

Key College English and Maths Skills Policy

Department: Lifelong Learning Key College

Owner: Head of training and education

Approval Route: Lifelong Learning Committee

Frequency of Revision: Annual

Version	Date Approved	Reason for Update
1	12 March 2024	New policy
2	4 March 2025	To Improve Clarity
3	3 March 2026	Reviewed and Updated

Table of Contents:

Scope of policy
Policy statement
Responsibilities
Linked Polices and Procedures
Persons responsible for this policy

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 would desire that every member of its teaching staff/ support staff will achieve an appropriate Level Two or GCSE grade 4/C 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 indicator at their induction.

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. The primary focus for any learner joining a study programme will be for a learner to achieve a level above prior qualifications by the end of their programme. For learners without a prior qualification in maths & English learners will be expected to achieve their initial assessment outcome identified at the start of their programme.

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 Study Programme learners, English and maths will be a structured part of their Study Programme in line with the requirements of the DFE Conditions of Funding publication. If a learner has a grade 2/3 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 2 or above, Functional Skills Qualifications will be an expected part of the Study Programme for all 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 SEND/inclusion needs 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 ongoing professional development opportunities 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 On going quality assurance programme that includes observations of teaching and learning, thematic learning works and formative sampling plans that focus specifically on maths & English will be utilised to assess impact and progression.

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 training and education:

- 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.
- Ensuring Planning is integrated into tutors 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.
- Support and lead on identifying learner exemptions for maths & English for their centres.

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.
- Ensuring learners are registered correctly for their qualifications.
- Support with identifying learners who are eligible for exemptions
- Track and monitor learner progression in maths & English throughout the year.
- Ensure learners complete quarterly Initial assessment
- Ensure maths & English is covered in learner reviews
- Complete quarterly parental reports.

Exam exemptions

In some instances, it may be appropriate to exempt learners from sitting their maths & English exams. This will be primarily for learners with an educational, health and care plan (EHCP). Exam exemptions must follow the following steps:

- Tutors must identify with their centre manager who may be eligible for exemption.
- An EHCP risk assessment must be completed, the learner must have completed an initial assessment and diagnostic.
- There must be evidence that warrants an exemption this can include but not limited to evidence within their EHCP, prior educational reports, other professional reports, parental feedback.
- Centre managers/tutors must inform their intention to exempt a learner to the SEND lead.
- A formal review panel meeting must take place with the SEND lead, centre manager, learner, parent and other professionals. The meeting is to be minuted and a decision to exempt the learner will be confirmed in this meeting.
- The learner must continue to develop maths & English skills in their curriculum offer following an exemption and must continue to attend planned maths & English sessions.

Access arrangements:

Some learners will require access arrangement to enable them to sit their exam effectively. All learner access arrangements must be considered on a case-by-case basis. Where access arrangements are considered, these must be declared as soon as possible by the learner (ideally at the interview stage). A form 8 will be required or evidence from prior training provider/school with evidence of prior access arrangements provided. Where this is not available, we can make our own request for access arrangements with the exam board. All access arrangements must be agreed with the tutor and evidence to support that any arrangements are in line with the learner's normal way of working. **This must be a written statement from the tutor that is held on file within centres.** The

JCQ access arrangement guidance will be followed. Evidence to support a learner from exemption will follow JCQ guidance. No learner will be exempt unless this is agreed with the compliance lead.

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

SEND/Inclusion Policy.

5. Persons Responsible for this Policy

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