

NEW TO ESOL OUTCOMES

PART 2: The Pre-Entry Framework

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**EDUCATION & TRAINING
FOUNDATION**

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INTRODUCTION

Background

In 2018/19, the Education and Training Foundation (ETF) commissioned Learning and Work Institute (L&W) and Learning Unlimited (LU) to research and develop resources to support ESOL practitioners working with learners at 'pre-Entry' and Entry 1. This work resulted in a suite of resources entitled *New to ESOL*, comprising 20 units of teaching and learning materials, effective practice guidance and a screening tool. The materials are accompanied by a report summarising key findings from research with the ESOL sector to inform the development of the *New to ESOL* materials¹.

This research suggested that there is a lack of consensus in the ESOL sector on suitable provision for 'pre-Entry' ESOL learners, and on the outcomes for learners that commissioners and funders can expect to be realised. Building on the *New to ESOL* project, this outcomes framework was commissioned in 2019/20 by ETF to help address this longstanding challenge in the ESOL sector. The *New to ESOL* resources and development of this framework also support implementation of the Government's *Integrated Communities Action Plan*, which committed to developing new resources to support 'pre-Entry' ESOL provision².

Who is this guide for?

The framework is intended for commissioners, providers, practitioners and other stakeholders involved in the delivery of 'pre-Entry' ESOL provision, referred to here as *New to ESOL*.

The framework does not set out to define a new curriculum, syllabus or scheme of work for 'pre-Entry' ESOL. Instead, it highlights key learning outcomes learners will need to demonstrate in order to access Entry 1 learning, alongside valuable wider, non-learning outcomes and benefits which 'pre-Entry' provision also delivers. It aims to support greater consistency between different contexts for 'pre-Entry' ESOL provision, including formal and less formal settings, and to build consensus between the ESOL sector and wider stakeholders on the key aspects of content and the features of programmes.

Note on terminology

L&W's 2018/19 research noted differences in the usage of the term 'pre-Entry' in various contexts such as educational provision, immigration and employment support. The ESOL sector expressed divergent views on the suitability of the term³. We therefore use the term 'New to ESOL' to describe 'pre-Entry' provision and learners, reflecting that in most cases – although not all – learners will be relatively

¹ <https://esol.excellencegateway.org.uk/learners-new-esol>

² <https://www.gov.uk/government/publications/integrated-communities-action-plan>

³ See the *New to ESOL* research report: <https://esol.excellencegateway.org.uk/content/etf3074>

new to learning ESOL and literacy skills, and often recently arrived in the UK.

How the framework was developed

This outcomes framework has been informed by extensive ESOL sector engagement, building on the 2018/19 research. The development process has involved:

- A desk review of relevant 'pre-Entry' ESOL resources, curriculum frameworks and Awarding Organisation specifications.
- A review of examples of ESOL providers' course planning documents for 'pre-Entry' ESOL, sourced through a call for evidence to the sector, which yielded 18 examples
- A 'snapshot' survey of the sector to obtain views on the point of transition from 'pre-Entry' to Entry 1 ESOL, which received 94 responses
- Engagement with ESOL stakeholders, including refugee resettlement organisations, local authorities, Mayoral Combined Authorities with devolved Adult Education Budget commissioning powers, the Department for Education, the Home Office and the Ministry of Housing, Communities and Local Government.
- In-depth telephone interviews with 10 ESOL stakeholders and specialists.
- Sector feedback on the draft framework, from ESOL providers, practitioners and an expert panel.

Overview of contents

This is Part 2 (of 2) of the New to ESOL Outcomes Framework.

Part 2: Outcomes Framework is aimed primarily at ESOL providers and practitioners, to support course planning. It also aims to help commissioners and wider stakeholders understand some of the key outcomes that can be expected from New to ESOL provision. Alongside speaking, listening, reading and writing outcomes, it includes suggestions for a range of wider outcomes, and examples of possible approaches to measuring these.

Part 1: Overview of New to ESOL Learners and Provision is available as a separate document. It will be of particular interest to wider ESOL stakeholders and commissioners who wish to understand more about this aspect of ESOL provision. It is intended for non-specialists. The **Further Resources** section located in Part 1 contains links and references to additional research, guidance and resources that will be useful to ESOL providers, practitioners, commissioners and stakeholders.

PART 2: OUTCOMES FRAMEWORK

How the Framework is Structured

The framework is structured into five sections. Four sections cover the language learning outcomes: listening, speaking, reading and writing. A fifth section covers wider (non-language learning) outcomes.

The language learning outcomes sections are organised as follows:

- **Outcomes**
These are statements of what learners will be able to do, say, understand, read or write after the period of learning.
- **Skills**
Each outcome is broken down into the skills, knowledge and understanding learners require in order to achieve the outcome. For example, in order to 'Greet someone', learners need to understand that someone is greeting them and have the appropriate language to respond.
- **Examples/learner exemplars**
This column provides examples of the kind of language expected in order to meet the outcome.

The wider outcomes section is organised as follows:

- **Outcome area**
This is the broad category of outcome, for example health and wellbeing
- **Outcome**
The specific outcome to be measured, such as improved mental wellbeing
- **Example measures**
These are possible tools that can be used to measure the outcome
- **Possible approaches**
Suggestions for how outcomes measurement might be implemented

Further guidance on measuring wider outcomes is included in this section, along with suggestions for sources of outcomes measures, and examples of wider outcomes measurement in practice.

Contexts for Language Learning

At this level, learners are expected to demonstrate the speaking, listening, reading and writing outcomes in very familiar, meaningful contexts such as giving personal information. Language should be meaningful and relevant to the learner, and the local setting. Examples of relevant contexts are given in the *New to ESOL* teaching materials⁴. A sympathetic listener (or reader) is assumed.

- The framework does not prescribe specific items of vocabulary to be taught, although care should be taken that new vocabulary is relevant to the learner.
- Personal information, requiring learners to talk about themselves and possibly their families, can be a very meaningful context for language skills development. Care needs to be taken, as some learners may be

⁴ <https://esol.excellencegateway.org.uk/learners-new-esol>

uncomfortable talking about families due to loss or trauma.

- The *New to ESOL* teaching and learning materials provide ideas for other suitable topics.
- The choice of language contexts should focus on words and lexical 'chunks' or phrases where the meaning can be clearly explained and understood. Learners are not expected to understand the grammatical structures or the metalanguage (grammatical terminology) to describe these structures, only the meaning.

Assessment and Measurement of Language Outcomes

This framework is descriptive rather than prescriptive. Unless the programme of learning is substantial, it is unlikely that all the outcomes will be covered in a single course, particularly one that is of very short duration and/or low intensity. Practitioners should focus on selected learning outcomes that relate to learners' needs, informed by initial and ongoing formative assessment. This will help determine the appropriate point for a learner to progress to Entry 1.

Although most New to ESOL provision is non-accredited, this does not mean that there is no assessment of language learning outcomes. Appropriate, effective and robust assessment is vital at all stages of the learning journey.

Guidance on Recognising and Recording Progress and Achievement (RARPA)⁵, a quality assurance process for non-accredited provision, is available to support this. Whilst intended for use in Adult Education Budget-funded formal and non-formal provision, RARPA principles can be applied, proportionately and appropriately, in any learning setting.

As noted in Part 1, the *Adult ESOL Core Curriculum*⁶ (AECC) recognises 'pre-Entry' or New to ESOL learning outcomes *within* Entry Level 1. This outcomes framework does not seek to define a new level or standard for ESOL below Entry 1, so there are points of overlap with the AECC. This reflects that, as learners start to demonstrate cumulative achievement of these New to ESOL outcomes, they are progressing towards being able to participate in ESOL learning at Entry 1.

Key Considerations in the Assessment Language Outcomes

- Prior to initial assessment, IAG (Information, Advice and Guidance) as to the appropriate programme should take place.
- A New to ESOL screening tool is available⁷. This is designed to help teachers identify both learners who are at ESOL Entry 1, and those who are below that level. This can be used to support effective referral to appropriate provision. It can also be embedded within providers' initial assessment processes, to help determine placement into New to ESOL or Entry 1 classes.

⁵ <https://www.learningandwork.org.uk/resource/updated-rarpa-guidance-and-case-studies/>

⁶ <https://www.excellencegateway.org.uk/content/etf1194> . We have chosen not to include Adult ESOL Core Curriculum referencing, as newer practitioners may not be familiar with the referencing system.

⁷ <https://www.excellencegateway.org.uk/content/etf3067>

- Practitioners identified that it is very important to for learners' starting points to be effectively assessed (initial assessment) to identify their strengths and weaknesses and so that they can be placed in an appropriate class. This will also help with motivation, retention and achievement.
- The complex needs of learners at 'Pre-Entry' level mean any assessment needs to be carried out by appropriately trained and qualified practitioners who can judge the learners' skills and be sensitive to their needs. For example, a learner might not attempt to write anything, but a professional could support and prompt the learner based on what they can say or appear to understand; they could judge the learners' literacy, e.g. can he/she hold a pen, write on the line.
- Learners should be assessed as part of their programmes to measure progress. Ongoing (formative) assessment should be carried out by their ESOL teacher in an unobtrusive and non-threatening manner e.g. tutor observation of spoken English and listening skills. The tutor may also collect evidence of reading and writing skills. These methods can be used within the RARPA process.
- A majority of providers consulted reported that formal assessment through external qualifications is either not essential or not appropriate for New to ESOL learners. Some Awarding Organisations offer 'pre-Entry' ESOL qualifications (see Part 3), which some providers choose to use to recognise learner achievement and demonstrate readiness to progress.

Key Considerations for Teaching and Learning

Given the range of possible learning needs within the New to ESOL cohort, it is important that practitioners are familiar and confident to deploy a range of appropriate teaching and learning methods, and have some knowledge of different models of second language learning that underpin these.

This framework does not recommend a particular teaching and learning approach. It will be for practitioners and providers to use their professional judgement as to what works best for their learners.

This also means that access to appropriate professional learning and development opportunities is essential for practitioners delivering New to ESOL provision. The Education and Training Foundation and practitioner associations such as NATECLA regularly provide relevant training opportunities. Further resources are suggested in Part 1 of this framework.

Speaking and Listening Outcomes

The framework places listening and speaking outcomes first as these skills underpin the development of literacy: learners need to be able to hear, understand and say words and sounds in English before starting to learn how to read and write them.

Intensive listening (listening carefully to short statements in order to identify words and sounds in a word) can help support learners' literacy development. Learners need to be able to discriminate between sounds and words in order to read and write them.

In speaking and listening, it is not expected that learners answer questions in full sentences. For example, a learner may understand the question *What is your daughter's name?* and simply answer *Aleksandra*.

Reading and Writing Outcomes

Informed by practitioner consultation, the reading and writing outcomes in this framework focus on a small number of key outcomes which support progression to Entry 1 ESOL. Although presented separately in the framework, in the classroom, literacy work needs to be integrated with speaking and listening skills. Further support with appropriate techniques for teaching basic literacy is available in the *New to ESOL* guidance.⁸

The outcomes are designed for learners who either have little or no literacy in their own language or are learning a new script. Therefore, learners' literacy development should be focussed on relevant, meaningful language, such as their own personal information or key words related to their lives. New to ESOL learners need language to be recycled over time, to consolidate their learning.

The two key approaches to teaching reading at a beginner level are phonics and the 'whole word' approach. Recommended approaches for the use of phonics are included in the *New to ESOL* teaching and learning materials, and phonics pack⁹.

Learners do not need to know the whole alphabet before starting to learn anything else. The alphabet can be taught incrementally throughout their New to ESOL course. For some learners, it might be appropriate to teach only the letters needed for key words and personal information. However, some providers do expect a learner to know the whole alphabet in order to start an Entry 1 course.

The reading and writing outcomes are broadly cumulative – a number of the literacy skills below will need to be combined to achieve later outcomes such as 'write a very simple text about yourself'.

⁸ <https://esol.excellencegateway.org.uk/content/etf3083>

⁹ <https://esol.excellencegateway.org.uk/learners-new-esol-phonics-pack>

It is also important to note that learners who achieve these key literacy outcomes are likely to require further support with literacy as they progress to further ESOL learning.

Progression in Language Learning

New to ESOL learners are likely to move towards Entry 1 at different trajectories and rates of progress. Progress depends on their level of English and the degree of similarity with their first language as well as a variety of other factors. For example, learners' prior experience of learning, the type of provision they access, the amount of support available and past trauma that they may have experienced.

The outcomes below are broadly cumulative and it is important to recognise that different learners will require more or less time to achieve them.

Listening Outcomes

| OUTCOME | LISTENING SKILLS, KNOWLEDGE AND UNDERSTANDING | EXAMPLE / LEARNER EXEMPLAR |
|---|--|---|
| | | Examples in <i>italics</i> indicate receptive understanding – learners are not expected to produce this language. |
| 1. Recognise and discriminate between individual sounds and words | Identify individual words in a short, spoken text. Get used to the fact that English word boundaries in spoken may differ from the words spoken in isolation. | <i>How old is your son?</i> I live in London. /I li vin London/ My name is. /My na mis/ |
| | Listen for detail to identify phonemes, e.g. in minimal pairs (words that differ by a single phoneme) | /ɪ/ fit /i:/ feet /p/ pin /b/ bin |
| | Listen to identify the number of syllables in a word | <i>morn-ing</i> <i>teach-er</i> <i>Mon-day</i> |
| | Listen and recognise the letters of the alphabet when words are spelled aloud | R – O – A – D etc. |
| 2. Understand simple greetings | Listen for context and situational clues to aid understanding | Hello. Hi. Hiya! |
| | Guess meaning through use of non-verbal communication | Facial expressions, body language and intonation in language such as: How are you? I'm fine? OK, thanks. |

| | | |
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| <p>3.</p> <p>Identify key words in a short, spoken text</p> | <p>Listen to identify key words and phrases in a short, spoken text</p> <p>Understand how stress and intonation can aid understanding</p> <p>Use word stress to aid understanding of words of two or more syllables</p> | <p><i>What's your name?</i></p> <p><i>Your teacher's name is Anna.</i> <i>The course starts next Monday.</i> <i>Your class meets two mornings a week.</i></p> <p><i><u>morning</u> <u>Monday</u> <u>teacher</u></i></p> |
| <p>4.</p> <p>Understand simple requests and personal information questions</p> | <p>Understand simple requests and questions</p> <p>Understand the difference between first name, family/second name/surname</p> | <p><i>Can you wait?</i> <i>Please sit down.</i> <i>Phone number?</i></p> <p><i>What's your name?</i> <i>Where are you from?</i> <i>What language do you speak?</i></p> |
| <p>5.</p> <p>Understand very simple statements</p> | <p>Understand simple personal statements</p> <p>Understand common key words and phrases on everyday situations</p> <p>Use context and situational clues to guess the meaning of new words</p> | <p><i>She lives in Manchester.</i> <i>They eat dinner.</i> <i>She speaks Arabic.</i></p> <p><i>The children go to school.</i> <i>I pick them up at 3 o'clock.</i></p> <p><i>He works in a café.</i></p> |
| <p>6.</p> <p>Understand simple descriptions</p> | <p>Understand vocabulary for</p> <ul style="list-style-type: none"> • Adjectives for colours and simple everyday objects • Simple descriptions of local places • Simple descriptions of people | <p><i>Blue jeans, a red jumper and black shoes.</i></p> <p><i>There's a park near my house.</i></p> <p><i>My daughter is 8 years old. She's got</i></p> |

| | | | |
|-----|--------------------------------|---|---|
| | | <ul style="list-style-type: none"> • Very basic grammatical structures | <i>dark hair and brown eyes.</i> <i>Her name is Samira</i> <i>I live in New Malden</i> |
| 7. | Understand simple exchanges | Listen to understand simple exchanges of information | <i>Where's the toilet?</i> <i>It's over there.</i> <i>OK, thanks.</i> |
| 8. | Understand simple instructions | Understand simple instructions using the imperative form Guess meaning through use of non-verbal communication, eg pointing, highlighting, and using context clues | <i>Come here.</i> <i>Go over there.</i> <i>Put the book on the table.</i> <i>Go to your text messages.</i> |
| 9. | Understand simple numbers | Understand digits 0 – 20 and higher personally relevant numbers. Distinguish the different stress patterns to distinguish e.g. 13 and 30 | <i>I'm 32.</i> <i>My daughter is 5 and my son is 3.</i> <i>13 / 30, 14 / 40, etc.</i> |
| 10. | Understand dates | Listen to identify phone numbers Listen to identify personally relevant dates Recognise the use of ordinal numbers (1 st , 2 nd , 3 rd , 4 th , etc.) Understand simple prices | <i>07967 439872</i> <i>11th April 2005</i> <i>1st of October</i> |
| 11. | Understand prices | Understand different ways of saying amounts, e.g. 'fifteen pounds 55' or 'fifteen 55'. Be aware that 'p' = 'pence' | <i>85p</i> <i>£8</i> <i>That's £15.55</i> |
| 12. | Understand times | Listen to identify times in 12 and 24 hour clock format | <i>(It's) 10 o'clock</i> <i>(It's) half past two</i> |

Understand half-past, quarter-past and quarter-to

Understand a.m. and p.m.

The train leaves at half past 4.

Your appointment is at 2.15 p.m.

Speaking Outcomes

| OUTCOME | SPEAKING SKILLS, KNOWLEDGE AND UNDERSTANDING | EXAMPLE / LEARNER EXEMPLAR |
|---|--|---|
| 1. Speak clearly in simple exchanges | <p>Articulate the sounds of English so that a sympathetic listener can understand</p> <p>Pronounce key, personally relevant words clearly</p> <p>Use word stress and intonation to aid communication</p> <p>Understand that rising intonation can indicate a question</p> | <p><i>My name is Tara</i> <i>My house is there</i></p> <p><i>Sorry, I don't understand.</i> <i>I come from Syria.</i></p> <p><i>Can you help me?</i> <i>Can you repeat?</i></p> |
| 2. Make and respond to greetings | <p>Use appropriate words for greetings and leave-taking</p> | <p><i>Hello / Hi / Good morning</i> <i>How are you?</i> <i>Fine, thanks. And you?</i></p> <p><i>Goodbye.</i> <i>See you later.</i></p> |
| 3. Say names and addresses clearly | <p>Pronounce relevant names using clear sounds and stress</p> <p>Say addresses of personally relevant places</p> <p>Understand the format of addresses in spoken English (e.g. number before street name)</p> <p>Say postcodes using appropriate stress and intonation</p> | <p><i>My name is Amina Jamali.</i> <i>My son's name is Ali.</i></p> <p><i>87 Garsmouth Way, Watford, WF98 4QP</i></p> <p><i>NW9 5DP</i></p> |
| 4. Spell aloud names and | <p>Use the letters of the alphabet in order to spell out key</p> | <p><i>A – M – I – N – A J – A – M – A – L – I</i></p> |

| | | | |
|----|---|---|---|
| | other personal, key words | words, such as names, addresses and other key words | G – A – R – S – M – O – U – T – H W – A – Y |
| 5. | Give personal information clearly | Give basic personal information such as nationality, country of origin, town, languages spoken, job, etc. | I'm from / I come from I speak ... and ... I can read ... I can't write it. |
| | | Give personal information about family/living situation | I'm a cleaner. I can drive. |
| | | Use appropriate and relevant grammatical structures such as first person present simple tense, including contractions | I live in ... I'm married / I'm not married. |
| | | Use appropriate and relevant vocabulary | I've got three children. I haven't got any children. |
| 6. | Give basic information about a person (or people) | Make statements about a person/people using the present simple tense singular and plural | My daughter goes to nursery. |
| | | Use appropriate vocabulary | My children go to school. My husband is a chef. |
| | | Make simple personally relevant statements | I make clothes. I speak Arabic and French. |
| 7. | Make simple statements of fact | Talk about daily routine using present simple tense | I get up at 7 o'clock. I take my daughter to school every day |
| | | Use 'can' and 'can't' to talk about abilities (including weak form /kən/ in statements) | I can drive. I can't ride a bike. |
| | | Use adjectives for common colours and nouns for items | Black bag Blue jeans Red jumper |


| | | |
|--|--|--|
| 8. Give very simple descriptions of items, places and people | <p>Use common and personally relevant adjectives</p> <p>Describe a person/people using simple grammatical structures such as '<i>This is ...</i>' '<i>She's ...</i>' '<i>She's got ...</i>'</p> | <p>Small/big</p> <p>(e.g. <i>describing a photo</i>) This is my sister. She's 18, she's got dark hair and brown eyes.</p> |
| 9. Ask very simple questions and make very simple requests | <p>Make requests using appropriate and relevant vocabulary</p> <p>Use 'can' for making requests</p> <p>Use polite forms and appropriate intonation when asking questions and making requests</p> | <p>How much is it? Do you like coffee?</p> <p>Can you give me a pen? Can I go now?</p> <p>What's your name? Do you live near here?</p> <p>One coffee and two teas, please.</p> <p>Excuse me, can you help me? I need a high chair.</p> |
| 10. Say numbers, dates and prices clearly | <p>Say digits 0 - 20 and higher personally relevant numbers</p> <p>Say phone numbers using appropriate stress and intonation pattern</p> <p>Say dates of birth appropriately, e.g. 27.11.85</p> <p>Say simple prices using typical phrases, e.g. 'p' for pence.</p> <p>Say the time using the 'o'clock' format</p> | <p>I'm 34. My son is 11.</p> <p>07967 439872</p> <p>Twenty-seven ... eleven ... eighty-five (or, twenty-seventh of November 1985)</p> <p>55 p £16.29 It's 2 o'clock.</p> |
| 11. Say times clearly | | |

| | | |
|--|---|--|
| | Tell the time using hours, half past, quarter to, etc. | It's half-past two / It's two thirty. |
| | Give common single-step instructions and commands | |
| 12. Give simple instructions and commands | Use the imperative form in instructions and commands | Stop! Be careful! Give it to me. Put it over there. Come here. |
| | Make simple statements about likes/dislikes and respond to questions about likes/dislikes | I like cooking. I don't like cold weather. Yes, I do. / No, I don't. |
| 13. Express opinions, likes, dislikes and feelings | Express simple opinions | |
| | Express feelings using 'I'm + adjective' | I think is good. It's bad. |
| | Use appropriate grammatical structures and personally relevant vocabulary | I'm happy. I'm not happy. I don't feel well. |
| | State wishes using 'want' + noun phrase and 'want' + infinitive with to | I want a good job. I want to go to college. |

Reading Outcomes

| OUTCOME | LITERACY SKILLS – READING | EXAMPLE |
|--|---|--|
| | | For examples of reading texts at this level, see the <i>New to ESOL</i> reading texts ¹⁰ . |
| 1. Match the sounds of English to their regular spelling | Develop awareness of correspondence between sounds (phonemes) and letters (graphemes) in known CVC words | p-e-n p-a-n s-i-t c-o-t |
| | Identify differences between phonemes and their spellings (such as long and short vowel sounds, and voiced and unvoiced consonants) | /ɪ/ fit /i:/ feet /p/ pin /b/ bin |
| | Build phonic awareness by sounding out graphemes and blending sound/letter combinations in personally relevant and common words | a-dd-r-e-ss f-l-a-t f-oo-d |
| | Break words down into syllables | coo <u>king</u> go <u>ing</u> play <u>ing</u> spell- <u>ing</u> learn- <u>er</u> learn- <u>ing</u> information |
| 2. Recognise lower and upper | Recognise lower and upper case letters (using a few | |

¹⁰ <https://esol.excellencegateway.org.uk/content/etf3061>

| | | | |
|-----|---|---|--|
| | case letters | different fonts and handwriting including 'a' and 'α') Understand that capital letters are used at the beginning of sentences, to indicate names and place names and for the personal pronoun I. | INFORMATION |
| 3. | Recognise own name and a few personal key words | Recognise own/family names in upper/lower case | Amina Jamali AMINA JAMALI |
| 4. | Read own address | Recognise the letters used to spell key names (including upper/lower case, as appropriate) Read from left to right and recognise numbers and words in own address, including postcode (upper/lower case) | 24 Garsmouth Way N7 5QT |
| 5.. | Recognise signs, symbols and simple key words | Recognise and understand symbols and images on notices and signs Recognise simple key words including social sight words |  WAY OUT PAY HERE |
| 6. | Recognise days and months | Read days and months as sight words | Monday / MONDAY DECEMBER / December |
| 7. | Recognise personally relevant numbers | Read digits 0 to 20 and higher personally relevant numbers, and telephone numbers | 07958 621577 |
| 8. | Recognise prices | Read and understand prices, including £ symbol and use of 'p' for pence | 50p £5 £29.62 |
| 9. | Recognise times | Read times using 12 and 24 hour formats (analogue and digital) | 11 o'clock 2.30 pm 18.45 |


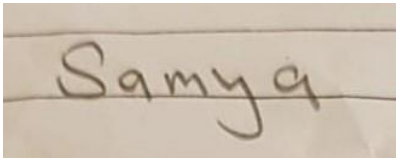
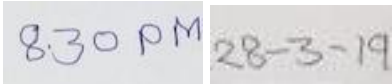

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|------|---|---|--|
| 10.. | Recognise dates | Recognise different date formats, understanding that months can be represented by numbers and words | 03/08/19 3 rd August 2019 |
| 11. | Read very simple forms | Recognise a form and understand its purpose, through layout and presentational features Recognise common personal information words on forms | Name Address Mobile / phone no. Email |
| | | Read and follow instructions such as 'in capital letters', 'tick', 'delete', etc | |
| 12. | Read a very simple, personally relevant text, decoding using phonics approaches | Track texts in the right order, left to right, top to bottom Read and understand a very short simple text, notice or appointment card | STOP. Do not enter |
| | | Read a few personally relevant simple sentences | I'm Amina. I come from Somalia. |
| | | Recognise full stops and question marks and use these to help with reading | |
| | | Understand that texts are sources of information and enjoyment | |

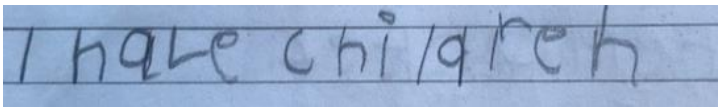
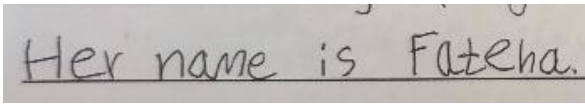
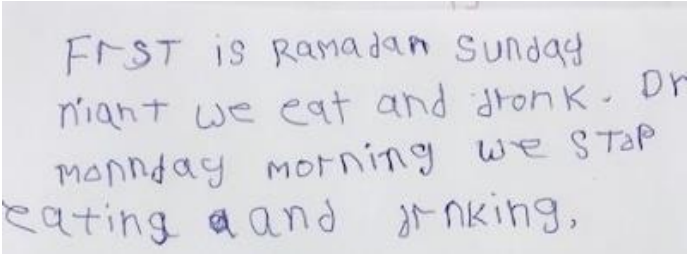
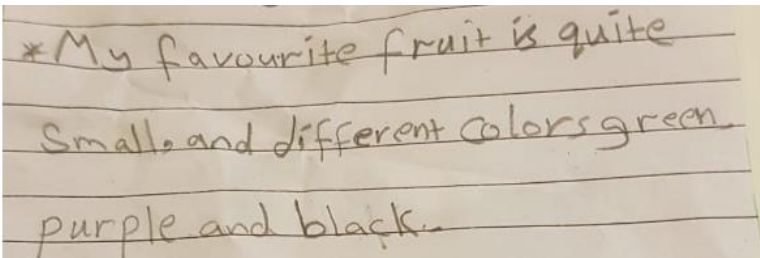
Writing Outcomes

| OUTCOME | WRITING SKILLS, KNOWLEDGE AND UNDERSTANDING | EXAMPLE |
|--|--|--------------|
| For examples, see sample texts below. | | |
| | | |
| 1. Write letters of the alphabet in upper and lower case | <p>Hold and control the pen, and sit appropriately to write</p> <p>Form letters correctly, developing knowledge of where to start and the way the letter is usually formed</p> <p>Use a phone/tablet/computer keyboard to select letters</p> | |
| 2. Write own name and a few personal key words | <p>Write name and personal key words (or copy from model)</p> | |
| 3. Write own address | <p>Form letters in upper/lower case as appropriate</p> <p>Space letters and words appropriately and place letters correctly in relation to the line</p> <p>Spell name correctly</p> | |
| | <p>Develop a signature by beginning to join up some of the letters in own name</p> <p>Write address from left to right (or copy from model), using upper case as appropriate and numbers for house/flat and postcode.</p> <p>Space letters and words appropriately and place letters correctly in relation to the line</p> | |
| 4. Write personally relevant numbers | <p>Form digits 0 to 20 (and higher personally relevant numbers) with some accuracy, developing knowledge of where to start and the way in which the number is usually formed</p> <p>Write down phone numbers</p> | 07962 538644 |

| | | | |
|-----|--|---|---|
| 5. | Write prices | Form and use £ and p symbols in writing prices, using correct spacing and point (not comma) | 50p £5 £29.62 |
| 6. | Write times | Write times using 'am' and 'pm' | |
| 7. | Write dates | Write dates using numerical format as well as numbers and words | 3 August 2019 |
| 8. | Write and spell correctly simple consonant-vowel-consonant (CVC) words | Use awareness of basic sound-letter correspondences to write simple CVC words | p-a-n s-i-t c-o-t |
| 9. | Write and spell correctly personally relevant words | Use phonics, where appropriate, to help spell and write some key personally relevant words Learn the terms <i>vowel</i> and <i>consonant</i> and start to apply them to spelling Segment words into syllables to aid spelling | a-dd-r-e-ss f-l-a-t ph-o-n-e h-o-m-e p <u>l</u> ay s <u>t</u> ay play-ing stay-ing |
| 10. | Complete very simple forms | Write simple personal information in the correct space/on the line/in lower or upper case, spelling key words correctly Select the correct letters on a keyboard or touchscreen to fill in an online form Form a signature | |
| 11. | Write a very simple personally relevant text | Write (or copy) one or two personally relevant short, simple sentences about family or friends, or on a familiar topic Write legibly with spaces between words (or use a digital device) Use capital letters at the beginning of sentences, names, places and for the personal pronoun I Use a full stop at the end of a sentence. | |

Examples of New to ESOL Learners' Writing

| LEARNER EXEMPLAR | COMMENTARY | OUTCOMES |
|---|---|---|
|  | The learner can attempt to write her name, but is not secure in the use of capital and lower case letters. | The learner is progressing towards outcomes 1 and 2 |
|  | The learner can write her name, with appropriate letter formation and a capital letter. | This example demonstrates outcomes 1 and 2. |
|  | These learners are secure in writing times and dates in numerical format. | These examples demonstrate outcomes 4, 6 and 7. |
|  | The learner is able to attempt to write a personal key word, and is nearly able to spell this correctly. The learner shows developing confidence in forming the letters. The learner is not yet secure in using upper and lower case letters. | The learner is making progress towards outcomes 1, 2 and 9. |

| | | |
|--|--|---|
|  | <p>The learner is able to write a few words to give personal information. Although still developing skills in letter formation, the words are well spaced and with correct spelling. The capital letter for 'I' is used correctly.</p> | <p>This demonstrates the learner is making progress towards outcomes 1, 9 and 11.</p> |
|  | <p>The learner is able to write a few words to communicate relevant information, with more developed letter formation. The initial capital at the start of the sentence, for a person's name and a full stop are used.</p> | <p>This demonstrates outcomes 1, 9 and 11.</p> |
|  | <p>This learner is able to write a larger number of personally relevant words, suggesting increasing confidence in literacy. Accurate letter formation is still being developed, although use of lined paper could have helped, and lower and upper case letters are mixed. There are spelling and grammar errors, but the meaning is mostly clearly communicated.</p> | <p>The learner demonstrates progress towards outcome 11, but is not yet secure in outcomes 1 and 9.</p> |
|  | <p>This learner demonstrates accurate letter formation and uses some appropriate grammar and sentence structures, attempting, though with errors, a compound sentence with <i>and</i>. Spelling of familiar words is accurate. The learner demonstrates understanding of sentence punctuation.</p> | <p>This learner is likely to work at emerging Entry 1, demonstrating readiness to progress to this level.</p> |

Wider Outcomes

This section of the *New to ESOL Outcomes Framework* sets out some key considerations in measuring wider outcomes of New to ESOL provision. By 'wider outcomes', we mean benefits and outcomes resulting from participation in ESOL, other than the main learning outcome i.e. improved language and literacy proficiency.

Participation in learning as an adult has been shown to lead to a range of beneficial outcomes for learners, their families and communities¹¹. These outcomes extend beyond new knowledge and skills gained during a course or other learning activity. UNESCO describes these wider outcomes under three broad headings: employment, health and social and community.¹²

In formal education provision, such as ESOL provided through the Adult Education Budget, outcomes are mainly recorded as the achievement of qualifications. Other outcomes may be captured qualitatively – for example, through learner feedback – or not at all. Feedback from ESOL stakeholders suggests that, as with adult education in general, there are wide-ranging outcomes from participation in ESOL that are not fully captured by the achievement of a qualification, valuable though that is.

In the absence of measures, such as qualifications in non-accredited, non-formal or informal ESOL learning, it may be more challenging to provide evidence of the benefits that participants experience. As 'pre-Entry' ESOL is not usually externally accredited, and may be less formal than higher levels of ESOL, alternatives are needed. Some providers use RARPA¹³ to record both learning and wider outcomes that have occurred. However, ways of demonstrating learners' achievement of wider outcomes are generally less well developed.

Increasingly, policymakers, funders and commissioners of ESOL programmes recognise that English language learning can deliver a range of benefits, beyond improved language skills of the participants. Research commissioned by the Ministry of Housing, Communities and Local Government demonstrated that a community-based English language programme resulted in gains in language proficiency as well as benefits across social integration measures, such as levels of social mixing, levels of trust and confidence in talking to health professionals.¹⁴

¹¹ Government Office for Science / T. Schuller (2017) *What are the wider benefits of learning across the life course?* Foresight Future of Skills and Lifelong Learning.

¹² UNESCO Institute for Lifelong Learning (2016) *Third Global Report on Adult Learning and Education: The Impact of Adult Learning and Education on Health and Well-Being; Employment and the Labour Market; and Social, Civic and Community Life*. <http://uil.unesco.org/adult-education/global-report/third-global-report-adult-learning-and-education-grale-3>

¹³ Recognising and Recording Progress and Achievement. This process is used in non-accredited provision funded through the Adult Education Budget. See <https://www.learningandwork.org.uk/resource/updated-rarpa-guidance-and-case-studies/>

¹⁴ MHCLG / Learning and Work Institute (2018) *Measuring the Impact of Community-Based English Language Provision. Findings from a Randomised Controlled Trial*. <https://www.learningandwork.org.uk/wp-content/uploads/2018/03/Impact-evaluation-of-CBEL.pdf>

In many contexts, ESOL providers may find it beneficial to be able to demonstrate that learners achieve a range of outcomes, beyond improved language proficiency. For example:

- Good outcomes data can help providers to demonstrate the quality of their provision, to local stakeholders, partners and prospective learners.
- In provision that is in scope for Ofsted inspections, demonstrating outcomes achieved by learners can generate useful evidence to inform judgements made at inspection. This includes judgements on the quality of education (including curriculum intent), and also on behaviour and attitudes (including safeguarding) and personal development.¹⁵
- In some devolved Adult Education Budget areas, commissioners are developing new, outcomes-based approaches to evidencing the impact of provision. Providers in these areas may, in future, be asked to collect different kinds of outcomes data.
- Providers may wish to demonstrate the relevance of learning provision in non-educational contexts, in relation to other policy priorities such as health or integrated communities. This could assist in developing new partnerships, or in bidding for new projects and funding.

The remainder of this section of the New to ESOL Outcomes Framework examines possible approaches. Although the Framework is intended for 'pre-Entry' ESOL, this section will be relevant to all kinds of ESOL provision.

Sources of Outcomes Measures

The table below provides some examples of wider outcomes, measures and approaches to measurement, which could be considered for use in ESOL provision. Key considerations in choosing and embedding wider outcomes measures are discussed in the following section. The outcomes in the table are not prescriptive; nor will it be possible to measure all outcomes achieved by learners.

The outcomes in the table below draw on three main sources: measures for which providers are likely to collect data already; measures based on the Ministry of Housing Communities and Local Government's (MHCLG) Integrated Communities outcomes, and measures based on the Home Office's Integration Indicators. Both MHCLG and the Home Office have extensive toolkits available to support outcomes measurement (see Part 3). The examples below are included on the basis of an assessment of likely relevance in New to ESOL provision.

A number of wider outcomes measures are likely to require the involvement of translation and/or interpreting services to support successful implementation, as common measures and tools typically use language that is above New to ESOL level.

¹⁵ For further information, see the *Further Education and Skills Inspection Handbook* <https://www.gov.uk/government/publications/further-education-and-skills-inspection-handbook-eif>

Example Wider Outcomes

| OUTCOME AREA | OUTCOME | EXAMPLE MEASURE(S) | POSSIBLE APPROACHES |
|-------------------------|---|--|--|
| Progression in Learning | • Readiness to participate in learning / 'learning to learn' behaviours | <ul style="list-style-type: none"> • Attendance % • Punctuality % | <ul style="list-style-type: none"> • Tutor / provider records. |
| | • Persistence in learning | <ul style="list-style-type: none"> • % re-enrolling on same level | <ul style="list-style-type: none"> • Tutor / provider records |
| | • Progression into formal learning | <ul style="list-style-type: none"> • % enrolling on a further ESOL course in a formal setting e.g. college (from informal or non-formal setting) | <ul style="list-style-type: none"> • Tutor / provider records |
| | • Progression to Entry ESOL | <ul style="list-style-type: none"> • % enrolling on an Entry 1 course | <ul style="list-style-type: none"> • Tutor / provider records |
| | • Progression into additional learning opportunities | <ul style="list-style-type: none"> • % participating in initiative to provide language practice outside of classes (e.g. through social activities, with mentors or through volunteering) | <ul style="list-style-type: none"> • Tutor / provider records |
| Health and Wellbeing | • Increased basic digital skills (for example, where embedded in ESOL delivery) | <ul style="list-style-type: none"> • Achievement of digital skills learning outcomes | <ul style="list-style-type: none"> • Provider records e.g. RARPA, course / individual learning plans • External essential digital skills assessment, where appropriate |
| | • Good or improved mental wellbeing | <ul style="list-style-type: none"> • % expressing good or improved self-rated health and wellbeing • Wellbeing metrics e.g. SWEMWBS¹⁶ or ONS¹⁷ (translated or interpreted) demonstrate | <ul style="list-style-type: none"> • Embed pre- and post questions in initial assessment / progress review |

¹⁶ Warwick Medical School, *The Warwick-Edinburgh Mental Wellbeing Scales – WEMWBS*
<https://warwick.ac.uk/fac/sci/med/research/platform/wemwbs/>

¹⁷ Government Statistical Service (2020) *Personal wellbeing harmonised standard*
<https://gss.civilservice.gov.uk/policy-store/personal-well-being/#dissemination-output->

| | improvements in wellbeing | (RARPA) documentation |
|-----------------------------|---|--|
| | <ul style="list-style-type: none"> • Good or improved sense of happiness and life satisfaction | <ul style="list-style-type: none"> • Conduct (translated) pre- and post-learning surveys. • Embed pre- and post questions in initial assessment / progress review (RARPA) documentation • Conduct (translated) pre- and post-learning surveys. |
| | <ul style="list-style-type: none"> • % expressing high or improved self-rated happiness and life satisfaction • Wellbeing metrics e.g. SWEMWBS¹⁸ or ONS¹⁹ (translated or interpreted) demonstrate improvements in wellbeing | <ul style="list-style-type: none"> • Conduct (translated) pre- and post-learning surveys. |
| | <ul style="list-style-type: none"> • Good or increased self-esteem | <ul style="list-style-type: none"> • Self-esteem metrics e.g. Rosenberg Self-Esteem Scale²⁰ (translated or interpreted) demonstrate improvements in self-esteem. • Conduct (translated) pre- and post-learning surveys. |
| Social and Community | <ul style="list-style-type: none"> • Feeling safe and connected | <ul style="list-style-type: none"> • Learner feedback captures examples of feeling safe and connected. • Questions from the Community Life Survey²¹ (translated or interpreted) demonstrate good or improved sense of feeling safe and connected • Embed pre- and post questions in initial assessment / progress review (RARPA) documentation • Conduct (translated) pre- and post-learning surveys. |
| | <ul style="list-style-type: none"> • Increased sense of belonging | <ul style="list-style-type: none"> • Learner feedback captures examples of increased sense of • Embed pre- and post questions in |

¹⁸ The Warwick-Edinburgh Mental Wellbeing Scales – WEMWBS

<https://warwick.ac.uk/fac/sci/med/research/platform/wemwbs/>

¹⁹ Government Statistical Service (2020) *Personal wellbeing harmonised standard*

<https://gss.civilservice.gov.uk/policy-store/personal-well-being/#dissemination-output->

²⁰ University of Maryland Department of Sociology, *Rosenberg Self Esteem Scale*

<https://socy.umd.edu/about-us/rosenberg-self-esteem-scale>

²¹ See Appendix A in Department for Digital, Culture, Media and Sport (2020) *Community Life Survey Technical Report 2019/20*, <https://www.gov.uk/government/statistics/community-life-survey-201920>

| | | | |
|---|---|---|---|
| | | <ul style="list-style-type: none"> • belonging. • Questions from Understanding Society, UK²² Household Longitudinal Survey (translated or interpreted) demonstrate increased sense of belonging | <ul style="list-style-type: none"> • initial assessment / progress review (RARPA) documentation • Conduct (translated) pre- and post-learning surveys. |
| | <ul style="list-style-type: none"> • Increased meaningful social mixing | <ul style="list-style-type: none"> • Learner feedback captures examples of social mixing. • Questions from the Community Life Survey²³ (translated or interpreted) demonstrate increased sense of belonging | <ul style="list-style-type: none"> • Embed pre- and post questions in initial assessment / progress review (RARPA) documentation • Conduct (translated) pre- and post-learning surveys. |
| Digital Inclusion | <ul style="list-style-type: none"> • Increased digital inclusion (relevant, for example, in courses where learners are taught how to use digital devices or access digital services) | <ul style="list-style-type: none"> • Learner feedback captures examples of increased use of or access to technology. • % reporting confidence in using technology to access digital services (e.g. find out about or contact community groups or organisations in the local area) • % reporting confidence in using technology to communicate with friends or family | <ul style="list-style-type: none"> • Embed pre- and post questions in initial assessment / progress review (RARPA) documentation • RARPA records of learning achievements • Conduct (translated) pre- and post-learning surveys. |
| Employment-related outcomes²⁴ | <ul style="list-style-type: none"> • Increased language | <ul style="list-style-type: none"> • Demonstrated by achievement of language | <ul style="list-style-type: none"> • RARPA or external |

²² Understanding Society, Questionnaires

<https://www.understandingsociety.ac.uk/documentation/mainstage/questionnaires>

²³ See Appendix A in Department for Digital, Culture, Media and Sport (2020) *Community Life Survey Technical Report 2019/20*, <https://www.gov.uk/government/statistics/community-life-survey-201920>

²⁴ Stakeholder consultation identified that learners at New to ESOL level or progressing to Entry 1 will have insufficient language proficiency to work independently in an English language environment. This means that setting employment-related outcomes targets for New to ESOL provision is unlikely to

| | | | |
|-----------------------|--|---|--|
| | proficiency, supporting progression towards employment | outcomes above, or progression to higher level ESOL learning. | assessment |
| (For monitoring only) | <ul style="list-style-type: none"> • <i>Starts paid full- or part-time employment</i> | <ul style="list-style-type: none"> • <i>Confirmation of (sustained) employment</i> | <ul style="list-style-type: none"> • <i>Provider destinations tracking</i> |
| (For monitoring only) | <ul style="list-style-type: none"> • <i>Starts voluntary work</i> | <ul style="list-style-type: none"> • <i>Confirmation of volunteering role</i> | <ul style="list-style-type: none"> • <i>Provider destinations tracking</i> • <i>Provider destinations tracking</i> |

help learners progress into work, which will require both substantial language and tailored wider employment support. The main employment-related outcome is therefore increased language proficiency. Recognising that some New to ESOL learners do work (e.g. in workplaces where another language is spoken), direct measures of employment outcomes are included for settings where it may be relevant or required to monitor such outcomes.

Approaches to Outcomes Measurement

Outcomes measurement requires careful consideration. Just as people's progression in learning may be complex and non-linear, wider outcomes and benefits of learning may be experienced differently by learners, and at different times. There are a number of factors to consider when selecting appropriate outcomes measures to use within ESOL provision.

- **To what extent are the outcomes to be measured aligned with the purpose of the provision, and the learners' motivations for participation?**

Commissioners may desire information about a specific outcome, for example progression towards employment. However learners are likely to have additional or perhaps even entirely different motivations for participating in the course. An outcome such as employment is likely to be less relevant, if the primary purpose of the provision is to support social mixing. ESOL provision can deliver multiple outcomes for different learners within the provision at the same time, and so it is likely that some measures will need to be prioritised. It will not be possible to capture all the outcomes achieved by all learners.

- **How realistic and relevant are the outcomes measures?**

It is important to specify outcomes that ESOL providers can influence – and that learners can realistically achieve. There is a risk of setting outcomes measures that are too broadly defined, or describe wider impact that may be the combined result of many external factors beyond providers' control. For example, improved English language skills might help a learner to find work. However, finding work depends on a range of factors other than the provider's ability to help improve the learner's language skills, such as the availability of jobs in the local area, and the learner's other employment-related skills.

- **How robust and valid are the outcomes measures?**

Ideally, any outcomes measures used should help providers gather better quality evidence of their impact. Use of so-called social metrics - validated, often empirically tested measurement tools, such as short questionnaires – can help to enhance the ways in which the learner experience is recorded, by helping to capture this in standardised ways. For some outcomes, data collected can be compared against external benchmarks, such as national datasets. This can help demonstrate the quality of provision.

Approaches to Implementation

There are a number of issues to consider relating to practical implementation of outcomes measures in ESOL provision. For example, it may be necessary to develop or change the ways in

which providers currently collect data from ESOL learners. Some key issues include:

- **The timing of the collection of outcomes data**

Some outcomes will require the collection of pre- and post participation data, to assess the 'distance travelled' by the learner during a course. Some kinds of outcomes may only become evident some time after participation in learning, and so this may require learners to participate in follow up activity to collect data after the course has ended. This requires adequate resourcing, as it can be challenging for providers to maintain contact with learners once a course has finished. In settings in scope for inspection by Ofsted, it is recognised that the impact of provision on learners' personal development may only become evident some time after learning has taken place, therefore the intent of the offer is evaluated along with available evidence of learners' personal development over time.²⁵

- **Accessibility of outcomes measurement tools**

Many commonly used outcomes measures require a level of English language skills which make them unlikely to be understood by ESOL learners working at New to ESOL level. This means that alternative approaches may be necessary, including interpretation and/or translation of materials, if the learner is able to read these in another language. There is clearly a resource implication to this, which will need to be considered by commissioners. Other measures may require providers to work with external agencies, with the appropriate permissions, to obtain information about the outcomes experienced by learners. Where effective partnerships are in place, this can help minimise any burden of data collection from learners.

- **Collation of outcomes data**

In all cases, providers will need to be able to collate outcomes data to provide an overall picture of the outcomes delivered through their provision. Presently, many providers capture wider outcomes of learning through their RARPA process and Individual Learning Plan documentation. This can be effective, however data may be held at the individual level, or in paper based formats which are time-intensive to collate. However, approaches such as online surveys, where accessible to learners, can help. Collecting and collating data consistently, from more than one provider in a local area – for example where providers are working in local 'hubs' or partnerships – can help enhance the quality of impact evidence.

²⁵ See the *Further Education and Skills Inspection Handbook*, p.54 – 57
<https://www.gov.uk/government/publications/further-education-and-skills-inspection-handbook-eif>

Mini Case Studies

The London Learner Survey

The London Learner Survey (LLS) is a core part of the Greater London Authority's approach to managing the Adult Education Budget (AEB). It has been designed to provide the GLA, stakeholders, and providers with better information on the impact of AEB-funded courses on Londoners.

The survey will measure the extent to which learners progress into further learning or employment, as well as measures of health, wellbeing and social integration. It will provide useful intelligence to providers, as well as supporting the Mayor to make the case to central government for further investment in adult education.

The LLS will have two main parts: a survey sent to learners shortly after their course commences, and a follow-up survey sent by the GLA five months after course completion.

It is anticipated that the survey will be rolled out in the 2021/22 academic year, following piloting in early 2021. The survey is online, and learners will be able to take part using a mobile phone, a tablet or a computer. Learning providers will also be able to supply a paper version, and tutors will offer support.

The online survey will be available in English, Polish, Bengali, Gujarati, Tamil and Turkish, and learners can request a telephone call in Punjabi, Portuguese, Somali, Urdu or Arabic to help complete the survey.

For further information, see www.londonlearnersurvey.co.uk

Community-Based English Language (CBEL) Evaluation

The CBEL intervention was aimed at people with very low levels of English proficiency. An evaluation commissioned by the Ministry of Housing, Communities and Local Government sought to test whether the course was effective in supporting individuals from communities with very low levels of English to improve their ability to communicate and integrate into their wider community and society.

As well as measuring the change in English proficiency, integration was measured in terms of social interactions and mixing; participation in everyday activities; confidence in engaging with public services; local and national belonging; trust in others and attitudes to community integration. Integration outcomes were measured through before and after surveys, administered with interpreting support in the learner's first language.

Overall, the findings show that the provision achieved clear improvements in learners' English proficiency. Further, although results across some integration outcomes were mixed, the provision showed clear evidence of increased social mixing and participation in wider society.

You can read the evaluation reports at:

<https://learningandwork.org.uk/resources/research-and-reports/evaluation-of-community-based-english-language-cbel-provision-pilots/>