



Policy on

Maths and English Skills Development for Students

Approved on

6/12/21

Approved by

SLT

This Policy will be subject to review in **5 years** of the approval date or earlier if required under Section 4/4 of the Academic Policy Review and Development Framework

New College Durham is committed to safeguarding and promoting the welfare of children and young people, as well as vulnerable adults, and expects all staff and volunteers to share this commitment.

This Policy applies to all activity undertaken by the College in pursuing its purpose as an educational institution whilst serving its students, community and wider stakeholder interests.

If you require this document in an alternative format and/or language, please contact the relevant Administrative Coordinator.

We review our policies regularly to update them and to ensure that they are accessible and fair to all. All policies are subject to equality impact assessments which are carried out to determine whether the policy has, or is likely to have, a different impact on those with protected characteristics.

We are always keen to hear from anyone who wants to contribute to these impact assessments and we welcome suggestions for improving the accessibility of fairness of this and all College policies.

To make suggestions or to see further information please contact:

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Equality Impact Assessment

A statement confirming that the policy has been subjected to a rigorous assessment for any potential impact on the full range of stakeholders with those impacts being assessed and considered and, where appropriate, suitable adjustments to the policy have been included prior to the adoption of the policy.

Footnote

In an effort to keep costs to a minimum a conscious decision has been made not to print out this document and it would be appreciated that you refer to the copy and relevant Appendices available on the Intranet.

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1. Rationale

This policy has been reviewed to reflect the New College Durham values of 'ASPIRE' Accountability; Safeguarding; Partnerships; Inclusion; Respect and Excellence. Current regulations require all 16-19 full-time students or students with an Education, Health and Care Plan (EHCP) which extends the condition of funding to age 24, who have yet to achieve a GCSE Grade 4 to continue to study towards that goal, at a level appropriate for them. Dependent on prior attainment and learning need students will either follow a GCSE pathway or undertake Function Skills as a bridging qualification, enabling students to build their skills at a starting point relevant to them. Parallel to the Conditions of Funding, this policy is derived from the College's commitment to developing and improving the maths and English skills of all students to better facilitate progression opportunities in both learning and employability. This policy describes the key factors essential to meet the needs of the students requiring continued study in maths and/or English in line with the College's commitment to skill development and current government instruction on Conditions of Funding.

2. Aim

The aim of this policy is to promote and enhance the development of maths and English skills across the College, to ensure that all students develop the requisite knowledge, skills and behaviours in these two integral subjects allowing them to progress in both learning and employment.

In order to fulfil the stated aim of the policy the College has established the following objectives which are to:

- a. Adopt a whole College approach to ensure that the requirement for all full time 16-19 students or students with an Education, Health and Care Plan (EHCP) following the study programme who have yet to achieve a Grade 4 or higher in GCSE (or equivalent) to work towards the required standard is met.
- b. Guarantee that the standard requirements for the successful completion of apprenticeships are met in terms of maths and English
- c. Provide continued challenge and skills development within the main learning aim for full time 16-19 students or students with an Education, Health and Care Plan (EHCP) with a prior attainment of a Grade 4 or higher in maths and/or English
- d. Continue the commitment to supporting adults to improve and develop their skills in maths and English, facilitating success in relevant and appropriate qualifications
- e. Support the development of maths and English across the wider curriculum, ensuring the improvement of both skills are valued by employers and staff

3. Student Entitlements

Under the terms of this policy all students are entitled to:

- a. The opportunity to achieve and progress in maths and/or English at a level appropriate to their needs or as required by their main programme of study
- b. Undertake timely initial assessment to both help determine level and inform teaching, learning and assessment
- c. Study maths and/or English skills qualifications relevant to their standard when following the work-based learning pathway
- d. A high standard of teaching, learning and assessment to support and improve skills development
- e. Have personalised targets set and regularly reviewed through specific maths and/or English Individual Learning Plans
- f. Have their maths and/or English skills development and progress tracked and monitored to assess exam readiness and provide targeted interventions if required
- g. Have their exam fees paid for by the College, including opportunities for resits if needed (contingent on engagement, attendance and progress)

4. Student Responsibilities

This policy requires students to fully acknowledge and actively engage in fulfilling their responsibilities by:

- a. Attend all maths and/or English timetabled lessons as required, maintaining a high standard of punctuality
- b. Make a positive commitment and contribution within the classroom to their own development and learning, engaging with all classroom activity
- c. Engage with activities set outside of the classroom, including timely completion of homework, revision, preparation for examination and completion of any personalised targets
- d. Respond proactively and act on advice, feedback and assessment from teaching staff on their progress and required improvements
- e. Co-operate with teaching staff and fellow students, in line with the College's behavioural policy
- f. Comply with the assessment regulations for their relevant awarding body
- g. Attend all scheduled examinations

5. Maths and English Teaching Staff Responsibilities

The policy requires teaching staff to ensure that:

- a. The qualification being studied is the correct one (GCSE or FS) as governed by Conditions of Funding, however cases may be made for minimal exceptions each year
- b. The level of maths and/or English being taught is appropriate to each student, as indicated by initial assessment, prior attainment and class work
- c. All students have prompt starts to their maths and English lessons
- d. High quality teaching, learning and assessment is consistently delivered to all students in an engaging and sustained manner, including homework and online learning where appropriate
- e. Formative assessment and feedback is frequent, detailed and purposeful, ensuring that all students know and understand their starting point and progress
- f. The summative assessment schedule is followed and procedures for moderation and standardisation are completed with a timely, constructive and personalised approach
- g. Maths and English staff use assessment and tracking to accurately identify learners for whom exemption from the subject is an appropriate course of action (be this on the grounds of EHCP or personalised learning need)
- h. Maths and English staff to use assessment to identify learning support arrangements including establishing normal way of working, access arrangements and working with LSAs where required
- i. Maths and English staff make timely, robust and accurate predictions for student achievement
- j. High standards are continually maintained, and skills are updated where needed with regular professional development to include subject specific development, marking, assessment, knowledge, pedagogy and shared best practice
- k. Maths and English staff teams to lead the development of maths and English development and support teaching teams in curriculum
- l. Maths and English staff to report non-attendance to wider curriculum, parents and employers

6. Wider Curriculum Teaching Staff Responsibilities

The policy requires teaching and support staff to ensure that:

- a. Ensure that the qualification being studied is the correct one (GCSE or FS) as governed by Conditions of Funding
- b. Maths and English skills are addressed and promoted in all aspects of a student's study programme
- c. Progress in maths and/or English is regularly discussed and reviewed with all students

- d. Positive attendance in maths and/or English is promoted, closely monitored and swiftly addressed if a deterioration is observed
- e. A whole College approach to maths and English is implemented, ensuring that all staff frequently engage with assessment of SPAG and numerical understanding

7. College Management Responsibilities

Maths and English College Management should ensure that:

- a. All staff are competent to undertake their roles and responsibilities in the delivery of maths and English
- b. All staff are aware of their contribution to the teaching, learning and assessment of maths and English skills
- c. Leadership will safeguard that recruitment to maths and English is conducted effectively, ensuring that appropriately qualified and suitably experienced staff are appointed
- d. All newly appointed staff, including agency staff, have as part of their induction, training and support to adhere to the requirements of this policy
- e. All staff are supported in receiving training and development to enhance competence and develop effective skills and methods to improve the delivery of maths and English in order to promote and share best practice
- f. All maths and English teaching staff are conversant with the requirements of internal and external standardisation and moderation processes and can act to meet the requirements of these practices
- g. Leadership will ensure timetabling for maths and English is completed first and in an efficient, effective and detailed manner to facilitate and support main programme delivery
- h. Support staff in identifying and evaluating students suitable for exemption (whether on the grounds of an EHCP or personalised learning need), including attending the Exemption Panel with the Head of Student Support and Engagement (SSE)
- i. An effective, robust and timely initial assessment process is in place to allow early identification of starting point, prior knowledge and learning need to ensure effective target setting and appropriate pedagogical approaches can be implemented
- j. A thorough and objective data focused tracking system is in situ to allow accurate and timely recording of student progress to produce precise and reliable progress measures and predictions

All College Management should ensure that:

- a. All teaching staff are fully conversant with this policy and the expectations it places on them

- b. A whole College approach to maths and English is adopted, including active engagement with maths and English across curricula and the wider organisation
- c. Timetable main programme delivery around maths and English to maximise opportunities for attendance
- d. All teaching staff are accountable for positive attendance in maths and English
- e. All teaching staff actively engage with the promotion of maths and English, including tracking and monitoring of attendance, progress and performance
- f. All newly appointed staff, including agency staff, have as part of their induction, training and support to adhere to the requirements of this policy

8. Standards by which the Success of this Policy can be Evaluated

The following standards/measures will be considered when evaluating the success of this policy:

- a. Achievement and pass rates for both maths and English, alongside high-grade rate in GCSE and progress measures for both subjects that are above the national benchmark (above College KPI when national benchmarks are low)
- b. Student Voice, including student survey data, focus groups and student feedback from student walks should show high levels of satisfaction with the quality of maths and English teaching
- c. Positive self-assessment outcomes for both maths and English, seen across all curriculum areas for the standards achieved in maths and English
- d. Staff feedback on the quality of support they receive to enhance competence and develop best practice
- e. Evidence that maths and English promotion and development has had a positive impact beyond the maths and English qualifications

9. Responsibility for Implementing this Policy

Responsibility for the implementation of this policy resides at all levels of the College specifically:

The Assistant Principal for Student Journey supported by the Heads of Maths and English have overall responsibility for the implementation of this policy. Other key posts of responsibility include:

- a. All curriculum staff to actively promote a positive and encouraging ethos around the study of maths and English
- b. Head of School and Curriculum Managers are responsible for supporting maths and English staff to ensure students are assigned an appropriate lesson and actively engage in scheduled activities
- c. Student Programme Leads are responsible for identifying those students who require maths and/or English by cross referencing entry requirements with

prior attainment and liaise with the respective Heads of Department to ensure an appropriate class is sourced

- d. Maths and English staff to work closely with course teams to ensure that each student receives a positive, engaging experience of maths and/or English with the right level of support to allow them to achieve
- e. The Heads of Maths and English to work closely with the Head of Quality Enhancement and Training and Development Manager to identify and facilitate the development of maths and English staff