

Expanding contextualisation within Post-16 English and maths

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Education
Endowment
Foundation

Evaluation Summary

Age range	16-17
Number of providers	Six provider sites

Intervention

The primary aim of this intervention is to train maths and English tutors to make fuller and better use of contextualisation during teaching. This is based on the premise that, in teaching these subjects, the use of appropriate examples that are related to students' future jobs or careers will enhance the perceived relevance of what they learn. The result will be increased engagement and satisfaction among learners, which in turn will improve their retention and achievement.

Developed by the AELP and MEI, the intervention consists of four training days and a series of remote support sessions to assist implementation. Maths and English tutors involved in delivering this intervention will also receive a contextualisation toolkit that will offer information and ideas about how to make use of contextualisation in their teaching and develop their own resources, while still meeting the requirements of the maths and English curriculum. In collaboration with the delivery team and senior leaders, the tutors will develop a dynamic action plan for how they will further embed contextualisation into their teaching practices. This will be specific to the developmental needs of teaching staff and/or learners at each site. The target group are learners who achieved below a grade 4 in their maths and/or English GCSE in the previous academic year and are resitting this course for the first time.

While the primary focus is on training maths and English tutors, in order for this approach to be most effective, it is envisaged that a core team of staff need to be engaged to support dissemination of this approach throughout the education and training provider and to improve the quality of contextualisation that takes places. The core team will comprise of a member of senior management (who will act as the project champion), vocational practitioners and employment coordinators. It is intended to create opportunities for collaboration between maths and English tutors and other staff, for instance, to explore how English and maths can be embedded into vocational learning and any placements learners undertake with employers. It could also support maths and English tutors to bring examples from vocational contexts into their teaching practices.

As the intervention materials have only been used with a small number of settings previously, it is necessary for the AELP and MEI to develop and pilot this intervention model in order to test whether it is ready for a wider roll-out. Further resources will also be developed during this time (e.g.

mapping the curriculum objectives across more vocational areas than are currently covered). The pilot will focus on delivery across six provider settings.

Research questions

The decision as to whether to progress to a full trial will be dependent on the success or otherwise of the pilot. This will be determined by whether the programme shows evidence of promise, is feasible for providers to deliver, and can be replicated, scaled and tested as part of a larger efficacy trial.

The evaluation will seek to answer the following, more detailed, research questions in each of these areas in order to direct the collection of evidence and show whether these conditions have been met:

- Evidence of promise:
 - *Has there been an increase in appropriate contextualised learning at provider sites that can be attributed to participating in the pilot?*
 - *Is there evidence to suggest that embedding contextualisation in post-16 English and maths can have a positive impact on pupil retention?*
 - *Do sites perceive a change in work practices from engaging in the intervention?*
 - *Do participants believe that the intervention has had (or will have) benefits to pupils compared to what practices were being used before?*
 - *Is the intervention a worthwhile investment from the perspective of management?*
- Feasibility
 - *Is the intervention feasible for provider sites to engage in and implement?*
- Readiness for trial
 - *Does the training and resources constitute a standard intervention that can be scaled up?*
 - *It is possible to identify the learners who attend the class taught by the practitioners who received the training and were otherwise exposed to the intervention?*

Evidence criteria

The decision to continue to main trial will be made in late February 2018 by the project funders. As stated, this will be dependent on whether the pilot is deemed to be successful. The criteria for this decision are outlined below:

Area of Evaluation	Evidence Criteria
Evidence of Promise	<i>Qualitative</i> • Most sites (i.e. a minimum of 4 out of 6) perceive a change in working practices from engaging in the intervention (e.g. two or more examples are cited of E&M practitioners and employment coordinators)

	working together, outside of training, to develop contextualised resources/cascade learning) • Most sites (i.e. a minimum of 4 out of 6) have seen or anticipate benefits from participating in the intervention over the next 12 months • Senior Management Team (SMT) members from most sites (i.e. a minimum of 4 out of 6 settings) believe the intervention is a worthwhile investment and would recommend to other providers <i>Quantitative</i> • Five per cent improvement in the average retention-rate for learners undertaking GCSE resits in English and maths at each site over trial period compared with the previous year (2016/17)
Feasibility	<i>Qualitative</i> • Most sites (i.e. a minimum of 4 out of 6) believe the actions so far recommended have been realistic and feasible to implement. This will be based on whether members of the core team believe they have had sufficient training and support, time and engagement from other staff to implement the agreed actions <i>Quantitative</i> • The required members of the core team attend each training day, as outlined in the programme journey • No more than one site withdraws from the pilot
Readiness for Trial • Resources – does the training and resources constitute a standard intervention that can be scaled up?	<i>Qualitative</i> • Most sites (i.e. a minimum of 4 out of 6) believe the training days and resources do not require any structural changes in order to achieve the intended outcomes (e.g. attendees feel that the content and/or length of the training was appropriate and helpful in assisting them to make fuller and better use of contextualisation within their organisation) • Training days contain the same identifiable components (e.g. sessions/activities) when delivered across different sites in line with the programme journey developed by AELP.

- **Trial practicality – can the learners be identified by the data?**

Quantitative

- Details about the volunteer sites and teachers need to be obtainable early on (before randomisation if this goes to impact evaluation).
- It is possible to identify the learners who attend the class taught by the teachers attending the workshop and otherwise exposed to the intervention
- Check relevance of outcome measures for the learners identified in the pilot providers

Methods

Recruitment

The six sites will be selected among the providers of vocational education that offer their services to young learners, preparing them for their GCSEs resits. Specifically, they will be providers that educate 16-18 year olds doing GCSE resits and they will be offering vocational education. Each of these six sites will be discrete business units, i.e. settings will not share common management.

All six provider sites where this intervention is being piloted will participate in the evaluation. This will be agreed as part of the memorandum of understanding signed between the AELP and individual sites.

The group of relevant learners are those who obtained a D in their Maths and/or English GCSE the previous year and that are retaking the Maths/English GCSE course for the first time in the current academic year. The majority will be 17 years old. This group should be identifiable using information about the provider name, the UKPRN, the postcode and the name of the campus involved in the intervention.

As part of the pilot, we would like to check the administrative data against direct provision of information by providers. To do this, the pilot providers should provide us with some aggregate statistics for the relevant campus and for the group of relevant learners. These statistics are important to understand whether we can identify the right group of learners. The detailed list of the required statistics appears in the section “Data collection”, subsection “Readiness for Trial” of this protocol.

Additionally, we need the providers to be willing to share the list of learners (identified by their Unique Learner Number) who are in the relevant group of learners (i.e. those who obtained a D in their Maths and/or English GCSE the previous year and that are retaking the Maths/English GCSE course for the first time in the current academic year). As we need this information to be linked to the ILR and the National Pupil Database, learners will need to be informed about the Pilot and that their information will be linked to these data sets. There will have to be an option for them to refuse permission for their details to be linked to the administrative data (i.e. ‘opt-out’ consent). LSE will coordinate with NIESR with regard to consent for the overall project, including this aspect.

Data collection

The pilot evaluation will include the following data collection methods:

- One visit to each of the six provider sites late in programme delivery (i.e. after Training Day 3) in November/December 2017 where we will conduct:
 - Semi-structured interviews with up to 5 members of the core team
 - One semi-structured observation of an English/maths lesson per provider site
- Attendance at all four training days across three provider sites
- Comparison of the average retention-rate among learners resitting their English and maths GCSEs compared to previous years using pre and post-pilot survey data collected by AELP
- Scoping of ILR and data that can be obtained from provider sites

Given that this is a pilot programme that has not been trialled previously and for which no pre-existing evidence base exists, it is necessary and appropriate at this stage to use qualitative research methods (in this case, semi-structured interviews and observations) as the primary modes of data collection. Broadly, they will provide rich insight into providers' experience of implementation and how their differing operational contexts affect this, and can be used reflexively to pursue various lines of enquiry as they emerge.

The semi-structured interviews in particular will also allow the evaluation team to explore implementers' perceptions of the changes or impacts the programme is seen to have contributed towards, or will lead to, at this early stage in the project's development.

The observations of the lessons and training sessions will supplement the semi-structured interviews by increasing the evaluation team's understanding of what the intervention actually looks like in practice. They will also provide naturalistic impressions of how contextual factors affect implementation and what aspects of delivery are most salient, which are somewhat removed from the potentially biased perceptions of interviewees.

Survey data collected by the AELP from providers will also be used to provide a more impartial measure of impact. This will compare the average retention-rate of pupils in English and maths over the course of the pilot to previous years to see whether there is any improvement in this area. The relative influence of the programme on pupil retention compared to other contextual factors will be discussed during the interviews with the core team at each site. As indicated above, an impact assessment using objective outcome measures will not be possible until the evaluation team has established whether target groups of learners can be identified from administrative sources as part of the pilot phase, in other words, until it is certain that it is possible to identify pupils who are taught by practitioners who received the intervention.

These methods will be used to answer the research questions outlined and establish whether the programme has shown evidence of promise, is feasible for providers to deliver and is ready to be tested as part of an efficacy trial. How this will be achieved for each of these areas will now be outlined.

Evidence of promise

The evaluation team will establish whether there are more instances of good or appropriate contextualised learning taking place at participating sites that can be attributed to the pilot. This will be achieved through lesson observations of E&M/vocational practitioners where the use of contextualised examples and learners' responsiveness to these will be recorded in writing using a semi-structured observation framework. This will provide an itemised account of the content of the session, the researcher's general impressions on learners' engagement with any contextualised examples presented (e.g. do they understand this content? do they stay on-task?), as well as the individual responses of learners in the class to these examples obtained through informal interviews (e.g. do they see the examples provided as being relevant to their everyday life/vocational subject of choice?). The observations will be supplemented by interviews with the core team where the influence of the programme on their use of contextualisation in the classroom will be discussed.

The potential impact of the programme on learners' motivation and enjoyment of English and maths will also be established through interviews with the core team by discussing what changes they have seen over the course of the pilot, or anticipate over the next few months. As stated, the interviews will take place during an individual site visit late in programme delivery (i.e. after training day 3) where participants will be asked to reflect on their experience to date. Further, using pre and post-pilot survey data collected from provider sites, the evaluation team will establish whether there has been any positive improvement in retention among the target group of learners in English and maths lessons over the trial period compared with previous years, which may provide another indicator of increased engagement in these subjects.

The evaluation team will interview SMT members (e.g. the project champion plus another senior leader like Head of learning, Director of Curriculum) to gather their views on the pilot. Specifically, we would establish whether they believe that the programme is a worthwhile investment based on the impacts they have seen or anticipate.

Feasibility

The evaluation team will assess whether the programme has been feasible for provider sites to engage in and implement using a variety of data sources.

Through interviews with the core team, undertaken late in the pilot's delivery, we will establish whether interviewees consider the action plans to have been realistic and feasible to implement up to that point. Specifically we will consider:

- Whether the training and remote support provide enough practical guidance in how to implement the agreed actions (including use of the contextualisation toolkit and development of resources)
- Whether the actions agreed can be implemented over the trial period (i.e. between September 2017 – February 2018)
- Whether there is sufficient engagement in the pilot from departmental heads and vocational tutors to help deliver the agreed actions

The AELP will also keep the evaluation team informed on provider engagement in the pilot through periodic updates. This covers whether the required members of the core team are attending each training day, as well as if any sites signal that they intend to withdraw from the pilot completely. If

sites do withdraw from the pilot, they will be contacted by the evaluation team and asked to provide their reasons for doing so.

Readiness for trial

In assessing whether the programme is ready to go to trial, the evaluation team will consider whether the training and resources make-up a standard intervention that can be implemented on a wider scale. This will be achieved by attending all of the training days across three different provider sites to see whether they contain the same identifiable components specified in the programme journey developed by AELP in terms of the sessions and activities completed with attendees (See Appendix A).

Through in-depth interviews, the evaluators will also get the views of the core team at provider sites on the effectiveness of the training and resources in facilitating the intended changes in working practices, and ultimately in encouraging them to make fuller and better use of contextualisation in teaching English and maths. If the intervention is seen to have fallen short in meeting these objectives, we will explore whether the core team perceive any structural changes to how the project is delivered as being necessary in order to achieve this end. This could include changes to the number of CPD days held over the year, or altering the content of the CPD days so that they more closely match the needs/requirements of the provider.

The team will also check whether it is possible to identify the groups of relevant learners, 17-year-olds who obtained a D (in the old scale) the previous year in their Maths and/or English GCSEs and who are retaking the GCSE aims. To do so, it will compare the statistics obtained by the Individualised Learner Record (ILR) with the ones provided by AELP (and obtained by the pilot providers). In order to do this, the following information and aggregate statistics will be obtained from the providers, ideally from two previous cohorts, for which ILR data are available (i.e. 2015/16 and 2016/17):

1. Provider name
2. UKPRN
3. Postcode of the campus involved in the intervention
4. Name of the campus involved in the intervention
5. Total number of students enrolled at the postcode campus
6. Number of 17-year-olds who got a D in their Maths GCSE the previous year (at 16) and who are now enrolled at the postcode campus
7. Number of 17-year-olds who got a D in their English GCSE the previous year (at 16) and who are now enrolled at the postcode campus
8. Number of 17-year-olds resitting their Maths GCSE at the postcode campus
 - Of those resitting their Maths GCSE, how many did get at least a C?
9. Number of 17-year-olds resitting their English GCSE at the postcode campus
 - Of those resitting their English GCSE, how many did get at least a C?

The team will check that the following details are consistent with the statistics obtained from the ILR.

If this is not enough to identify the relevant group of learners, the team will need the Unique Learner Number for all relevant learners. The team will check that they are identified in the data using the ULN, the UKPRN and the campus postcode.

Ethics and registration

We take seriously the ethical issues raised in both the quantitative and qualitative elements of the research. NIESR adheres to the Ethics Guidelines of the Social Research Association (SRA). Members of the evaluation team who will be visiting provider sites have Disclosure and Barring Service (DBS) clearance. While NIESR has an ethics committee consisting of Trustees, we do not consider that this trial requires such additional clearance.

All participants (i.e. learners and provider staff) in the evaluation will be briefed on the purpose of the research and how their data will be processed and used. They will be assured that their personal identities will be kept confidential and no information that could be used to identify them will feature in the final outputs from this research or shared with third parties without their consent. They will be asked for their informed consent to participate in the project on this basis. In addition, learners involved in the project will be informed about how the evaluators intended to link their data to the National Pupil Database/Individualised Learner Record and will be provided with an opportunity to refuse their permission for their details to be used in this way.

All interview recordings and observation notes will be transmitted and stored using the security principles underlined in the NIESR Data Security policy (attached in Appendix B). This includes secure transfer of data and use of password-protection and encryption as appropriate during data storage. The personal identities of participants will be removed from interview transcripts and will not be recorded in any notes taken during the classroom observations.

LSE will follow the LSE Research Ethics Policy and Procedures, which covers the same areas addressed above.

Personnel

Evaluation team

- Jonathan Buzzeo, Senior Social Researcher (NIESR)
- Johnny Runge, Social Researcher (NIESR)

The evaluation team at NIESR, led by Jonathan Buzzeo, will be responsible for collecting qualitative information and analysing survey data provided by the AELP on programme implementation and impact. They will lead the process of collating the research findings into the final outputs agreed with the EEF (i.e. a short report or slide pack)

- Sandra McNally (CVER, LSE)
- Chiara Cavaglia (CVER, LSE)

The evaluation team at LSE, led by Sandra McNally, will be responsible for identifying the best strategy to identify the learners in the Individualised Learner Record. They will analyse the ILR data for the relevant group of learners to check their consistency with the data provided by AELP.

Delivery team

- Matthew Alvarez, Project Manager (AELP)

Matthew will act as the first point of contact for the evaluation and will facilitate communication between participating provider sites and the evaluation team.

Risks

Risk	Preventative measures	Likelihood
Providers unwilling to participate in evaluation and facilitate fieldwork visits	Providers will sign a memorandum of understanding with the AELP as part of their participation in the pilot. This will make providers aware that they will be expected to support all aspects of the evaluation. Providers will be given a long lead-in time to arrange fieldwork visits with the evaluation team	Low
The training does not have an immediate effect on how teaching is delivered and its effectiveness (i.e. within the same academic year).	The evaluation team will explore anticipated benefits among provider sites including changes in working practices that	Low

	may impact on how teaching is delivered in the next academic year.	
Inaccuracies in survey data provided by participating sites	The evaluation team will explore the possibility of checking administrative datasets as part of the pilot to see if there are any clear discrepancies between this and the self-reported data on learner drop-out/attendance given by participating sites	Medium

The data security policy of the National Institute of Economic and Social Research is included with this protocol.

LSE is committed to a policy of protecting the rights and freedoms of individuals with respect to the processing of their personal data in accordance to the LSE Data Protection Policy, in accordance with the Data Protection Act 1998 (<http://www.lse.ac.uk/intranet/LSEServices/policies/home.aspx>).

Sensitive data for research are stored in the London School of Economics Research Laboratory. The security, confidentiality and good management of data resources is key to the success of the RLAB. The standards implemented by the LSE Research Laboratory (RLAB) to support the safe storage and use of sensitive and personal research data is available online (http://rlab.lse.ac.uk/itsupport/downloads/2017/LSE_Research_Laboratory_Security_Standards_for_Sensitive_Data.pdf)

Timeline

Date	Activity
July – Sept 2017	Attend first training day (NIESR)
Sept – Oct 2017	Attend second training day (NIESR)
Nov – Dec 2017	Attend third training day and conduct site visits to providers (NIESR)
Jan – Feb 2018	Attend final training day; Data analysis and reporting (NIESR)
	Identify best strategy to identify learners (after receiving the data from AELP) (LSE)
Late Feb 2018	Decision taken as to whether to progress to trial (EEF)

Appendix A

Improving GCSE resit outcomes through expanding contextualisation within Post-16 English and maths

This paper addresses the matters that were raised at the meeting on 10th February.

1. Address concerns about the ability to recruit to a full trial
2. Clarify the intervention model for providers using contextualised resources
3. Provide budget for pilot and trial by the 24th of February

Our initial proposal focussed on English and maths GCSE resits and the premise that better and fuller use of contextualised resources and associated teaching practices should improve retention, satisfaction and achievement as learners saw more clearly and convincingly that the English and maths they were being taught had relevance to the jobs and careers that they were moving towards. The challenge is to enable the measurement of the impact of contextualised resources and the associated pedagogy being used in organisations, compared with those organisations where they are not being used.

Recruitment

Most post-16 GCSEs are delivered in general FE colleges (GFE). NART data, though from 2014/15, gives an indication of the breakdown by provider type:

- ITPs (private sector public funded) account for 2,620 learners
- GFE 292,880 learners
- 6th forms 48,950 learners
- Schools, specialist colleges etc. just a few thousand
- 'Other public funded institutions', this could include armed forces and industry training boards such as CITB, 35,940 learners.

In most ITPs, we have found through visits and discussions that there is an average cohort of 13 learners per provider, then that would suggest 203 providers. If 13 is too small and it's more like 20 per provider then that suggests a total of 131 providers. This lower number would be potentially possible, but would require an intensive and careful recruitment process. However, these figures are from 2014/15 and we expect the number of providers delivering GCSEs to have risen by 2017/18. There is also a large number of other providers that could be in scope besides ITPs.

To address this concern, and in addition to using AELP members and the contacts that MEI have, we have the option to call on GCSE awarding bodies to support the recruitment. For example, OCR is an AELP patron member and has expressed an interest in supporting AELP in project work and MEI has worked in partnership with OCR for many years.

The intervention

To fully and effectively test our premise, we will need to support providers in their use of contextualised resources and teaching practices. As part of a previous project, we have already developed some resources and these will be refreshed and expanded for the pilot phase to be used with providers in the intervention group for both the pilot and full trial.

Our intervention model is based on one that AELP used successfully in a project to support providers through the introduction of the new apprenticeship standards. This was part of the Future Apprenticeship programme <http://futureapprenticeships.org.uk/> where providers accessed face-to-face support following an initial benchmarking process. Between the face-to-face visits additional support and monitoring of progress was provided by pre-arranged telephone or online discussions. Broadly, this model has been widely and successfully adopted across the FE sector over many years.

When recruiting providers to take part in the intervention, we will make clear to them that they will be agreeing to this type of support and that we will expect them to commit sufficient resource to it, not least in helping ensure the positive impact for them and their learners. We will need their commitment to work with us to ensure that the approach is adopted effectively across the whole provider/site. This will be made clear in a Memorandum of Understanding that they will be required to sign. During the recruitment phase, we will also get relevant information about their organisation including:

- Organisational structure
- Learner profile: vocational areas studied, apprenticeships/study programmes, roll-on/roll-off?
- Initial assessment and other strategies: FS vs resit GCSE, when to enter, which GCSE tier, etc.

The intervention will be targeted at training Maths and English tutors to improve their use of contextualisation during teaching and will include many other individuals within the organisation as part of the support described below.

We will also suggest to each provider that in advance of the start of the intervention, they nominate a practitioner champion for the programme. The role of this practitioner would involve attending all of the face-to-face sessions, supporting and encouraging colleagues in implementing the approach, and providing a single point of liaison with AELP and MEI during the intervention.

Outline of content of face-to-face days

For this project, we have designed a programme of support for organisations taking part in the intervention group. The sessions will be facilitated by AELP/MEI professional development leaders who will come from our pool of expert associates. Several of these took part in the earlier project on contextualisation in English and maths for DfE.

Below we have outlined how we currently envisage the content being divided between the four days; however, we may adjust this when we plan the days in more detail as part of the programme development phase.

Day 1 (audience: leadership, management and E&M practitioners)

Aims

The aim of the first visit is to benchmark the nature of the provider's use of contextualised resources and delivery against a simple scale and to set a plan in place that they will agree to, that will result in them using contextualised resources for maths and English teaching and embracing the associated pedagogy. It will introduce the practitioners to the benefits of contextualisation and work through some resources they might use with students, along with suggestions for where to find more.

Overview

This will ideally be attended by representatives from across the organisation, although we will be flexible to the provider's requirements and their organisational structure. The leadership and management team may leave the session after the action plan has been agreed.

Introduction

An exchange of information about:

- The project, AELP and MEI, EEF, LSE, etc.
- The provider, practitioners, and their learners
- The aims of the programme and expectations of participants

Introduction to the programme

It's all about how they can better help learners to see the relevance of English and maths to them as individuals, and especially in work and career terms:

- Use of contextualisation in E&M lessons (refer to the toolkits)
- E&M practitioners working with vocational practitioners
- Showing relevance of E&M in employment and career planning

Diagnosis specific to provider/site

- Issues, e.g. learner motivation/confidence, attendance at English/Maths lessons
- Current approach to contextualisation of GCSEs, existing contact between English and maths (E&M) specialists and vocational specialists
- Learner engagement - What's going well? What could be improved?
- Mechanisms for ensuring the approach is adopted effectively across the whole provider/site,
- Defining the role of practitioner champion.

Supporting structures

Review case studies and video clips which show approaches to contextualisation, and ways in which some providers have set up organisational structures to encourage collaboration between departments, to facilitate sharing of expertise and resources. Discuss participants' own experiences, potential barriers, and how they might be overcome.

Develop and agree an action plan with all 3 staff levels

Sources of Inspiration

Discussions and activities about how to get ideas for contextualisation

- What sources do participants currently use? What could they use?
- Existing resources (show some examples of good resources)
- The context grids
- Other useful sources
- Collaborating with vocational practitioners and local employers.
- Gathering ideas from learners' work, interests, and other life experiences.

To do for next session

Practitioners will be encouraged to continue to look at the contextualisation toolkit online in advance of Day 2. They will be asked to identify and try at least two contextualised resources with their learners and come to day 2 ready to feedback. They will also be briefed about Day 2's main focus of starting to develop their own contextualised activity and the resources to support it. They will be expected to gather and prepare ideas for the activity and accompanying resources. In doing so, they will need to consider the needs of the groups of learners they intend to use it with; the English/maths to be covered; the context to be used; and the types of resources to be developed. They will be encouraged to begin to develop their ideas through discussions with colleagues, including vocational practitioners in advance of the first face to face session, although ideas will be built on during days 2 and 3.

Follow-up support will be provided between Day 1 and Day 2 to check that agreed actions have begun. This support will be via telephone and/or online seminars

Day 2 (audience: E&M Practitioners only)

Aims

The aim of day 2 will be for the practitioners to reflect their own experiences of contextualisation. They will also explore what makes a good contextualised resource (and what makes an ineffective/less effective one) and when it is not appropriate to contextualise. They will start work on the development of their own contextualised resources.

Overview

In most cases, this day will include all staff. They will gather together initially and (whenever appropriate) then split into English and maths practitioners, so they can focus on specific curriculum areas. Where they are split into separate subject groups, the professional development leaders will bring them together again at the end of the day.

Where practical this day will include one or two visits to lessons with practitioners, scheduled in advance. The aim of these visits will be to help the professional development leaders to gain a better understanding of the site environment and the learners.

Reflections on Day 1

Participants reflect on day 1 and the activities they were asked to undertake in preparation for day 2. They will discuss their experiences to date of using contextualisation and examples of contextualised teaching and learning they have already used successfully themselves.

Exploring ideas about contextualisation

Discussion and activities covering:

- How does contextualising English and maths support learning?
- What are the limitations of contextualisation?
- What makes a good contextualised resource?
- What are the pros and cons of different types of contextualised resources?
- Some approaches to developing activities and resources.
- A brief review of the references to relevant sections of the contextualisation toolkit.

Participants' activity ideas

Participants discuss their ideas with the rest of the group for the activities and associated resources that they hope to develop. They explain why they have made their decisions and how they expect their decisions will help to improve outcomes for their learners.

Resources development activity (main part of the day)

Participants start work on the development of their resources, partnered with others for peer support and guided and encouraged by the professional development leaders. They are encouraged to refer to the contextualisation toolkits.

End-of-day plenary review

Participants give a brief update on their progress in the development tasks – what has gone well and any difficulties they are experiencing? The professional development leaders facilitates the exchange of ideas and consideration of issues from different perspectives.

To do for next session

Practitioners are asked to continue to gather ideas and develop their contextualised resources/activities, and to bring them to day 3.

Review progress on action plan with management

Follow-up support will be provided between Day 2 and Day 3 to ensure that agreed actions have begun. This support will be via telephone and/or online seminars. We will also review progress on the overall project action plan with management (if they are not present on Day 2), by phone or e-mail.

Day 3 (audience: E&M Practitioners, Employment Coordinators, etc.)

Aims

The aim of day 3 will be for the practitioners to progress the development of their resources, where possible completing them by the end of the day. It will also explore how working with vocational practitioners and employment coordinators can further help learners to understand the relevance of E&M to their futures, as well as providing a further inspiration for contextualisation and exploration of when contextualisation is not appropriate.

Overview

This third day will also include any staff who have an employer-facing role, so that they can fully understand how the work being done relates to their interactions with employers, and adjust their own approaches accordingly, as necessary. It will also suggest ways that employers can support the contextual teaching practices.

In most cases, this day will include all E&M practitioners. They will gather together initially and then split into English and maths practitioners, so they can focus on specific curriculum areas. Then the professional development leaders will bring them together again after the resources development activity.

Reflections on Day 2

Recap on Day 2 and a discussion about any further thoughts participants may have had in between, on what was covered then and what has occurred since.

Progress on resources development

Each practitioner gives a 5-10 minute presentation on their activity/resources. Other members of the group contribute ideas that may help with further development. Facilitated discussion will be led on emerging themes and further suggestions/ideas.

Resources development activity

Participants continue to work on the development of their resources, supported and encouraged by each other and AELP/MEI professional development leader(s). At the end, they assess what further work is required outside this day to complete their resources. Brief plenary in which any difficulties are discussed and ideas exchanged.

Working with vocational practitioners

Discussion (if this has not already emerged clearly) about ways in which E&M practitioners can collaborate with vocational practitioners to

- a) Embed E&M in vocational learning
- b) Bring examples of vocational contexts into E&M

Integrating Work Experience and English/Maths (Employment coordinator to attend)

Cover some of the themes and ideas in <http://mei.org.uk/study-programme> -- with appropriate parallels for English. It will look particularly at:

- Getting employers on board
- Practical suggestions for encouraging learners and employers to enhance learners' English and maths skills during work experience placements.
- Contextualisation using examples from the workplace.

Beyond just “contextualisation all the time”

Consider what can't or shouldn't be contextualised, and how to approach such things – as staff, and with learners. Explore current approaches, and give examples, and rationales.

Plenary Review

Practitioners reflect on what they have learned, the challenges they have encountered, and ways in which they might overcome them.

To do for next session

The professional development leader encourages the participants to continue to develop further contextualised activities/resources over the coming weeks, including to:

- Carry out further trials with learners and gather learner feedback.
- Share resources with their colleagues for feedback.
- Share resources with other programme participants inside and outside their organisation for feedback.

Review progress on action plan with management

Day 4 (audience: E&M Practitioners, Employment Coordinators, etc.)

Aim

Practitioners reflect on trialling their resources with learners. The focus then moves on to preparation for GCSE exams. As the day draws to a close, the importance and means of sustaining the approach are emphasised.

Overview

In most cases, this day will include all E&M practitioners. They will gather together initially and then split into English and maths practitioners, so they can focus on specific curriculum areas. Then the facilitators will bring them together again after the revision planning activity.

Reflections on Day 3

- Recap on Day 3
- Practitioners reflect on the experience of using their resources with their learners and the feedback they received. What went well? What would they do differently in future?
- Discussion on progress in collaborating with vocational practitioners (embedding and contextualisation)
- Discussion on integrating work experience with English and Maths learning in the classroom (involving Employment Coordinators, etc.)
- Any further thoughts participants may have had on what was covered in Day 3.

Moving on

Focus on moving away from contextualisation to exam preparation. Explore how the organisation/E&M teams/attendees approach this already. Cover content the toolkit guides on strategies for preparing learners for examinations.

Revision plan activity

Practitioners develop a revision plan for their learners which uses some contextualised activities (familiar and unfamiliar) and some non-contextualised activities. Plenary discussion.

Sustainability

Reminder of the sources of support available – and further brainstorming on these. Is there anything else that needs to happen to sustain the approach?

What next

What follow-up they can expect from the programme, e.g. contact from EEF, regarding surveys/interviews on learner reactions and apparent impact (in both low-level short-term ways like attendance/punctuality, attention, engagement/contribution, work-rate, etc. and expected potential increases in achievement)

Close

Review of key points from the course. Encourage participants to reflect on their experiences and to note actions on which they intend to follow up.

Management review

A meeting with leadership/management to update them on the programme as a whole and advise them of likely follow-up activity.

Third Party Data Security Policy

National Institute of Economic and
Social Research (NIESR)

Executive Summary

National Institute of Economic and Social Research (NIESR) have achieved the Cyber Essentials certification in relation to their IT network, infrastructure and practices.

The Cyber Essentials scheme has been developed by Government and industry to fulfil two functions. It provides a clear statement of the basic controls all organisations should implement to mitigate the risk from common internet based threats, within the context of the Government's 10 Steps to Cyber Security. And through the Assurance Framework it offers a mechanism for organisations to demonstrate to customers, investors, insurers and others that they have taken these essential precautions.

NIESR receives and uses data provided by 3rd parties to carry out their research.

This data must be dealt with properly and securely however it is collected, recorded and used – whether on paper, in a computer, or recorded on other material – and there are safeguards to ensure this in the Data Protection Act 1998.

NIESR regards the lawful and correct treatment of personal information as very important to the successful and efficient performance of its functions, and to maintain confidence between those with whom it deals.

The purpose of this policy is to ensure that the staff, volunteers and trustees of NIESR are clear about the purpose and principles of Data Protection and to ensure that it has guidelines and procedures in place which are consistently followed.

All data that NIESR receives should be classified according to its sensitivity. Data should be stored, accessed and processed according to their classification.

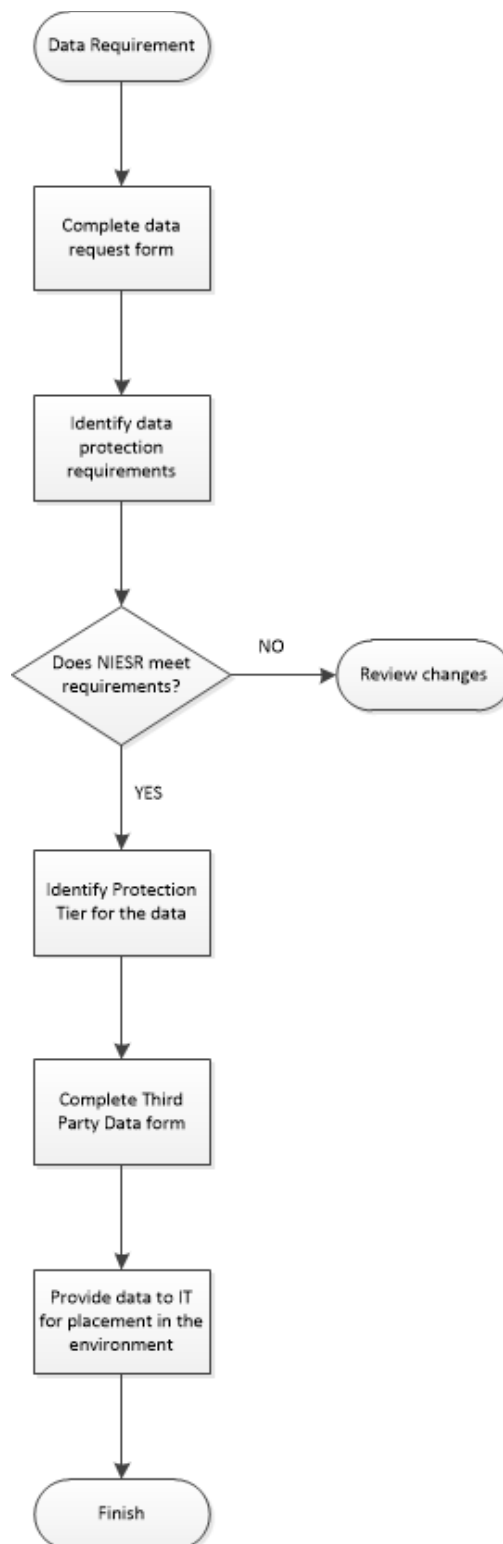
The classification of data is an important component to knowing how to use the data within the guidelines laid down by the data providers.

Correctly classifying data and then using it only according to the appropriate stipulations is an important part of preventing data leaks, and minimising the impact of such leaks when they do occur.

Inappropriate disclosure of Confidential or Restricted data, their accidental loss or deliberate theft, could all lead to the Institute being levied with a potentially unlimited fine, as well as experiencing a loss of reputation and a possible failure to win other research contracts.

Third Party Data Acquisition Process

The generic process for third party data to be acquired by NIESR is shown below



Physical Security

The following section details the physical security in place at NIESR.

External Access

1. External doors into the building are secured and cannot be opened from outside the building.
2. Visitors must identify themselves before entering the building and must sign-in the visitors' book on arrival.
3. Visitors must identify to receptionists a specific individual that they have come to meet with.
4. Visitors are not allowed to leave the reception area unattended.
5. Devices storing the third party data should be in physically secure, restricted areas where only allowed individuals have access.

Infrastructure Servers

6. Servers storing 3rd party data are located in a locked server room.
7. Only specifically allowed individuals have access to the server room.
8. Servers are secured in purpose built racking.

Personal Computers

9. Personal computers storing 3rd party data must be located in locked rooms.
10. Only specific individuals will have access to the rooms.
11. Only prescribed computers may store 3rd party data
12. Computers storing 3rd party data must meet all organisational security requirements for the data tier and these machines will be restricted from ANY usage when not connected via physical or remote secure connection to the NIESR network

Laptop Computers and Mobile Devices

13. 3rd party data must not leave the premises or the NIESR network without authorisation and therefore must not be stored on laptop computers or mobile devices.
14. Data will only be stored on tracked NIESR devices that meet the security requirements

Network Security

The following section details the network security in place at NIESR.

Perimeter Security

15. The NIESR network is protected at the perimeter by a firewall device. The firewall prevents external traffic or connections into the NIESR network unless specifically allowed.
16. The NIESR firewall allows the following:
 - 16.1. Remote VPN connections
 - 16.2. HTTPS connections
 - 16.3. HTTP connections
 - 16.4. Authorised FTP outbound connections
 - 16.5. No inbound FTP connections
 - 16.6. Authorised SFTP connections
 - 16.7. SMTP connections

Authentication

17. NIESR operates a Microsoft Active Directory authentication service. No user logon to a device connected to the network is allowed without a valid Username and Password.
18. Passwords must meet minimum security requirements
19. Passwords will be changed every 30 days
20. Password sharing or use of other user's credentials is prohibited
21. All physical devices will be restricted by MAC address. No devices may be connected to the network without prior approval / authorisation

Permissions

22. All users / devices must be authenticated
23. Alteration to permissions must be authorised in writing by an approval group

Data Security

The following section details the data security in place at NIESR.

Data Storage

24. NIESR categorise data received from 3rd parties. There are three tiers of categorisation:
 - 24.1. Protected – data within this tier is stored in an area that is only accessible to network users that have provided an authenticated Username and Password and are allowed access to network resources.
 - 24.2. Restricted – data within this tier is stored in an area that is only accessible to users that are specifically allowed access to the data.
 - 24.3. Confidential – data within this tier is stored in an area that is only accessible to users that are specifically allowed access to the data; in addition the data is encrypted when stored.
25. When data is received from a 3rd party the data security category is formally agreed with NIESR and the data stored accordingly.

Data Removal

26. When the data is no longer required it must be completely removed using Data Removal Tool to completely delete data from the disk. PGP software is used for data destruction. We have the ability to complete multi pass wipes, PGP Freespace Wipe carries out 26 passes for maximum security. Any hardware we dispose of is done in a WEEE compliant way and we can provide certificates.
27. Any paper copies of 3rd party data that are received or created are destroyed by shredding with a device capable of DIN Level 5 shredding.

Data Backup

28. For the data received from 3rd parties there is often no requirement for backups. If it is necessary for NIESR to backup this data it will be backed up to an internal storage platform. The data will be encrypted in transit and when it is located on the storage.
 - 28.1. All data will be backed up a minimum of 1 copy
 - 28.2. Data will be kept for 6 months at least one copy
 - 28.3. Varying data will keep all variations up to 5 copies
 - 28.4. Backup data will be stored offsite on tapes in a secure facility

- 28.5. Backups will be encrypted and the encryption key is to be held only by NIESR for confidential data

Portable Media

29. To prevent the movement of data out of the NIESR managed environment and insecure storage of the data portable media will be blocked on personal computers involved with 3rd party data.

Physical Media

30. All physical media containing 3rd party data will be stored in a locked filing cabinet.
31. Physical media will be encrypted
32. Physical media will be asset tagged and it will be checked in/out before and after use

Access Monitoring

33. Access to the data provided by 3rd parties will be monitored to identify individuals accessing.
34. Access reporting will be available to list all users accessing data over time. This will be reported on quarterly.

Software Management

The following section details software management at NIESR.

Software Upgrades

35. Software must be kept up to date on the systems that NIESR use, including major versions and interim updates.
36. The exception to this is where a specific version of software must be used to analyse data and produce the results required by NIESR.
37. Incidences where this is the case must be clearly documented and approved.

Software Metering

38. NIESR monitors on software usage to demonstrate where software is installed and how often it is used.
39. NIESR licensing and usage to be reported on monthly and software installations to be reviewed
40. Users to have permission to install software with prior approval and this software will then be identified in the monthly software audits. Unapproved software will result in remedial action on the PC.
41. PC's categorised to store Protected or Confidential data may not have software installed without prior authorisation and agreement within the IT security framework. Software may not be installed unattended on these machines.

Anti-virus Software

42. Anti-virus software is installed on all systems within the NIESR environment and automatically kept up to date.

Email Management

- 43. When data is received by NIESR the acceptable movement of the data will be clearly defined.
Data or the results generated by NIESR should never be emailed externally or internally unless expressly allowed.
- 44. All email transactions to be journaled for reporting purposes