**Key College**

**English and Maths Skills Policy**

**Department: Lifelong Learning Key College**

**Owner:  Director of Lifelong Learning**

**Approval Route: Lifelong Learning Committee**

**Frequency of Revision: Annual**

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| **Version** | **Date Approved** | **Reason for Update** |
| **1** | **12 March 2024** | **New policy** |
| **2** | **4 March 2025** | **To Improve Clarity** |
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**1. Scope**

1.1 YMCA Derbyshire Key College is committed to providing effective maths and English skills support to all its learners. This policy will indicate how the needs of individual learners will be addressed whilst following programmes of study at Key College as well as indicating how maths and English development will be embedded into all aspects of the learners’ experience whilst at Key College.

**2. Policy Statement**

2.1 YMCA Key College has a whole college approach to the development of maths and English skills to ensure our learners are developing effectively to succeed and thrive in life and work.

2.2 All members of Key College staff play a crucial role in developing and improving the English and maths skills of learners; therefore, we are committed to developing the English and maths skills of our staff and will provide opportunities for all members of Key College staff to develop these skills. Key College expects that every member of its teaching staff will achieve an appropriate Level Two English and maths qualification within one academic year of commencing teaching. The member of teaching staff will be supported to achieve this (if they have not already done so) by Key College offering training and development opportunities for them.

2.3 Key College will ensure that all learners undertake initial screening of English and maths ability during the enrolment process. Diagnostic assessment will take place during the first two weeks of a learner’s programme regardless of their start point in the year. This will also be undertaken at the mid-point of their programme and at the end point to assist in measuring distance travelled and to inform the planning of schemes of work. Learners will sit a Dyslexia and dyscalculia questionnaire within the first two weeks of their programme.

2.4 Key College will ensure that the results of diagnostic assessment, prior achievement and level of vocational study are taken into account, to identify appropriate targets for English and maths qualifications and/or study, to reflect individual learner needs and to help identify any support needs in a timely manner.

2.5 Key College strives to ensure all learners develop their English and maths skills through: (1) embedding opportunities within their vocational studies, (2) in discrete English and maths classes and (3) within personal development opportunities.

2.6 For all 16-19 Study Programme learners, English and maths will be a structured part of their Study Programme in line with the requirements of the ESFA Conditions of Funding publication. If a learner has a grade 3 in the relevant subject, they will normally retake the GCSE in order to improve the grade to a minimum of grade 4.

2.7 Where learners are not yet ready for GCSE, or do not have a grade 3 or above, Functional Skills Qualifications will be an expected part of the Study Programme for 16 - 19-year-old learners.

2.8 Those learners who have already obtained a GCSE English and/or maths at grade 4 or above will continue to improve their English and/or maths skills through their vocational studies and an extended work experience placement where they will be encouraged to put their English and/or maths skills into practice.

2.9 Learners with learning difficulties or disabilities will have English and maths teaching incorporated into their programmes alongside their peers to support their progression to a higher level of study or prepare them for employment.

2.10 Key College will ensure that English and maths tutors engage with professional development opportunities annually to ensure that they have the suitable skills sets and knowledge to support learners to the highest standards.

2.11 Good use of English and maths will be embedded & promoted within all teaching, learning and assessment activity through review, monitoring and marking of assessment. Training will be given 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.

2.12 Maths & English progression will be monitored separately with tutors to ensure that support & intervention can be embedded and actioned timely to support learners to succeed.

2.13 Tutors will engage with maths & English awarding body CPD opportunities through workshops, webinars and events to ensure that they remain current and up to date with best practice.

2.14 Annual quality assurance programme that includes observations of teaching and learning, thematic learning works and formative sampling plans that focus specifically on maths & English.

3 **Responsibilities**

Responsibility to ensure that learners’ English and maths skills are developed lies with all Training and Education Managers, but one will act as the English and Maths Lead for Key College.

3.1 Responsibilities of the Head of Lifelong Learning:

* Reviewing the English and Maths skills policy and ensuring it is being implemented effectively.
* Developing and maintaining staff skills ensuring that all staff are appropriately qualified to develop the English and mathematics skills of learners.
* Reporting achievement data for English and maths into the Lifelong Learning Committee

Responsibilities of the training and Education Manager/s & lead.

3.2 Responsibilities include:

* Promoting the importance of English and maths to both staff and learners.
* Planning integrated delivery of English and maths within all teaching sessions.
* Ensuring English and maths is promoted within schemes of work and lesson plans.
* Ensuring that all learners have an initial and diagnostic assessment. English and maths targets will inform learners Individual Learning Plans and tutors’ schemes of work.
* Utilise learning support staff effectively to support learners with their maths & English development.

3.3 Responsibilities of tutors include:

* Ensure that a range of learning and teaching styles and suitable resources are available to meet the needs of learners and ensure they achieve relevant and stretching skills targets.
* Acting on the results of screening and diagnostic assessment to identify targets for learners and prepare them to sit relevant qualifications in line with these.
* Embed maths & English into other teaching and learning sessions.
* Promote the value of English and maths.
* Support with building confidence and resilience of learners.
* Entering learners for appropriate accredited qualifications to support the ultimate achievement of a grade 4 or higher in GCSE mathematics and English.

4. **Linked Policies and Procedures**

Teaching Learning and Assessment improvement Policy

Assessment Internal Quality Assurance and Malpractice Policy

Learner support and welfare policy

Remote learning Policy

Learner Behaviour Management and Anti-Bullying Policy

5. **Persons Responsible for this Policy**

* Director of Lifelong Learning
* Head of training and education
* Centre managers