

# the future of english and maths.

**What will be the impact of the Functional Skills reform?**

# Facilitators

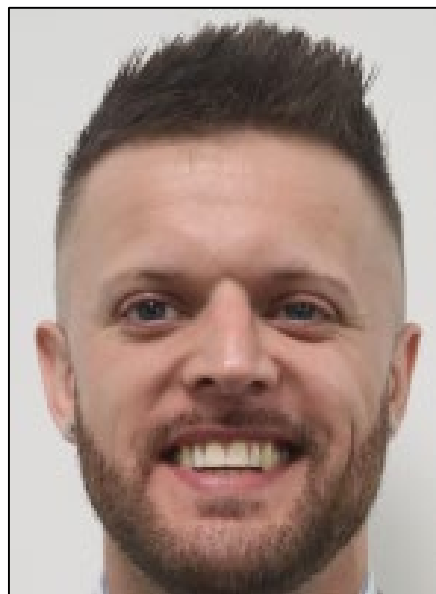


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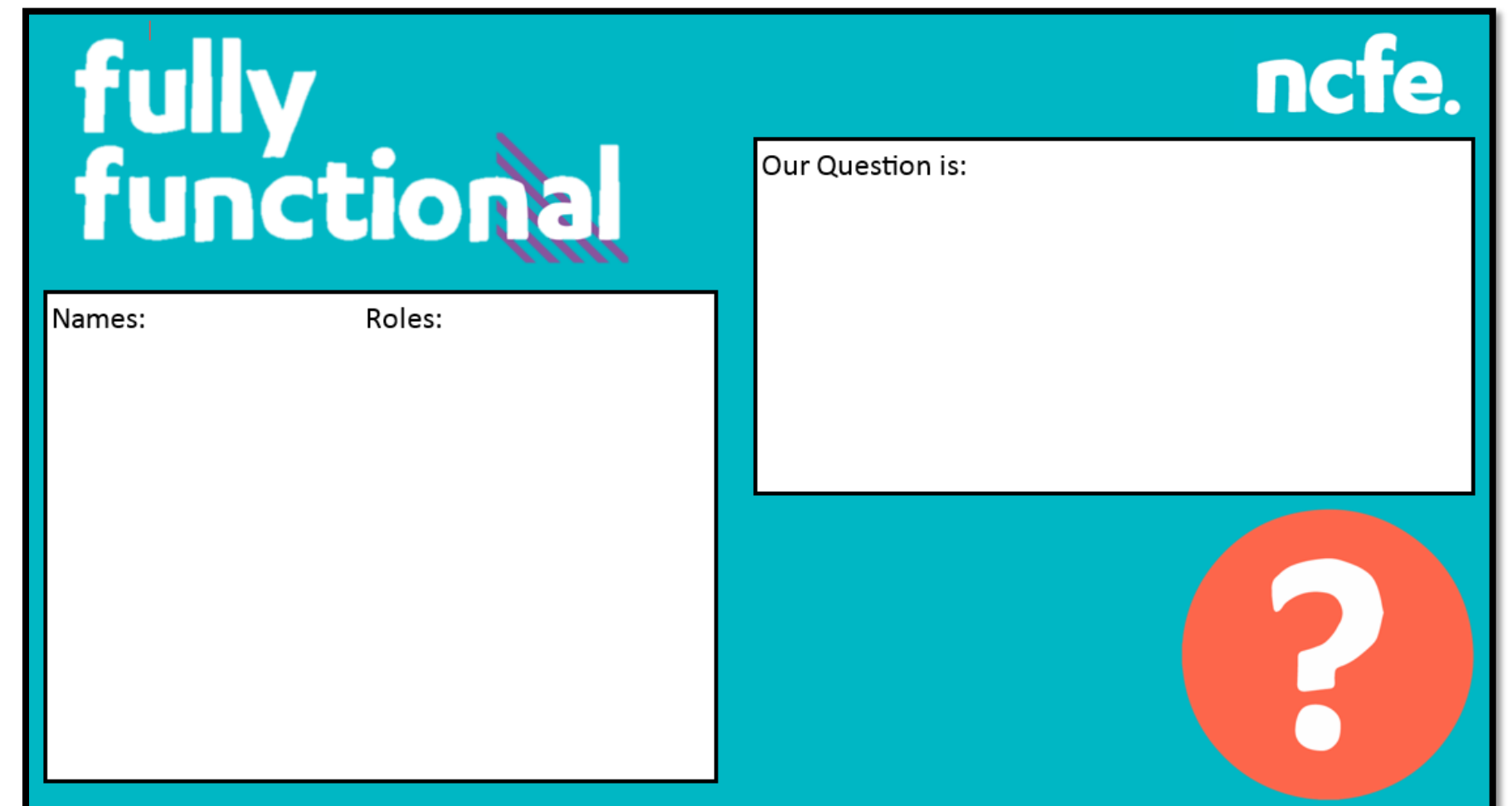
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# Ask a question

We'd like everyone to have their say in today's session.

On the card on your table we'd like you to put down one question about the Functional Skills Reform you are hoping to have answered by the end of this session.

We hope to cover it within the session, however if we don't we will try to answer any outstanding questions at the end.



**fully functional**

**ncfe.**

Our Question is:

Names: Roles:

?

## #fullyfunctional

Join the conversation and tweet your questions, thoughts and learnings from the conference to @NCFE.

You can also let your voice be heard and use #FullyFunctional to join the wider conversation!

Visit our website [ncfe.org.uk/fully-functional](https://ncfe.org.uk/fully-functional) to find out more about the Fully Functional campaign.

## using english and maths in the 'real world'.

Functional Skills qualifications equip learners with the practical skills needed for everyday tasks in both life and work.

More than two thirds (68%) of people think that English and maths qualifications should be easily applied to everyday life with 71% arguing that students should be able to learn in a style that suits them.



## our awareness of mental health and stress is improving – however exam stress isn't.

Our survey results showed the damaging impact that exam stress can have on students' mental health, with 70% of respondents at school feeling pressure to re-sit their core GCSEs (this includes English and maths) if they failed first time. Additionally, over half of respondents (53%) who are currently doing their GCSEs said that this is the most stressful time of their teenage years.



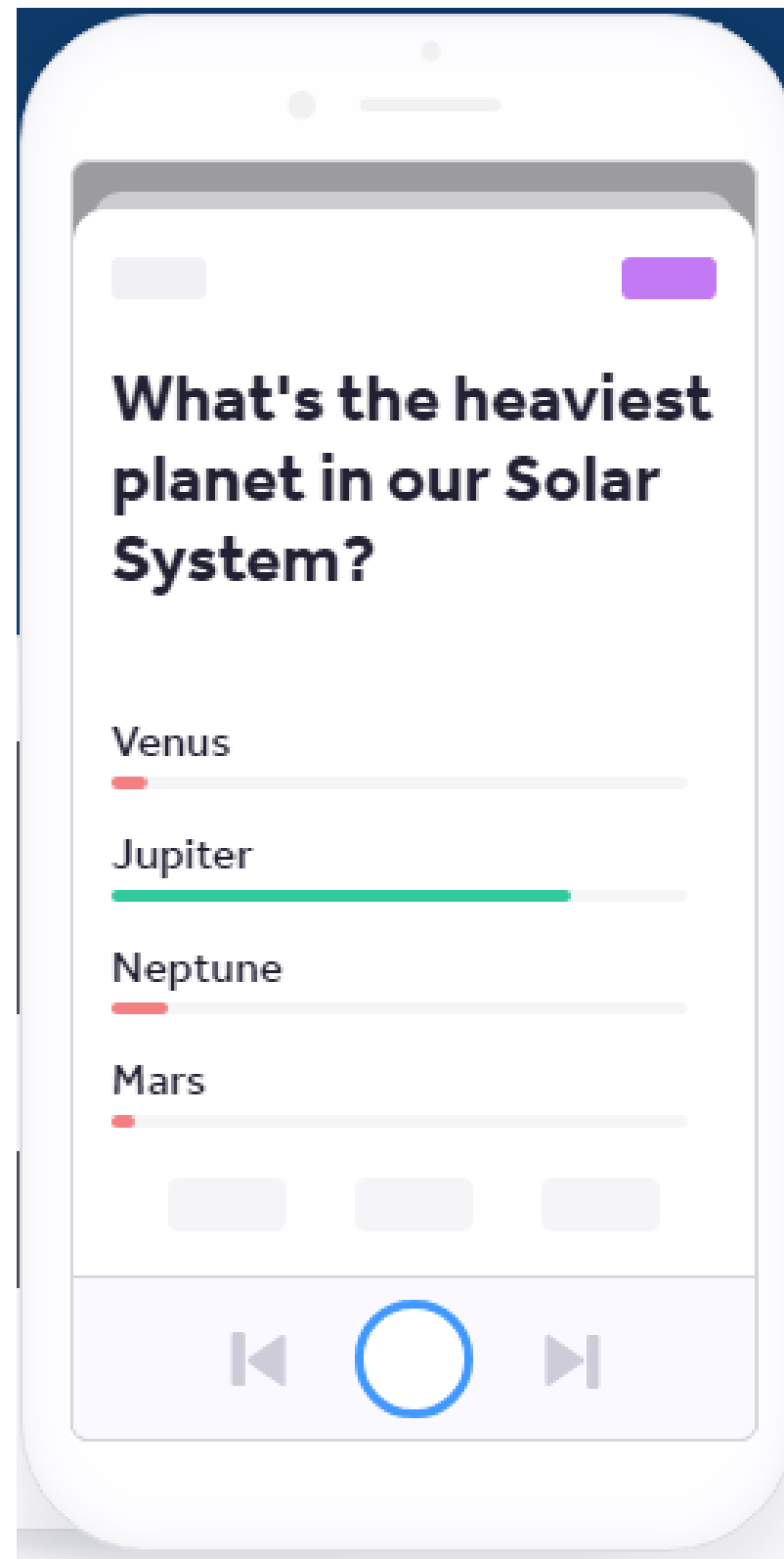
## learning isn't one size fits all.

We live in a world that offers us more choice than ever before, so why can't we apply this to basic qualifications and skills? 68% of respondents think that students should be given the options to take alternative exams other than GCSEs.





# Plickers



**Formative assessment has never been faster!**

Plickers is the free card activity that replaces online multiple choice tools.

Plickers is an assessment tool made by a teacher who was looking for a quick and simple way to check student understanding.

<https://get.plickers.com/>

# **Section 1**

## **Overview of the Functional Skills Reform**

**What do you know  
about the FS Reform so  
far?**

A - Everything

B - Quite a bit

C - I know it's happening

D - Nothing

# The story so far

The government is reforming Functional Skills qualifications in English and mathematics. The reformed qualifications will be available for first teaching from September 2019.

## The new purpose:

“Functional Skills qualifications should provide reliable evidence of a student’s achievements against demanding content that is **relevant to the workplace**. They need to provide assessment of students’ **underpinning knowledge** as well as their ability to **apply this in different contexts**. They also need to provide a foundation for **progression into employment or further technical education** and develop skills for everyday life. In some contexts, Functional Skills qualifications will also play a part in the Government’s accountability systems.”

# Key dates for your diary

The government is reforming Functional Skills qualifications in English and mathematics. The reformed qualifications will be available for first teaching from **September 2019**.

## Key Dates

Last Registration on Current Functional Skills:

**31<sup>st</sup> August 2019**

New Registration on Reformed Functional Skills:

**1<sup>st</sup> September 2019**

Last Certification\* on Current Functional Skills:

**31<sup>st</sup> August 2020**

\*Please be aware that the last assessment will be prior to this date.



# ncfe. | cache Maths – key content changes



## Key Changes:

- Reasonable split between the three core themes of;
  - Number
  - Shape, Space & Measure
  - Handling Data.
- Non-Calculator Section added (25% of Assessment) and Calculator Section (75% of Assessment).
  - Online Assessments (Section 1: Non-Calculator, Section 2: Calculator)
  - Paper Based Assessments (One assessment split into two question/answer booklets)
- One Pass Mark for the paper (Reporting: Pass/Fail).
- Increased focus on Underpinning Skills (25% of Overall Assessment), remaining skills are Problem Solving.

# English – key content changes for entry level

The content will be split into three areas which all need to be passed in order for the learner to achieve.

- Writing, Reading ; and Speaking, Listening and Communication.

## Key Changes:

- The structured teaching of phonics **to be delivered** at Entry Levels.
- Spelling Assessment for Entry Levels sampling 10 words from the subject content.
- SPaG will be assessed for 50-70% at Entry Level.
- Contextualisation will be allowed for SLC and Writing.
- No dictionaries or spell check enabled equipment for writing assessments.
- All components must be achieved at the same level.

# English – key content changes for level 1 & 2

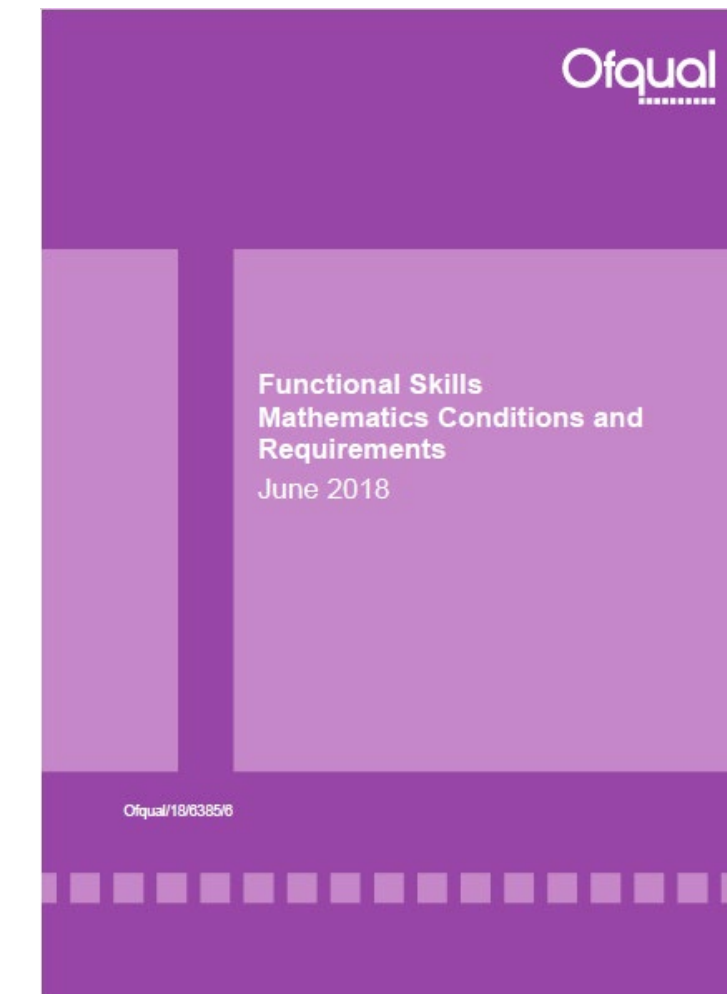
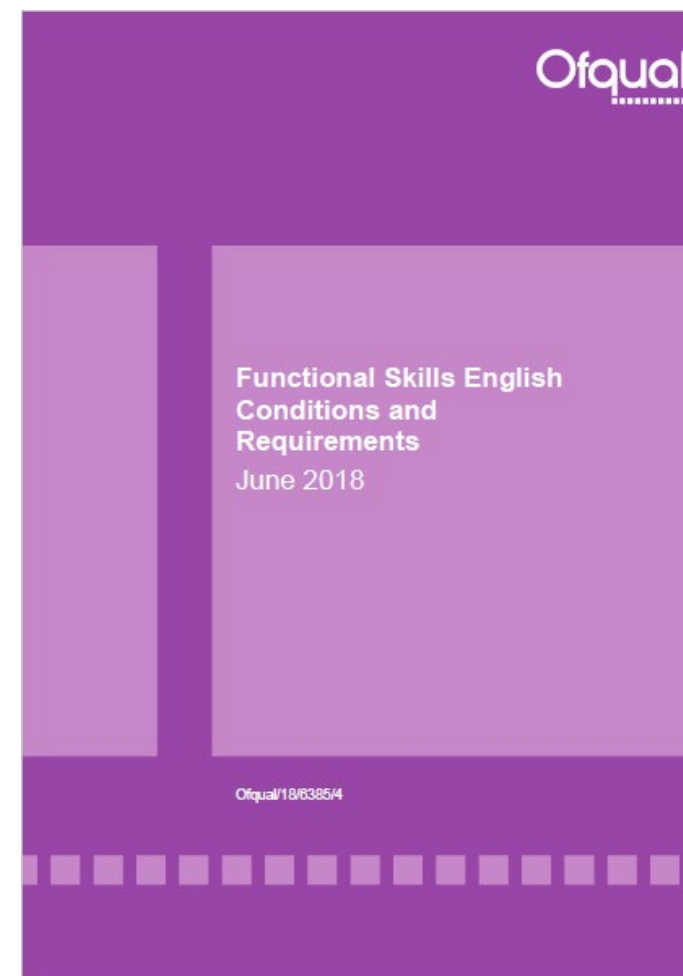
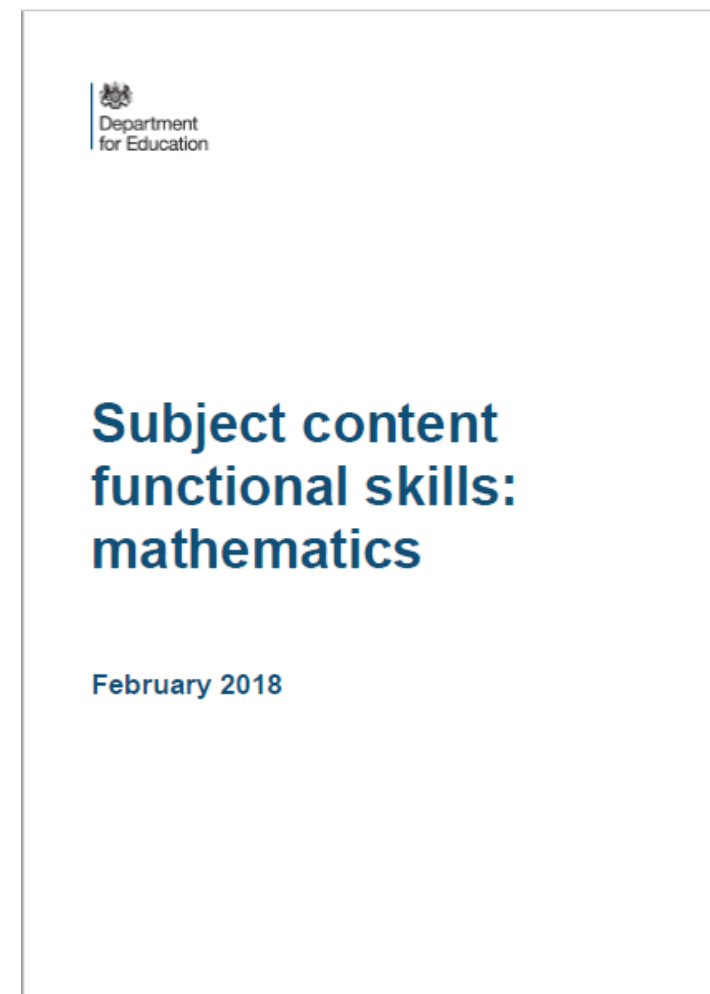
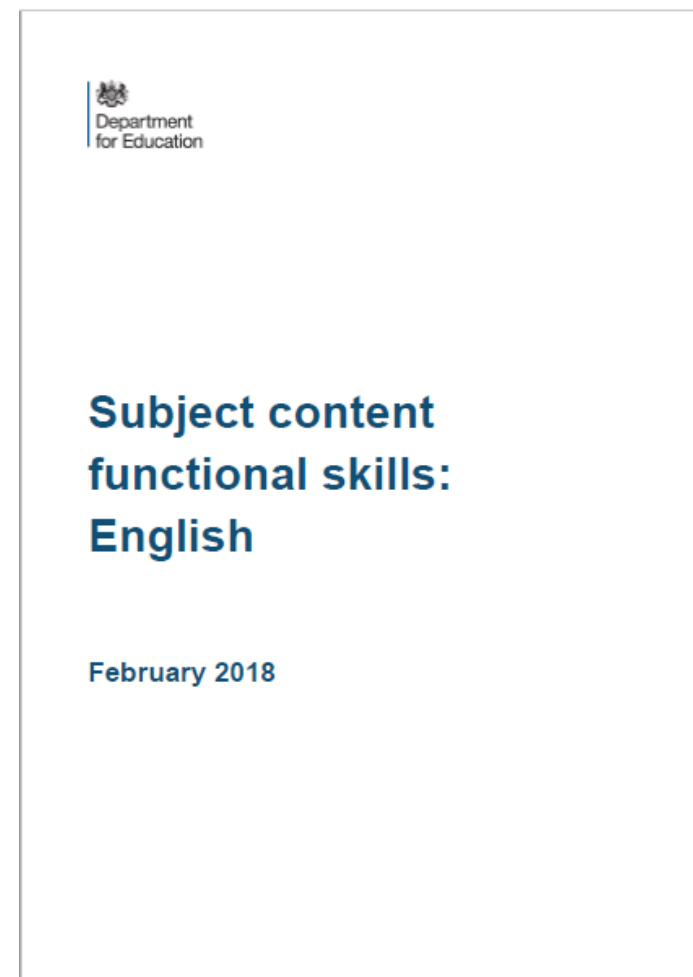
The content will be split into three areas which all need to be passed in order for the learner to achieve.

- Writing, Reading, and Speaking, Listening and Communication.

## Key Changes:

- SPaG will be assessed for 40-45% at Level 1 & 2.
- Contextualisation will be allowed for SLC.
- Speaking, Listening and Communication (SLC) will be more structured (minimum of two tasks) and will come with pass descriptors.
- No dictionaries or spell check enabled equipment for writing assessments.
- All components must be achieved at the same level.




# Accessing the information



NCFE have produced a mapping document which maps the current Functional Skills onto the reformed Functional Skills.

The mapping document indicates new content, content changing levels and also comments on content that may have previously been implicitly indicated.

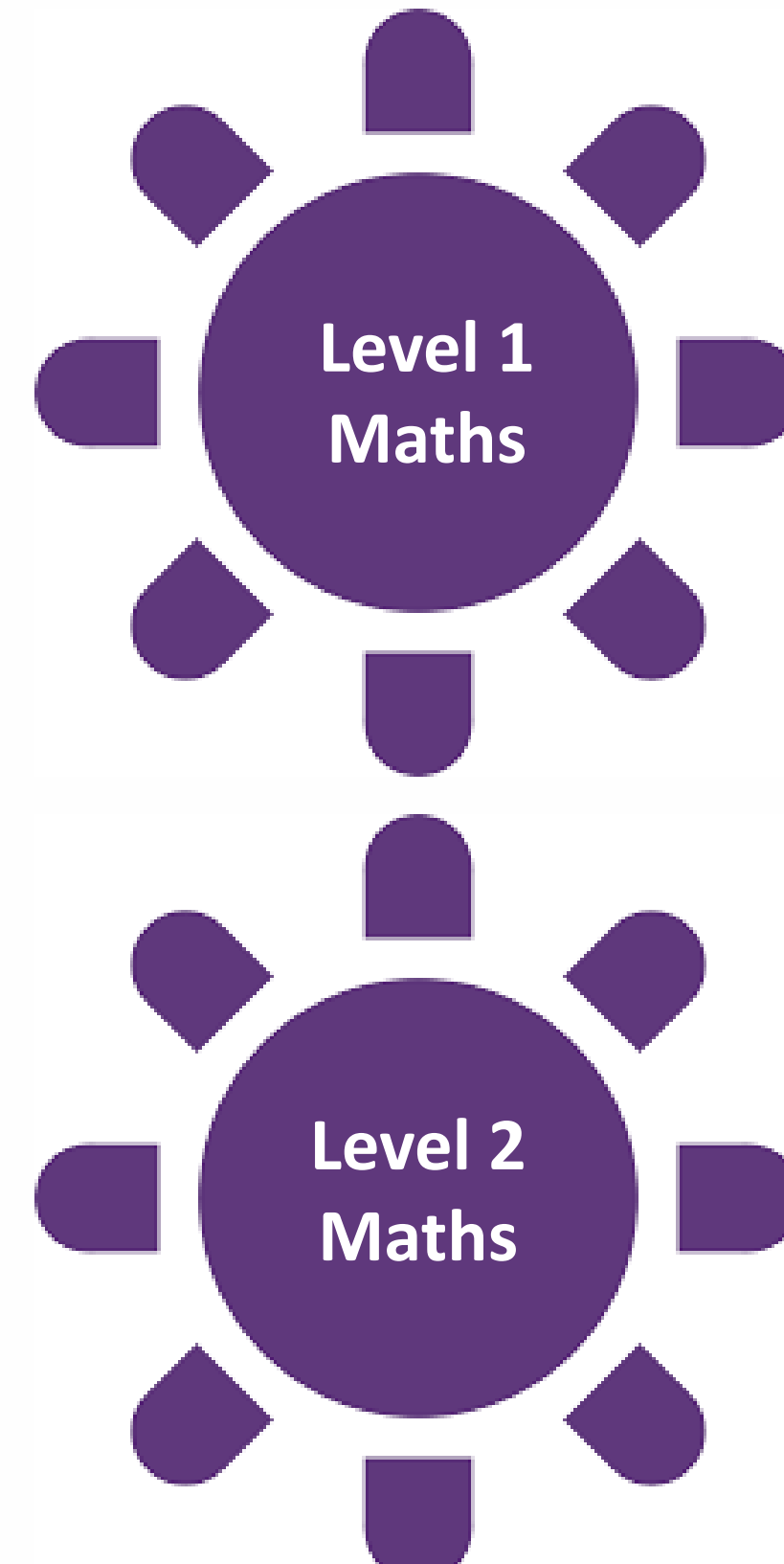
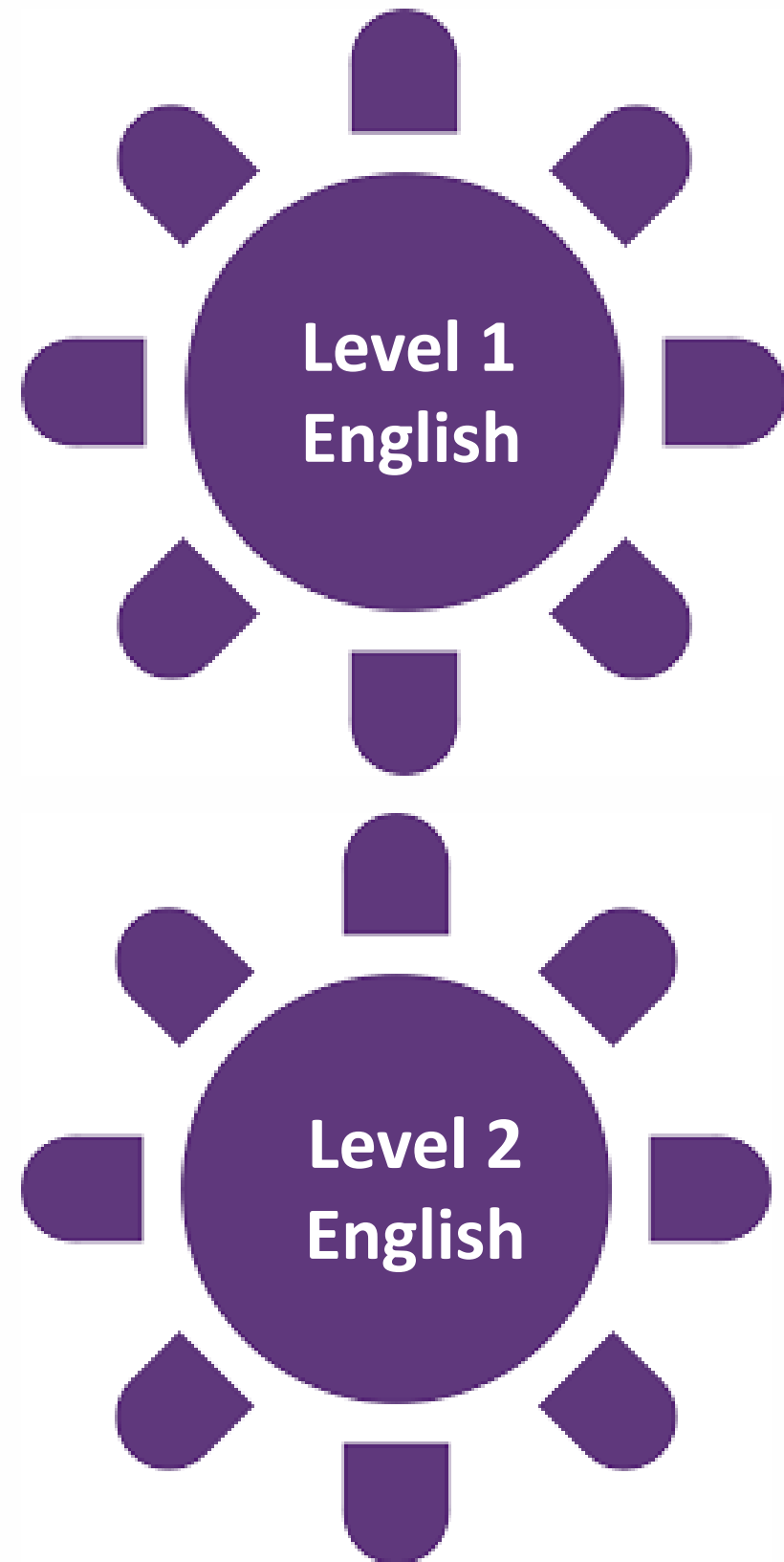
The content is now more descriptive than it was previously:

| Reading  |  |   |
|--|--|---|
| DfE Functional Skills reform<br>subject content for English (February 2018)                                    | Current <b>NCFE</b> Functional Skills<br>English amplification   | Mapping comment   |
| <b>Skills Standard:</b> Read and understand a range of straightforward texts.                                  | <b>Scope of study:</b> This should include a range of straightforward and complex texts on a range of topics and of varying lengths that instruct, describe, explain and persuade. | <b>Update:</b> Now to include texts of varying lengths that instruct, describe, explain and persuade.   |
| 9. Identify and understand the main points, ideas and details in texts.  | a) Identify the main points and ideas and how they are presented in a variety of texts.  | Now 'understand' and details as well as main points. No longer 'how' they are presented.  |
| 10. Compare information, ideas and opinions in different texts.  |  | New at Level 1, was Level 2 demand previously.   |
| 11. Identify meanings in texts and distinguish between fact and opinion.                                       |  | Facts and opinions were implicit in previous statements, they've now been clearly identified.  |
| 12. Recognise that language and other textual features can be varied to suit different audiences and purposes. |  | Implied previously, now stated.    |



# Workshop

# Working together





**Where will  
the biggest  
impact be  
felt?**

**A – Learners**

**B – Delivery staff**

**C – Curriculum and  
Quality Managers**

**D – Exams/Administration  
Officers**



## What is the biggest change for level 1 & 2 English?

**A** – Speaking, listening and communication to be more structured

**B** – Requirement for the learner to achieve at the same level for each assessment

**C** – No dictionary or spell check equipment

**D** – Additional content that has been added



## **What is the biggest change for level 1 & 2 maths?**

**A** – Non calculator assessment

**B** – Increase in focus on problem solving

**C** – 25% of marks going on underpinning skills

**D** – Additional content that has been added





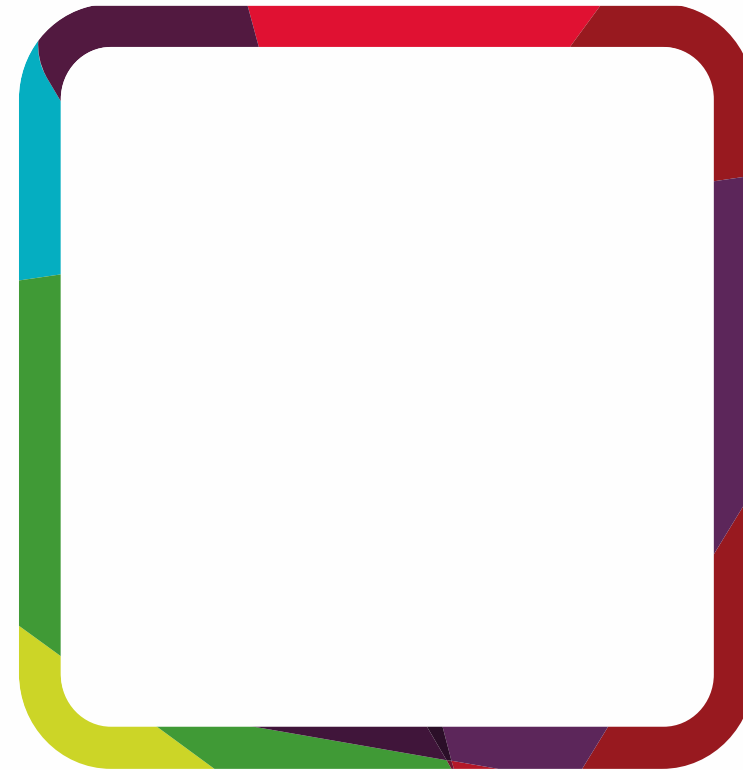
# Delivery models and assessment

What will need to be considered operationally on the ground?



# First time pass rates

What do providers need to do to ensure there isn't a significant dip in English and maths success rates?



# What further diagnostics are required?

Should more be done at the on boarding and initial assessment stage to truly capture an individual's starting point?



# Staff CPD

What tools do your staff require in order to deliver the new Functional Skills qualifications?

# Support available

**ncfe.**

**functional skills reform preparation checklist.**

From September 2019 your learners will need to be registered on to the new Functional Skills qualifications for English and maths, these will be available at Entry Level 1 through to Level 2. Registrations on the current qualifications close on 31 August 2019 and you will have up to 12 months for registered learners to complete.

We want to help prepare you and your assessors for delivery of these new qualifications, and we have prepared a self-assessment to make sure that you're fully prepared for September 2019.





