

Title	FE Maths and English Policy		
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The policy or procedure will be reviewed by the date shown on the front cover sheet, or sooner if a change in legislation, best practice, or other circumstances indicate that this is necessary. If, for whatever reason, the policy or procedure is not reviewed by the date shown, the policy or procedure shall stay in force until formally reviewed.

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Introduction

Cleveland College of Art and Design (CCAD) is committed to improving the maths and English skills of all our students; these are the vital skills of reading, writing and spoken maths and English skills. These skills are central to all aspects of life and are highly valued by employers. This is particularly true in the Creative Industries, for centuries artists and designers have been using the principles of maths and English

in the production, promotion and selling of their creative work. We aim to ensure that all students have the best possible opportunity to achieve their highest aspirations for life and work, in the Creative Industry or other employment sectors. All students at CCAD have an entitlement to maths and English skills to enable them to succeed.

This policy describes the key points of how the needs of students will be met in studying for maths and English.

- The requirement for full time 16-19 year old students on a Programme of Study to include maths and English in their learning;
- That the development of maths and English skills, especially linked to the vocational provision in the College, is valued by employers;

Aim

The overall aim of this policy is to promote and enhance the development of maths and English skills across the College, raising levels of achievement and encouraging the drive towards improving literacy, numeracy and other skills.

Principles on which the policy is based

There are a number of principles which should be applied to maths and English delivery at CCAD. They are:

- All full-time students, 16-19, should pursue a maths and/or English qualification in GCSE or Functional Skills as a minimum if they have not already achieved GCSE at or above grade C;
- For full-time students the GCSE maths and/or English qualification or functional skills qualification studied should be determined by the individual student's ability. The College will ensure students are working towards GCSE A* - C;
- The provision of maths and English skills should wherever possible be explicitly reinforced within the student's main qualification;
- The provision of maths and English skills should be planned and structured to ensure the learner has the maximum opportunity to achieve.

Student Entitlement

- All students on full-time programmes will take an appropriate initial assessment at enrolment and a comprehensive diagnostic assessment during the induction period.

- For those students whose initial assessment result falls below level 1 but they have achieved A*-C in English and/or maths, support will be offered to develop their maths and English in the curriculum context.
- Students who do not achieve a satisfactory result in the assessment will be referred to a suitable functional skills level. On completion they will be offered a Pre-GCSE programme. They will then be considered for GCSE English and/or maths in year 2 of their programme.
- Students on foundation programmes would be encouraged to take alternative maths and English qualifications to GCSE (functional skills at entry level and level 1). These qualifications should meet the needs and abilities of the vast majority of students who might struggle to achieve immediately GCSE A*- C.
- All 19+ students will be encouraged and facilitated to access the most appropriate maths and English skills for their needs. Initial and diagnostic assessment will be available for all adult students.

Students Responsibilities

Successful teaching and learning of maths and English skills is a two way process which also places responsibilities on the students. Student success is most likely to be achieved when students:

- Make a positive commitment and contribution to own development and learning;
- Attend all maths and English skills lessons as required, in accordance with the attendance policy and their timetable in a punctual manner;
- Work hard and make best use of time inside and outside the classroom, including timely completion of work, preparation for tests and working to achieve personal learning plans;
- Pay careful attention to advice and feedback on progress and what needs to be improved;
- Make a positive contribution in class;
- Co-operate with the teaching staff and peers;
- Comply with the assessment regulations for the award;
- Use learning resources and equipment effectively and responsibly.

Staff Responsibilities

Staff should ensure that:

- For the delivery of maths and English skills there are clearly articulated teaching and learning strategies agreed and understood by all those involved;
- Teaching and learning strategies should address how students will be supported to achieve maths and English skills qualifications;
- Staff are clear about their contribution to the delivery and assessment of maths and English skills;
- The assessment of maths and English skills is an integral part of the learning process. Formative assessment should be a stimulating and positive experience for the learner;
- Feedback to students on assessed work is timely and constructive and checked for accuracy in spelling punctuation and grammar.
- All students have prompt starts to maths and English skills lessons;
- All teaching and assessing staff involved in maths and English skills must meet the requirements of internal and external moderation;
- All teaching and assessing staff should have knowledge of the current practice/standards regarding maths and English skills and access appropriate CPD.
- Teaching and assessing staff are responsible for rigorously pursuing all students to ensure the full completion of maths and English skills.

College Management Responsibilities

College management should ensure that:

- Staff are fully conversant with this policy and the demands it places on them;
- Staff are competent to undertake their roles and responsibilities for the delivery and assessment of maths and English skills;
- All newly appointed staff have, as part of their induction, training and development opportunities identified to meet the requirements of this policy;
- All teaching and assessing staff receive training and development which enhances competence and skills in delivering and supporting maths and English skills and promotes and shares best practice;

- Heads of School, through course leaders are responsible for the maths and English skills provision in their relevant curriculum areas, including quality assurance, attendance and success rates;
- There is a robust quality assurance system in place that all staff operate within and are familiar with the process.

For further details on roles and responsibilities see Appendix A.

Monitoring, review and evaluation

- Achievement/success rates for maths and English skills should meet College targets. These are identified in course performance management meetings which are frequently reviewed;
- Student feedback including questionnaire responses should show high levels of satisfaction with the quality of maths and English skills delivery and support arrangements;
- Staff feedback on the quality of support provided by the College to enhance Competence and skill in delivering and sharing best practice of maths and English skills;
- Positive self-assessment outcomes across curriculum areas for the standards achieved for maths and English skills provision;

Responsibility for implementing this policy

The Head of School for Design has management responsibility for the implementation of this policy.

The maths and English Co-ordinator, will co-ordinate the provision across the College;

maths and English skills specialists will provide support to teaching and assessing staff and ensure they are aware of the up-to-date resources available;

maths and English skills, curriculum staff from each curriculum area will also support teaching and assessing staff and disseminate information to teachers and assessors and track the information necessary for award completion.

Review of this Policy

The Head of School for Design will be responsible for the annual review of this policy.

Appendix A

Maths and English Roles and Responsibilities

Head of School of Design

1. Review and update maths and English policy with maths and English Co-ordinator and Principalship
2. Ensure all programmes implement appropriate requirement for functional skills (standardisation across each curriculum area)

3. Develop plans to integrate maths and English as a whole organisational approach
4. Develop CPD plan to ensure that all staff are competent and confident to teach, reinforce or support maths and English
5. Oversee the Quality Assurance process
6. Ensure maths and English is embedded in College self- assessment
7. Review and monitor cross College data on attendance, retention and achievement for maths and English

Maths and English Co-ordinator

1. Implement maths and English policy
2. Work with the SEND / Additional Support Co-ordinator to complete initial assessment and enter results onto ILPs (Promonitor)
3. Manage the effectiveness of maths and English staff
4. Support maths, English and Vocational Staff to effectively use initial and diagnostic assessment
5. Develop links with stakeholders, including employers, parents, students and teachers to develop appropriate programmes in maths and English
6. Support staff in curriculum areas to reinforce the development of maths and English skills
7. Ensure maths and English classes/staff are timetabled to enable efficient and effective use of resources to ensure student success
8. Monitor staff to ensure timely registration, entry to examinations and certification to meet students' needs
9. Monitor performance of curriculum maths and English staff and set targets at appraisal
10. Ensure that lesson observations and appraisals for maths and English staff are supported and aim to be excellent in their outcomes
11. Act as lead verifier
12. Assist with Self- Assessment activities and monitoring of targets

Vice Principal (Academic)

1. Work with Heads of School to ensure holistic approach for maths and English across College (and its localities) is in place and effective
2. Work with Heads of School to monitor attendance, retention and achievement for maths and English in curriculum areas to ensure action is taken to improve performance
3. Monitor Heads of School to ensure that all students are appropriately enrolled, registered, entered for certificates and certificated
4. Contribute towards the self- assessment process and action planning for the areas

5. Develop links with stakeholders, including employers, parents, students and teachers to develop appropriate programmes in the maths and English curriculum
6. Ensure that lesson observations and appraisals for maths and English staff take place
7. Monitor performance of maths and English staff and direct/support CPD where needed

Course Leaders

1. Arrange additional support with ALS Manager where required
2. Monitor attendance, punctuality, retention of maths and English classes and follow up where necessary
3. Day to day management of maths and English in the main curriculum
4. Liaise with Heads of School to track data and progress of students on maths and English programmes
5. Contribute to the self-assessment and action planning for maths and English in their vocational area
6. Ensure effective communication takes place between maths and English staff and curriculum teams
7. Monitor performance at programme of study level

Staff delivering and assessing Functional Skills

1. Administer diagnostic assessment for groups of Students and insert results on ILPs (Pro-monitor)
2. Set and record realistic but challenging SMART targets in line with diagnostic assessment outcomes at review
3. Work with Vocational teams to plan opportunities to reinforce skills in maths and English
4. Draw up Schemes of Work in line with sequence of vocational programmes, if appropriate, or cross College thematic programmes
5. Deliver and assess maths, English, literacy, numeracy skills
6. Attend appropriate meetings to share good practice
7. Ensure that teaching is relevant, purposeful and real for students
8. Identify any additional learning support needs and notify Course Leader, ALS Co-ordinator and Head of School if appropriate
9. Notify the Course Leaders, or Head of Schools of poor attendance, punctuality or retention of students
10. Enter students for external assessments as appropriate

Vocational Teachers

1. Administer initial and diagnostic assessment for groups of students and enter results onto ILPs (Pro-monitor)

2. Set and record realistic but challenging SMART targets in line with initial assessment outcomes at review
3. Actively promote the importance of the skills of maths, English, literacy and numeracy with students
4. Work with maths and English staff to plan opportunities to reinforce skills in maths and English
5. Reinforce relevant maths and English in own lessons and include in schemes of work and lesson plans
6. Share good practice with maths and English staff at regular meetings
7. Ask for support with own, maths and English skills if required/needed