



English and Maths Policy

Purpose and Objectives

English and maths are strategic priorities. The purpose of this policy is to ensure that all providers commissioned by Skills South Tyneside are aware of their responsibilities for English and maths. We want all providers to:

- equip learners with the English and maths skills they need to progress and find employment
- develop and deliver vocational courses with English and maths embedded effectively to meet the needs of learners and employers
- raise awareness and demand for English and maths learning.

We will therefore continue to prioritise English and maths across all areas of funding. Within Adult Education budget we will maintain full funding for GCSE, Functional Skills qualifications and approved stepping stone qualifications to enable adults to progress up to Level 2 and achieve a GCSE in these subjects if they have not already

Context

Strong literacy and numeracy are closely associated with higher rates of earnings, employment and productivity, as well as civic participation, engagement in children's education and positive health and well-being. English and maths qualifications are essential for success in other, higher areas of learning and are often required by employers in recruitment.

Deprivation and multi-generational unemployed exists in South Tyneside and it is our challenge to address this so that all residents can improve their quality of life and contribute to the workforce.

Low levels of maths and English are a major barrier to employment for many people. The most recent Skills for Life Survey indicated that in the North East, only 52% of the population had English skills at or above Level 2, with maths skills being significantly worse, with only 18% of the population with numeracy skills at or above Level 2.

Government reforms

Government is reforming Functional Skills Qualifications (FSQs) in English and mathematics. The reformed qualifications will be available for first teaching from September 2019.

Changes in funding mean that all learners aged 16-19, without grades A*-C GCSE in maths and English continue studying these subjects through the approved qualifications of GCSE, Functional Skills and recognised stepping stone qualifications. The new GCSEs have a 9 to 1 grading scale to replace A* to G, with 9 being the highest grade.



For those who have already attained grade A*-C, there is an expectation that their maths and English skills continue to be developed within the context of their course and to support employability. The opportunity for adult learners to develop maths and English skills up to GCSE should be actively promoted with skills development and signposting being integral to all programmes.

Capacity building

Skills South Tyneside is committed to developing a highly qualified Post-16 sector in South Tyneside. We support the professional autonomy and ownership of continuous professional development by providers. Skills South Tyneside will continue to provide advice, guidance and core CPD and facilitate the sharing of good practice across the provider network.

Delivery models

As practitioners, you are best placed to develop appropriate delivery models. However, we wish to encourage providers to be innovative and creative. For example, through blended learning approaches (a combination of e-learning and face-to-face), through independent and distance study, or through face-to-face sessions in different group sizes and settings. You might consider pre-course or 'upfront' development of English (literacy or ESOL) and maths (numeracy) skills prior to a vocational programme.

Qualifications

Tutors delivering accredited qualifications, such as GCSE, Functional Skills and recognised stepping stone qualifications, should hold an appropriate Level 2 or higher specialist qualification or equivalent to teach maths, English, ESOL or SEND.

All tutors and learning support staff are required to submit information on teaching qualifications, subject specialisms and English and maths qualifications to ensure that teaching staff have the necessary skills to embed, support and develop English and maths effectively

For non-regulated English and maths programmes our expectation is that tutors hold a minimum Level 4 teaching qualification (the Level 4 Certificate in Education and Training or equivalent).

Effective Practice Guidelines (EPGs)

Getting assessment right is critical at all stages of the learning journey. These guidelines for assessment and tracking in maths and English were co-created with the sector. They set out clear expectations of effective practice in assessment for learning, providing a framework for organisations as well as individual teachers and trainers. All providers and tutors should be familiar with the EPGs and implement within their organisations. **The Minimum Core**



The Minimum Core is a subject specification. It details the elements of English, mathematics (and ICT) that every further education teacher should know, understand and be able to use. Teachers who do not have these skills and knowledge themselves will have difficulty supporting the development needs of their learners in these important subject areas. All tutors are expected to have the minimum core skills necessary to support learners.

To do this, tutors should maintain qualifications and current experience to a minimum of Level 2 to be able support the minimum core requirements.

Responsibilities in Supporting Maths and English Skills Development within Vocational Courses

For all courses that are not specific English and maths programmes, tutors are required to:

- identify the maths and English skills that learners will need to use and apply in relation to the subject area and level of the course.
- discuss with learners at induction the importance of improving their maths and English as appropriate in the context of their learning goals.
- use appropriate initial assessment methods to identify group and individual learning needs to enable each learner to meet their subject specific learning aims.
- embed contextualised maths and English tasks through lesson planning and effective use of resources (including ILT) to develop learners' skills in the context of the subject area.
- identify individual maths and English learning aims within learner profiles
- monitor and review progress in the identified maths and English skills through comprehensive use of learner profiles and ILPs to show learners' starting points and achievements.
- consider the development of learners' maths and English skills when marking work and providing feedback.
- provide appropriate IAG on available maths and English courses to support progression and further learning.

Quality assurance

Provider QA arrangements should reflect the need to evidence the extent to which they are carrying out their responsibilities for English and maths.

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