



TyneCoastCollege

Maths/English Skills Policy

This policy is available on-line at: www.tynecoast.ac.uk

- We will consider any request for this policy to be made available in an alternative format or language. Please note that the College may charge for this. Please contact: Principal – Tyne Met College
- We review our policies regularly to update them and to ensure that they are accessible and fair to all. We welcome suggestions for improving the accessibility or fairness of this policy.
- All our policies are subject to equality impact assessments*. We are always keen to hear from anyone who wishes to contribute to these impact assessments. Please contact: Principal – Tyne Met College

*Equality Impact Assessments are carried out to see whether the policy has, or is likely to have, a negative impact on grounds of: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

Approved by:	Version:	Issue Date:	Review Date:	Contact Person:
CMT	Version 4.1	November 2020	November 2023	Principal – Tyne Met College

Equal Opportunities: Impact Assessed

Review: 3 years

POLICY NUMBER 36

1. Policy Statement

The College is committed to developing and improving the skills of young people. This policy describes the key points of how the needs of students will be met in studying for Functional Skills or GCSE English and/or Maths. In particular:

- 1.1** Promote the importance of English and maths to all students by consistently contextualising and advocating the essential life and employment benefits of good English and maths knowledge, understanding and skills. This is to be completed during induction and by whole-college promotional activity.
- 1.2** All 16-18 full time students will undertake initial and diagnostic assessments as part of the induction process to identify their individual needs and ensure they are placed on a relevant and suitable qualification.
- 1.3** All 16-18 students must follow a programme of study for GCSE/Functional Skills at an appropriate level based on results of initial and diagnostic assessment – see English and maths pathways.
- 1.4** Work based learning students must study Functional Skills at the appropriate level as outlined in the framework.
- 1.5** Where applicable, adult students will undertake initial & diagnostic assessments as part of their induction process to identify their individual needs.

2. Scope

The policy applies to all funded 16-18 year old students enrolled on a full time course and adult students studying English and maths as part of the programme.

3. Legislation

The College affirms its commitment to all current legislation, in particular:

- Data Protection Act 1998
- Special Educational Needs and Disability Act 2001 (SENDA)
- Equality Act 2010

4. Responsibilities

Consistently successful teaching and learning of GCSE or Functional Skills is a two way process which also places responsibilities on the students.

Students success is most likely to be achieved when students:

- 4.1 Attend all GCSE or Functional Skills lessons as required and ensure punctuality.
- 4.2 Understand that maths/English are a key element of their learning programme.
- 4.3 Ensure a consistently excellent attitude and make best use of their time inside and outside the classroom, including timely completion of work, preparation for tests and working to achieve their Learning Plan.
- 4.4 Complete and submit all assessment and in-class work in a timely manner.
- 4.5 Comply with the assessment regulations for the Functional Skills/GCSE Qualification.
- 4.6 Be inquisitive and active participants; seek and suggest clarification where the vocational application of E&M isn't immediately clear.
- 4.7 Attend examinations as required and ensure all JCQ and college guidelines are adhered to.

5. Teaching Staff Responsibilities

Teaching staff should ensure that:

- 5.1 There are clearly articulated teaching and learning strategies and expectations communicated, agreed and understood by all those studying GCSE or Functional Skills.
- 5.2 Such teaching and learning strategies should address the methods to be used to support students as they seek to achieve GCSE or Functional Skills qualifications, including new standards/qualifications.
- 5.3 Each member of staff is clear about his/her contribution and accountabilities in teaching and assessment of GCSE or Functional Skills (including the wider team and whole-college embedding of English and maths where appropriate)
- 5.4 All teaching staff should keep up to date with all relevant current practice/standards regarding GCSE and/ or Functional Skills including completing all mandatory training and CPD.
- 5.5 Work to collaborate with all relevant stakeholders to ensure the best possible experience for students. This should include pastoral staff, vocational teams, cross-site E&M delivery partners, leaders and any external agencies (where appropriate).
- 5.6 Provide an engaging and safe environment for all students, regardless of

ability, starting points or prior achievement, liaising with all relevant stakeholders where appropriate.

- 5.7 Promote and incorporate cultural diversity (where appropriate and naturally occurring) to develop and provide additional cultural capital.

6. College Management's Responsibilities

College Management should ensure that:

- 6.1 Regular CPD and training opportunities are offered to each member of the team so that they may develop their own skills and act on the quality improvement plan to enhance the quality of provision.
- 6.2 All teaching staff are fully conversant with this policy and the demands it places on them.
- 6.3 Closely monitor developments related to maths/English/Functional Skills and ensure all staff are aware of policy changes and the significance of maths/English data on the college success.
- 6.4 All staff are competent to undertake their roles and responsibilities for the effective delivery of Functional Skills or GCSEs.

7. Actions to implement and Develop Policy

- 7.1 Operate within the college mission statement providing access and equal opportunities for all stakeholders.

The Head of School / Head of Learning will:

- 7.2 Provide support with curriculum development to facilitate the delivery of GCSE and Functional Skills across the college.
- 7.3 Provide a programme of staff development events to meet the needs of staff. To encourage staff to undertake Continuing Professional Development to ensure they are fully up-to-date with current developments which will be of benefit to students and the organisation.
- 7.4 Ensure that all full time 16-18 students undertake initial and diagnostic assessments to identify their individual needs as part of induction.
- 7.5 Ensure that all staff are fully up-to-date with current systems and procedures, including initial and diagnostic assessment.

- 7.6** Ensure staff utilise a range of Technology Enhanced Learning (TEL) strategies, techniques and resources, including TEL to maximise student success. This will include completed regular, relevant training.
- 7.7** Continue to work in partnership with external agencies to ensure the department is kept up-to-date with current initiatives.

8. Monitoring and Evaluation

- 8.1** Monthly Curriculum and Quality review will monitor and evaluate the progress of all FT students, identify any students at risk and implement appropriate support.
- 8.2** Success in maths/English GCSE or Functional Skills should be at or above benchmark and national rates.
- 8.3** Termly performance review will monitor and evaluate the progress of GCSE/Functional Skills within each school.
- 8.4** Student feedback shows high levels of satisfaction.
- 8.5** Self-Assessment reports across school set targets for maths/English which are met.

9. Related Policies

Race Equality Policy,
Equality and Diversity Policy,
Attendance Policy
Assessment policy FE
Teaching and learning policy
Student behaviour policy
Learning Support Policy