

ENGLISH & MATHS STRATEGY

Vision

To create a provision of excellence across the group that will inspire and challenge students to improve their English and maths skills and acquire a capacity for lifelong learning which will lead to Further / Higher Education, employment and a successful and satisfying life.

A whole group approach

All teaching and support staff have a key role in developing the English and maths skills of our students in all curriculum delivery. It is essential that all staff understand their role in promoting to students the benefit for education, employment and life. Students should also recognise and take responsibility for these essential skills in their programme of study. The curriculum delivery and support for students will encompass a curriculum which is innovative, flexible and responsive to enable students to progress in English and maths whether through discrete delivery or within their vocational programme. Teaching and support staff need to deliver an innovative, flexible, responsive curriculum which meets student and stakeholder needs.

Strategic Objectives

1. To support every student to succeed in English and maths, whatever their level, and that every student recognises their entitlement to develop their ability in these subjects in order to advance in to higher education, employment or apprenticeship.
2. To continue to improve the quality of Teaching, Learning and Assessment of the Group's English and maths provision, to achieve high levels of attendance, retention, achievement and success through innovative English and maths delivery.
3. To ensure that data and information are accurate and used to plan for improvement.
4. To maintain a wide range of appropriate resources to support the delivery of English and maths.
5. To work with employers, partners and the wider community to support the delivery of English and maths.
6. To support the development of the College staff to raise their level of English and maths, where appropriate.

English and Maths (E&M) Steering Group

The E&M Steering Group to provide the strategic drive to ensure that English and maths are central to all curriculum offerings and takes full responsibility for driving cultural change across the Group.

The Steering Group would:

- Ensure that students aged 16-19 are able to access high quality programmes which support the development of their skills in English and maths and the achievement of appropriate qualifications
- Monitor performance and direct improvement strategies
- Monitor the attendance gap between E&M and Vocational
- Monitor the achievement gap for different cohorts of students including HNS, CLA and BAME
- Ensure that funding, reporting, audit and quality assurance requirements are met
- Review staffing models and other resources to ensure they are fit for purpose
- Report to the Board of Governors on impact

Suggested cross-group members:

- Vice Principal for High Needs (Chair)
- Head of School – Foundation, Intermediate Learning & Employability
- Head of Adult Education School
- Group Head of High Needs
- Deputy Head of School – English & Maths, Multiply, Teacher Education
- Deputy Head of School – English & Maths
- Principals and VPs by invitation

To support student progress the Group will ensure that -

- Initial and diagnostic assessments are in place and are used to inform curriculum delivery and identify learning targets
- All full time 16-18 year olds and all 16-25 olds with an EHCP in mainstream will work towards achieving GCSE grade 4 or above in English and maths, if not already held
- All full time 16-25 olds in Foundation Learning will work towards achieving GCSE grade 4 or above in English and maths, if not already held or complete qualification(s) which act as a stepping stone towards a grade 4 or above
- Adult students will have the opportunity to study English and/or maths at an appropriate level depending on their prior attainment within STCG
- Assessment of English and maths will be undertaken using the format approved by the appropriate awarding body
- All lessons will develop English and/or maths skills as appropriate for the subject/course and progression opportunities

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- All students' work will be marked for subject specific content and will provide feedback on English and/or maths skills and advise on 'what' and how' to improve

**** Students with Level 2 achievement in Functional Skills English or a grade 4 GCSE in English Literature are exempt from English. Students with Level 2 achievement in Functional Skills maths are exempt from maths.**

Initial and Diagnostic Assessment

- **Initial Assessment:** New applicants to the college without evidence of a qualification in English and/or maths will undertake an initial assessment at the recruitment stage – this will provide effective initial screening for literacy, numeracy and language needs at an appropriate point: i.e. initial enquiry point, interview or enrolment and will be used alongside other entry criteria to ascertain suitability of a programme of study for each learner.
- **Diagnostic Assessment:**
All students will undertake a diagnostic assessment within two weeks of the commencement of their programme; this will inform personalised learning plans and identify any additional support needs. The outcomes of the Diagnostic Assessment will be used to identify appropriate English and maths targets within review meetings with tutors and recorded on pro-monitor.

Timetabling

English and maths blocks must be timetabled before the rest of the elements of the programmes of study. E&M Managers in collaboration with Vocational Managers to assign groups to blocks to ensure even distribution of students.

English and maths blocks to be sandwiched where possible and no English and maths only days to be timetabled. No changes to E&M blocks are permitted without approval from the Heads English and maths in each college.

Analysis of ability – first 6 weeks of Term 1

- All students to complete a diagnostic assessment within the first two weeks of learning.
- Tracking document in every college is completed to identify the gaps in skills.
- Student questionnaire of their perceived weaknesses and previous learning experience is completed.
- Any needs for Exam Access Arrangement (EAA) must be identified and the submission of Normal Way of Working (NWoW) must start during this period.

Syllabus

- GCSE Maths EDEXCEL Foundation
- GCSE English AQA
- EDEXCEL FS Maths and English E1-L2

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November Resits

Exam entries must be based on students' skills, ability, and willingness:

- Returning students with borderline grade 3/4 in August 2025
- Students new to college group who achieve high grades in their DA during the first 2 weeks of Term 1, however, students and their parents/carer must be informed that no EAA support will be in place for exams in November 25, should they require it
- Students who do not yet have the knowledge and skills to achieve a grade 4 must not retake exams in November resit
- All students must understand that despite sitting the exams in November they must continue to attend English and/or maths sessions until the results are released (i.e. January 2026)
- Exams in November are not compulsory and only students willing to sit the exams must be entered

Exemptions

To exempt students, the Group must follow the 'English and/or maths exemption procedure for South Thames Colleges Group' document.

Tracking, Monitoring and Feedback

- Markbook structure on pro-monitor must include diagnostic assessment results by October half term and at least 2 mock exam results by the end of term 2. Constructive feedback to students must be provided within 3 weeks after each mock exam. Targets to be set and recorded on pro-monitor following DA, Mock 1 and Mock 2. Targets must be reviewed before a new target is set
- Establishing an effective and regular tracking of achievement and high grades is crucial for monitoring progress, identifying achievement gaps for example: HNS, CLA, etc., identifying learning gaps, enabling accurate forecasting and providing timely intervention

Review and Evaluation

- MOT will be held termly. Curriculum will be accountable for providing targeted interventions where expectations are not being met

Emphasising the importance of E&M and change of culture:

- All students should recognise the importance of literacy and numeracy skills in their future aspirations and goals in life. Therefore, all staff need to advocate these skills at every possible opportunity through verbal and visual communication and by highlighting the real-world use of English in real-world applications, career pathways, and student-driven projects
- All staff must have high expectations and aspirations for all students to be successful in English and maths and support their progress
- High expectations means that students will be expected to learn and achieve at pace. They will be expected to improve their existing grade within an academic year. They will be stretched and challenged for greater progression
- Scheme of work will take into consideration what learners already know and what they yet need to master. For GCSE, the learning programme will focus primarily on grade 3 to 4 conversion
- English and maths skills to be embedded into vocational courses and vocational teachers to be

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supported by the English and maths team

- Teaching will be personalised based on individual learning needs
- Learning will be undertaken in differentiated groups depending on the skill set of each student.
- All GCSE students will complete at least two formal mock exams in the academic year to identify individualised skills gap and to measure progress
- Quality of feedback given to students to be closely monitored by the E&M Tls to ensure a greater impact
- Plan and implement targeted revision sessions during Easter break and in the Hub/workshop leading up to the final exams

Independent Learning and Homework

- Students must be encouraged to become independent learners inside and outside the classroom; to practise skills and then reflect on progress in every lesson, to enable them to set themselves challenging targets and take ownership of their own learning
- In English and maths lessons, students are encouraged to identify areas they need to develop and then discuss and agree these with their teacher. Learners are then set work or given structured homework for areas they need to develop
- Strategies such as peer support groups, mentorship, or mindfulness practices to be used to maintain motivation and reduce stress for students
- Students to have access to Homework club/Hub in LRC to receive E&M support

Closer collaboration with curriculum teams

- The differentiated E&M resources to be kept in centrally and be accessed by all. This will develop a culture to allow sharing of resources with other English, maths and vocational teachers across the group. A designated English and maths page on STCG Online to be created for all students and staff to have access

Roles and Responsibilities

Clarified roles and responsibilities for the leadership and management of English and maths provision – with all outcomes reported to ALT, GLT, SLT and Governors.

Teaching, Learning and Assessment & Development of Subject - to be led by Head/Deputy Heads of English and maths

- Joint working with the Maths Advanced Practitioner, TLCs and Therapies team to produce a bank of English and maths teaching strategies such as:
 - Forward and backward chaining
 - Narrative scaffolds for generating ideas and structuring language
 - Word maps for exam language
 - Learning breaks
 - Use of visual structures to cue understanding
- Training for teaching and support staff to develop best teaching practice for DLD and SCLN students; including understanding the diagnosis, language challenges related to English and maths, reasonable adjustments and strategies to support learning
- Ensuring 'in year' tracking system (markbook on pro-monitor) is in place so that Schools can track their students' progress in English and maths
- English and maths workbooks for all
- Weekly homework to be set for consolidation skills
- Mock exams dates to be planned on SoWs and papers must be set before the start of the academic

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- year – results recorded on pro-monitor
- DLOs, LWs and follow up and peer observations focusing on 'teaching of maths content and teaching of English content'
- Letters to parents regarding English and maths - including expectations, how to support their child for success and key dates
- Revision sessions planned (and included in letters to parents) and promotion around whole college learning environment
- Working with HoS/CMs/TLs to ensure continuity of high quality staffing, relevant college based CPD including mandatory awarding body training/processes
- Managing college Lead IV processes for FS English and maths and standardisation for GCSE English and maths
- CPD for Support Staff to help them better support English and maths development

Monitoring of student progress including attendance within teams/schools - to be led by DHOS/CMs/TLs inSchools

DHOS/CMs

- Monitoring of bursary payments to include English and maths performance (Vocational Leads)
- Regular learning walks to monitor attendance, punctuality and quality of provision etc
- Ensure the effective use of Group's 'English and Maths Attendance Strategies' to close the attendance gap between Vocational and E&M

TLs

- Use dashboard and attendance reports on ebs to track and monitor weekly attendance gap for vocational course and English/maths
- Visible promotion of key dates in advance and around college/learning areas
- Share key themes from English/maths schemes of work in teams for cross curricular reinforcement and practice where possible
- Regular learning walks to monitor attendance, punctuality etc and to ensure **all** have folders/records of learning and glossaries

Academic Tutors

- Monitor attendance and achievement for learners in English and maths classes as part of their overall study programme
- Challenge poor attendance and achievement for learners in English and maths classes
- Refer continued poor attendance and achievement for students in English and maths to CMs/TLs
- Include comments about English and maths achievement/progress for learners in reports to Parents/Guardian and Progress Reviews

English and maths IQAs

- Distribute to teachers all Entry Level English and maths exam papers
- Collect and IQA all Entry Level English and exams
- Collect and IQA all Speaking and Listening records
- Record all Entry Level English and maths achievements on Pro-monitor

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