

# STRATEGY DOCUMENT

## • Maths and English Strategy and Delivery Process

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

### Purpose

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.

### Introduction

In order to develop career prospects, and align with employer expectations, our aim is for learners to achieve maths and English qualifications at Level 2 irrespective of the level required by the apprenticeship 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 progression then to Level 2. Our offer will be Functional Skills in maths and English.

We will provide flexible on-site (one to one or group) delivery at the apprentice or learner's workplace 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.

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.

## • Maths and English Strategy and Delivery Process

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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 the apprenticeship standards in our offer, all learners will undertake robust and effective initial assessment and diagnostic testing for English and maths using the NCFE/Skills Builder online platform to identify learning gaps.
- Exemptions to Functional Skills tests are applicable on production of certificates and/or Government Learner Record Service evidence. FW Solutions expects learners to produce work appropriate to the level of study. Therefore, the learners' identified learning gaps will be addressed by development of punctuation, spelling and grammar. Maths will be embedded also at a functional level to cater for the needs of a vocational environment. Where learners have achieved the entry requirement at level one, they will progress by working towards level 2 in maths and English.
- Learners will undertake initial assessment and diagnostic 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. Please refer to the Initial Assessment and RPL Policy and Procedure.
- Results of initial assessment and diagnostic testing will formulate an individual skills plan on the Skills Builder area of the NCFE platform which will focus on key areas to upskill. Apprentices and Teaching and Learning Coordinators (TLCs) will review plans and assess 'distance travelled' on a regular basis.
- Teaching and Learning Coordinators plan for their apprentices to complete maths and English qualifications within 9 months of commencing their programmes. Ongoing review of progress will be undertaken to identify the apprentices' ability to achieve in a timely manner.
- Apprentices will use the NCFE learning platform to address areas of development. Successful completion of summative assessments in the areas required for improvement will demonstrate progression and development in English and maths. Apprentices will also complete a mock exam before completing the final external exams.

## • Maths and English Strategy and Delivery Process

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- 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.

FW Solutions also assess learners' Digital skills by way of discussion and/or Skills Builder 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 NCFE platform and VQ Manager (e-portfolio).
- Learners will be required to complete and pass up to two practice Pearson or NCFE test papers before attempting the live test.
- Feedback on progress will be provided and recorded in the ISP, 8-week 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 Builder and two past practice papers, apprentices should undertake their live tests within 6 weeks.
- Where assessment cannot take place due to a major event, such as the recent COVID-19 pandemic, FW Solutions will arrange for remote invigilation by the Awarding Organisation so that the apprentice can take their test anytime, anywhere. We have adopted this type of invigilation for EPA and it has ensured that assessments are not delayed.

<https://ncfe.org.uk/sector-specialisms/english-and-maths/functional-skills/remote-invigilation/>

<https://qualifications.pearson.com/en/support/Services/remote-invigilation.html>

- Apprentices undertake their maths and English tests under examination conditions in a suitable environment in the workplace (or at home if using the AO remote invigilation software) 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 **Functional Skills - Regulations for the Conduct of Controlled**

## • Maths and English Strategy and Delivery Process

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### **Assessment, Regulation for Conduct of External Assessments and the JCQ Instructions for Conducting Examinations (ICE).**

- 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 may 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 apprentice is unable to identify any specific issues, then further diagnostics and subsequent training /or practice tests should be completed before the apprentice 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 Builder) initial assessment and diagnostic testing for English and maths using the NCFE site.
- Learners will undertake initial assessment and diagnostic 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.
- Results of initial assessment and diagnostic testing will formulate an individual skills plan (which will be uploaded to VQ Manager) which will focus on key areas to upskill. Learners and Teaching and Learning Coordinators will assign literacy and numeracy resources in Skills Builder that are appropriate to the learner's needs.
- We will also assess learners' Digital skills by way of discussion and/or Skills Builder Initial and Diagnostic assessments. The outcome will be recorded on the summary of initial assessment in the ILP.

# STRATEGY DOCUMENT

## • Maths and English Strategy and Delivery Process

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- The learner will have punctuation, 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, Skills Review 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).
- Support 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.

### Policy Review

Overall responsibility for this Maths & English Strategy and delivery Process within FW Solutions Ltd and the implementation thereof lies with Sandra J Hardy, Managing Director.

# STRATEGY DOCUMENT

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

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This policy will be reviewed annually by Sandra Hardy, Managing Director, Rebecca Warden, Business Development Director, Asim Shah, Functional Skills Lead and Janet Williams, Office Manager.

This Maths & English Strategy and Delivery Process is Version 2 and was adopted on 31/05/2021 following annual review.

This Learner Attendance, Absence & Withdrawal Policy is due to be reviewed on 31/05/2022.