

P O L I C Y

TITLE:	English, Mathematics and Learning Support Policy
AIM:	To provide English and Mathematics skills and qualifications, with support where required, to young people and adults.
RELATED POLICIES & PROCEDURES:	Assessment Policy Disciplinary Policy Tutorial Policy Disability Statement Equality and Diversity Policy Admissions Policy Study Programmes Policy
APPROVED BY:	Directorate/SMT Academic Board
DATE OF APPROVAL:	12 July 2017
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EQUALITY IMPACT ASSESSMENT		
Phase 1 Initial Screening completed	Date:	
Phase 2 Full impact assessment completed/ not required	<input type="checkbox"/> Not required	(please tick if appropriate)
	Completed on (if applicable):	

English, Mathematics and Learning Support Policy

1. The Mission

1.1 East Riding College will be a leader in the economic and social development of the region, working in partnership to provide access to the highest quality education and skills training to meet the needs of individuals, employers and the communities it serves.

Note; The teaching of English and maths qualifications is a condition of funding for learners undertaking study programmes who do not hold either a grade 9 to 4 or A*-C in these subjects and are studying for 150 hours or more in the academic year.

2. Statement of Intent

2.1. East Riding College recognises that English and Mathematics are paramount to the success of individuals in their training, employment and personal life. With the successful introduction of Study Programmes in September 2013, English and Mathematics remain a pre-requisite with priority given to the achievement of GCSE qualifications 9-4 (equivalent to A*-C), see appendix C. The College is fully committed to developing the English and Mathematics skills of all its learners and will strive to ensure that all learners have achieved a 9-4 (A*-C) in GCSE English and Mathematics by the age of 19, in line with the requirements of Study Programmes. The College will also ensure that the literacy and numeracy skills of its adult learners are improved, both for college and work-based learners, in order that they are able to meet their full potential. This policy is dedicated to enabling our learners to achieve these goals.

Full time learners (those on a study programme of at least 540 planned hours if age 16 to 17 or at least 450 hours if age 18) starting their study programme who have a grade 3 or D GCSE or equivalent qualification in maths and/or English will be enrolled on a GCSE, rather than an approved stepping stone qualification.

A learner who has grade 3 or D in both maths and in English will be enrolled on GCSE in both subjects in each academic year and they are required to continue to study each subject until they achieve at least a grade 4 in each subject.

For those learners without a grade 3 who need additional time to achieve these qualifications, a stepping stone or functional skills qualification will be offered to provide the requisite preparation in order to take the resit in the following year. For those learners whose English and Mathematics skills need significant development, English and Mathematics skills classes will be provided to address their skills needs.

2.2. Learners on part-time courses of more than 150 hours are required to undertake an initial assessment on entry and must attend a maths and/or English course, if needs are identified. All tutors on main programmes are expected to identify, integrate and embed English and Mathematics skills within their courses. Representatives from the English and Mathematics team work closely with the curriculum areas in order to identify these opportunities. All learners also have the opportunity to access Additional Learning Support with English and Mathematics through the 'Success Centres'. In-class support will be available for the learners who have support needs identified.

2.3. For those learners wishing to achieve higher qualifications in English and Mathematics, there is the opportunity for learners with expected prior attainment at level 3 and above to take A Level qualifications or a core maths qualification at level 3 which will support access to their preferred HE programme and institution.

- 2.4. For the learners who are entered in the Technical Baccalaureate measure, they will study core maths at level 3 mathematics as part of the study programme and also the Extended Project Qualification (EPQ)
- 2.5. For learners aged 19-24 who engage in a Traineeship, they will be required to study English and Mathematics where they have not achieved GCSE 9-4 (A*-C) in English and or Mathematics. As part of the 6 week initial assessment period tutors will have identified strengths and areas for improvement in English and Mathematics and the most appropriate qualification.
- 2.6. Initial and diagnostic assessment is a robust process and learners are expected to be enrolled on a level above the initial assessment results. The results of initial assessment are retained electronically. There may be a minority of learners who are unable to take either functional skills or GCSE qualifications due to multiple and complex needs. Where these learners have an Education, Health and Care Plan, along with supporting evidence which confirms that it is not appropriate for them to study formal English and maths qualifications, these learners will be exempt. They will be expected to improve English and maths as part of the study programme.

3. Qualifications

- 3.1. Achievement of the level 2 GCSE qualification 9-4 (A*-C) in both English and Mathematics will be seen as a priority for all learners without this qualification, although other qualifications may be used as a stepping stone to support the progress of learners towards this. These skills and qualifications are:
- Functional Skills in English and Mathematics
 - Awards in English and Mathematics Skills (C&G) & non-accredited programmes – LDD learners/exempt learners
- 3.2. The skills provided by these qualifications are transferable because they can be applied between disciplines and careers. This is important in a world where adaptability to changing employment patterns and regular updating of skills is necessary. Those who have weak transferable skills will be at a disadvantage in society where employment, education and leisure all require increasingly sophisticated transferable skills.
- 3.3. The following table details the qualifications which the College expects all of the full-time 16-18 learners to have achieved by the time they leave.

<u>English</u>	<u>Mathematics</u>
GCSE English Grade 9-1	GCSE Mathematics Grade 9-1
Functional Skills English level 1 or 2	Functional Skills Mathematics level 1 or 2
Stepping Stones (C&G)	Stepping Stones (C&G)

The method by which learners can achieve these qualifications is shown at Appendix A.

4. Entitlement for 16 –18 year olds

- 4.1. All full-time learners who attend East Riding College from September 2017 and possess a 9-4 or A*-C in GCSE English and Mathematics will be exempt from the respective GCSE(s). They can take part in additional qualifications, including Functional Skills, Core maths or A Levels, as determined by their initial assessment and shown on their e-ILP. Where possible, English and Mathematics skills will be further developed in an applied context as part of their main programme to extend current knowledge. There is an opportunity for learners to improve their C grade and to support progression to first choice University.

- 4.2. All 16 & 17 year olds on 540 hours or more and 18 year olds on 450 hours who have a grade 3 (D) in GCSE English or Mathematics will re-sit the appropriate GCSE. For learners with a grade 3 (D) in both subjects on a 2 year programme, both GCSEs must be started within the first year. This is to ensure that learners receive the appropriate level of support to maximise their chances of success. Development and progress towards the achievement of the subject to be taken as a GCSE in the given academic year must be demonstrated in order to develop further learners' skills and to meet funding and study programme requirements. Only in exceptional circumstances will an alternative qualification be suggested. Learners on a 1 year programme will be required to re-take both subjects.
- 4.3. Those learners who have a grade 2-1 (E-G) in GCSE English and/or Mathematics will be allocated to English and maths courses which will include a Functional Skill. In the following year they will be expected to retake GCSE. These sessions will be known as English and Mathematics Skills Development.
- 4.4. Learners who have either a 3 (D) in English and Mathematics, or a 3 (D) in one and a grade 2-1 (E-G) in the other, will (as a minimum) resit in a subject in which they have a 3 (D) and also improve their skills in the other subject by completing one of the other qualifications set out above.
- 4.5. For learners with a Grade 2 E) in English studying on the skills development course, there will be an opportunity to re-take the English GCSE in year one dependent on teacher assessments in term 1.
- 4.6. All learners with ungraded GCSEs will take the English or Mathematics skills development sessions which will include both Functional Skills. They will also develop English and Mathematics skills as part of their main programme.
- 4.7. Learners who currently hold no GCSE Mathematics or English qualifications will be expected to attend English or Mathematics skills development sessions, which will include both Functional Skills, as well as to develop English and Mathematics skills as part of their main programme. However, exceptionally, if they demonstrate they are capable of meeting the standards set out in the relevant initial assessment, they may move directly into a GCSE group.
- 4.8. Learners who hold level 2 functional skills qualifications but do not have GCSEs 9-4 (A*-C) in English and/or Mathematics will be required to work towards the relevant GCSE subjects.
- 4.9. Learners on Apprenticeships will undertake Functional Skills or GCSE as required by the demands of the framework or standard (see appendix B). All Intermediate (level 2) apprentices will be required to study level 2 Functional Skills at the College, and sit the Functional Skills test, before they complete their Apprenticeship even though this may be a higher level than that required by the framework or standard.
- 4.10. It is expected that all learners will have an initial assessment period of 6 weeks where internal assessment will confirm the most appropriate course towards GCSE 9-4 and in line with the condition of funding.
- 4.11. In very exceptional circumstances for learners who have achieved Functional Skills but are not yet ready to move up one level, they may continue on the same level with the emphasis on improving the areas identified by the diagnostic assessment and/or improving their score within the Functional Skills test. The recommendation will be made by the tutor and will be based on tutor assessment, and the outcome for these learners will be progression to the next level in the following year. This must be recorded on the e-ILP. The Head of Curriculum Area for English, Mathematics and Learning Support will make the final decision.

- 4.12. For 16-18 year olds, the only learners who will be exempt from undertaking formal maths and English qualifications will be those learners with an Education, Health and Care Plan, who, following a thorough diagnostic assessment by the College, cannot benefit from studying an approved maths or English qualification. The College assessment evidence will clearly document this. The maths and English skills of these learners will be developed through non-qualification activity, included embedded exercises and discrete sessions, as detailed on learners' individual learning plans
- 4.13. All full time learners over the age of 19 without level 2 qualifications will be expected to take GCSE English/Mathematics or English and Mathematics skills development courses for which they will be funded depending on eligibility. Consideration of prior qualifications and initial assessment will be required to determine the appropriate level.
- 4.14. Adults of all ages will be eligible for full funding for GCSE English and Mathematics, if they have not previously achieved grade A*-C, or 9-4 for classroom based provision.
- 4.15. For 16-18 year olds who are studying fewer than 150 hours, the condition of funding does not apply but they will still be supported to improve their English and Mathematics skills.
- 4.16. For 16 & 17 year olds with GCSE grade 3 (D) studying between 150 and 539 hours either GCSE or a stepping stone qualification is required.

5. Assessment procedures

- 5.1. Pre-entry assessment of all learners on courses of more than 450 hours will be screened using nationally accepted **initial assessment** tool for their levels of skill in English and Mathematics. This is to ensure the College is aware of individual need and can personalise support. Learners are asked to disclose additional needs so these can be supported more effectively.
- 5.2. Assessment will primarily be computer-based although this will be supported by some paper based assessment of writing skills.
- 5.3. Within a week, **results of the initial assessment are fed back confidentially** to learners; further diagnostic assessment will be taken in order to ascertain skills gaps to be addressed leading to e-Individual Learning Plans which are reviewed at six-weekly intervals.
- 5.4. A five week assessment process will determine an appropriate level and course/s required for completion. This will be determined on an individual basis and will be compliant with the study programme framework.
- 5.5. **Part-time learners** are offered the option of initial assessment. Some part-time courses, as identified by course tutors, offer initial assessment as part of their entry requirements. For example, all learners on ESOL (English for Speakers of Other Languages) courses are initially assessed via an ESOL assessment. Learners enrolling on Adult English and Mathematic skills development will also complete an initial assessment.
- 5.6. For learners with an employer who are commencing an Apprenticeship, their qualifications on entry and results of Initial Assessment will determine the most appropriate level of course.
- 5.7. Where English is not a first language, an ESOL assessment will precede any further initial or diagnostic assessment.

6. Delivery of English and Mathematics Skills

- 6.1. English and Mathematics skills are delivered by specialist English and Mathematics tutors, using a variety of delivery methods. These include specialist **workshops** delivered in dedicated sessions or throughout the duration of the course, and **integrated on-course delivery**.

Learners may be offered a mixture of delivery methods. Vocational tutors will also be involved in supporting the delivery of English and Mathematics skills within the vocational units through co-operative working with the specialist tutors and English and Mathematics Skills Champions.

6.2. The English and Mathematic skills delivered to individual learners will be selected on the basis of:

- **Individual assessed need and prior achievement**, in negotiation with learners and in line with College policy.
- **Government guidelines** which indicate that all learners should reach level 2 in English and Mathematics
- **Vocational requirements** as identified by the Sector Skills Councils, or by course tutors.

6.3. English and Mathematics skills delivery is reviewed twice-yearly in a report to Directorate, which informs continuous quality improvement.

6.4. English and Mathematics skills delivery in each Curriculum Area will be monitored by an English or Mathematics Curriculum Leader.

6.5. Each Curriculum Area will have an English and Mathematics Skills Champion.

6.6. The Head of Curriculum Area for English, Mathematics and Learning Support will monitor the overall performance of English and Mathematics delivery and qualifications supported by the curriculum leaders.

7. Learning Support

7.1 All full-time learners will be allocated learning support to address their significant, identified learning and personal needs. These needs might include: literacy, numeracy and language difficulties; barriers to learning such as dyslexia; sensory impairments; mental health difficulties; behavioural difficulties; personal care needs; access needs and needs for specialised equipment. The support may be in-class support, out of class-support or support in the Success Centre. Learning support needs are identified in the first instance during the admissions stage based upon transition information provided by pre 16 providers including special schools. Education, Health and Care Plans are considered when making judgements relating to the nature of the support required.

8. Learning Support Procedures

8.1. Additional Learning Support can be accessed at any time during the College year by any of the following methods:

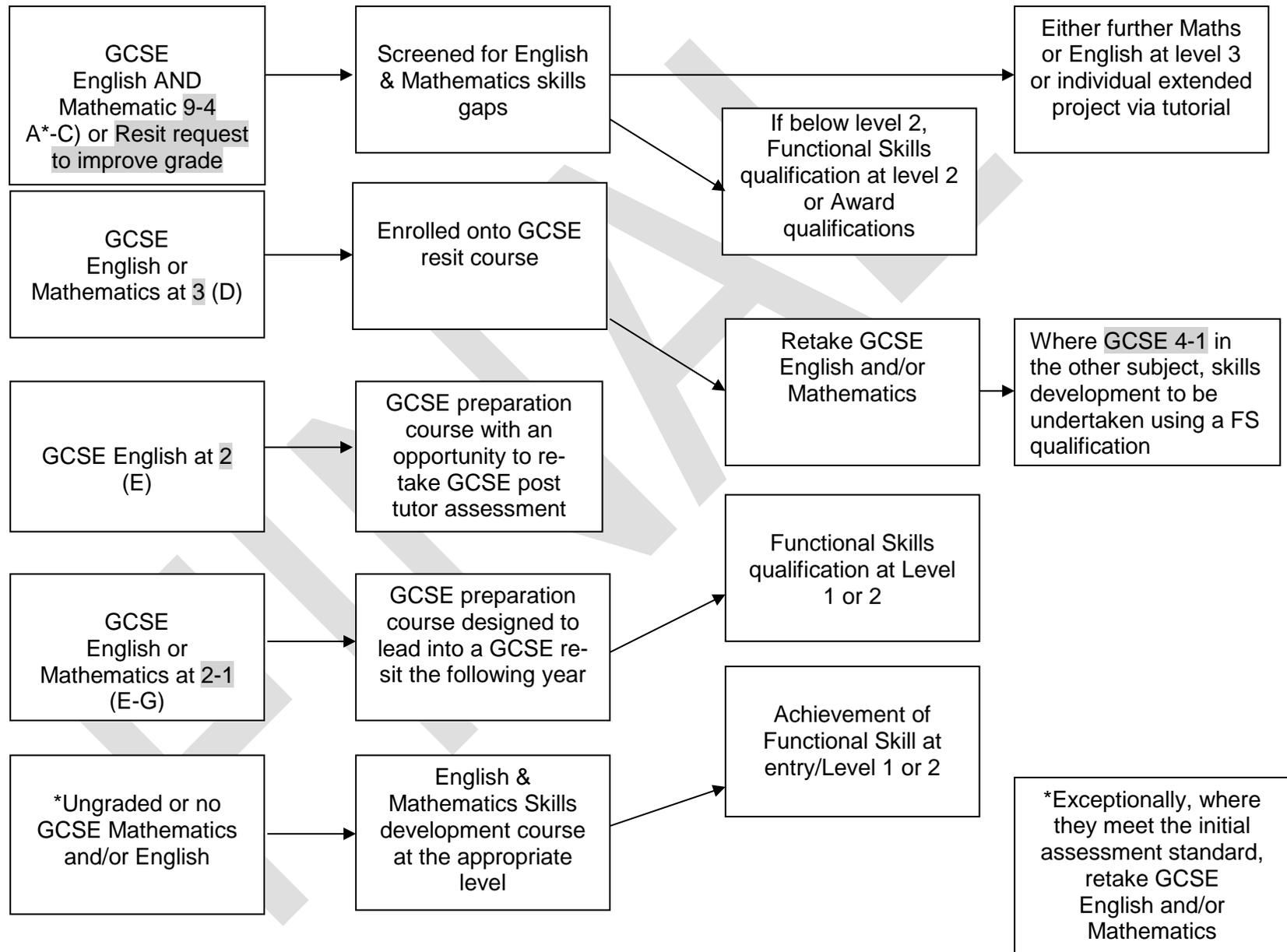
- **Self-referral** at any stage from pre-entry onwards. Opportunities for disclosure of need are given at interview, enrolment, induction and tutorial stages, but learners can self-refer whenever they wish, to any member of College staff. The recommended methods of self-referral are through course tutors, members of the Learning Support Team or Learner Services. It is vital that we are informed as soon as possible of any need for exam concessions.
- **Referral at Initial Assessment** by the Learning Support Team. Learners at risk of not achieving their main course aim will be identified by the support team, and the learners will be individually approached by the course tutor, before being interviewed by a member of the support team.

- **Referral by the course tutor** or any member of the course team at any time during the course.
- 8.2. Learners with identified additional needs are entitled to:
- an **interview** with a member of the support team; further **diagnostic testing** if appropriate; an **Individual Learning Plan**, and a half termly **review** of progress.
- 8.3. All members of the course team, and any support staff on a need-to-know basis, will be informed of learners' additional needs by the course tutor unless confidentiality is requested. These needs will be met in **programme delivery, accreditation concessions**, and **access** to the College sites, resources and facilities, wherever reasonable adjustments can be made.
- 8.4. Additional Learning Support is delivered in a variety of ways, which include **on-course support** and **specialist workshops**. Methods of delivery will be discussed with learners at the initial interview stage.
- 8.5. Learners will be made aware of the range of assistive technology and specialised resources available to them by the course tutor, Learning Resource Centre staff and the Additional Learning Support Team.
- 8.6. Resources include:
- ILT equipment and software, dictaphones, and other specialist resources as required to ensure access and inclusion.
- 8.7. Learners are entitled to access to support from qualified and experienced staff. We have dedicated **specialist staff** for dyslexia and sensory impairment. If the College does not currently employ specialist staff for a particular barrier to learning, we will make every effort to recruit such staff or arrange access to specialist agencies.
- 8.8. Learners are entitled to have their **progress** monitored through **tutorials**, twice-yearly **reports** and half termly **reviews**.
- 8.9. The effectiveness of learning support is monitored by regular questionnaires to learners and tutors, and by twice-yearly **Additional Learning Support Reports** to Directorate. These methods inform continuous improvement of quality.

9. Quality Assurance

- 9.1. The curriculum is managed by the Head of Curriculum Area for English, Mathematics and Learning Support. English, Mathematics and Learning Support will be included in the Internal Inspection process. Annual course assessments and the Self-Assessment report require completion by the course teams and managers.

APPENDIX A – Entitlement

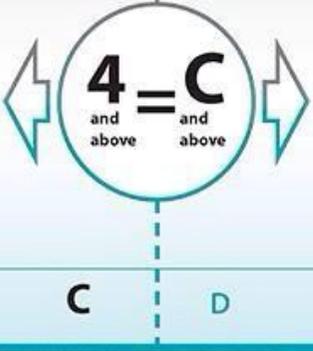


APPENDIX B – GCSE Offer for Apprentices

Framework/Standard Level	Prior attainment of learners	Maths and English requirements/offer	Comments/risks
Advanced frameworks/L3 standards	GCSE 9-4 (A*-C)	n/a	n/a
Advanced frameworks/ L3 standards	GCSE 3 (D) without FSK level 2	Either FSK or GCSE	Depending on framework/standard start date, learners choosing GCSE may not start on the GCSE until many months later. There is a risk that learners could complete other parts of the framework <i>before</i> completing the GCSE, which could lead to framework/standard retention issues.
Advanced frameworks/L3 standards	GCSE 2 (E) or below without FSK level 2	FSK level 2	n/a
Advanced frameworks/ L3 standards	FSK level 2, and GCSE 4 (D)	GCSE	GCSE would not be funded as part of the framework as learner is exempt. Learner would need to be funded via a study programme (if aged 16-18) or via Adult Education Budget (if aged 19+)
Intermediate frameworks/standards	GCSE 9-4 (A*-C)	n/a	n/a
Intermediate frameworks/L2 standards	GCSE 3 (D)	Either FSK or GCSE	Depending on framework/standard start date, learners choosing GCSE may not start on the GCSE until many months later. There is a risk that learners could complete other parts of the framework <i>before</i> completing the GCSE, which could lead to framework/standard retention issues.
Intermediate frameworks/ L2 standards	GCSE 2 (E) or below	FSK	For those with Grade 1 (F/G), once level 1 is complete they must study at level 2 FSK and take the end test. For those with Grade 2 (E), they are exempt from level 1 and must study and take the end test at level 2 FSK.

Grading the New GCSEs in 2017



NEW GCSE GRADING STRUCTURE											
9	8	7	6	5	4	3	2	1	U		
											
<ul style="list-style-type: none"> ■ Broadly the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above. ■ Broadly the same proportion of students will achieve a grade 7 and above as achieve an A and above. ■ The bottom of grade 1 will be aligned with the bottom of grade G. 											
A*			A		B	C	D	E	F	G	U
CURRENT GCSE GRADING STRUCTURE											

September 2014

Ofqual/14/5517