

• Maths and English Strategy and Delivery Process

Name of Policy	Date Effective	Review Date	Signature
Maths and English Strategy and process	31 May 2020	31 May 2021	

Maths and English Strategy and Delivery Process

The purpose of this strategy is to ensure that effective Teaching and Learning for maths and English is applied across all apprenticeship provision and adult learning provision delivered by FW Solutions. FW Solutions are committed to improving English and maths skills of all learners, irrespective of programme of study.

In order to develop career prospects, and aligned to employer expectations, our aim is for learners to achieve maths and English qualifications at Level 2 irrespective of the level required by the apprenticeship framework or standard they are undertaking. There will be occasions where initial and diagnostic assessments do not support this route in the first instance and learners will be supported to achieve Level 1 qualifications with a view to progressing onto Level 2 at a later date. Our offer will be Functional Skills in maths and English.

We will provide flexible on-site (one to one or group) delivery to accommodate differing work patterns thereby avoiding the need for learners to travel to attend sessions. Functional Skills delivery may also be conducted remotely using video conferencing software.

We will make learners aware that GCSE qualifications may be studied as an alternative to Functional Skills and will signpost learners to alternative provision if this is their preference (see links on the FW Solutions website).

Irrespective of the qualifications learners already hold we will help all learners to improve their writing, spelling and use of grammar through marking and correcting work and providing one to one support. We will provide the same level of support with regards to mathematical calculations and techniques.

All learners will have access to appropriately trained and qualified staff who demonstrate high levels of competence in written and spoken English. All staff delivering Functional Skills training must hold maths and English qualifications to at least level 2.

We will identify any members of staff who's English and/or maths skills require development and provide appropriate support until they are operating at the correct level.

We will ensure that any new staff recruited are qualified to at least Level 2 in English and maths and can demonstrate the appropriate skill level.

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We will ensure that good quality learning resources demonstrating exemplary spelling and grammar are used across all of our provision.

Delivery Process

FW Solutions will provide all learners with the following opportunities to assist them in achieving maths and English qualifications: -

Apprenticeships

- In line with the entry requirements for apprenticeships, all learners will undertake robust and effective (BKSB) initial assessment and diagnostic testing for English and maths.
- Where exemptions are applicable on production of certificates and/or LRS evidence, the learner will have spelling and grammar embedded in the programme of learning. Maths will be embedded also at a functional level. Those learners' who have achieved the entry requirement at level one will be working towards level 2 in maths and English.
- Learners will undertake initial assessment tests before the start date of their apprenticeship. This will take place at FW Solutions Head Office, at home or at their place of work. This is online and is flexible to the needs of the apprentice.
- Further diagnostic testing will be facilitated by the Teaching and Learning Coordinator at the beginning of the learner's Apprenticeship
- Results of initial assessment and diagnostic testing will formulate an individual learning plan (which will be uploaded to VQ Manager) which will focus on key areas to upskill. Apprentices and Teaching and Learning Coordinators will review plans against the learner journey on BKSB on a regular basis.
- Learners will normally work towards an English or maths qualification at any one time and teaching and learning will commence within the first 6 weeks of the learning programme.
- When Teaching and Learning begins in maths or English, Teaching and Learning Coordinators will record this on the T&L record and upload to VQ Manager, triggering a new aim to receive ESFA funding. If learners already hold relevant maths or English qualifications this should be recorded on the same ILP and LRS evidence or copy certificates produced. Evidence will be uploaded onto YETI to support the start date of funding for each qualification.
- Teaching and Learning Coordinators will plan for their apprentices to complete maths and English qualifications within 9 months of commencing

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their programmes. Ongoing review of progress will be undertaken to identify the apprentices' ability to achieve.

The following indicates preferred achievement timescales (or earlier). Where this does not meet apprentices' individual needs, the Functional Skills Co-ordinator will be made aware of the reasons and VQ Manager annotated accordingly.

Number of Qualifications to be achieved	To be completed by month:
1	6
2	9

Apprentices will have the opportunity to attend maths and English tutorials delivered by a dedicated maths and English specialist. Teaching and Learning Coordinators can arrange this for their apprentices by contacting the specialist for support. Learners must not be put forward for extra specialist support unless the initial assessment and diagnostics have been completed and the results entered into the ILP as this enables the tutor to provide individualised learning for each attendee.

We will also assess learners' ICT and Digital skills by way of discussion and/or BKSB Initial and Diagnostic assessments. The outcome will be recorded on the summary of initial assessment. Learners requiring support can access one to one support in the same way as English and maths.

- Where learners are unable to attend maths and English extra support their Teaching and Learning Coordinator will facilitate regular teaching and learning based on the results of their initial and diagnostic assessments.
- All planned / completed training will be recorded on the ILP and VQ Manager.
- Learners will be required to complete and pass two practice Pearson or NCFE/CACHE test papers before attempting the live test
- Feedback on progress will be provided and recorded on the ILP, progress reviews and VQ Manager. This can come from the Teaching and Learning Coordinator or the maths and English specialist
- On completion of the maths and English learning resources on BKSB and two past practice papers, apprentices should undertake their live tests within 6 weeks.

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- Apprentices undertake their maths and English tests under examination conditions in a suitable environment in the workplace in line with JCQ requirements and updated OFQUAL invigilation rules following Functional Skills reform in September 2019 *“Due to OFQUAL requirements, anyone involved in the delivery of a subject, i.e. English or maths, will not be allowed to invigilate the assessments of that subject, even if they do not deliver to the learners involved. They can act as a second invigilator”*.
- Functional Skills exams will be invigilated in accordance with the NCFE **Regulations for the Conduct of Controlled Assessments - Functional Skills** and Pearson’s **Instructions for Conducting Examinations**.
- OFQUAL have confirmed that there are some exceptions to the invigilation rules, namely where:
 - restrictions within the centre on the grounds of security or safeguarding; or
 - where an assessment is conducted at the candidate’s workplace and an assessment centre is not available locally; or
 - the remote location of the candidate’s workplace/assessment location; or
 - as part of a reasonable adjustment request for a specific learner.

In these circumstances, a TLC that delivers Functional Skills English and maths will be the invigilator.

- Where an apprentice fails a test the Teaching and Learning Coordinator will hold a discussion to determine if there were any particular aspects which caused a problem and plan further training as appropriate. If the learner is unable to identify any specific issues, then further diagnostics and subsequent training /or practice tests should be completed before the learner is re-entered for the test.

Adult Learning Programmes

- In line with the entry requirements for adult learning programmes, all learners will undertake robust and effective (BKSB) initial assessment and diagnostic testing for English and maths.
- Learners will undertake initial assessment tests before the start date of their programme. This will take place at FW Solutions Head Office, at home or at their place of work. This is online and is flexible to the needs of the learner.
- Further diagnostic testing will be facilitated by the Teaching and Learning Coordinator at the beginning of the learner’s programme.

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- Results of initial assessment and diagnostic testing will formulate an individual learning plan (which will be uploaded to VQ Manager) which will focus on key areas to upskill. Learners and Teaching and Learning Coordinators will review plans against the learner journey on BKSB on a regular basis.
- We will also assess learners' ICT and Digital skills by way of discussion and/or BKSB Initial and Diagnostic assessments. The outcome will be recorded on the summary of initial assessment.
- The learner will have spelling and grammar embedded in the programme of learning. Maths will be embedded also at a functional level.

Monitoring

The Quality Manager will:

- Ensure that initial assessment and diagnostic testing takes place within the time frame specified above.
- Ensure that results of initial assessment and diagnostic testing places learners at the right level of learning.
- There is evidence on YETI and VQ Manager to support the draw-down of ESFA funding (where applicable).
- Effective administration of registration and testing arrangement are in place (where applicable).
- Monitor and track learner's progress in achieving maths and English qualifications (where applicable).
- Encourage TLCs to plan and embed maths and English into teaching, learning and assessment.
- Encourage TLCs to design, create and/or locate innovative and creative training materials including interactive resources, to promote effective learning.
- Support Teaching and Learning Coordinators in identifying their training needs and facilitate appropriate training so they can achieve Level 2 qualifications in maths and English and demonstrate skills at the appropriate level.
- Observe maths and English teaching and learning in accordance with the quality monitoring schedule.

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- Ensure that maths and English are embedded into Teaching and Learning lesson plans (irrespective of the subject being delivered).
- Ensure that learning resources are of the required standard and free from errors
- As part of the IQA process, check that learners' work has been presented to the required standards for English and maths and take appropriate action where this is not evident.