

# English and Maths Policy 2019-21

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POLICY OWNER (JOB TITLE AND INITIALS):	VP Curriculum & Quality (ST)		
IMPACT ASSESSED BY:	M Waterfall	IMPACT ASSESSMENT DATE:	2016-08

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### **Strategy description:**

This Policy describes how the College will ensure that English and Mathematics continue to be developed as an integral part of the student Study Programme at Craven College.

### **Links to other policies:**

- Apprenticeship Support Policy
- Guidance for Study Programmes 2019/20
- Student Attendance Policy
- FE Student Support Strategy
- Teaching Learning and Assessment Policy
- Observation of Teaching, Learning and Progress for Continuous Improvement Policy
- HR, Quality and Staff Development Policy
- Staff Recruitment Procedures
- Teaching Qualification Policy
- Technology Strategy
- VLE Development Strategy

## **1.0 EXECUTIVE SUMMARY**

Craven College's mission statement is "Enriching lives through learning" with a key strategic goal to deliver, good value, high quality learning for all students resulting in high achievement rates. The purpose of this Policy is to provide a framework within which all aspects of English and Mathematics teaching, learning and assessment are planned through high quality teaching and learning and course design.

Craven College recognises that English and Mathematics are vital to the success of individuals in their training, employment and personal life. With the successful introduction of Study Programmes in September 2013, English and Mathematics remain a pre-requisite with priority given to the achievement of GCSE qualifications A\*- C.

The College is fully committed to developing the English and Mathematics skills of all its students and will strive to ensure that all students have achieved an A\*- C (9-4 as of August 2017) in GCSE English and Mathematics by the age of 19, in line with the requirements of Study Programmes. The College will also ensure that the literacy and numeracy skills of its adult students are improved, both for college and work-based students, in order that they are able to meet their full potential. This Policy is dedicated to enabling our students to achieve these goals.

## **2.0 CONTEXT**

All 16 to 19-year-old students are funded for an individual Study Programme. The Study Programme must be tailored to each student, have clear study and/or employment goals reflecting the student's prior attainment, and include:

- substantial qualifications or work experience
- Mathematics and English for students who have not achieved grade A\*-C or 4-9 at GCSE in these subjects
- high quality work experience or work preparation
- added value non-qualification activity that supports the students' goals and is integrated into the Study Programme

Since 2016/17, GCSEs in English and mathematics have been graded 9–1, rather than A\*–G, with grade 4 considered a pass and grade 9 being the highest and set above A\*. This grading system is intended to help

provide more differentiation, especially among higher achieving students. The grades have been given for the first time in 2017 examination results. For purpose of Condition of Funding compliance for English and mathematics grade 9- 4 is to be the floor measure as of 2017/18 and 2018/19.

Students who do not have a grade A\*-C or 4-9 GCSE in Mathematics and/or English or an equivalent qualification must study these subjects as part of their Study Programme each academic year. According to ESFA funding rules 2019/20, students with a grade 2 or below in maths or English can study towards a pass in Functional Skills level 2 (legacy or reformed) or study towards a GCSE grade 9 to 4. Once they have achieved this, there is no requirement to undertake further maths or English qualifications to meet the condition of funding.

English literature GCSE grade C or 4 or above meets the condition of funding. However, students with no prior attainment equivalent to GCSE A\* to C or 9-4 in English language but in possession of English Literature at grade A\*-C or 9-4 will be encouraged to undertake English Language re-sit.

### **3.0 INTENT**

**3.1** All students on full-time programmes without an A\*-C or grade 9-4 in English and/or Mathematics are required to retake these qualifications in the first year of their course. For those students with a Grade E or grade 2 who need additional time to achieve these qualifications the course will be considered a two-year programme with examination entry in year one in order to improve their grade to a grade 3 or achieve Functional Skills Level 1 in year 1 and to grade 4 Level 2 Functional Skills in year 2 of their course.

**3.2** For those students whose English and Mathematics skills need significant development, English and Mathematics skills improvement workshops will be provided to address their skills needs.

**3.3** For students, including those at level 3, who already have an A\*- C or 9-4 in English and Mathematics, there is the opportunity to access skills improvement workshops in order to improve their current grade at GCSE. These students will continue to be stretched and set challenging targets for the improvement of their English and Mathematics skills, support for which will be embedded into their Study Programme.

**3.4** All tutors on core aim programmes are expected to identify, integrate and embed English and Mathematics skills within their courses. Representatives from the English and Mathematics team will work closely with the curriculum areas in order to identify these opportunities.

**3.5** All students also have the opportunity to access Additional Learning Support with English and Mathematics through the 'Focus Workshops'.

**3.6** In-class support will be available for those students who have support needs identified.

**3.7** For those students wishing to achieve higher qualifications in Mathematics, there is the opportunity for students with expected prior attainment at level 3 and above to take a Core Mathematics Qualification which will support access to their preferred HE programme and institution.

**3.8** Initial and diagnostic assessment is a robust process and students are expected to be enrolled on a level above the initial assessment results. The results of initial assessment are retained electronically.

**3.9** It is expected that all students will have an initial assessment period of 6 weeks where internal assessment will confirm the most appropriate course on the journey to GCSE grade 9-4. Initial assessments will take place during the first two weeks of English and Mathematics teaching. Diagnostic assessments will take place in week three and four of the English and/or Mathematics teaching and as appropriate throughout the year. Results will form the basis of a personalised learning programme.

## **4.0 ENTITLEMENT**

**4.1.** All full-time 16-19 students who attend Craven College and possess an A\*-C or 9-4 in GCSE English and Mathematics will be exempt from the respective GCSE(s). English and Mathematics skills will be further developed in an applied context as part of their main programme to extend current knowledge. There is an opportunity for students to improve their C or 4 grade and above to support progression to first choice University via 'Focus workshops'.

**4.2.** All 16 and 17 year olds on 540 hours or more and 18 year olds on 450 hours who have a grade D or E or 3 will work towards in GCSE English or Mathematics will re-sit the appropriate GCSE. Students with Grade E or 2 and below may be more appropriately placed on Functional Skills working towards Level 2 Functional Skills. Development and progress towards the achievement of the subject to be taken as a GCSE or Functional skills as appropriate to entry qualifications in the given academic year must be demonstrated in order to develop further students' skills and to meet funding and Study Programme requirements. Only in exceptional circumstances will an alternative qualification be suggested.

**4.3** Those students who have a grade F-G or grade 1 and below in GCSE English and/or Mathematics will be allocated to Functional Skills English and Mathematics courses. In the following year they may to retake GCSE or continue with Functional Skills.

**4.4** Students who currently hold no GCSE English or Mathematics qualifications will generally be expected to complete English or Mathematics Functional Skills sessions, to develop English and Mathematics skills as part of their main programme. However, exceptionally, if they demonstrate they are capable of meeting the standards set out in the relevant initial assessment, they may be allowed to move directly into a GCSE group.

**4.5** Students who hold level 2 Functional Skills qualifications but do not have grade 4 and above in English and/or Mathematics will be required to work towards the required GCSE subjects.

**4.6** Students whose main qualification is within Foundation Learning will normally have the opportunity to develop their mathematics and English skills as appropriate to individual needs.

**4.7** Apprentices and Advanced Apprentices will undertake Functional Skills or GCSE as required by the apprenticeship framework or standard. All apprentices will have the opportunity to gain level 2 qualifications at the College even though this may be a higher level than that required for the framework.

**4.8** For 16-18 year olds, the only students who will be exempt from undertaking formal English and Mathematics qualifications will be those students with a Learning Difficulty Assessment, SEN Statement or Education, Health and Care Plan, who, following a thorough diagnostic assessment by the College, cannot benefit from studying an approved English or Mathematics qualification. The College assessment evidence will clearly document this. The English and Mathematics skills of these students will be developed through non-qualification activity, included embedded exercises and discrete sessions, as detailed on students' individual learning plans

**4.9** All full time students over the age of 19 without level 2 qualifications will be encouraged to take GCSE English/Mathematics or English and Mathematics skills improvement courses for which they will be funded depending on eligibility. Consideration of prior qualifications and initial assessment will be required to determine the appropriate level. Adults of all ages will be eligible for full funding for GCSE English and Mathematics, if they have not previously achieved grade A\*-C or grade 9-4 for class room based provision.

**4.10** For 16-18 year olds who are studying fewer than 150 hours, the condition of funding does not apply but they will still be supported to improve their English and Mathematics skills.

**4.11** All students are expected to attend all of their timetabled sessions including English and Mathematics, with the expectation that students will have 100% attendance. In exceptional circumstances, prior agreement to be absent may be made and approved by the Programme Tutor. Students are expected to attend all scheduled English and mathematics classes on time.

## **5.0 QUALIFICATIONS**

**5.1** Achievement of the level 2 GCSE qualification A\*-C in both English and Mathematics will be seen as a priority for all students with D and E grades or grade 3 and 2 in these subjects, although functional skills qualifications may be used for those students with grade E or grade 2 and below as a stepping stone qualifications to support the progress of students towards this.

**5.2** The table below details the qualifications Craven College expects all full time students 16-19 to have achieved on completion of their Study Programme depending on their entry grade to their Study Programme.

<b>Entry grade to Study Programme</b>	<b>English</b>	<b>Mathematics</b>
GCSE grade D and E* or Grade 3 and 2*	GCSE 9-4	GCSE 9-4
GCSE grade E* or F and grade 2* or 1 and below	Functional skills Level 1	Functional skills level 1

\*Dependent on diagnostic assessment

## **6.0 ASSESSMENT PROCEDURES**

**6.1.** Assessment of all students on courses of more than 450 hours will be screened for their levels of skill in English and Mathematics. This is to ensure the College is aware of individual need and can personalise support. Students are asked to disclose additional needs so these can be supported more effectively.

**6.2.** Within a week, results of the initial assessment are fed back confidentially to students; further diagnostic assessment will be taken in order to ascertain skills gaps to be addressed.

**6.3.** A five-week initial/diagnostic assessment process will determine an appropriate level and course/s required for completion. This will be determined on an individual basis and will be compliant with the Study Programme framework.

**6.4.** For students with an employer who are commencing an Apprenticeship, their qualifications on entry and results of Initial Assessment will be considered within the mandatory requirements of the standard for framework.

**6.5.** Where English is not a first language, an ESOL assessment will precede any further initial or diagnostic assessment.

## **7.0 DELIVERY OF ENGLISH AND MATHEMATICS**

**7.1.** English and Mathematics skills are delivered by specialist English and Mathematics tutors, using a variety of delivery methods. These include specialist workshops delivered in dedicated sessions or throughout the duration of the course, and integrated on-course delivery. Students may be offered a

mixture of delivery methods. Vocational tutors will also be involved in supporting the delivery of English and Mathematics skills within the vocational units through co-operative working with the specialist tutors.

**7.2** Staff will adopt a team approach to the development of students' English and Mathematics, ensuring good liaison and communication between Subject and Programme Tutors, Progress Coaches, Apprentice Assessors, Subject Sector Leaders and Apprenticeship Coordinators regarding student/Apprentice progress in qualifications, with English and Mathematics tutors as members of delivery teams. English and Mathematics tutors will seek to contextualise these subjects within the broad sector of the students' Study Programme or Apprenticeship Framework.

**7.3** In seeking to raise standards of English and Mathematics, the College will also support the continued development of staff, recruiting those who are able to embed essential skills within their teaching and developing teachers to enable English and Mathematics to be embedded.

**7.4** Learning plans, prepared in advance of lessons using the standard College template, will indicate where and how English and Mathematics will be embedded. The Head of English and Mathematics and specialist English and Mathematics tutors will provide subject tutors with an outline syllabus for English and Mathematics to enable identification of topics to be covered within the core aim.

**7.5** The quality of embedding English and Mathematics is monitored through the observation of teaching and learning and the student voice via the Student Survey.

**7.6** Staff will make full use of the assessment process to feedback on the standards of English and Mathematics within student or Apprentice work. Comments will be developmental and constructive, aimed at helping students and Apprentices to know specifically what they must do to improve the quality and make further progress. For example, advice regarding spelling, grammar, punctuation and numeracy.

**7.7** Good practice will be shared through discussion at meetings; collaboration and sharing of learning resources; peer observation; lesson observations; teacher-led Continuous Professional Development programme; staff development in teaching and learning frameworks; targeted Continuous Professional Development as an outcome of performance management; peer mentoring and coaching schemes.

**7.8** All students will continue with skills development by embedding relevant skills within their main qualification. Feedback on the standards of English and Mathematics within student work will be developmental and constructive, aimed at helping students to know specifically what they must do to improve the quality and make further progress. For example, advice regarding spelling, grammar, punctuation and numeracy. Students who exhibit particular learning needs will be referred to appropriate 'Focus' workshops to reinforce learning in particular topics.

**7.9** Central resources will be available for students to access outside scheduled class time, including resources via the VLE and staff support in workshops.

**7.10** Students and Apprentices will be provided with information regarding the benefits of English and Mathematics in a number of ways – through the College website and prospectus, as part of the recruitment process, through induction and various communications around College, including posters.

## **8.0 STAFF QUALIFICATIONS AND CONTINUOUS PROFESSIONAL DEVELOPMENT**

**8.1** Staff employed to teach Mathematics and English will have:

- Degree in English or Mathematics or
- Degree that contains at least 50% English or Mathematics (Staff Performance Management Group to determine) or the relevant Level 5 qualification in English or Mathematics.
- Level 5 teaching qualification with minimum GCSE grade A\*-C in English or Mathematics for the teaching of functional skills

**8.2** All staff employed to teach or instruct academic or technical subjects will have a level 2 in Mathematics and English. Staff who do not hold these qualifications will be required to complete within a specified time frame from commencement of employment. This will generally be one subject within 6 months and both within an academic year.

**8.3** All staff employed to teach or instruct will be required to maintain currency in English and Mathematics skills and will be required to complete update training every three years.

**8.4** All staff employed to teach or instruct will be required to attend, as appropriate, workshops to support the embedding of English and/or Mathematics within the particular curriculum.

**8.5** Processes and procedures will reflect the Mathematics and English agenda:

- Recruitment and appointment information
- Performance Review
- Continuous Professional Development guidelines
- Teaching planning documentation
- Lesson observation processes.

**8.6** Where appropriate staff will be supported to acquire relevant qualifications to be able to deliver English and Mathematics as per this Policy.

## **9.0 TIMETABLING ARRANGEMENTS**

**9.1** Within each Sector the timetabled sessions for English and Mathematics will ensure that all students within the Sector can attend should they need to do so. These timetabling arrangements will also facilitate students being allocated to an appropriate level of class within the Sector once the initial assessment takes place.

**9.2** The Sector is not permitted to timetable activities which clash with the delivery of English and Mathematics within the Sector and prevent students attending the Sector based class and/or transferring between different levels of English and Mathematics within the Sector.

## **APPENDIX 1: Roles and Responsibilities for English and Mathematics**

### **Vice Principal (Curriculum and Quality):**

- Strategic and Executive Lead
- Accountable officer for Condition of Funding

### **Head of English, Mathematics:**

- Oversee the implementation of the English and Mathematics Policy
- Centrally plan and timetable all GCSE and functional skills classes for 16 – 19-year-old students
- Be responsible for the central timetabling of GCSE and functional skills English and Mathematics
- Check and confirm that every student has a GCSE grade and initial assessment result for English and Mathematics recorded
- Ensure students are studying the correct qualifications to meet with Condition of Funding
- Be accountable for the GCSE and Functional Skills English and Mathematics pass rates
- Recruit, select and line manage the College's qualified English and Mathematics teachers and all aspects of quality assurance including standardisation, internal quality assurance of Functional Skills Entry Level, Speaking and Listening tasks and moderation of GCSE Presentation.
- Support and deliver staff development for vocational teachers on the embedding of English and Mathematics in main learning
- Ensure six-weekly formative assessments are recorded via Markbook

### **Heads of School:**

- Implement and deliver the English and Mathematics Policy
- Ensure that every student has taken and has an electronic record of their initial and diagnostic assessment
- Ensure students are studying the correct qualifications to meet with Condition of Funding within their School
- Be accountable for the GCSE and Functional Skills English and Mathematics pass rates for students in the sector subject areas within their School
- Support and sector staff to embed English and Mathematics into core aim learning
- To ensure that vocational timetabling allows all students to access appropriate English and Mathematics classes
- Maintain regular contact with English and Mathematics teachers for students within their curriculum area to check attendance, behaviour, success and performance in the same way as happens for vocational unit delivery

### **Sector Subject Leaders and Centre Managers:**

- Ensure that GCSE English and Mathematics results are collected and recorded in students' ProMonitor e-ILP
- To ensure that vocational timetabling allows all students to access appropriate English and Mathematics classes
- Assessment of GCSE English presentation
- Maintain regular contact with English and Mathematics teachers for students within their curriculum area to check attendance, behaviour, success and performance in the same way as happens for vocational unit delivery
- Check and confirm that every learner has a GCSE grade and initial assessment result for English and Mathematics which are both entered on ProMonitor

- Check and confirm that English and Mathematics has a Performance Result to ensure each student is on the right English and/or Mathematics course for correct entry to external examination
- Work with English and Mathematics specialist teachers to provide student and course information so that learning can be contextualised for the group and individualised to meet student needs.

#### **Apprenticeship Co-ordinator:**

- As for Sector Subject Leader above but data to be in PICs as opposed to ProMonitor

#### **English and Mathematics Teachers:**

- Plan and deliver good sessions based on student and course information, contextualised to students' main learning as appropriate
- Provide weekly COLA and regular homework with feedback
- Ensure all students have completed an initial and diagnostic assessment
- Track and record students' progress using Markbook
- Keep students' Sector Subject Leader and Programme Tutor informed about attendance, progress and performance and identify students at risk of failure
- Attend staff development sessions
- Support vocational staff to embed English and Mathematics in core aim learning and help to give consistent feedback on the marking of errors in English and Mathematics

#### **All Teachers in all curriculum areas:**

- Identify clear and relevant learning objectives in lesson plans for English and Mathematics in every session
- Use the college guidelines for feedback on spelling, grammar and punctuation when marking assignments, assessing presentations, improving students' pronunciation, for example.
- Promote and encourage accurate and consistent use of English and Mathematics' skills within planned learning and classroom environment as appropriate
- Seek ideas, consult with colleagues and introduce innovative ways to embed the accurate and consistent use of English and Mathematics' skills in your planned learning

#### **Assessors:**

- Deliver and assess English and Mathematics Functional Skills in the workplace and in the classroom
- Support, develop and prepare learners for successful and timely achievement of functional skills in order to complete apprenticeship frameworks

#### **Student Support Manager:**

- Support students' progress in English and Mathematics either through 1:1 sessions or in class
- Coordinate the work of the Progress Coaches and Personal Progression Facilitators to accelerate improvements in English and Mathematics

#### **Staff and Professional Development Manager:**

- Ensure all staff teaching English and Mathematics are included in the College observation schedule
- Support the improvement of teaching, learning and assessment in English and Mathematics through, for example, specific workshops and sharing of good practice as identified through observations of learning

- Support the development of excellence in teaching, learning and assessment for English and Mathematics
- Work with Heads of School, Head of English and Mathematics, Sector Subject Leader for Mathematics and Sector Subject Leaders to organise and deliver relevant staff development sessions to specialist and vocational teachers.

**Management Information Services Manager:**

- Check and confirm that every student has a GCSE grade and initial assessment result for English and Mathematics
- Ensure students are studying the correct qualifications to meet with Condition of Funding
- Advise on appropriate English and mathematics qualifications for students, in line with government funding regulations
- Ensure enrolments, groups and registers for the English and Mathematics element of the Study Programme are accurately recorded
- Ensure timetables for the English and Mathematics element of the Study Programme is accurately recorded
- Co-ordinate examination entries, claims and achievement processing with respect to English and Mathematics.