

Scheme of Work



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Course title: SATs Support	Accreditation opportunities (Including Functional Skills)
Course code:	
Tutor: Jonothan Hope	Length, start and end date: 6wks
Course aim(s): <ol style="list-style-type: none"> 1. Increase parents' confidence in helping their children prepare for SATs 2. Provide parents with practical ideas for keeping children calm and happy during SATs period 3. Improve parents' own literacy, maths and science skills 4. Provide parents with skills to pass to children on how to be successful during a test 	
Progression opportunities: Accredited English Level 1 / 2, Maths, KUWTC, ICT	

No	Differentiated learning outcomes							What have you planned for Initial Assessment and does it include functional skills?
	Basic	>	>	>	>	>	Advanced	
	Outcome A		Outcome B		Outcome C			
1	Recall at least 50% of the topics covered in the SATs		Recall all main topics covered and describe in detail at least two topics		Recall all topics covered and give an overview of what is involved in each			Initial assessment
2	Demonstrate important information to highlight in test paper instructions		Can answer at least 2 test paper questions with support		Answer at least 3 questions with minimal support			
3	Recall two tips for successfully taking the reading test paper		Recall 3 questions to ask children when reading to check understanding		Answer at least 3 questions without support using tips covered in session			What were the results of your Initial Assessment? How will you apply this to meet the needs of specific learners?
4	Recall 2 examples of each of SPAG		Recall 50% of punctuation and grammar rules covered		Correctly answer at least 5 test paper questions with minimal support			

5	Identify 2 ways to support science learning outside of the classroom	Answer at least 3 test paper questions with support	Answer at least 5 questions using internet search support	
6	Explain how to use at least 1 incentive or reward with my child	Identify at least 2 ways to stay calm and steady nerves	Decide upon an incentive and reward system that promotes a healthy work attitude	
Outcomes for children (if family learning)				

Date	Learning outcomes number	Assessment / learning checks	Notes - including teaching methods / learner activities and resources, opportunities for functional Skills development
1	1	Tutor led, learner feedback Discussion Learner feedback Written agreement (to be photographed / stored). Tutor led Paperwork completed by learners Discussion as a group Tutor led Tutor observation and small group conversations. Feedback from learners. Feedback from learners, observation from tutor, mnemonics created and shared with group. Tutor led, learner input / feedback. Questions answered / written or verbally shared. Written work – learning diaries.	What Are SATs? <ul style="list-style-type: none"> • Housekeeping • Introductions • Setting Goals • Group Agreement • Course Overview • Session Overview • Course Paperwork • What are SATs? • What's included? • What are SATs for • Mnemonics • Grammar • Punctuation • Comprehension
2		Learner acknowledgement / feedback. Tutor led Group discussion Tutor led and group discussion Tutor led, group discussion Written work completed	Maths <ul style="list-style-type: none"> • Course Agreement • Course Overview • Session Overview

Good practice checklist

Have you planned:

- Assessment/checking with learners of Functional Skills English, Maths, IT as appropriate
- Differentiation
- Embedded FS learning opportunities?
- Methods/format for regular recording progress and achievement with learners?
- Timely reviews and recording of learning and progress
- Embedded equality and diversity?
- Enhancement of learning by using digital technologies?
- Attention to health and safety?
- Ensuring learners feel safe and able to raise issues and concerns?
- Timely and sufficient opportunities to raise aspiration and reflect on progression opportunities?

		<p>Small group discussion then learner feedback Written answers and learner feedback – answers to questions - verbal Written test. Tutor circulate and observe. Written work – learning diaries.</p>	<ul style="list-style-type: none"> • How are the children feeling? • Putting it into perspective • Tips & Tricks • Underlining • Checking your answers • Mental Maths • Maths Paper • Learning Diaries
3		<p>Learner acknowledgement / feedback. Tutor led Group discussion Tutor led Verbal answers to test paper questions from learners. Underlined sections on learner work Written work – papers completed. Written work – learning diaries.</p>	<p>Reading</p> <ul style="list-style-type: none"> • Course Agreement • Course Overview • Session Overview • Last week's learning • Reading Test • Tips & Tricks • Key information in instructions • Asking the right questions • Test Paper – Reading Comp. • Learning Diaries
4		<p>Learner acknowledgement / feedback. Tutor led Paired discussion and feedback to whole group. Tutor observation Learners' suggestions, marked on WB Learner group feedback, marked on WB Written work - worksheet Group discussion</p>	<p>Writing</p> <ul style="list-style-type: none"> • Course Agreement • Course Overview • Session Overview • SPAG • Spelling • Punctuation

		<p>Learner input - group Written work - sheet Tutor led Written test paper results Written work – learning diaries</p>	<ul style="list-style-type: none"> • Grammar • Punctuation Unravelled • Apostrophes • Adjectives • Nouns • Verbs • Adverbs • Pronouns • Instructions page • Writing paper – long answer • Test paper • Learning Diaries
5		<p>Learner acknowledgement / feedback. Tutor led Group discussion Group discussion - feedback Learner feedback – answers to test questions. Group discussion Test paper answers – written Written work – learning diaries.</p>	<p>Science</p> <ul style="list-style-type: none"> • Course Agreement • Course Overview • Session Overview • What's involved • Home support • Sample questions • Test paper • Learning Diaries
6		<p>Learner acknowledgement / feedback. Tutor led Group discussion then tutor led. Ideas generated by group, written</p>	<p>Staying Calm</p> <ul style="list-style-type: none"> • Course Agreement • Course Overview

		<p>on WB Ideas from learners written on WB. Tutor led, group discussion Tutor observation - circulate Group discussion Learner input – written on WB Tutor observation Tutor led Written work – learning diaries.</p>	<ul style="list-style-type: none"> • Session Overview • Incentives and rewards • Reward Charts • Big Rewards • Realistic expectations • Down-time - unwinding • Making it happen • Games • More games • Nerves and stress • Visualizing the future • Breathing • Colouring • Think yourself successful • Putting it into perspective • Learning Diaries
<p>How will you know the course aims and LOs have been achieved? Learning diaries and work completed during each session.</p>			
<p>Tutor reflection / Notes for future delivery</p>			