

English and Maths Strategy

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English and Maths Strategy

1. Context

This strategy sets out how Craven College intends to support our students to develop their English and maths skills and gain appropriate qualifications.

English and maths skills and qualifications are vital to the success of individuals in their training, employment and personal life. The College is fully committed to developing the English and maths skills of all its students and will strive to ensure that all students have achieved a grade 9-4 in GCSE English and maths by the age of 19, in line with the requirements of Study Programmes. The College is also committed in ensuring that the literacy and numeracy skills of its adult students are improved, both for college and work-based students, in order that they can meet their full potential. The College therefore recognises the need to have a clear, robust and aspirational strategy that results in improved skills development and achievement outcomes for English and maths for all its students.

2. Key Principles

This strategy aims to support and develop all students on their career journey by ensuring they have effective English and maths skills at the appropriate level. The strategy is linked to the overall College's strategic plan through the Our Offer and Our People sections.

3. Our Offer

Excellent Education

- Delivering programmes of learning and support that will enable all students to learn, progress and achieve to the best of their ability
- Delivering curriculum that is motivating, encouraging and actively engages students, driving improvements in attendance and achievement
- Being innovative and creative in our approach to designing, contextualising and delivering maths and English curriculum
- Delivering a fit for purpose and well managed timetable of activities and resources to support the achievement of students
- Supporting all students with a grade 3 in GCSE English and/or maths to undertake November resit examinations
- Supporting Functional Skills achievement through developing and implementing a plan of scheduled examinations throughout the year with several resit opportunities
- Focusing on the individual progress of students through the Student Tracking and Review process
- Identifying and putting in swift interventions for at risk students, particularly on Functional Skills programmes.
- Working with and listening to our students to ensure we improve our practices so that they are of the highest quality

Social Justice

- Creating clear progression routes for the development of adult English and maths skills from non-accredited through to qualification based ESOL, English and maths.
- Focussing on the development of knowledge and skills in adults, particularly at Level 2 to support the workforce requirements of the region. Development of literacy, numeracy and ESOL skills that are linked to employability and making a positive contribution to families and local communities and fosters a desire for lifelong learning
- Understanding the starting points and prior attainment of our students and developing individualised programmes to support aspirational achievement

- Supporting students with Education and Health Care Plans with use of exemption for examination as appropriate, whilst ensuring development of literacy and numeracy skills
- Supporting students on Functional Skills programmes, particularly at Entry level, with, use of smaller class sizes, additional support and time to develop the examination skills and techniques required
- Using additional small group tuition funding to support disadvantaged students that have had disruptions in learning due to the COVID pandemic in line with the ESFA guidance.

Digital Immersion

- Using the Century Tech English and maths e-platform to personalise content, questions and pathways for each student based on gaps in knowledge

Technical Education

- Supporting the development of higher English and maths skills required by students progressing to T levels such as introducing core maths

4. Our People People

- Supporting the establishment of high performing maths and English teaching staff
- Introducing Programme Leaders in maths and English with clear lines of responsibility and accountability

Productivity

- Having high aspirations for our students through regular progress monitoring

Potential

- Investing in our staff to ensure they are highly qualified, confident and committed to delivering and improving the maths and English skills of students

5. Our Impact

We will measure our success through the following KPIs, linked to the overall College strategic KPIs:

- Evidence of improvement in attendance of English and maths within curriculum areas
- Improved English and maths skills as evidenced through student work
- increased achievement rates in Level 2 English and maths and in GCSE 9-4 rates.
- Improved quality of teaching, learning and assessment as evidenced through observations and learning walks
- Positive student feedback

6. Policy statement

All programmes of study will be compliant with the Department for Education's [16 to 19 funding: maths and English condition of funding](#).