



TyneCoastCollege

Maths/English Skills Policy

This policy is available on-line at: www.tynecoast.ac.uk

- We will consider any request for this policy to be made available in an alternative format or language. Please note that the College may charge for this. Please contact: Principal – Tyne Coast College
- We review our policies regularly to update them and to ensure that they are accessible and fair to all. We welcome suggestions for improving the accessibility or fairness of this policy.

Approved by:	Version:	Issue Date:	Review Date:	Contact Person:
Executive Group	Version 5	November 2023	November 2026	Principal – Tyne Met College

Review: 3 years

Reviewer: Sabrina Ahmed-Qureshi – Director of English and maths

POLICY NUMBER 36

1. Policy Statement

Tyne Coast College is committed to developing and improving the skills of young people and adults in the region. Maths and English skills are vital for the successes of the students and apprentices to progress in further training, education, and employment.

The teaching of English and maths qualifications is a condition of ESFA funding for learners undertaking study programmes who do not hold either a grade 9 to 4 or A*-C in these subjects and are studying for 150 hours or more in the academic year.

The College will also ensure that the skills of adults in the region are developed through offering courses in basic skills including English, and maths. Sessions for adults English and maths skills will be offered on both sites with classes on during the daytime and evening.

This policy describes the key points of how the needs of students and apprentices will be met in studying for Functional Skills or GCSE English and/or Maths.

In particular:

- 1.1** Promote the importance of English and maths to all students and apprentices by consistently contextualising and advocating the essential life and employment benefits of good English and maths knowledge, understanding and skills. This is to be completed during induction and by whole-college promotional activity and reiterated throughout the year in maths and English classes and through vocational tutor reviews.
- 1.2** All students and apprentices will undertake initial and diagnostic assessments as part of the induction process to identify their individual needs and ensure they are placed on a relevant and suitable qualification. The initial assessment data will be used to support students and apprentices in identifying areas of strengths and weakness in maths and/or English.
- 1.3** Apprentices must study Functional Skills at the appropriate level as outlined in the framework. This will be bespoke to the apprenticeship agreement and the areas of work placement.
- 1.4** All tutors from vocational 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. This will provide a holistic respect and importance to the skills the students and apprentices will need to progress in employment and/or education.

- 1.5** Students whose main qualification is within Foundation Learning will usually have the opportunity to develop their mathematics and English skills as appropriate to individual needs through integrated skills-builders within the Foundation Learning department.

2. Scope

The policy applies to all students who are required to study English and maths. This includes apprentices, full-time and part-time students who are aged 16 and over who have not yet achieved a Grade 4 or equivalent qualification in English and maths. It equally applies to all the employees of Tyne Coast College, in particular the staff who are directly leading on the delivery of English and maths.

3. Legislation

The College affirms its commitment to all current legislation, in particular:

- Data Protection Act 2018
- Special Educational Needs and Disability Act 2001 (SENDA)
- Equality Act 2010

4. Responsibilities

Consistently successful teaching and learning of GCSE or Functional Skills is a two-way process which also places responsibilities on the students and apprentices.

Student success is most likely to be achieved when students:

- 4.1** Attend all GCSE or Functional Skills lessons as required and ensure punctuality.
- 4.2** Understand that maths/English are a key element of their learning programme.
- 4.3** Ensure a consistently excellent attitude and make best use of their time inside and outside the classroom, including timely completion of work, preparation for tests and application of skills ready for employment.
- 4.4** Complete and submit all assessment and in-class work in a timely manner.
- 4.5** Comply with the assessment regulations for the Functional Skills/GCSE Qualification.

- 4.6 Be inquisitive and active participants; seeking and suggesting clarification of maths and English skills as valued and applicable to progression.
- 4.7 Attend examinations as required and ensure all JCQ and college guidelines are adhered to.

5. Teaching Staff Responsibilities

Teaching staff should ensure that:

- 5.1 There are clearly articulated teaching and learning strategies and expectations communicated, agreed and understood by all those studying GCSE or Functional Skills.
- 5.2 Such teaching and learning strategies should address the methods to be used to support students as they seek to achieve GCSE or Functional Skills qualifications, including new standards/qualifications.
- 5.3 Each member of staff is clear about his/her contribution and accountabilities in teaching and assessment of GCSE or Functional Skills (including the wider team and whole-college value of English and maths where appropriate).
- 5.4. All teaching staff should keep up to date with all relevant current practice/standards regarding GCSE and/ or Functional Skills including completing all mandatory training and CPD.
- 5.5 All teaching staff should maintain inclusive practice and demonstrate adaptive teaching to ensure all delivery is ambitious and aspirational.
- 5.6 Work to collaborate with all relevant stakeholders to ensure the best possible experience for students. This should include pastoral staff, vocational teams, exams teams, cross-site E&M delivery partners, leaders and any external agencies (where appropriate).
- 5.7 Provide an engaging and safe environment for all students, regardless of ability, starting points or prior achievement, liaising with all relevant stakeholders where appropriate.
- 5.8 Promote and incorporate equality, diversity and inclusion (where appropriate and naturally occurring) to develop and provide additional cultural capital.
- 5.9 Promote and incorporate digital skills to prepare students and apprentices for employment in a digitally reliant work-force.

6 College Management's Responsibilities

College Management should ensure that:

- 6.1** Regular CPD and training opportunities are offered to each member of the team so that they may develop their own skills and act on the quality improvement plan to enhance the quality of provision.
- 6.2** A robust and well-sequenced curriculum is planned, delivered, and monitored throughout the year for all English and maths programmes.
- 6.3** They closely monitor developments related to maths/English/Functional Skills and ensure all staff are aware of policy changes and the significance of maths/English data on the college success.
- 6.4** All staff are competent to undertake their roles and responsibilities for the effective delivery of Functional Skills or GCSEs.
- 6.5** They plan for quality assurance of the curriculum in both English and maths and ensure all staff are adhering to the expectations of the College and this policy.
- 6.6** Timetables are suitable for the business need and the students so that we maximise on opportunities to access English and maths classes.
- 6.8** That staff and students have appropriate resources required to complete English and maths courses which takes into consideration assistive technology, teaching equipment, student resources, software and hardware to make the curriculum inclusive and engaging.

7 Actions to implement and Develop Policy

- 7.1** Operate within the college mission statement providing access and equal opportunities for all stakeholders.

The Heads of Department will:

- 7.2** Provide support with curriculum development to facilitate the delivery of GCSE and Functional Skills across the college.
- 7.3** Provide a programme of staff development events to meet the needs of staff. To encourage staff to undertake Continuing Professional Development to ensure they are fully up-to-date with current developments which will be of benefit to students and the organisation.
- 7.4** Ensure that all full time 16-18 students undertake initial and diagnostic assessments to identify their individual needs as part of induction.
- 7.5** Ensure that all staff are fully up-to-date with current systems and procedures, including initial and diagnostic assessment.

- 7.6 Ensure staff utilise a range of Technology Enhanced Learning (TEL) strategies, techniques and resources, including TEL to maximise student success. This will include completed regular, relevant training.
- 7.7 Continue to work in partnership with external agencies to ensure the department is kept up-to-date with current initiatives.
- 7.8 Liaise with vocational areas across the college for the integration of English and maths throughout the students' and apprentices' full programme of study/framework.

8 Monitoring and Evaluation

- 8.1 Monthly Curriculum and Quality review will monitor and evaluate the progress of all English and maths students, identify any students at risk and implement appropriate support.
- 8.2 Success in maths/English GCSE or Functional Skills should be at or above benchmark and national rates.
- 8.3 Termly performance review will monitor and evaluate the progress of GCSE/Functional Skills within each school.
- 8.4 Student and apprentice feedback shows high levels of satisfaction.
- 8.5 Self-Assessment reports across school set targets for maths/English which are met.

9. Related Policies

Equality, Diversity and Inclusion Policy,
Student Attendance Policy
Assessment policy FE
Learning and Teaching Policy
Student Discipline and Positive Behaviour Policy and Procedure
Learner Support Policy