NCG English and Maths Policy

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Policy Category	Compliant
Owner	Principal of Newcastle Sixth Form College
Group Executive Lead	Exec Director of Quality
Date Written	March 2022
Considered By	Executive and QA Leads
Approved By	Executive Board
Date Approved	July 2022
Equality Impact Assessment	The implementation of this policy is not considered to have a negative impact on protected characteristics
Freedom of Information	This document will be available through the Groups Publication Scheme.
Review Date	September 2025
Policy Summary	This policy sets out NCG's internal procedures for English and Maths across the Group.

Applicability of Policy	**Consultation Undertaken**	**Applicable To**
Carlisle College	Yes	Yes
Group Services	Yes	Yes
Kidderminster College	Yes	Yes
Lewisham College	Yes	Yes
Newcastle College	Yes	Yes
Newcastle Sixth Form College	Yes	Yes
Southwark College	Yes	Yes
West Lancashire College	Yes	Yes

Changes to Earlier Versions	
Previous Approval Date	**Summarise Changes Made Here**
Sep 2020	This version has been re-written to reflect current approaches at NCG, including role of working group, standardised assessment points.

Linked Documents	
Document Title	**Relevance**
Examination Contingency Policy	Ensure a consistent and effective response in the event of major disruption to the examination system affecting one or more of the colleges of NCG. Minimise the risk to examination administration and any adverse impact on learners.
NCG Malpractice Policy	Applies to all staff that have a teaching, learning or assessment role or are involved in the associated supporting services.
NCG Teaching Learning and Assessment Policy	This policy identifies the required characteristics of all teaching, learning and assessment at NCG. It forms a non-negotiable expectation, through which the Group sets-out what is required of a successful teacher within NCG. The policy sets out the framework for the evaluation of teaching and learning and aligns the NCG core principles with national standards for teaching and education.
NCG Unified tutorial, Attainment and Progress	Sets out the arrangements for learner progress milestone reports, the learner journey and indicative enrolments for GCSE/FS based on prior learning
NCG Student Positive Behaviour Policy	Sets out the desirable behaviours, including attendance, required to succeed

Linked Documents	
NCG Teaching, Learning & Assessment Policy	This links to the NCG TLA policy in ensuring the learner experiences meet expectations; In practice, this means that learners are: suitably assessed for their starting points; that delivery is purposeful, engaging and challenging; and thereby ensures that learners develop new technical, academic or applied skills, knowledge and inclusive and respectful behaviours.
NCG Code of Conduct Policy	Sets out the principals, values and standards governing the professional behaviour of all colleagues.
NCG Performance Policy	This links to the performance management process for all NCG colleagues and assist and encourage the development of colleagues to achieve, maintain and exceed satisfactory standards of work in accordance with the annual performance review process.
NCG Assessment and Internal Verification and Moderation Policy	Details the reporting process where potential employees' malpractice or maladministration is identified.
NCG Student Positive Behaviour Policy	If malpractice is confirmed and disciplinary action is taken, the policy will set out the options for the student appeals process.
NCG Careers Education, Information Advice and Guidance Framework	This links to the NCG CEIAG Framework in ensuring learners are fully supported to make informed choices and career decisions in preparation for and progress to their best next steps.

Equality Impact Assessment

	Judgement	Explanatory Note if required
EIA 1 - Does the proposed policy/procedure align with the intention of the NCG Mission and EDIB Intent Statement in 2.0?	Yes	Yes – ensuring our learners receive exceptional education.
EIA 2 - Does the proposed policy/procedure in any way impact unfairly on any protected characteristics below?	No	
Age	No	
Disability / Difficulty	No	
Gender Reassignment	No	
Marriage and Civil Partnership	No	
Race	No	
Religion or Belief	No	
Sex	No	
Sexual Orientation	No	
EIA3 - Does the proposed policy/processes contain any language/terms/references/ phrasing that could cause offence to any specific groups of people or individuals?	No	
EIA4 - Does the policy/process discriminate or victimise any groups or individuals?	No	
EIA 5 - Does this policy/process positively discriminate against any group of people, or individuals?	No	
EIA 5 - Does this policy/process include any positive action to support underrepresented groups of people, or individuals?	Yes	The policy indicates the additional support that may be offered where a student has a disability/difficulty through reasonable adjustments/special considerations.
EIA 6 - How do you know that the above is correct?	This policy has been reviewed by the E&M Working Group prior to approval by NCG Executive. The membership of these groups is indicative of the wider population within NCG.	

1. Purpose, Scope and Intent of Policy

The delivery of high-quality English and Maths teaching, training and learning across all NCG colleges remains a priority. Learners studying at any of our colleges will have access to a relevant curriculum and resources to help them achieve their ambitions and career goals. At NCG we aim to ensure that all learners improve their confidence and competence in English and maths skills sufficiently enough so that can thrive in their academic or vocational ambitions and in many aspects of their personal life. This also contributes to our commitment to upskilling and meeting the needs of employers and the local community. To ensure this, this policy sets out a consistent framework and process, required for supporting and monitoring the progress of a learners' English and maths skills.

1.1. Definitions

- The term **learner** is used in its widest sense and includes all learners, whether young people aged 14-18, learners with specific high needs, apprentices, adult learners or higher education students.

- The term **teacher** is used to describe all teaching and training staff, including teachers, lecturers, instructors, skills trainers, learning support practitioners, coaches/mentors, work experience coaches / coordinators and teachers in managing positions.

- **SLT** relates to the senior leadership team in the College – comprised of a Principal and their Senior Leadership Team (SLT).

- The term **curriculum or course lead/tutor** refers to a designated course or programme leader/manager, usually a tutor, designated teacher, personal tutor – larger courses may have several designated staff.

- The term **attainment** refers to the successful acquisition of a wider skill, knowledge or qualification gained. Attainment could be measured or evaluated depending on the level of study. The attainment target and associated measure will usually be defined as a grade, mark, points and/or interpersonal characteristic depending on the learning aim. Whilst this 'measurement' is usually what will appear on a record or certificate, wider attainment such as employability skills, communication or teamwork must also be given due attention.

1.2. Curriculum Intent

Language (speaking and listening), literacy (reading, comprehension, writing, spelling, punctuation and grammar) and numeracy (use of number in simple and complex calculations) skills underpin all effective learning. If students cannot read, write, understand and/or verbally communicate properly, then this will undoubtedly hold back learning and by extension limit an ability to achieve economic prosperity. The intent of the government in the current approach to young people's education at key stage 5 was heavily influenced by a report published in 2017.

"… Ensuring that young people and adults have good English and maths skills is the single most important thing that education can do for them. If they don't,

doors everywhere shut in their faces and it is extraordinarily hard for them to come back into education, do well in training programmes, start businesses, win promotions, lead successful lives, manage their affairs".

Alison Wolf, Review of Vocational Education 14 – 19.

Whilst the approach is intended to be learner centred, the NCG model is to encourage colleges to use GCSE as the primary route. Local leaders retain the autonomy to meet the needs of the learners in some circumstances by offering alternative provision, for example Functional skills.

2. Implementation and Compliance

The policy applies to all staff in NCG in providing learners with the support to develop the English and maths skills required to progress academically and vocationally.

The policy requirements and expectations are set out clearly and focus on the areas of which we require leaders, managers and teachers to focus attention in the pursuit of exceptional education and outcomes within English and maths. Focus areas include: a commitment to excellent quality of teaching and learning within English and maths, rigorous and robust assessment including initial assessment and induction, prioritising timetabling for English and maths, connectivity and collaboration, clear monitoring, tracking and reporting of learner progress including behaviours and attendance.

The policy will set out clear roles and responsibilities with work instructions. SLT must ensure the policy is implemented.

3. Measure of Success

We will measure and evaluate the success of English and maths provision through the following:

- Learners make at least one grade progress within 2 years, or one level progress per year if following a basic skills route.

- Evaluations of teaching and learning as set out in the NCG TLA Policy.

- The attainment of target grades as set out in the NCG Tutorial Progress and Attainment Policy.

- The attendance and retention of our learners across English and maths provision.

- Achievement, pass, high grade (for GCSE English and maths).

- The contribution of our leaders, managers and teachers in identifying, supporting and committing to continuous improvement.

3.1. Quality of teaching and learning in English and maths

All colleges should be committed to excellent teaching and learning across English and maths provision. All English and maths teachers should have

high expectations of their learners and be able to demonstrate the associated professional standards (integrated into the Great Place to Teach 12 key indicators) in their delivery. All colleges should commit to relevant, subject specific, professional development for English and maths teachers and engineer opportunities to share good practice. English and maths teachers and leaders should engage with the relevant NCG Communities of Practice for the purposes of knowledge and resource sharing, and standardisation work.

College leads and teachers should ensure that good quality resources and effective teaching and learning strategies are in place. Good routines and high expectations should be established and maintained. Time should be embedded for constant review and consolidation of skills and knowledge within English and maths. Opportunities for independent study should be facilitated and learners should be clear on the associated assessment practice and routines to prepare for summative assessment.

Summary of Roles and Responsibilities – Quality of teaching and learning

Role	Work Instruction	Assurance Control
SLT / QA	Implement this policy and ensure curriculum leaders have the knowledge and resources required.	QCPR
Curriculum / Course Lead	High quality resources and teaching in place with high expectations for learners. Review and consolidate skills and knowledge.	NCG TLA Policy
Teacher/ Tutor	Commit to high quality delivery, high expectations and resources. Engage with appropriate and relevant professional development.	NCG TLA Policy

3.2. Induction and Initial Assessment

Prior attainment and qualifications will inform enrolment. It is the responsibility of the designated Curriculum/Course Leader to ensure that a comprehensive initial assessment is carried out to ensure the learners suitability for the correct English and maths course.

The English and maths initial assessment will be completed on an agreed diagnostic system, such as BKSB. Additional or alternative initial assessment may be conducted on secondary platforms, or through paper assessment by agreement of the English and Maths Strategy Group. The initial assessment will be documented within the learner record system, either by direct upload

or documenting via the notes function. The initial assessment should be used to inform teaching and learning and identify any gaps in knowledge.

Learners should have a clear induction to their English and maths provision in line with the standards set out in the NCG Tutorial, progress and attainment policy.

Annex A sets out the general arrangements for placement of 16-18 study programme learners into the appropriate level of English and mathematics. Curriculum managers must take note of the table in Annex A to ensure that curriculum design both: adheres to the condition of funding; and provides the learner with an opportunity to successfully progress through the hierarchy of English and mathematics qualifications.

Summary of Roles and Responsibilities – Induction and Initial Assessment

Role	Work Instruction	Assurance Control
SLT / QA	Ensure condition of funding is met. Implement this policy. Ensure curriculum leaders have adequate resource to perform the task.	QA
Curriculum / Course Lead	Ensure that a comprehensive initial assessment is carried out and recorded. Perform sampling check to confirm initial assessments have been completed and recorded. Ensure outcomes are summarised and teams utilise. Ensure the English and maths team have a clear induction in place.	Group profile documentation Initial assessment record
Teacher/ Tutor	Carry out initial assessment and subject induction. Utilise initial assessment to inform teaching and learning. Record initial assessment.	Group profile documentation Initial assessment record

3.3. Assessment

Opportunities for further assessment throughout the English and maths provision should be well planned and structured and used to inform teaching and learning, and support progress. A standardised scheme of assessment across English and maths courses ensures a consistent approach for summative assessment practice and learners will complete a Formal Assessment at agreed points. Formal Assessment results for GCSE English

and maths provision will be collated and reported on in the NCG English and Maths Strategy Group via the English and Maths Coordinators. Results will be used to track progress and inform teaching and learning strategies and focus. To ensure accuracy of marking and quality of teacher feedback a standardisation process should be in place following all formal assessment activities.

Further in-class assessments are mostly pre-defined, moderated and agreed by specialist course teams, who are familiar with national awarding standards. Opportunities for additional ongoing checks of skills and knowledge through formative assessment should be provided at class level.

Summary of Roles and Responsibilities – Assessment

Role	Work Instruction	Assurance Control
SLT / QA	Confirm that Curriculum Managers implement the NCG standardised scheme of learning and assessment and are working to ensure that all learners are completing formal assessment activities.	Compliance, submission of assessment data
Curriculum/ Course Lead	Ensure Formal Assessment results are reviewed, collated and submitted each half term in line to the English and Maths co-ordinators. Responsibility for standardisation Ensure scheme of assessment is adhered to.	Compliance, submission of assessment data
Teacher/ Tutor	Administer assessments, report on results, partake in standardisation to ensure quality.	Compliance, submission of assessment data

3.4. Monitoring progress

E&M Designated Leads will ensure that relevant and appropriate initial target grades and aspirational target grades are entered into e-trackr following initial assessment.

E&M Designated Leads to ensure that the requirements of the Tutorial, Progress and Attainment Policy are met with regard to milestone progress monitoring points. These reports will focus on learner's individual targets in relation to the knowledge, skills and behaviours.

As well as formal assessment data for GCSE, colleges should have systems and processes in place to allow the production of assessment data to enable progress to be monitored effectively and inform forecast outcomes for English and maths.

Where learners are identified as not making progress within English or maths or not achieving their targets, additional support should be implemented in collaboration with Personal Tutors, Lecturers and where applicable additional learning support (ALS) staff.

Leads to ensure appropriate use of the Tuition Fund to support learner progress in English and maths skills to bridge gaps in knowledge.

The local college procedure will set out:

- The expectations for reporting formative and summative assessment work.

- The arrangements and expectations for marked learner notes, exercise books, files, portfolio and other coursework.

- The arrangements for regular and constructive feedback, with clear guidance on the measures of success and advice on how to improve.

Provide opportunities for ongoing checks of skills and knowledge through formative assessment including questioning, activity, exercise, workshops etc. It is good practice for teachers to share an appropriate specification or scheme with the learners at regular periods throughout the year to highlight the wider progress toward stated objectives. Exemplar practice would include the use of resources such as knowledge organisers, bespoke learning plans or skill-scans to help illustrate the progress in developing academic, applied, technical and personal skills and knowledge.

Regularly monitor the format and condition of learner notes, files, portfolios and exercise books. To provide constructive feedback to improve the format and content, including SPaG correction and due consideration to literacy and numeracy development, where applicable.

Summary of Roles and Responsibilities – Monitoring Progress

Role	Work Instruction	Assurance Control
SLT / QA	Ensure progress reviews are completed.	Etrackr relevant report
	Ensure tuition fund used correctly.	Condition of funding report
Curriculum / Course Lead	Coordinate relevant and appropriate ITG and ATG.	Etrackr relevant report
	Monitor the use of the tuition fund.	
	Measure progress and report to the English and maths strategy group.	
Teacher/ Tutor	Report on formative and summative assessments.	Etrackr relevant report
	Communicate progress and monitor learner work.	ETLA procedure

	Provide opportunities for ongoing checks of skills and knowledge through formative assessment.	

3.5. Timetabling of English and maths

Enrolment and timetabling of English and maths should be prioritised at each college. A clear enrolment process should be in place to identify and record qualifications on entry. If a learner does not hold a Grade 4 or above in GCSE English or maths they should be enrolled to the appropriate provision as part of their programme of study.

English and maths is prioritised in all colleges and aligns with the agreed NCG delivery models. Learners will be enrolled onto the appropriate course based on their prior attainment, skills assessment as outlined in the NCG Tutorial, Attainment and Progress Policy. Learners who have already achieved a prior grade 4 or above in English and maths will continue to develop their skills via the embedding of English and maths in their main aim curriculum lessons.

Colleges should ensure:

- Learners are enrolled to the appropriate English or maths qualifications at the time of enrolment for a main programme.

- English and maths classes should be prioritised when timetabling and rooming to ensure quality rooming with highly equipped classrooms.

- The expectation is that all registers are active for the start of the provision.

- Colleges should pursue base rooms for English and maths classes where possible.

- Ensure the 16-18 Tuition Fund is used to help progress learners and address gaps in knowledge

Summary of Roles and Responsibilities – Timetabling and enrolment

Role	Work Instruction	Assurance Control
SLT / QA	Enrolment and timetabling of English and maths should be prioritised. Registers are accurate and active.	Timetabling policy.
Curriculum/ Course Lead	Ensure delivery times are adhered to. Timetabling to be prioritised. Appropriate rooming.	Timetabling policy.
Teacher/ Tutor	Learners who have already achieved should be enabled to continue developing their skills in English and maths.	Timely completion and submission of

	Fill in registers accurately.	registers and census data.

3.6. Connectivity and collaboration

E&M Designated Leads are required to set up and facilitate strong communication links between English and maths teachers and staff within curriculum delivery areas.

Personal tutors should be committed to support learner progress within English and maths. English and maths should be addressed in tutorials and one to one meetings to ensure learners are kept on track for behaviours and progress. English and maths progress should always be referenced as part of progress within a learner's main programme of study.

E&M Designated Leads should ensure there are opportunities provided for continual up-to-date understanding on current English and maths curriculum developments. Creating a culture of prioritising English and maths as an integral element of study programmes.

E&M Designated Leads to ensure support for the maths and English agenda by supporting the delivery teams and embedding literacy and numeracy in the curriculum.

Sharing of good practice should be planned and facilitated across colleges using links as well as designated communities of practice.

Curriculum areas should take the opportunity to embed, where appropriate, links to English and maths content.

<u>**Summary of Roles and Responsibilities – Connectivity**</u>

Role	Work Instruction	Assurance Control
SLT / QA	Facilitate good practice. Enable colleagues to participate in collaboration.	English and maths strategy group
Curriculum / Course Lead	Set up and facilitate strong communication links. Cascade updates to the understanding of English and maths.	Record of professional development.
Teacher/ Tutor	Support the learner progress. Participate in cross college and cross group agendas.	Record of professional development.

4. **Group Assurance and Continuous Improvement**

In order to provide the Group Executive and Corporation Board with assurance that the policy is implemented consistently across all areas of the Group, the following steps will be taken to demonstrate compliance.

- Local flexibilities and procedures will be reviewed annually for adherence to this policy.

- Colleges will be expected to submit the results of formal assessments to the E&M Strategy Group each half term in line with set deadlines (compliance) and engage with relevant standardisation activity.

- Colleges will be expected to adhere to conditions of funding for English and maths.

- Colleges are expected to prioritise timetabling for English and maths.

- Colleges are expected to engage with the NCG English and Maths Strategy Group.

- Learners will be expected to know their attainment targets within English and maths, the progress they are making and the steps required to consolidate their knowledge skills (including personal) or how to improve further.

- College and Group QA will ensure that supportive action is made available for continuous improvement. Typically, this will be through training, sharing of NCG and sector good practice.

5. **Location and Access to the Policy**

This Policy is located as follows:

- NCG Intranet: Group Services: Group Policies and Procedures

Annex A – English and mathematics condition of funding - for curriculum managers

For information only, the associated entry and outgoing entry points are detailed overleaf. The grading of GCSE English and maths was reformed for first teaching in September 2016 and exams/award in summer 2018. The grading structure is illustrated (right). It is an expectation that all learners reach a satisfactory standard of English and mathematics. The government currently stipulate an acceptable standard is a GCSE grade C/Grade 4.

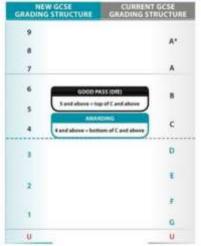To meet the English and maths (DfE) condition of funding, a student must be:

- Enrolled to an approved qualification.

- Timetabled to attend lessons and be progressing in the subject.

- Must pass the qualifying period for each math and English qualification (42 consecutive days) before the enrolment counts.

Full time students (those on a study programme of at least 540 planned hours if age 16 to 17 or at least 450 hours if age 18) starting their study programme who have a grade D/3 GCSE or equivalent qualification in maths and/or English must be enrolled on a GCSE.

To count as enrolled and meet the condition of funding a student has to meet the qualifying period for funding (6 weeks for students with a planned length of 24 weeks) against the maths and/or English aim. Students who have already achieved at least a C/4/5 grade in any one of the English qualifications listed below by age 16 will meet the condition of funding:

- GCSE English.
- GCSE English Language.
- GCSE English Language and Literature.
- GCSE English Literature.

Annex B GCSE and basic skills indicative placement based on incoming grade, mark and initial assessment

The following table is provided as indicative guidance for curriculum managers when designing new study programmes:

Incoming Grade	Associated GCSE Grade (Points)	Outgoing Grade (Points)	DfE Progress If successful
Grade 4 Grade C	Grade 4 = 4 Grade C = 4	Grade 9 = 9 Grade 8 = 8 Grade 7 = 7 Grade 6 = 6 Grade 5 = 5	+1 = grade 5 +4 = grade 9 (maximum increase)
Grade 3 Grade D	Grade 3 = 3 Grade D = 3	Grade 4 = 4	+1 = grade 4 +4 = grade 9 (maximum increase)
Grade E	Grade E = 2	Grade 3 = 3 FS L2 = 3.5	+1 = grade 3 +2 = grade 4 +1.5 = FS L2
Grade E	Grade E = 2	L1 = 2	even = L1
Grade 2	Grade 2 = 2	L1 = 2 Grade 3 = 3	even = L1 +1 = grade 3
Grade 2	Grade 2 = 2	L1 = 2	even = L1
Grade F	Grade F = 1.5	L1 = 2	+0.5 = L1
Grade F	Grade F = 1.5	L1 = 2	+0.5 = L1

Grade 1 **Grade G**	Grade G = 1 Grade 1 = 1	E3 = 0.75 E2 = 0.5 E1 = 0.25	-0.25 = FSE3 -0.5 = FSE2 -0.75 = FSE1
L2 basic skills Achiever	L2 = 3.5p	Grade 4 = 4 Grade 5 = 5	Depends on GCSE at KS4
L1 basic skills Achiever	L1 = 2	Grade 3 = 3 FS L2 = 3.5	Depends on GCSE at KS4

*Maximum decrease is capped at -1 even if a learner moves backwards more than 1 grade point.

Future points: 2020 performance table

Points Awarded	Grade Achieved					
	9-1 GCSEs	Legacy GCSEs	Functional Skills	Free Standing Mathematics	ESOL	AQA use of Mathematics
9	9					
8.5		A*				
8	8					
7	7	A				
6	6					
5.5		B				
5	5					
4	4	C				
3.5			L2			
3	3	D		L2 (all grades)	L2 (all grades)	A*/A/B/C
2	2	E	L1			
1.75				L1 (A-C)	L1 (D/M)	D/E
1.50		F				F
1.25				L1 (D)	L1 (pass)	
1	1	G				G
0.80				L1 (E)		
0.75			EL 3		EL 3	
0.50			EL 2		EL 2	
0.25			EL 1		EL 1	