

English and Maths Policy

Introduction

The implementation of the policy is intended to improve the quality of the candidate/apprentice experience by developing the individual's ability to apply the fundamental skills that underpin most vocational and academic work. Developing maths and English should improve the candidate/apprentice's personal effectiveness and employability. This policy will ensure that maths and English are relevant to candidate/apprentice needs and are effectively delivered. This policy document sets out our objectives and strategies for planning, managing, and delivering maths and English, as well as describing aspects of quality assurance and staff development relating to the subject. The strategies within this policy apply to maths and English for all programmes and all candidates/apprentices where appropriate. All staff involved directly or indirectly in the managing, delivering, and supporting maths and English will be familiar with the purpose, principles, and strategy for delivery.

Policy

Skills4Stem Ltd is committed to providing high quality maths and English programmes to support progression and achievement. This policy relates to improving the quality of teaching and learning of English and Maths. We believe that Maths and English are important to educational and personal development for candidate/apprentices because they are:

- Essential for individuals to function in everyday life, work, leisure, and education.
- Necessary in developing a commitment to lifelong learning to enhance the lives of individuals, improve employability and to create the skills that our economy and employers need.
- Help towards meeting the Government's drive for improvements in the maths and English skills of all students.

Qualification Structure

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|-------------|--------------|---|
| English | 3 Components | Speaking, Listening & Communication Online Exam - Reading Online Exam - Writing |
| Mathematics | 1 Component | Online Exam |

Maths and English provision at the Skills4Stem aim to meet the following needs:

- Mandatory for the completion of Apprenticeships
- Candidate/apprentices who are under 19 and do not have GCSE A*-C in English and/or Maths will be required, as part of their programme, to pursue a course which either leads directly to these qualifications, or which provide significant progress towards future GCSE entry or success.

Skills4Stem is committed to providing opportunities for candidates/apprentices to develop their English and Mathematics beyond their level at the beginning of their apprenticeship where appropriate and gain external accreditation for this. Successful delivery of maths and English is achieved through a whole organisational approach, concentrating on the following key features:

- To ensure a coordinated approach.
- To define support systems (managerial, resources, candidate/apprentice support, staff development).
- To define procedures for initial assessment and review and monitoring of candidate/apprentices progress.
- To support effective internal verification and moderation.
- To ensure clear communication and to define procedures for sharing good practice.
- To maintain the standards set by the assessment, moderation, and external examination process.
- To ensure that there are robust and comprehensive continuous quality improvements.

All candidates/apprentices will have access to appropriately trained and qualified maths and English tutors providing:

- High quality learning experience
- Setting and achieving targets for achievement at course level
- Monitor and track students' progress
- Screening, initial assessment and diagnostic assessment
- Planning of the curriculum and assessment
- Teaching, learning and assessment
- Effective registration, examination entry arrangements

Initial Assessment and Diagnostic Assessment

We will provide the following mathematics and English opportunities to candidates/apprentices. This will provide candidates/apprentices with the opportunity to become functionally literate and numerate to Level 2 where appropriate.

- All candidate/apprentices will be offered an effective and robust initial assessment. The completion of this initial assessment and diagnostic assessment will ensure that each candidate/apprentice current levels of skills will be identified on his or her ILP (Individual Learning Plan). Key information, advice, and guidance on the opportunities available to them to improve skills and qualifications up to level 2 in English and maths will be given.
- Any apprentices with existing skills (including qualifications) may be exempt from functional skills qualifications, each will be evaluated individually.
- For students on Apprenticeship programmes, English and maths specified in their respective frameworks will be included in their learning programmes unless they are exempt due to prior learning

Delivery of maths and English

The delivery team will:

- Develop maths and English to the levels suited to their individual needs and goals.
- Teach the underpinning skills and understanding
- Practice and apply the skills in relevant and meaningful contexts
- Review their skills development
- Prepare for assessment
- It is vital that all course tutors assess and deliver to the criteria/standards.

Staff will be confident and competent to teach maths and English through:

- Being fully conversant with the maths and English standards and assessment criteria contained within the respective handbook and marking criteria for each maths and English assessment.
- Being competent in the maths and English being taught. It is highly recommended that all teachers of maths and English within Skills4Stem are encouraged to work towards a relevant subject specialist qualification if not already doing so.

Feedback

The purpose of feedback is to improve the quality of learning for the candidate/apprentice. Feedback refers to both oral and written responses to learning. Effective feedback must:

- be based on accurate assessment
- recognise success
- identify areas for improvement

Effective feedback will:

- be incorporated during lessons
- guide candidate/apprentices as to how they can improve
- allow time for candidates/apprentices to respond to feedback
- define the exact place of success or improvement

- use language appropriate for the candidate/apprentice
- be specific, clear, and concise and focus on the learning not the candidate/apprentice

Standardisation

Standardisation will be addressed through the following:

- Staff development sessions
- Through the work of external bodies
- Peer observations
- Quality Assurance checks
- Feedback from external standards moderators liaising with maths and English tutors.

Anybody assessing and/or internally verifying these qualifications will need to be competent and confident in the skills being assessed. It is best practice that all subject tutors who deliver maths and English should hold the relevant qualification at one level higher than that at which they are teaching. Our internal observation staff should also ensure that training is undertaken around maths and English.

| Written By | Revision Date | Revision Number | Approved By | Review Date |
|------------------------|---------------|-----------------|---|-------------|
| Sarah Green | Oct 20 | 2 |  S Davis | Oct 21 |
| Darren Cass (Reviewed) | Nov 21 | 3 |  A Lewis | Nov 22 |
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