



## **NCG English and Maths Policy**

<b>Date approved:</b>	19 September 2017
<b>Approved by:</b>	Group Executive Board
<b>Review date:</b>	Annual [September 2018)
<b>Executive Lead:</b>	Group Director of Quality and Standards
<b>Accessible to Students/Customers:</b>	Yes

### **1. Consultation**

Consultation undertaken with:-

<input type="checkbox"/> Newcastle College:	Yes
<input type="checkbox"/> Newcastle Sixth Form College:	Yes
<input type="checkbox"/> West Lancashire College:	Yes
<input type="checkbox"/> The Intraining Group:	Yes
<input type="checkbox"/> Rathbone Training:	Yes
<input type="checkbox"/> Kidderminster College	Yes
<input type="checkbox"/> Carlisle College	Yes
Lewisham Southwark College	Yes

### **2. Applicability of Policy to Organisation**

This policy applies to:-

<input type="checkbox"/> Newcastle College:	Yes
<input type="checkbox"/> Newcastle Sixth Form College:	Yes
<input type="checkbox"/> West Lancashire College:	Yes
<input type="checkbox"/> The Intraining Group:	Yes
<input type="checkbox"/> Rathbone Training:	Yes
<input type="checkbox"/> Kidderminster College	Yes
<input type="checkbox"/> Carlisle College	Yes
Lewisham Southwark College	Yes

### **3. Scope and Purpose of Policy**

#### **Scope**

This policy is applicable to all Divisions listed above. It is the responsibility of all Heads of Division to actively promote and adhere to the principles identified and ensure that the policy informs their divisional policies and procedures at a local level. Divisions are also responsible for ensuring that sub-contractors are fully conversant with the content of this policy and adhere to its principles, where applicable.

For the purposes of this document the term 'teacher' includes any member of staff involved in the delivery of teaching, learning and assessment and the term 'learner' includes all students, clients etc who access our programmes.

#### **Purpose**

The NCG English and maths Policy outlines the organisation's commitment to recognising and promoting the importance of English and maths to enhance progression and future employment opportunities of both learners and staff.

The policy identifies guiding principles and aims for the group as a whole, which are in turn contextualised at a divisional level, ensuring that local objectives and enhancement plans are met.

### **4. Linked policies and procedures**

Each Division will identify and reference the following documents. These will be reviewed and updated in line with standard quality procedures.

Divisional Evaluation of Teaching Learning and Assessment Policy and Procedure  
NCG Capability Policy and Procedure  
Self-Assessment Procedures  
Learner Engagement Policy IT  
Acceptable Use Policy

### **5. Policy Statement**

NCG is committed to promoting the importance and supporting the continuing development of the English and maths skills of both staff and learners across the organisation.

The policy identifies key principles, derived from best practice, which support consistency across the organisation and informs divisional English and maths policies and procedures. This approach recognises and celebrates the diversity of provision within the organisation and allows strategies to be contextualised at a divisional level ensuring that local objectives and enhancement plans are met.

## **6. The 10 key principles**

The following principles underpin the policy

1. A Whole Organisational Approach driven by governors, Local College Boards and senior management and owned by all staff will ensure that the importance of English and maths on the life chances of our learners and employees is reinforced. Each division will have their own English and maths policy/strategy contextualized to their requirements .
2. All relevant staff are supported to achieve level 2 in both English and maths. New staff must be willing to work towards these qualifications if they do not already have them.
3. Priority is given to staff training and capacity building in these shortage subject areas to ensure that learners have access to excellent subject specialist teachers who develop personalised learning strategies which re-engage and enthuse learners.
4. The quality of the learner's experience is evaluated in a number of ways including subject specialist observations, desk based progress audits, learner feedback IAG and recruitment practices promote the importance of English and maths and clearly identify the English and maths skills required for the programme to be studied as well as those expected by employers/admissions officers.
5. A series of initial/ diagnostic assessments will identify the learner's English and maths skills. This information will be used to:
  - ✓ Inform the learner's ILP (Individual Learning Plan) to ensure that gaps in learning are accurately identified and that learners are supported to address these areas effectively.
  - ✓ Inform both the English and maths Schemes of Work (SoW) ensuring that content builds on prior learning and delivery time is maximized
  - ✓ Inform the vocational/subject specialism Schemes of Work (SoW)
6. Progress in the development of learners' English and maths skills is assessed against the requirements of their vocational programme, qualifications on entry, initial assessment and external examinations. Vocational programmes identify where specific English and maths skills are required and ensure that assessment strategies are able to identify progress.

7. Progress is monitored systematically so that, attendance or any other issues which might impact on performance are identified swiftly and interventions are put in place.
8. Priority is given to English and maths in the following ways:
  - ✓ English and maths timetables are selected to maximise attendance opportunities.
  - ✓ Opportunities for English and maths staff to collaborate plan/review learning are provided.
9. Learners' commitment and progress in the development of English and maths is recognized and celebrated

## **7. Implementing the Policy and Principles**

Further guidance on the implementation of the policy and the principles is included in Appendix 1. This guidance is informed by both internal and external best practice and has been agreed by all divisions.

## **8. Auditing and reporting on the Policy**

The following quality assurance procedures will apply:

Divisional English and Maths Leads will:

- Ensure that progress against the Group Policy is reported on at a local level and at Group monthly Quality Performance Meetings.
- Evaluate through the self-assessment process the impact that the policy has had on:
  - ✓ Learner satisfaction and outcomes
  - ✓ Quality of teaching and learning

## **9. Equal Opportunities Statement**

An Equality Impact Assessment was completed in August 8 2016.

## **10. Location and Access to the Policy**

The NCG English and Maths Policy is located as follows:-

- NCG Intranet: Group Services: Group Policies and Procedures
- NCG Website: Media Centre: Guide to Information: Our policies & procedures

## **11. Person Responsible for the Policy**

Director Quality & Standards

## Appendix 1

### Implementing the 10 Key Principles

1. A Whole Organisational Approach driven by governors and senior management and owned by all staff will ensure that the importance of English and maths on the life chances of our learners and employees is reinforced. Each division will have their own English and maths policy/strategy contextualised to their requirements.
  - Senior leader identified as responsible for overseeing the quality of the provision and impact of the strategy.
  - Progress in E and M reported at divisional SMT.
  - All external facing information promotes importance of English and maths skills on our programmes and to secure employment.
  - Importance of English and maths embedded into the fabric of the organization with all staff trained to offer guidance on English and maths.
2. All relevant staff are supported to achieve level 2 in both English and maths. New staff will be willing to work towards these qualifications if they do not already have them.
  - Qualifications/ progress towards qualifications recorded in iTrent.
3. Priority is given to staff training and capacity building in these shortage subject areas to ensure that learners have access to excellent subject specialist teachers who develop personalised learning strategies which re-engage and enthuse learners.
  - Staff specialist qualifications recorded in iTrent
  - Specialist training needs (qualifications or CPD) assessed and training prioritized.
4. The quality of the learner's experience is evaluated in a number of ways including subject specialist observations, desk based progress audits, learner feedback.
  - The Evaluation of Teaching, Learning and Assessment ( ETLA) will ensure that a full evaluation of the learner experience is consistently reviewed.
  - ETLA is carried out / supported by subject specialists and vocational managers.
  - Learner feedback is actively sought and responded to appropriately.
5. IAG and recruitment practices promote the importance of English and maths and clearly identify the English and maths skills required for the programme to be studied as well as those expected by employers/admissions officers.
  - Website clearly flags importance of English and maths for employers, colleges and universities.
  - Guidance for those who need to improve their GCSE grades is available.

- Course information ( electronic and hardcopy) clearly identifies English and maths pre-requisites and what to do if these need to improve.
  - Evidence of qualifications is needed before a learner is fully enrolled
6. A series of initial/ diagnostic assessments will identify the learner's English and maths skills. This information will be used to:
- Inform the learner's ILP (Individual Learning Plan) to ensure that gaps in learning are accurately identified and that learners are supported to address these areas effectively.
  - Inform both the English and maths Schemes of Work (SoW) ensuring that content builds on prior learning and delivery time is maximized.
  - Inform the vocational/subject specialism Schemes of Work (SoW).
7. Progress in the development of learners' English and maths skills is assessed against the requirements of their vocational programme, their qualifications on entry and or their initial assessment and external examinations. Vocational programmes identify where specific English and maths skills are required and ensure that assessment strategies are able to identify progress.
- Etrackr or equivalent is used to record initial assessment (BKSB)and target grade.
  - Regular reviews/assessments are recorded in system with target grade adjusted to reflect stretch and challenge.
  - Vocational assessment strategies clearly identify English and maths skills being assessed.
  - Written feedback addresses any areas for improvement in English or maths.
8. Progress is monitored systematically so that, attendance or any other issues which might impact on performance are identified swiftly and interventions are put in place.
- Etrackr or equivalent is used by both vocational and E and M staff to monitor attendance, submission of work etc
  - Staff have access to learner records on main programme and English and maths to facilitate planning, monitoring and reacting swiftly to causes for concern
  - Learners understand their responsibilities and the attendance policy is made clear with any sanctions followed through by everyone.
  - Strategies to improve performance, redress the impact of absence are built into the programme and e.g. catch up, on line studies, booster sessions etc
  - Improvements in attendance and performance are driven by an effective performance management culture.

9. Priority is given to English and maths in the following ways:

- English and maths timetables are selected to maximise attendance opportunities.
- Opportunities for English and maths staff to collaborate plan/review learning are provided.
- Where possible Schemes of work are planned jointly with E and M staff signposting materials, identifying opportunities for skills development and vocational tutors identifying aspects which need to be reinforced in their discrete classes.

10. Learners' commitment and progress in the development of their English and maths skills is recognized and celebrated

- Learners receive either a certificate or a report which recognizes the progress they have made in these skills and their application for employment. T