

Policy Title	English and Mathematics Skills Policy
Date Approved	July 2018
Approved by	College Executive
Next Review Date	August 2020
Executive Lead	Vice Principal Curriculum, Quality and Learner Services
Applicable to:	College
Accessible to:	All

1. Purpose and Objectives

- 1.1 Loughborough College makes the commitment to provide high quality teaching and support. This policy aims to set out the standards required for English and mathematics at Loughborough College and how the differentiated needs of individual learners will be addressed. The policy aims to implement a whole organisational approach by integrating English and mathematics skills into all aspects of college life. The college is committed to responding to the changing priorities of employers and the local community.

2. Policy Statement

- 2.1 Loughborough College is committed to improving equality of opportunity for all its learners by continually striving to develop English and maths skills, thereby supporting future success in education, training and employment. The College is applying a whole organisation approach to improving English and maths, which is central to its mission of realising the full potential of all its learners.
- 2.2 All staff play a crucial role in developing and improving the English and maths skills of learners whilst at College. At the same time, the College is committed to developing the English and maths skills of its workforce and will provide development opportunities for staff to do this.
- 2.3 The College is committed to ensuring that all learners develop their English and maths skills whilst studying at the College. Opportunities to do this will be embedded throughout the vocational and academic curriculum, in these and discrete English and maths classes.
- 2.4 For 16-19 year old learners on study programmes, English and maths will be a fundamental part of the programme and all learners will work towards the achievement of GCSE grade A*/9 – C/4, if they do not already have these qualifications. This is in line with DfE government guidelines which identify a grade 5 as a “strong pass”. Employers, colleges and universities are not expected to raise their entry criteria above a grade 4 if this meets their requirements (*see appendix 1*).
- 2.5 GCSE English and maths grade 4 meets the requirements for those wishing to train as teachers in line with the Education Training Foundation guidelines. Loughborough College will require a grade C/4 in GCSE English and maths for entry onto their teaching training programme.
- 2.6 Some further education programmes of study at College may stipulate at point of entry a grade 5 achievement in GCSE maths and/or English to access study in certain specialist subjects and academic qualifications.

- 2.7 Where learners are not yet ready for GCSE, or do not have a grade D/3 or above, functional skills qualifications will be an expected part of the study programme for 16 - 19 year old learners. If a learner has a grade D/3 GCSE in the relevant subject, they will retake the GCSE in order to improve the grade to a minimum of grade C/4.
- 2.8 Those learners who have already obtained a GCSE English and/or maths A*/9 – C/4 will continue to improve their English and/or maths skills through the vocational and academic curriculum; this will enhance their English and/or maths skills and support them to meet their progression aims, particularly those learners wishing to progress to higher education.
- 2.9 The College will offer learners aged 19+ the opportunity to work towards an appropriate level of Functional Skills English and maths in line with the previous statements. Those learners who meet the entry requirements of grade D/3 grade will be offered the opportunity to re-take GCSE English and/or maths, to achieve a grade A*/9 – C/4
- 2.10 Learners enrolled on to apprenticeships will take Functional Skills or GCSE qualifications, in accordance with awarding body requirements, as part of their apprenticeship framework, and will have the opportunity to study these subjects at the appropriate level.
- 2.11 Learners with learning difficulties or disabilities will have English and maths teaching incorporated into their programmes to support their progression to a higher level of study or prepare them for employment.
- 2.12 The College expects that all teaching staff will achieve an appropriate level two English and maths qualification, within one academic year where possible of commencing teaching, and will be supported to achieve this (if they have not already done so) by offering training, development and high quality resources.
- 2.13 The College will ensure that English and maths provision adopts a rigorous approach to achieving high standards of teaching, learning and assessment, support for learners, and retention, achievement and success rates, based on College targets
- 2.14 The College will ensure that the promotion of English and maths is maintained across all teaching, learning and assessment activity, through review, monitoring and marking of assessment. Training will be implemented across the College to ensure that teaching staff can efficiently identify opportunities for learners to improve English and maths skills across their programme of study and apply appropriate levels of study for English and maths that stretch and challenge all learners.
- 2.15 The College will ensure that the results of diagnostic assessment, entry to programme requirements, prior achievement and level of vocational study are taken into account in order to identify appropriate targets for English and maths qualifications and/or study, to reflect individual learner needs and help to identify any support needs in a timely manner across the College. Each learner will be expected to study English and maths at a level of study which is higher than their prior attainment.
- 2.16 The College will ensure that, for learners on 16-19 Study Programmes, initial screening for English and maths, if required, takes place prior to or during enrolment. Digital diagnostic assessment will take place during the first two weeks of term for the majority of learners. For the remaining few learners, for whom a digital diagnostic assessment is not appropriate, an

opportunity to complete an alternative diagnostic assessment to establish appropriate levels of study will be offered.

2.17 Based on diagnostic outcomes all learners will be set English and maths skills targets in ProMonitor on the Learner Group Profile which will be tracked and monitored to assess skills development at relevant points throughout the academic year.

3. Scope and responsibility for the delivery of English & Mathematics qualifications

3.1 In order to achieve the outcomes of the policy the Curriculum Manager for Functional Skills and GCSEs in English and mathematics will, together with the Head of Quality, deliver a clear policy, strategy and operational plan to ensure that curriculum teams can make certain all learners will work towards achieving the appropriate qualification with the ultimate aim of achieving a GCSE grade C/4 or higher in English and maths

3.2 Responsibility to ensure that learners' English and mathematics skills are developed lies with curriculum departments. Responsibilities included are:

- promoting the importance of English and mathematics to both staff and learners
- planning integrated delivery of English and mathematics within all teaching sessions
- evidencing English and mathematics within schemes of work and lesson plans
- ensuring that all learners have initial and diagnostic assessments and the development of English and maths skills targets which inform their Individual Learning Plans and teachers' TLA strategies for that learner
- ensuring that all learners who need it have effective and planned learning support
- offering a range of learning and teaching styles and suitable resources to meet the needs of learners and ensure they achieve relevant and stretching skills targets
- entering learners for appropriate accredited qualifications to support the ultimate achievement of a grade C/4 or higher in GCSE mathematics and English
- developing and maintaining staff skills ensuring that all staff are appropriately qualified to develop the English and mathematics skills of learners

4. Definitions

4.1 Where English and mathematics qualifications are mentioned, the phrase covers Functional Skills, GCSE English and mathematics and other associated learning outcomes, e.g. free standing mathematics qualifications.

5. Equality and Diversity Statement

5.1 All staff will strive to build an inclusive learning environment in which the English and mathematics needs of each learner are identified and developed. All learners should be given the opportunity to reach their full potential, having equal access and choice.

5.2 An Equality Impact Assessment was conducted and the necessary amendments made to the policy.

6. Linked Policies

Loughborough College Timetabling Policy

7. Linked Procedures

Loughborough College Procedure for English and Mathematics

8. Location and Access to the Policy

[College Website Policies and Procedures](#)

9. Persons Responsible for the Policy

Vice Principal Curriculum, Quality and Learner Services