

NOTTINGHAM COLLEGE



Central College
Nottingham



English and Maths Policy

September 2017

For Review in September 2018

Purpose and Objectives

The purpose of setting an English and Maths Policy is to ensure that:

- Nottingham College becomes an outstanding provider of English and Maths (E&M) by delivering a whole organisation approach establishing these skills as an integral part of the Programme of Study (PoS) and Apprenticeship Framework.
- The College implements and reviews a centrally monitored set of procedures and quality systems that consistently support high quality E&M teaching, learning and assessment leading to good student outcomes.
- All 16-18 and adult students and apprentices have access to high quality resources and good teaching, learning and assessment as a means of maximising their achievement and future potential.

Aims and Expectations

Student Entitlement

- Faculties have a responsibility to ensure all full time and substantive part time students have the opportunity to develop and gain appropriate qualifications in E&M up to Level 2 and in line with Government policy.
- E&M is a required and integral part of the PoS and Apprenticeship framework and will be promoted within all course literature and offered as a key component.
- As a general rule, students that have not yet achieved a GCSE at grade 3 (D) in E&/orM will initially study a Functional Skill in the subject and progress onto the GCSE qualification(s).
- All students that have a GCSE at grade 3 (D) in E&/orM will study towards a GCSE in that subject in order to develop skills and meet the condition of funding.
- Alternative English and Maths pathways may be chosen for students on an individual basis and in consultation with the Head of Faculty, Head of Programme of Study and Vice Principal Curriculum.

Initial and Diagnostic Assessment

- The diagnostic tool is the ForSkills Skillsbuilder Assessment: <http://www.forskills.co.uk> which, for initial assessment, is used across college, without exception, for all full time students, apprentices and those on substantive part time provision.
- The Head of Programme of Study (PoS) and the Director of Customer Experience will be responsible for ensuring that appropriate resources are available and that assessments are completed to the timescales set.
- Staff training and delivery of Initial and Diagnostic Assessments will be supported by the English and Maths Administration team.

- All new students will complete an Initial assessment to identify their starting points with the E&M team followed by an appropriate diagnostic to identify their skills gaps.
- The results will be used in conjunction with the students existing qualifications to determine the qualification route of the student and the most appropriate target level of E&/orM where below level 2.
- Progress Tutors, Assessors and English and Maths Tutors have a responsibility to ensure that initial and diagnostic assessments have been completed, and that the information is used to plan appropriate strategies to develop skills before the Passport to Study (P2S) is awarded.

On Programme

- The delivery of E&M will be differentiated and flexible to meet the requirements of the PoS and students. It is essential that these skills are embedded and contextualised for the vocational areas of study and employment to enable students to understand the relevance to their future.
- The guided learning hours for each of either English or Maths Functional Skill will be 102 hours, made up of:
 - 51 hours (1.5hrs x 34wks) of discreet E&M delivery with specialist E&M Tutors
 - 51 hours embedded into vocational delivery with a focus on E&M to be determined and taught by Faculty Areas. The E&M team will work closely with Faculty Area teams to develop tasks and resources that map to Functional Skills criteria. Areas for development will include SPAG, Comprehension, Problem Solving and Speaking and Listening.
 - 30 hours of online skills builders will be completed by the student
- The guided learning hours for each of either English or Maths GCSE will be 102 hours (3hrs x 34wks)
- Appropriate opportunities will be made to study core maths
- Apprenticeship delivery remains flexible to meet the needs of the overall delivery model
- All teaching staff are responsible for highlighting opportunities for E&M to be developed on Schemes of Work and planning documentation and delivering such opportunities as part of the vocational teaching. E&M Tutors should make relevant industry and employment links to enable students to link their learning to the skills required in the workplace.
- Any cause for concerns will be completed by the E&M Tutors and communicated to Progress Tutors. Progress Tutors will be responsible for reviewing and action planning all cause for concerns as part of the PoS during tutorials and in accordance to the Student Disciplinary Process
- Faculty Area Teams/Apprenticeship Teams are responsible for the completion of student reports and Course Reviews. The E&M tutors will provide updates on student progress and data to inform the process and support completion.

Progression

- Progress in E&M will be tracked via the eILP (for classroom based provision) or eTrack (for apprenticeship provision).
- It is the responsibility of the Progress Tutor/Assessor to review each student action plan on a regular basis, and to ensure that the required E&M support is in place to facilitate progression.
- Student progress in E&M will be included in reports produced by the faculty teams.

Assessment

- The awarding body for all classroom based students studying a Functional Skill qualification is Edexcel. The awarding body for all apprentices is City & Guilds. Where a Faculty/delivery area would like to use an alternative awarding body (due to industry recognition, etc) this must be approved by the Head of PoS, Director of Quality and the Exams Team. There are no proxies for Functional Skills.
- English and Maths assessments for Functional Skills can be online or paper based. The College will aim to offer all exams online, but recognise that paper based exams may be appropriate for some groups, or where a student and/or their tutor requests, for example, due to a specific learning need.
- All controlled assessments for Functional Skills (such as Entry level assessments and Speaking and Listening), will be subject to internal verification and external moderation as per guidance.
- The awarding body used by the College for GCSE E&M is AQA.

Internal Verification for Functional Skills

- The central E&M Team will have responsibility to ensure that appropriate internal verification takes place. The E&M Centre Coordinators and Faculty Area Managers (FAMs) for English and Maths will take a lead in coordinating this and ensuring samples are completed in a timely manner.
- Standard samples will be 25% from each Tutor, for each component. Where there are new staff delivering or tutors are identified as 'high risk', for example where there have been ongoing issues with sampling, a sample of 100% will be taken in the first instance or until the FAM for English or Maths agrees a reduced sample. Subsequent samples will be 25% for each tutor per component.
- E&M Centre Coordinators will provide the E&M Team with sampling and IV dates, and procedures must be strictly adhered to.
- Copies of IV samples will be submitted to the E&M Centre Coordinators for tracking and monitoring. All paperwork for assessments that require internal verification must be submitted in a timely manner to ensure that achievement is recorded within the appropriate academic year and that funding is not withheld.
- Standardisation meetings will be scheduled by the FAMs for English and Maths, and lead by the E&M Centre Coordinators. They will be held at regular intervals over the academic year to ensure College-wide standards are maintained.

Staff Qualifications & Staff Development

- The college requires all new staff to hold level 2 in English and Maths.
- The following minimum level of qualifications is to be held by all staff teaching and supporting E&M:
 - E&M tutors teaching Entry or Level 1 - GCSE A*-C (grade 5 or above) or equivalent in the teaching subject
 - E&M tutors teaching Level 2 – An A level or specialist qualification at level 3 in the teaching subject.
 - English and Maths Centre Coordinators should hold the Level 5 Specialist Qualification in English or Maths.

- At the start of each new academic year, the English and Maths Centre Coordinators will give a short presentation to all Faculty and Student Support Teams to provide an overview of English and Maths delivery plans and expectations.
- A programme of bespoke training will be available to staff during the academic year.
- The College will actively seek to set an example to its students by ensuring that all staff, academic and support, achieve a Level 2 qualification in English and Maths if they do not already hold them. Line managers should actively encourage this as part of the appraisal process. This is in line with the Government's aims for everyone to achieve this necessary level of English and Maths.

Timetabling Considerations

- E&M timetables will be managed centrally by the E&M FAMs working with the Exams Team. Timetables will be negotiated with Vocational FAMs prior to vocational timetables being set. E&M classes will be established by Centre (rather than by Faculty Area) to maximise efficiency in delivery. Once agreed, Vocational FAMs will set vocational timetables around E&M classes.
- Timetabling and accountability for the E&M Team is the responsibility of the FAMs for English and Maths.
- The Head of POS will ensure that adequate rooms are timetabled for E&M and that sufficient resources are provided at each Centre, with specific, fully resourced rooms with storage facilities, wherever possible.

Responsibilities

- The Senior Leadership Team (SLT) has a responsibility to acknowledge the importance of English and Maths and to enforce its implementation and promotion.
- The Director of Customer Experience has the responsibility to ensure appropriate support is available for those students identified with specific learning needs and the strategic deployment of E&M support
- The Head of Programme of Study has the responsibility to:
 - Lead on and operationalise the E&M Strategy for Nottingham College
 - Ensure the quality of E&M provision is at a high standard and to provide appropriate opportunities for students to achieve E&M to at least Level 2
 - Support HoFs to ensure that each PoS meets the Condition of Funding (COF)
 - Recruit and select suitably qualified staff to deliver English and maths
 - Ensure all staff assigned responsibility for delivering cross college Functional Skills/ GCSE are set clear retention, attendance and achievement targets
 - Chair monthly progress action and review (PAR) meetings with each Faculty Area and ensure the cross college team provide regular student progress updates

- Develop and lead the Programme of Study Working Group with a focus on English and Maths
 - Conduct quality assurance audits for English and maths which will be supported by the Quality Improvement Team
 - Ensure that there are robust internal verification systems in place for each centre and that quality assurance is compliant with the exam board and College requirements
 - Facilitate and support the centralised timetabling of English and Maths
- FAMS for English and Maths have the responsibility to:
 - Line manage the E&M delivery teams and oversee the quality of delivery, ensuring there is effective tracking and monitoring of student progress and drive improvements in student outcomes.
 - Lead the IA and diagnostic process and ensure all new students have completed the assessments by the agreed time frame and the information has been shared with appropriate faculty teams
 - Be accountable for student outcomes in English and Maths and ensure teaching, learning and assessment is excellent
 - Ensure staff hours are fully utilised and site delivery teams are deployed to meet curriculum service needs
 - Ensure there is an effective sickness cover strategy in place and implemented when needed
 - Provide appropriate CPD to drive quality and standards within the English and Maths teams
 - Ensure every student is registered and enrolled on the appropriate qualification to meet with COF
 - Will conduct regular progress meetings between the E&M team and Faculty Area teams and ensure appropriate follow up actions are completed
- Heads of Faculty (HoF) have the responsibility to:
 - Ensure that E&M is an integral part of the Curriculum Plan and is positively promoted within Faculty Areas, addressing attendance, punctuality, behaviour and retention issues as they arise.
 - Promote the PoS to all stakeholders, ensuring that students understand the importance of completing all the components.
 - Ensure Faculty CPD plans make specific reference to E&M by supporting all staff to attain a minimum Level 2 in E&M.
 - Be accountable for the overall GCSE and Functional Skills E&M achievement rates for their Faculty.
 - Monitor and ensure good rates of attendance in E&M lessons and exams, at least equal to those in vocational areas and to meet the College KPI
- Faculty Area Managers (FAMs) have the responsibility to:
 - Ensure appropriate activities are planned and delivered in the 51 vocational E&M hours and are focused to support the development and attainment of E&M qualifications.
 - Liaise with FAMS for E&M to support the strategy when classes need covering as result of E&M staff sickness/absence.

- To actively develop and positively promote E&M within the PoS and ensure there is effective communication between teams.
- Inform E&M tutors of anything impacting on timetables, such as planned trips or work experience at the start of the academic year and update throughout if changes occur

Address attendance and behaviour issues in collaboration with the English and maths FAMs

- Progress Tutors have the responsibility to:
 - Ensure all students have completed an initial and diagnostic assessment by the first review week.
 - Ensure that the data from initial assessment is used to inform the planning of Teaching, Learning and Assessment (TLA), and added to student/group profiles and eILPs.
 - Track and monitor E&M targets on the eILP within tutorial sessions, and take appropriate actions to ensure students remain focused and committed to the skills being developed.
 - Ensure that group/individual profiles are completed and reviewed throughout the academic year and that all parties including vocational teams, support tutors and English and Maths teams contribute to the process.

- English and Maths tutors have the responsibility to:
 - Acquire information regarding previous attainment
 - Register students onto the appropriate E&/orM qualification and level
 - Support all students to complete initial and diagnostic assessments
 - Add to individual/group profiles to ensure appropriate learning strategies are applied
 - Deliver high quality TLA supporting students to achieve the best possible outcomes
 - Plan for effective deployment and appropriate strategies of in class support
 - Track progress throughout the E&M programme including the online skills builders
 - Enter students for exams and submit results to the Exams Department as soon as possible.

- All teaching staff have a responsibility to develop the English and Maths skills of students to drive improvements in student outcomes and enable the best progression opportunities.

- English and maths Centre Coordinators
 - Provide operational support and implementation of the sick cover strategy
 - Produce central sampling plans and lead on IQA for the centre and ensure it is completed in a timely manner and to college and awarding organisation standards
 - Provide support to faculty areas to develop appropriate activities to develop English and maths in the vocational setting

Monitoring and Assurance Mechanisms

- The Senior Leadership Team will set KPI's in relation to E&M attendance, retention and achievement and monitor through Performance Reviews (PR) with the Head of PoS and each Faculty Management Team
- The quality team will complete monitoring audits, providing feedback to HoF on compliance and identification of risk and best practice
- Data reports detailing E&M attendance, retention, and achievement will be monitored by all staff with a responsibility for E&M as above
- E&M tracking to demonstrate suitable ongoing progress and attainment will be monitored through the eLLP or eTrack
- Progress Action & Review meetings
- HoF/Faculty/Team meetings

Initial & Diagnostic Process for 2017-2018 for POS

