



English and maths policy

2018 - 2019



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LINE MANAGER RESPONSIBLE:
LAST REVIEW DATE:
NEXT REVIEW DATE:

Claire Howard
30 June 2019
30 June 2020

Context

As a training provider, Interlearn is committed to ensuring its learners are fully supported to continue developing their English and maths competencies throughout all aspects of their learning.

Vision

Learners are supported in recognising the importance of English and maths, value their own personal competence, and engage positively in ongoing personal development in the subjects through innovative, imaginative and dynamic teaching, learning and assessment.

Guiding Principles

- Interlearn will provide stimulating environments that facilitates outstanding teaching, learning and assessment and inspires learners to further develop their competence in English and maths
- Interlearn will provide delivery staff that are equipped with the relevant skills and knowledge needed to support learners to further develop their skills and achieve relevant qualification outcomes in English and maths
- English and maths will be embedded in all vocational qualifications
- The business will ensure appropriate investment is made to provide the resources needed to achieve the business's vision, aims and objectives relating to English and maths

Key Strategic Aims

The English and maths strategy focuses on three key strategic aims, underpinned by a series of strategic objectives. The aims and objectives are:

1. Learning environments will promote the use of words and numbers in innovative ways to demonstrate to learners the importance of English and maths and their integral contribution to life and work

Underpinning objectives:

- On-line resources, such as BKS Learning tools, will engage learners in activities that are relevant to their needs and interests
- Differentiated teaching, learning and assessment will be facilitated using videos, podcasts, and other interactive learning applications

2. All Trainer, Assessors and Learning Skills Coaches will provide high quality teaching, learning and assessment

Underpinning strategic objectives:

- The business will be aware of the English and maths competencies of all trainers, assessors and learning skills coaches and deploy them appropriately to English and maths delivery
- All trainers and assessor to have a level 2 functional skill in English and Maths as a minimum
- A training needs analysis identifies the requirements for all staff to inform a Continuing Professional Development (CPD) programme that addresses areas requiring improvement
- The business will recruit an English and maths consultant to support the development of other trainers, assessors and learning skills coaches
- All delivery staff will undertake regular training and development to further develop their personal competence in English and maths and to continually improve their practice
- The business will support delivery staff to share the most effective English and maths teaching, learning and assessment practice across the delivery staff population

3. All learners will continue to develop their English and maths skills either routinely as part of their apprenticeship

Underpinning strategic objectives:

- All learners will complete initial and diagnostic assessments to accurately determine their starting points and next steps
- Targets will be personalised, and learners progress and attainment will be monitored regularly to ensure all learners make timely progress and are supported, stretched and challenged appropriately
- Teaching, learning and assessment will be differentiated to meet the needs and interests of all learners

Learners will receive accurate and constructive feedback about the progress they are making and the areas they need to further develop initial diagnostics will identify specific support needs to support in the provision of information for an individual Learning Plan (ILP)

Key Accountabilities

Responsibilities

The effective implementation of the English and maths strategy is the responsibility of Managers, trainers, assessors and learning skills coaches under the guidance of the Head of Teaching and Learning and the Lead Teaching and Learning Consultant aligned to English and maths.

The Interlearn Quality team will ensure its successful implementation by conducting a broad range of quality checks and audits that evaluate performance. The Teaching and Learning team will meet at least once a month and have strategic oversight of the planning, delivery and performance of English and maths programmes across the business.

The Head of Teaching and Learning, in conjunction with The Head of Quality, will review the English and maths strategy on an annual basis and make recommendations for change.

Initial Assessment

All new learners are required to undertake an Initial Assessment for both English and mathematics using the BKSb assessment. For all apprentices, workplace learners & Levy clients, initial assessment will be completed at the application stage and action plans agreed will be shared as part of the induction phase

Initial Assessment results for all learners are disseminated to the appropriate managers prior to an applicant enrolling and to the relevant delivery staff as soon as possible and before delivery commences. BKSb outcomes will be available within group profile information in the shared area and on OneFile. Initial Assessment results will inform IAG on Functional Skills English and maths and will also be part of the evidence considered when advising on the appropriate main programme of study.

All learners

- Will be directed to appropriate additional activities according to their needs
- Will join a programme that will seek to promote English and maths and develop naturally occurring opportunities to develop these skills.
- Will be expected to work towards the functional skills required within their framework or standard, unless they already hold a GCSE grade C or above.

Minimum Requirements

Level 2	4 GCSE's grade A*-D or 9-3, including Maths & English, passion & flair for the relevant industry, minimum Entry 3 BKSb assessments
Level 3	5 GCSE's grade A*-C or 9-4, including Maths & English, passion & flair for the relevant industry, minimum Level 1 BKSb assessments
Level 4	5 GCSE's grade A*-C or 9-4, including Maths & English, previous relevant experience & qualification, passion & flair for the relevant industry, successful completion of the relevant pre-entry, initial assessment assignment, minimum Level 2 BKSb assessments
Level 5	5 GCSE's grade A*-C or 9-4, including Maths & English, previous relevant experience & qualification, passion & flair for the relevant industry, successful completion of the relevant pre-entry, initial assessment assignment, minimum Level 2 BKSb assessments

Sampling Arrangements – Maths and English

The table below identifies the minimum requirements around summative sampling and observational visits that must be planned for. This strategy is relevant to all learners working towards functional skills.

Sampling Approach

A comprehensive sampling plan will form the basis of the sampling strategy, ensuring that all delivery staff have their assessment and Internal Quality Assurance practice sampled and monitored. Sampling plans must adhere to the agreed InterLearn template and are owned by the IQA responsible for that qualification.

A 100% sample will be carried out on every learner regardless of the LSC RAG rating.

Week 8	Week 32
Maths and English Exemptions Check	Maths and English Claim

The sampling plan will also allow the IQA to take full responsibility over what is sampled and when. They will need to follow some set guidelines which are:

- If exemptions are not provided by week 8, learners are automatically enrolled on the appropriate functional skills required
- Sampling must occur at the different stages of the programme to avoid end loading
- The sampling plan must cover the full assessment cycle
- The sampling plan must consider feedback from EQA visits
- The QMs/LIQA can add in mandatory sampling at any point
- Summative sampling will include coverage of the English Speaking, Listening and Communication assessment and any associated evidence requirements
- The experience and qualifications of the Trainers / Learning Skills Coach
- The risk banding (High/Low) of the Trainer / Learning Skills Coach
- The current OTLA grading
- Recorded assessments
- Live remote assessment
- Position Report - at risk/possibly at-risk Apprentices
- At week 32, IQAs will be responsible for making the functional skills claim

The plan will cover the following areas:

- External Influences – Awarding Organisations, Ofsted, SFA, SSC
- Internal Influences – Staff Resources, Material Resource, Business requirements
- Qualifications – Problem Units, Outcomes, Standard Changes
- Locations – Apprentices, Assessment sites/Masterclass Locations

Each qualification **must have** an interim sample over a 2 to 11-month period.

Rationale

Each delivery staff member must have a recorded individual rationale. The rationale will detail the specific sampling strategy for that person and will be formed using a risk-based approach. However, for Speaking, Listening and Communication a 100% sample will be carried out on every learner regardless of the LSC RAG rating.

The risk status will contain a rationale section and criteria on what is classified as low or high risk. These include (but not restricted to):

- Probationary status
- OTLA grading
- Timely Achievement Success Rates
- IQA/OneFile feedback
- Consistency in Assessment practice
- Quality of evidence/portfolio
- Referrals beyond submission date
- Apprentice feedback, progress and engagement
- CPD/Competencies
- Use of OneFile
- Standardisation attendance
- No. of apprentices at risk
- BKSB initial assessment and diagnostic results

Monitoring Activities

LSCs will be responsible for informing IQAs on the completion of a Speaking, Listening and Communication assessments. The IQA will then be able to make the claim before the milestone.

Evaluation

The Operations Managers shall be responsible for reporting the usage and results of the Initial Assessment process to the delivery and assessment teams. The results of the English and maths assessments shall be used, in conjunction with qualifications and experiences to help inform the development of the ILP and to set targets for each functional skill area.

Any learners identified as being 'at risk' or who may require additional learning support or intervention will be referred to learning support services.

Review and Monitoring

The policy is subject to annual review. The implementation of the policy will be monitored through the annual quality cycle of performance monitoring.

Access to the Policy

This policy will be published on the company server.