

## ENGLISH & MATHEMATICS POLICY & PROCEDURE

### 1. Policy Statement

Improving the level of skill and confidence for our students in Mathematics and English ensures that they are well prepared for their future employment.

Learning programmes for 16-19, adult and apprenticeship students are designed to enable personalised pathways that empower them to make progress in their skills development from their starting points.

Students on 16-19 study programmes, without A\*- C (9-4) grades in GCSE Mathematics and English will follow appropriately personalised courses that provide progression and stretch as they work towards achieving grade 4 or above. This includes learners with an education, health and care plan (EHCP) 16-25.

Students with an EHCP and who are assessed as not able to study either GCSE or stepping stone qualification, may be able to apply for a maths and /or English exemption.

Adult students, particularly those following Access to Higher Education programmes will have the opportunity to achieve grade 4 or better at GCSE also.

Apprentices will develop their Mathematics and English skills in line with the level expected in their apprenticeship. For those apprentices who have not achieved the required qualifications in Mathematics and English apprentices will have the opportunity to do so.

#### Level 2 apprentices must: -

Achieve Functional Skills or equivalent qualification(s) at a minimum Level 1 prior to completing their apprenticeship;

Continue to study for Level 2 English and maths before they complete their apprenticeship.

Apprentices must sit the exam but are not required to achieve the outcome. Continued study at Level 2 will be via Push On or Stretch and Challenge.

Failure to complete further study at Level 2 may affect progression to the next level of Apprenticeship.

#### Level 3 apprentices (and above), or those for whom Level 2 English and maths are a mandatory part of their programme, must: -

Achieve Level 2 Functional Skills prior to completing their apprenticeship

### 2. Procedure

Entry standards for all learning programmes are agreed by each College and are published on each College website. Each pathway is designed to ensure both confidence and skills development for individual learners.

Students on 16-19 study programmes that have a D (3) grade in GCSE English and/or Mathematics will study GCSE.

Students on 16-19 study programmes that have an E grade (2), in GCSE English and/or Mathematics will be assessed and will either study Functional Skills Level 1 in 2018/19 with

the aspiration to progress to GCSE or Level 2 Functional Skills in-year or will progress directly to a Level 2 qualification.

Students on 16-19 study programmes that have an F grade (1), or below, in GCSE English and/or Mathematics will study Functional Skills Entry Level 3 in 2018/19 with the aspiration to progress to Functional Skills Level 1 in-year as appropriate.

Students on 16-19 study programmes progressing within the College who have achieved Functional Skills Level 1 will study GCSE in 2018/19.

Students on 16-19 study programmes progressing within the College who have achieved Functional Skills Entry level 3 will study Functional Skills Level 1 in 2018/19 with the aspiration to progress to GCSE in-year as appropriate.

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Access to Higher Education students will have the opportunity to take GCSE English Language and/or Mathematics in order to meet standard university entry requirements.

For study programme students without GCSE maths and/or English at C/4 or above, including international qualifications, we will use a standard test in Mathematics and English to help ensure they are placed on the right learning programme. For students with international qualifications we will also use NARIC to work out the equivalency of the international qualification to GCSE at C (4) grade.

All programmes provide a focus on skill development in Mathematics and English and follow the broad topics set out in the annual schemes of work as published by the Mathematics and English teams.

Specialist additional learning support is provided to students who have been identified through our information, advice and guidance process.

### **3. Access to the policy**

All College staff must be familiar with this and all other policies which are published on the individual College websites.

The policy is subject to continuous review but will be formally reviewed before summer 2022.

The implementation of the policy will be monitored through the annual quality cycle of performance monitoring.

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