

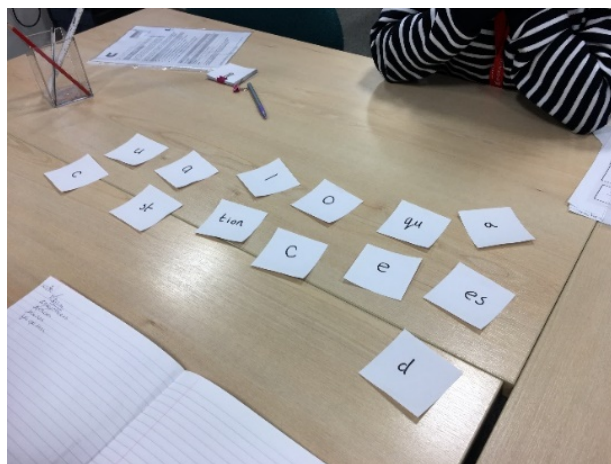
Appendix 8 (Case Study) - Foundation Level Learner's Progress



Dale¹ is a 17-year-old attending a Foundation Learning Programme designed to meet the needs of students who are not yet ready for a full-time programme within a particular vocational area or are unclear of their next steps. Students work towards an NOCN Entry Level qualification in Employment, Training and Personal Development.

He has a chequered history of low school attendance, underachievement and low motivation. As part of his course he is also taking maths and English qualifications which he studies in a small group supported by a Learning Support Assistant (LSA). He is keen to do well on his course, but often becomes frustrated when he cannot easily achieve or follow the concepts discussed in teaching sessions.

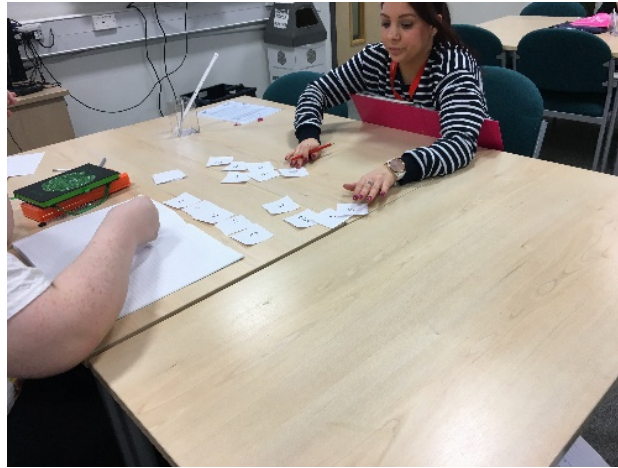
Since the project began his maths and English tutors have been using phonics-based approaches to help him with his English, in particular spelling, skills as he struggles with these.



English is now his favourite subject, although he was often frustrated by his lack of progress at the beginning of the academic year. His enthusiasm for learning is demonstrated in the photos and video enclosed.

¹ A pseudonym has been used.

Working on the activity with his English Teacher



Success: Dale correctly spells out cross contamination to the delight of himself and his teacher

