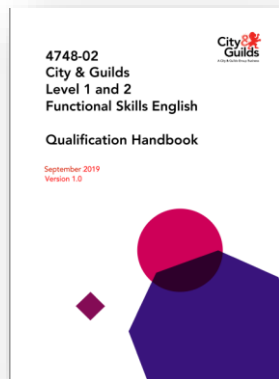
For more detailed qualification information [Reformed Functional Skills \(4748\)](#)

Our [FAQs](#) also provide useful information and can also be found on the qualification page



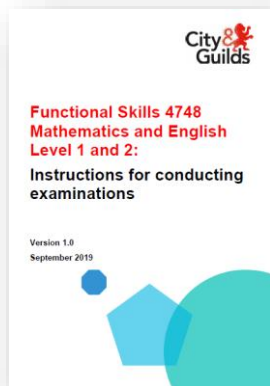
# Don't forget...

## Supporting documents



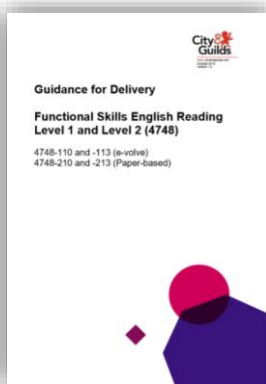
### **Handbook and specification documents**

Sets out scope and design of our Functional Skills qualifications, including assessment coverage and weightings.



### **Instructions for conducting exams**

Sets out our operational requirements for managing externally marked exams.



### **Guidance for delivery**

Produced by our chief examiners: detailed guidance on design of, and allocation of marks within, our externally marked exams.



# Questions answers

Please take the time to complete  
the feedback survey.

<https://bit.ly/CGMENetworkSurvey>

Your feedback is important and  
helps to shape future networks and  
support.

# Thank you