Training pack to support implementation of the National Literacy and Numeracy Framework (LNF)

The training pack consists of materials to support schools in implementing the National Literacy and Numeracy Framework (LNF). It has been written to assist senior managers in training teachers[1] to understand the opportunities and requirements of the LNF.

The materials are arranged as five workshops, which have been written to be delivered sequentially. However, schools will need to decide how to use the training pack and whether all elements need to be delivered. Each workshop will take between an hour and 90 minutes. Between workshops there are suggested connection tasks which will take between two and three weeks to complete. This time should be built in to the delivery timetable. Following Workshop 5, there are a number of tasks which could be carried out to produce detailed, comprehensive action plans for schools to prioritise further requirements.

Workshops

Each of the workshops is briefly detailed below.

Workshop 1: Implementing the National Literacy and Numeracy Framework (LNF)

Aims to help participants to:

- understand the context for the LNF
- think about what 'literacy' and 'numeracy' mean
- begin to understand the structure of the LNF and progression through it
- recognise the requirements of, and the opportunities involved in, implementing the LNF
- begin to reflect on their own and the school's next steps.

Workshop 2: Curriculum mapping

Aims to help participants to:

- define why developing literacy and numeracy skills is important
- develop ideas as to how literacy and numeracy are linked
- better understand the structure of the LNF
- review how literacy and numeracy skills can be mapped across the school curriculum
- better understand numerical reasoning
- reflect on how to improve the teaching of literacy and numeracy.

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[1] The term 'teachers' is used throughout this pack to encompass practitioners from all phases and stages including teaching and learning assistants.

Workshop 3: Curriculum planning for progression

Aims to help participants to develop a shared understanding of:

- the meanings of 'progression' and 'consolidation' in skills development
- how learner progression is integrated into the LNF
- the terminology used, and expectations of subjects and year groups
- the need for a common vocabulary to describe 'learning' used with, and by, learners.

Workshop 4: Tracking, monitoring and recording progress

Aims to help participants to develop a shared understanding of:

- how the LNF will be used as an assessment tool
- classroom assessment against the LNF in order to develop 'next steps'
- what 'consolidation' of skills looks like and how it can be achieved
- the tracking of learners' progress against the LNF and the tracking systems that could be used
- how the LNF could be used for annual reporting
- what a report might look like.

Workshop 5: Next steps

Aims to help participants to:

- consolidate and build on their thinking on the issues discussed in previous workshops
- further consider mechanisms to embed the LNF across the school
- understand how the LNF fits with Estyn's Common Inspection Framework (CIF)
- use self-evaluation tools for whole-school implementation of the LNF.

Notes on the use of the workshops

The workshops are a series of PowerPoints with associated notes. The notes can be accessed on screen and by selecting 'Notes' when printing. They are also provided as a separate document. However, the notes are for the deliverer rather than the participants and give detail behind some of the slides and the suggested methodology for running the integral tasks. The workshops develop participants' understanding from a base level. Therefore, schools may decide to miss out or amend some of the slides to ensure that each workshop is bespoke for their teachers' and learners' needs.

Within each workshop there are a number of tasks to ascertain participants' prior understanding of literacy and numeracy skills development and to build on this. The tasks are various in origin and nature. However, they are all integral to developing teachers' understanding of applying the LNF. Tasks based on PISA questions have been included to raise awareness of the style of questions undertaken by our learners. As such where they are used, the font and format are exactly the same as in the PISA tests.

Each task has defined instructions, as given below.

- **Resources:** requirements for each task in terms of resources provided, which will need to be printed off, and others such as copies of the LNF and pens, paper, etc.

- **Timing:** these are given as approximate. However, throughout the tasks, controlled timing is paramount to ensure participants are fully engaged and the task has sufficient pace. Therefore in most tasks, timings are given for each section and should be adhered to wherever possible.

- **Grouping:** suggestions as to how participants should be organised to do each task are given. These range from individual, to pairs, threes and up to six people in a group. Again, the tasks have been designed to run with these groupings to maintain pace and engagement.

Throughout the tasks the term 'random feedback' is used. Again this is to maintain engagement of all participants and should be carried out to ensure that all or most participants actively participate in giving feedback.