



## Hampshire Achieves Adult Learning Update

Issue December 23

Dear All, thank you all the work you have done this term, and the support you have given learners. To support learner progression, we have attached information about Function Skills Maths.

Wendy Scott

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### Professional Values and Attributes:

Value and champion diversity, equality of opportunity, inclusion, and social equity

### Promoting Equality Diversity and Inclusion



There is a wide range of events planned for December/January with lots of opportunity to promote British Values, as well as EDI.

Further events can be found at [Upcoming Awareness Events – Awareness Days Events Calendar 2022 & 2023](#)

Key highlights of suitable events are:

#### December

10<sup>th</sup> [Human Rights Day](#)

12<sup>th</sup> [National Workplace Day of Remembrance](#)

21<sup>st</sup> World Religion Day

24<sup>th</sup> [International Day of Education](#)

27<sup>th</sup> [International Holocaust Remembrance Day](#)

#### January

### Professional Knowledge and Understanding:

Share and update knowledge of effective practice with colleagues, networks and/or research communities to support improvement.



**Save the date: Teaching and Learning Conference 2024: Wednesday 23<sup>rd</sup> October**

#### VLE



We have a dedicated section on our VLE for access to resources from CPD events, including additional research materials

[Continuing Professional Development CPD](#)

### CPD opportunities in January

#### ESOL Community of Practice

This will be held on 13<sup>th</sup> December 4-6 PM via MS Teams, if you would like to attend this session or future sessions then please email Peter McNulty – [peter.mcnulty@hants.gov.uk](mailto:peter.mcnulty@hants.gov.uk)



Clarity of Purpose	23 <sup>rd</sup> January 1:30-3:00 PM	This session will help you ensure that your sessions are objective focused and that learning objectives are SMART, which will help you capture the impact of your course and aid assessment of learning.
RARPA + Quality Documentation	2 <sup>nd</sup> February 10 AM-12 PM	An opportunity to go through curriculum plans and learner tracking documents and ask questions relating to the expected level of completion.
Promoting British Values	13 <sup>th</sup> February 6-7:30 PM	A workshop discussing how British values can be promoted within adult community learning
Rosenshines Principles	20 <sup>th</sup> February 1:30-3 PM	A look at a key pedagogical approach to teaching, which underpins our approach to teaching learning and assessment.
Assessment of learning	29 <sup>th</sup> February 1-3 PM	A review of effective ways to assess learning, incorporating Rosenshine's principles.

Booking links can be found in the attached calendar

**Embedding Maths for Adult Educators:** increase your confidence embedding maths into your course. To book a space please email; [multiply@hants.gov.uk](mailto:multiply@hants.gov.uk)

### Best Practice examples from recent observations:



**Face-to-face courses:** course learning objectives displayed on the wall for every session, with annotation of when covered.

Ask learners to recall the learning objectives rather than the tutor reminding them of these, keeps the course objective focused



**ESOL class:** provide opportunities for learners to practice their writing by inviting learners to write their answers on flipchart paper at the front of the class or in smaller groups.

**Maths:** Provide learners with examples of common mistakes, getting learners to identify these helps to reinforce learning, and develop exam techniques for checking work.

### Professional Knowledge and Understanding:

Critically review and apply your knowledge of educational research, pedagogy, and assessment to develop evidence-informed practice.

### Teaching Pedagogy: Growth Mindset

The growth mindset is an idea that we can change how our learners think and approach a task, turning negative expectations into positive learning experiences. It recognised the plasticity of the Brain. The concept is based on research by Dr Dweck, who researched attitudes to learning, and how different mindset led to different patterns of behaviour. Those with fixed mindset believe that their achievement is set according to innate traits, which reinforces the [self-fulfilling prophecy](#), setting ceilings of achievement. Those with a growth mindset see mistakes as ways to learn and recognised that perseverance is important to success.



The challenge faced by tutors is undoing negative learned behaviours and capturing a love for learning, finding ways to motivate the learner to be resilient in their development of skills and knowledge.

[The Growth Mindset - What is Growth Mindset - Mindset Works](#)  
[Growth Mindset Toolkit - Transforming Education](#)

### **Teaching Glossary: Thrives**



Within the courses that Hampshire Achieves funds for adult learners there are several distinct funding routes, Works, Thrives and Multiply.

The Thrives category is for courses that deliver targeted learning programmes to support English and maths skills, digital inclusion, community cohesion (including ESOL) and health and wellbeing. If your course code has a 'T' in it then you are probably delivering a course that is funded under this category.

The intent of these courses are that we are supporting adults to achieve economic wellbeing and quality of life.

Linking into Hampshire County Council priorities of serving Hampshire residents to that:

- Hampshire maintains strong and resilient economic growth and prosperity.
- People in Hampshire live safe, healthy, and independent lives.
- People in Hampshire enjoy a rich and diverse environment.
- People in Hampshire enjoy being part of strong, inclusive, resilient communities.

### **Professional skills:**

Select and use digital technologies safely and effectively to promote learning.

### **Digital tools: short cuts**

See attached document of useful shortcuts

### **Moving towards Outstanding**

You will be aware that we had a full Ofsted inspection mid-November, as soon as the report is released, we will let you know.

Expectations are that all staff are familiar with the [Education Inspection Framework \(EIF\)](#) and [Further Education and Skills Handbook \(section 2\)](#). You should also be considering in your team meetings how you would answer any of the Ofsted questions that have been circulated.

If you would like to research more on what to expect or how to meet outstanding expectations, then do look on the VLE.

[Course: OFSTED Guidance & Reports \(participationandlifelonglearning.co.uk\)](https://participationandlifelonglearning.co.uk)

### **2023/24 Self-Assessment Report and 2023/24 Timeline and Report Writing**

Please see attached the Self-Assessment Timeline for 2023/24 which includes key dates for your diaries when end of term/year submissions are due.

ACL Reports (Partner Providers) deadlines:

- Autumn term – 31<sup>st</sup> January
- Spring term – 19<sup>th</sup> April
- Summer term - Cut-off 31<sup>st</sup> July – report deadline 2nd August



Looking back to 2022/23: Attached you will find the HA Whole Organisation SAR which aspects of your individual SARs fed into. All partner provider SARs have been moderated and individual feedback given. However, we felt it was worth sharing that most of the reports continue to be very descriptive, and not evaluative. In addition, in most reports sampled were missing key data to support statements made.

In respect of data within all SARs, we would want to see the following:

### **Data**

- Retention and achievement rates – how well have they performed at each time of writing their SAR. What are their overall retention and achievement at the end of the year in their final SAR. How does this compare to HA targets? Is there an improvement area based on these results?
- Attendance and punctuality data – how well have they performed each quarter? Which programmes have struggled with attendance/punctuality. What improvements can they develop to make this better? Does it meet HA requirements?
- Progression data – how many of their learners across programmes progressed? Which has seen the most progression and what destinations have they progressed into?
- Demographic data – such as ethnicity, gender, disability, and age groups – what does their data tell them? Are all demographics achieving equally? How do they know this?
- OTLA outcomes – how many of their tutors observed in the year met or exceeded expectations? For example, 20 sessions were observed, with 100% of these meeting or exceeding expectations.

Looking forward to supporting you with your 2023/24 SAR we will:

- review the software to see if sections within it can be titled to be a little clearer.
- moderate the autumn term sample and once completed will follow up with group and/or individual report writing support.

In the meantime, please do review the [Self-Assessment \(participationandlifelonglearning.co.uk\)](https://participationandlifelonglearning.co.uk) course on the VLE where you will find a previously shared resource 'Writing an Evaluative Statement', along with guidance sheets which support how to write your SAR & QIP within the Mesma software.

### **Safeguarding:**

Please remember that learners should have access to safeguarding information at every lesson, make sure you include our safeguarding slide in your presentations, including online safety reminders.

If you are aware of a safeguarding concern, please report this to our designated safeguarding officers.

Dee John  
[dee.john@hants.gov.uk](mailto:dee.john@hants.gov.uk)  
07784 264713

Deborah Copeland  
[Deborah.Copeland@hants.gov.uk](mailto:Deborah.Copeland@hants.gov.uk)  
07926 077442

Remember that all learners should receive information on safeguarding, and we have a designated safeguarding email [HASafeguarding@hants.gov.uk](mailto:HASafeguarding@hants.gov.uk) for learners.

Information about safeguarding, prevent and British values can be found on our VLE page.  
[Hampshire PALL: All courses \(participationandlifelonglearning.co.uk\)](https://participationandlifelonglearning.co.uk)



**Prevent Newsletter November 2023:** you will find a word document of this newsletter attached to this email, it includes useful resources and further training opportunities.

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## Wellbeing

### Connect with others to feel supported and valued.

Make time in your day or your week to connect with others, stay in touch, and to give and receive emotional support. Sharing conversation and experiences can boost your mood. It can help us feel part of a bigger picture in which we all play a valuable part. Being in touch with people who are optimistic can also change your perspective for the better, leaving you feeling positive.

### Connect in 30 minutes:

- Meet friends or family for a walk in the great outdoors
- Arrange a coffee with a colleague to check in on their week
- If you're feeling lonely at the moment, [explore tips](#) that can help.

Different things work for different people, so try to find what works for you, and seek further support if you feel you need it



[Five ways to Wellbeing | Health and social care | Hampshire County Council \(hants.gov.uk\)](#)

Need help and support with your wellbeing? There are links to organisations on our VLE page [Hampshire PALL: All courses \(participationandlifelonglearning.co.uk\)](#)

## Good to know:

### Preparing for your Observation

Every year we carry out over 100 observations. To help your observer support you please ensure that you send through to them all the documentation listed in the notification email, do not assume your line-manager will do this for you. Should you not share these details with the observer then you will need to have an additional observation, as they will be unable to verify that you are meeting our expected standards. To find out more about observations visit our VLE page to read our OTLA Policy. [Policy and Procedures - Observation of Teaching, Learning & Assessment \(participationandlifelonglearning.co.uk\)](#)

### Course Directory search:

Press the link below to find out about upcoming courses being delivered by all Hampshire Learns providers:

[Find a Course | ontrack: Learner Hub \(tribal-ebs.com\)](#)

This is something you could promote to learners to support their progression.

### ESOL webpage:

Don't forget that the Hampshire Learns ESOL webpage is now live and can be accessed by clicking the following link:

[English for Speakers of other Languages \(ESOL\) | Education and learning | Hampshire County Council \(hants.gov.uk\)](#)

### EBS Update





You may have noticed some additional fields have appeared recently on the Learner Details screen.

- Emergency Contact Name and Number
- Known as

We will shortly be adding the Emergency Contact fields to our enrolment form and asking you to do the same with any form of your own that you use. The learners are not required to give any emergency contact details if they don't want to but if they do, the information should be added to EBS in these two new fields. If the learner does not give an emergency contact, then just leave the fields blank.

The "Known as" field may be used when the learner indicates that they would like to be known as something different to their legal forename for whatever reason. The "Known as" name is used in preference to the Forename on all registers whilst the Forename would continue to be used on the ILR and on any registration with or certificates from, an accrediting body. You do not have to re-enter the same name as you have already entered as their forename – you should only use it where there is a different name the learner wants to use. In all other cases it can be left blank to save data input time.

If you have any questions or are unclear about this or have any other EBS question, please don't hesitate to contact Paul.

## Resources for Mental Health and Wellbeing

Mentally Healthy Schools are pleased to let you know that the Department have launched a new resource hub with practical resources and tools for mental health leads, to support you in developing and sustaining your whole school or college approach to mental health and wellbeing.

The hub can be accessed following this link: [Mental health lead resource hub : Mentally Healthy Schools](#)

We encourage you to have a look & try it out. Resources will continue to be added, and please do leave feedback on the resources you use so that we can continue to improve the hub (the feedback function can be found at the bottom of each individual resource page).

## Policy Updates

You will find the most recent policies on our VLE page.

[Course: Hampshire Achieves Policies and Procedures \(participationandlifelonglearning.co.uk\)](https://participationandlifelonglearning.co.uk)



## **Information from Hampshire Safeguarding Children Partnership Team**

### **Keeping our friends Safe Resource**

A new free resource is available to all Hampshire secondary schools to support school staff with their ongoing safeguarding initiatives for keeping children safe.

The 'Keeping Our Friends Safe' resources have been developed by HSCP in recognition that children/peers sometimes disclose to each other, rather than the adults around them.

Comprising of two downloadable PowerPoint presentations, the secondary resource educates students in Years 7 to 11, on what they can do if they are concerned about a friend. Mock scenarios are also included to encourage discussion with students and allow for further exploration of the topics.

[Part 1: Keeping Our Friends Safe](#)

[Part 2: Scenarios for children to consider](#)

The resources can be accessed on the HSCP webpage at [Safeguarding in Education](#). A resource for primary schools is also available.

### **Advanced Development for Professionals on Strengthening Parental Relationships**

Strengthening Parental Relationships (SPR) is Hampshire's Reducing Parental Conflict offer, a government funded programme which aims to support parents and carers with their relationship. Relationships between parents and/or carers really matter to children. All relationships will encounter problems along the way, it is how these problems are dealt with that can make all the difference. When parental conflict is frequent, intense and poorly resolved, it can cause toxic stress, that can have a significant negative impact on children's mental health and long-term life chances. Furthermore, interventions such as parenting courses are less likely to be effective if there is unresolved parental conflict.

Parental conflict is more likely at times of increased family stress. This could be because of financial pressures, a period of ill mental / physical health, a bereavement or family breakdown. Stress levels also tend to increase at times of transition- the changes all families go through with the arrival of a new baby, moving house or children starting / changing school. To improve outcomes for children we need to be better at identifying when parental relationships are being impacted by these pressures, and the conflict within these relationships is becoming harmful. Early intervention to help parents and carers understand their conflict and the impact this has on their children, as well as supporting them to develop more helpful conflict behaviours can prevent situations escalating to crisis point.

To achieve this aim, Hampshire County Council is developing the training offer for practitioners to help embed "routine relationship curiosity" to improve outcomes for children. In response to practitioner feedback, different levels of training are now available to book on the Hampshire Safeguarding Children Partnership website:

### **Advanced Development for Professionals on Strengthening Parental Relationships**

This full day workshop is for Hampshire multi-agency professionals who work directly with parents / carers to affect positive change. The course will provide you with the tools, skills and confidence to identify harmful parental conflict and support parents / carers to understand the impact their conflict has on their children and develop more helpful conflict behaviours. This course may also



be of interest to professionals working with families who aspire to deliver direct work with parents / carers in the future.

These sessions are available in person, at a variety of venues and online:

- [Tuesday 12 December](#): Totton Hub
- [Tuesday 16 January](#): Test Valley Council, Andover
- [Tuesday 23 January](#): Online
- [Tuesday 30 January](#): Rushmoor Borough Council, Farnborough
- [Thursday 8 February](#): Dame Mary Fagan House, Basingstoke

**NEW: E-Learning: SPR Introduction and Toolkit tour**

This short course is for any Practitioner or Volunteer that comes into contact with parents / carers as part of their work.

The course provides an introduction to SPR and the Practitioner toolkit, helping you to locate the interventions on offer, tools and information to support you in your role.

It is a great way to gain an insight into why parental relationships matter to children and to services and takes about 30 minutes to complete.

To access the course visit: [eLearning : eLearning-Course-Strengthening-Parental-Relationships-Toolkit \(event-booking.org.uk\)](#)

Additional training topics from HSCP can be found on their web page

[Hampshire SCP - Learning Management System \(event-booking.org.uk\)](#)

**Attachments:**

Adult Learning CPD Calendar Spring 24

Digital Factsheet: shortcuts

Prevent Newsletter November 2023

Useful VLE links

SAR and QIP timeline 23-24