STRATEGY DOCUMENT

- **Maths and English Strategy and Delivery Process**

Name of Policy	Date Effective	Review Date	Signature
Maths and English Strategy and process	31 May 2021	31 May 2022	

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 will be conducted remotely using video conferencing software where possible.

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. In Addition to the Teaching and Learning Co-ordinators that support their learner's English and maths development alongside their core qualification, FW Solutions Ltd employ a Functional Skills specialist tutor, qualified to Level 5, to support those learners with significant literacy and numeracy needs.

STRATEGY DOCUMENT

- **Maths and English Strategy and Delivery Process**

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

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 initial assessment and diagnostic testing for English and maths using the Skills Forward online platform.

- Where exemptions are applicable on production of certificates and/or Government Learner Record Service 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 learner.

- Further diagnostic testing will be facilitated by the Teaching and Learning Coordinator at the beginning of the learner's Apprenticeship where appropriate.

- In addition, FW Solutions Ltd employ a Functional Skills Specialist to provide additional English and maths support to those learners who have been identified during their initial assessment.

- Results of initial assessment and diagnostic testing will formulate an individual skills plan on the Skills Builder area of the Skills Forward platform which will focus on key areas to upskill. Apprentices and Teaching and Learning Coordinators will review plans against the learner journey on Skills Forward on a regular basis.

- Teaching and Learning Coordinators plan for their apprentices to complete maths and English qualifications within 10 months of commencing their programmes. Ongoing review of progress will be undertaken to identify the apprentices' ability to achieve.

STRATEGY DOCUMENT

- **Maths and English Strategy and Delivery Process**

We also assess learners' Digital skills by way of discussion and/or Skills Forward 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.

- All planned / completed training will be recorded in Skills Builder on the Skills Forward platform and VQ Manager (e-portfolio).

- 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 Functional Skills Specialist.

- On completion of the maths and English learning resources on Skills Forward and two past practice papers, apprentices should undertake their live tests within 6 weeks.

- 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 Awarding Organisation's **Regulations for the Conduct of Controlled Assessments - Functional Skills** and **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
  - 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. FW Solutions currently holds exemptions from the above rule due to the 1:1 delivery model of our qualifications. This is reviewed regularly by the Awarding Organisations.

- 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 (Skills Forward) 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.

- 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 Skills Forward on a regular basis.

- We will also assess learners' Digital skills by way of discussion and/or Skills Forward 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.

STRATEGY DOCUMENT

- **Maths and English Strategy and Delivery Process**

- There is evidence on YETI and VQ Manager to support the draw-down of ESFA funding (where applicable).
- Effective administration of registration and testing arrangements 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.
- Observe maths and English teaching and learning in accordance with the quality monitoring schedule.
- Ensure that maths and English are embedded into Teaching and Learning lesson plans (irrespective of the core 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.