

Maths and English Policy

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1. Introduction

We are committed to providing high-quality education and support to all our students. As part of our commitment to their overall development, we recognise the importance of supporting the continued development of all students maths and English skills.

2. Aims and Objectives

- To develop students' functional and practical understanding of maths and English, enabling them to apply these skills in their everyday lives.
- To support all students in improving their literacy and numeracy skills, enabling them to access further education, employment, and independent living opportunities.
- To promote confidence, participation, and enjoyment in learning maths and English, by creating a positive learning environment that encourages active involvement.
- To personalise teaching and learning strategies, ensuring that individual students' needs, abilities, starting points and learning styles are considered and accommodated.
- To work in collaboration with parents/carers and external support agencies to provide consistent and coordinated support for students with SEND in their maths and English studies.

3. Curriculum Design and Delivery

- We will follow a differentiated and inclusive curriculum that addresses the specific needs and abilities of students with SEND.
- Tutors will use a variety of teaching strategies, resources, and technologies to make maths and English accessible and engaging for all students.
- Initial Assessments and Diagnostic Assessments will be carried out at the beginning of the learning journey to establish the students starting point and identify gaps in knowledge and skills. Tutors will use the outcomes of these assessments to plan learning.
- Individual Learning Plans (ILPs) will be developed for students, outlining their specific learning targets and strategies to support progress in maths and English. All students will have skills targets to ensure they continue to develop their maths and English skills. Not all students will complete an accredited qualification.
- Supportive interventions and accommodations, such as assistive technology, visual aids, and modified assessments, will be provided to ensure equitable access to the maths and English curriculum.
- Progress in maths and English will be monitored 6-weekly, and adjustments to teaching and support strategies will be made as needed to address individual students' progress.
- All tutors will contribute towards improving students' maths and English skills by applying the cross-college marking grid consistently and ensuring students revisit errors identified to correct their work.

4. Staff Development and Support

- Teaching staff are expected to be working at or above English and maths level 2. Staff skills will be evaluated bi-annually using BKSB. Those not meeting level 2 will be supported to improve their skills to meet requirements.
- Staff will receive regular training and professional development opportunities to enhance their knowledge and understanding of teaching students with and without SEND in maths and English.
- Collaborative planning and sharing of best practices will be encouraged to ensure consistency and continuous improvement in the delivery of maths and English education.
- Support staff, such as Learning Support Assistants, will be assigned to students as needed to provide additional assistance and support in maths and English classes.

5. Assessment and Feedback

- Assessment methods will be varied and flexible, considering individual students' needs and abilities. This may include alternative formats, oral assessments, practical tasks, and individualised targets.
- Regular feedback will be provided to students, highlighting their strengths and areas for development in maths and English, along with strategies for further development.
- Assessments will be used to inform teaching and learning strategies, helping to tailor support and intervention to individual students' needs.
- Where necessary access arrangements will be applied for with the relevant awarding body to ensure equitable access to the maths and English examinations.

6. Partnerships and External Agencies

- We will collaborate with external support agencies, such as local authorities, educational psychologists, and speech and language therapists, to ensure a holistic and coordinated approach to supporting students with SEND in their maths and English studies.

7. Examinations and Invigilation

- We will ensure the integrity, fairness, and orderly conduct of examinations to meet awarding body requirements. Staff will follow the examination requirements set by the awarding body to ensure that invigilators are fully trained and briefed on their responsibilities.
- Student support requirements will be submitted for approval to the awarding body.
- Storage of examination materials will be in line with awarding body guidance.

8. Scheduling Exams

- Examination dates and times will be scheduled and communicated to students and staff at least four weeks in advance.
- Students will be entered for examinations when they are assessed to be working at the right level and highly likely to achieve.
- Teaching staff will prepare students for their examinations to help reduce anxiety, and examination tensions by ensuring support required is in place and running mock examinations to familiarise students with procedures.
- Any changes to the schedule will be promptly communicated to all.

9. Monitoring and Review

- The effectiveness of this Maths & English Policy will be monitored regularly through student progress, feedback from staff and parents/carers, and evaluation of teaching and learning strategies.
- Internal Quality Assurance (IQA Strategy IV03) is carried out to monitor and ensure that assessment practises are effective and will cover four key processes. This will include verifying assessment, consistent use of mark scheme, developing and supporting tutors and external verification.
- The policy will be reviewed by the Director of Education and key staff every 3 years or when legislation changes.