



# **'Assessing the Cross-Curricular Skills' INSET**

## **Facilitators' Guide**





## Introduction

'Assessing the Cross-Curricular Skills' INSET comprises an online component followed by an agreement trial (face-to-face component).

### Your role

As facilitator, you are not expected to be a subject expert on the Cross-Curricular Skills or the Levels of Progression. Your role is to:

- ensure that all logistical arrangements are made so that in the time allocated, participants can complete **every** section of the online component;
- encourage full participation;
- help keep participants on track so that the goals can be achieved in the time allotted;
- make arrangements for the logistics of face-to-face training (not applicable to clustered schools);
- report any issues and concerns identified by the participants in your school to CCEA/ELBs.

### Online component

The online training course is designed to introduce and familiarise teachers with the Northern Ireland Curriculum Cross-Curricular Skills for Communication and Using Mathematics and the Levels of Progression that they must use to describe and report on pupils' progress.

### Preparation checklist for online component

Ensure that each participant has a C2k username and password	
Facilitator has logged into the online course in school and played all ten course videos from start to finish <b>before</b> other staff take the course.* (The table of content shows where each video is located.)	
Computer for each participant with internet access	
Headphones for each participant	
All C2k software updates have been completed	
Teachers' Support ring binder for each member of staff	

\* This action is essential to facilitate the smooth running of course videos for other participants in school. You may notice that when you as the facilitator play the videos for the first time there may be breaks in play. It may also take up to 15 minutes for some of the longer videos to play completely. However, once this is done, all the course videos will be downloaded on to the school network and this should prevent them 'stuttering' or being slow to load for other users.

Please note that you should do this **no more than one week** before other staff watch the videos as the files will not remain permanently on the school network. It is best to do this when other computers in school are not being used.

You can check if the videos have downloaded properly by playing them one more time yourself. If you notice any problems at this point please contact the C2k helpdesk.

## **Technical support**

If you encounter any technical difficulties, for example, login problems, lack of sound, speed of video playing or pages not loading, please report these to the C2k telephone helpdesk:

**C2k telephone helpdesk**  
**0870 6011 666**

## **Health and safety considerations**

Refer to the login guide for advice about health and safety.

## **Offline group reflection activities**

Sections 4 and 5 both contain one offline group activity that participants must complete. The purpose of this is for participants to reflect on the learning opportunities they currently offer and assess how well these activities provide opportunities to develop the skills.

It is important for participants to reflect on their own experience as well as to compare it to the experience of their colleagues.

We would suggest that you divide staff by year group or key stage and create groups of no more than five people. Participants could also work in pairs.

## **Online reflection/collaboration**

You will also find a number of online Reflection Points throughout the course. These activities have been included to prompt reflection about information presented in the course and discussion with colleagues. Participants may find these useful.

## **Content**

The content of the online training component is shown in the table overleaf. You may wish to refer to this overview when planning. Offline activities and videos are highlighted and approximate times to work through each section of the course are shown. Timings are for guidance only.

Section	Content	Description
<b>1</b>		
<b>Introduction (Home) (15 minutes)</b>	Welcome	Text <b>Video</b>
<b>2</b>		
<b>The Levels (15 minutes)</b>	Introduction to the Levels of Progression	Guided presentation ( <b>Video</b> )
	Check Your Understanding	Prompt question
<b>3</b>		
<b>Assessment (10 minutes)</b>	Assessment using the Levels, Legislation, Tips	Text
<b>4</b>		
<b>Communication (One hour)</b>	Assessing Communication	Text
	The Levels	1. Guided presentation ( <b>Video</b> ) 2. Reflection point
	The Requirements	1. Online activity <b>2. Offline group activity</b>
	Interpreting the Levels	Online activity
	Expanded Guidance	Interactive grid
	Levelled Pupil Work Level 2	Talking and Listening ( <b>Video</b> ) Reading (Text) Writing (Text)
	Levelled Pupil Work Level 4	Talking and Listening (Text) Reading (Text) Writing (Text)
	Levelled Pupil Work Level 5	Writing (Text)

Section	Content	Description
<b>5</b>		
<b>Using Mathematics (One hour)</b>	Assessing Using Mathematics	Text
	The Levels	1. Guided presentation ( <b>Video</b> ) 2. Reflection point
	The Requirements	1. Online activity <b>2. Offline group activity</b>
	Interpreting the Levels	Online activity 1 Online activity 2
	Expanded Guidance	Interactive grid
	Levelled Pupil Work Level 2	<b>Video</b>
	Levelled Pupil Work Level 4	<b>Video</b>
	Levelled Pupil Work Level 5	Text
<b>6</b>		
<b>Next Steps (15 minutes)</b>	Reporting Effective use of data Resources – Tasks and Exemplification Face-to-face training day	Text
<b>Support</b>	Tour of Course	<b>Video</b>
	FAQs	Text
	Helpdesk support	Contact details
<b>Toolbox</b>	Reflective Journal	Interactive
	Discussion Forum	Interactive
	Glossary	
	My Progress	List of course content
	Chat	Interactive
	Exemplification Library	Link to database of pupil work
	Task Library	Link to database of assessment tasks

## Cluster groups

If you are part of a cluster, you may wish to liaise with other schools in the cluster when you plan your arrangements for completing the online component. This is **optional** but it may be helpful if you plan to use the collaborative support tools within the course.

## Agreement trials

There are two aspects to this face-to-face training day:

1. Agreement trials for Communication and Using Mathematics (facilitated by CCEA/ELB)
2. Reflection session (led by school SMT)
  - Understanding of incoming assessment arrangements
  - Implications for your assessment policy and practice

## Preparation checklist for Agreement trials

Agreement trials	
All participants have completed online training	
Teachers' Support ring binder for each teacher	
Suitable room to accommodate all participants and two facilitators. Computers are not required*	
CCEA training materials available in room*	
Appropriate furniture for numbers involved arranged to allow group interaction/discussion and use of training materials*	
Data projector/interactive whiteboard where possible*	
Reflection session	
Decide who will lead session	
Decide which relevant documents are required, for example, school policies, School Development Plan, <i>Together Towards Improvement</i>	
Decide who is involved and what groupings may be required	

**Note:** The training session will start at 9.30 and finish at 3.30.

\*Not applicable to schools who attend cluster sessions at teacher centres.



**COUNCIL FOR THE CURRICULUM EXAMINATIONS AND ASSESSMENT**

29 Clarendon Road, Clarendon Dock, Belfast BT1 3BG

☎ +44 (0)28 9026 1200 📠 +44 (0)28 9026 1234 📞 +44 (0)28 9024 2063

✉ info@ccea.org.uk 🌐 www.ccea.org.uk

*Rewarding Learning*