

POLICY TO SUPPORT THE ACHIEVEMENT OF IMPROVED LITERACY & NUMERACY SKILLS Longden Ltd

Overview

The aim of this policy is to offer a choice of support options so that the candidate may achieve a higher level of literacy and/or numeracy via a method which best meets their personal needs and circumstances.

The literacy test is administered at Level 1 and the scores are below.

	Below Entry 1	Entry 1	Entry 2	Entry 3	Level 1
Literacy	0-13	14-32	33-52	53-65	66-72
	Refer for Literacy or ESOL training before starting the programme	Refer for Literacy or ESOL training before starting the programme	Will need assistance in sentence construction spelling and grammar	May need assistance in spelling and grammar	Will cope with the Level 2 programme without too much assistance

Numeracy	0-8	9-20	21-34	35-44	45-50

Action	Responsible
Identify the Learning Mentor within each participating school	Assessor and MD
Conduct initial assessment of skills level and mark paper.	Assessor
Feedback results of initial assessment to candidate and Learning Mentor	Assessor
Discuss with candidate the level of support likely to be required to enable achievement of the qualification	Assessor, Learning Mentor
Agree to defer registration onto programme until candidate has achieved the required minimum level	Candidate, Learning Mentor, Assessor
Attend college/adult learning centre to improve skills level. Learning Mentor to review progress and support development	Candidate Learning Mentor
Provide scribe to assist candidate to produce written statements	Learning Mentor
Assist colleagues to complete written statements, which are then assessed and corrected by Assessor	Candidates Assessor
Complete own statements which are assessed and corrected by Assessor	Candidate Assessor
Complete self-paced additional learning activities to enhance skill and knowledge levels. Progress is reviewed by Assessor	Candidate Assessor
Refer to www.skillsalliance.com to identify additional learning activities to support own development	Candidate

