Gloucestershire College

Quality Controlled Document

Policy: English and Maths Policy **Date: September 2026**
Approved by: Vice Principal, Curriculum and Quality

1. Rationale

The College is committed to improving the English and maths skills of all our learners; these are the vital skills of reading, writing and spoken English and maths skills. These skills are central to all aspects of life and are highly valued by employers. We aim to ensure that all learners have the best possible opportunity to achieve their highest aspirations for life and work and all learners at Gloucestershire College are supported in developing the skills they need to enable them to succeed.

This policy describes the key points of how the needs of learners will be met in developing English and maths skills

2. Aim

The overall aim of this policy is to promote and enhance the development of English and maths skills (key employability skills) across the college, raising levels of achievement, and encouraging the drive towards improving literacy, numeracy, ICT skills and other skills.

3. Principles on which the policy is based

There are a number of principles which should be applied to skills delivery. They are:

- For learners who have not already achieved a grade 9-4 (A*-C) in English or maths should pursue a GCSE qualification or functional skill qualification as appropriate. This would predominantly be the GCSE qualification.

- The level of the functional skill qualification studied should be determined by the individual student's ability. The College will encourage most learners to study GCSE.

- For learners who have not achieved a grade 4 (C) in English and/or maths the pursuit of English and maths qualifications will be mandatory

- The provision of English, maths and employability skills should wherever possible be embedded within the student's main programme.

- The provision of English and maths skills should be planned and structured to ensure the learner has the maximum opportunity to achieve.

- The college is committed to upskilling staff so they are able to support learners developing their English and maths skills.

4. Facilitating skills development

- Learners will take an initial assessment and diagnostic assessment in their induction period
- Learners will receive support to develop their English and maths skills at a level appropriate to their individual needs and goals
- Each learner should aim for the English and maths skills which are most relevant to their needs and goals. These may not be at the same level as their main programme, and may be at a different level for each skill
- For learners who have achieved GCSE 9-4 (A*-C) support will be offered to build on their English and/or maths skills.

5. Learners' Responsibilities

Successful teaching and learning of English and maths skills is a two-way process which also places responsibilities on the learners. Learner success is most likely to be achieved when learners:

- Make a positive commitment and contribution to own development and learning
- Attend all English and maths skills lessons as required and punctually
- Work hard and make best use of time inside and outside the classroom, including timely completion of work, preparation for tests and working to achieve personal targets
- Complete and submit assignment and portfolio work on time
- Pay careful attention to advice and feedback on progress and what needs to be improved
- Make a positive contribution in class
- Co-operate with the teaching staff and peers
- Comply with the assessment regulations for the award
- Complete online learning as specified by the English, maths and curriculum teams

6. Staff Responsibilities

Staff should ensure that:

- For the development of English and maths skills there are clearly articulated teaching and learning strategies agreed and understood by all those involved
- Teaching and learning strategies should address how learners will be supported to achieve English and maths qualifications, where appropriate
- Staff are clear about their contribution to the development and assessment of English, maths and employability skills
- The assessment of English and maths skills is an integral part of the learning process.
- Feedback to learners on assessed work is timely and constructive
- All learners have prompt starts to English and maths workshops/sessions
- All teaching and assessing staff involved in English and maths skills must meet the requirements of internal and external verification
- All teaching and assessing staff should have knowledge of the current practice/standards regarding English and maths skills
- Teaching staff ensure that all learners that are entered for Functional Skills/GCSE examinations attend these.

7. College Management Responsibilities

College management should ensure that:

- Staff are fully conversant with this policy and the demands it places on them
- Staff are competent to undertake their roles and responsibilities for the delivery and assessment of English and maths skills
- All newly appointed staff have, as part of their induction, training and development opportunities identified to meet the requirements of this policy
- All teaching and assessing staff receive training and development which enhances competence and skills in delivering and supporting English and maths skills and promotes and shares best practice
- There is a robust quality assurance system in place that all staff are familiar with.

For further details on roles and responsibilities see Appendix A.

8. Quality and Standards by which the success of this policy can be evaluated

- Success rates for skills qualifications meet college targets and are in line or above the national average
- Learner feedback show high levels of satisfaction with the quality of English and maths skills development and support received
- Positive staff feedback on the quality of support provided by the college to enhance competence and skill in delivering and sharing best practice of English and maths skills
- Positive self-assessment outcomes across curriculum areas for the standards achieved for skills provision, including English and maths

9. Responsibility for implementing this policy

The Vice Principal, Curriculum and Quality has management responsibility for the implementation of this policy.

The English and maths provision across college will be overseen by the Heads of School.

English and maths specialists will provide support to teaching, assessing, and in-class support staff to ensure they are confident to support English and maths within the curriculum areas.

The Campus Co-ordinators, Curriculum Leaders and English and maths curriculum links will disseminate information to teachers and assessors and track the information necessary for award completion and internal verification.

10. Review of this Policy

The Vice Principal, Curriculum and Quality is responsible for the annual review of this policy.

Approved by: Dr Karen Morris
Date for Review: September 2028

Appendix A

Roles and Responsibilities for English and Maths Skills Development

Vice Principal, Curriculum and Quality and Heads of School

1. Review and update the policy with the Head of School.
2. Ensure all programmes implement appropriate requirement for the embedding and development of English and maths skills (standardisation across each curriculum area)
3. Ensure that lesson observations and appraisals for Functional Skills/GCSE staff takes place
4. Develop CPD plan to ensure that all staff are competent and confident to teach, reinforce or support the development of English and maths skills
5. Monitor Self-Assessment and action planning for this area
6. Review and monitor cross college data on attendance, retention and achievement for Functional Skills and GCSE qualifications.
7. Timetable classes for English and maths to enable efficient and effective use of staff to ensure learner success

Heads of Schools

1. Work with Course Leaders to ensure holistic approach for English and maths skills across college is in place and effective
2. Monitor attendance, retention and achievement for English and maths skills in curriculum areas to ensure action is taken to improve performance
3. Embed English and maths skills in the self-assessment process and action planning for the areas
4. Monitor performance of staff embedding English and maths skills and arrange CPD support where needed

Staff embedding English and maths skills in curriculum

1. Use initial and diagnostic assessment to plan for learning for individuals
2. Emphasise the importance of the skills of English and maths with learners
3. Make sure that learners receive feedback that references English and maths skills
4. Work with teachers to plan opportunities in Schemes of Work to reinforce skills in English, mathematics and employability.
5. Ensure that teaching is relevant, purposeful and real for learners
6. Identify any additional learning support needs related to English and maths and refer students to ALS
7. Positively engage and participate in English and maths training as required by the college
8. Ask for support with own English and maths skills if required/needed.