Maths/English Skills Policy

This policy is available on-line at: www.tynecoast.ac.uk

- We will consider any request for this policy to be made available in an alternative format or language. Please note that the College may charge for this. Please contact: Principal – Tyne Coast College
- We review our policies regularly to update them and to ensure that they are accessible and fair to all. We welcome suggestions for improving the accessibility or fairness of this policy.

Approved by:	Version:	Issue Date:	Review Date:	Contact Person:
Executive Group	Version 6	November 2026	November 2029	Principal – Tyne Coast College

Review: 3 years

POLICY NUMBER 36

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1. Policy Statement

Tyne Coast College is committed to developing and improving the skills of young people and adults in the region. Maths and English skills are vital for the successes of students and apprentices to progress in further training, education, and employment.

The teaching of English and maths qualifications is a condition of funding for learners undertaking study programmes who do not hold either a grade 9 to 4 or A*-C in these subjects and are studying for 150 hours or more in the academic year.

The College will also ensure that the skills of adults in the region are developed through offering courses in basic skills including English, and maths. Classes for adults English and maths will be offered on both sites with classes on during the daytime and evening Functional Skills are offered at a range of levels, as well as GCSEs in both subjects.

This policy describes the key points of how the needs of students and apprentices will be met in studying a Functional Skill or GCSE English and/or Maths qualification.

In particular:

1.1 Promote the importance of English and maths to all students and apprentices by consistently contextualising and advocating the essential life and employment benefits of good English and maths knowledge, understanding and skills. This is to be completed during induction and by whole-college promotional activity and reiterated throughout the year in maths and English classes, and through vocational tutor reviews.

1.2 All students and apprentices will undertake initial assessments as part of the induction process to identify their individual needs and ensure they are placed on a relevant and suitable qualification. The initial assessment data will be used to support students and apprentices in identifying areas of strengths and weakness in maths and/or English. Students who are required to undertake English and/or maths will also undertake initial diagnostic assessments during their initial English/maths lessons.

1.3 Apprentices must study Functional Skills at the appropriate level as outlined in the apprenticeship standard. This will be bespoke to the apprenticeship agreement and the areas of work placement.

Tutors across all vocational programmes are responsible for embedding English and mathematics skills within their teaching and learning activities. The English and Mathematics team will work in partnership with curriculum areas to identify appropriate opportunities for integration. This collaborative

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and holistic approach reinforces the importance of these skills and supports students and apprentices in developing the competencies required for successful progression into employment and further education.

Students whose main qualification is within Foundation Learning will usually have the opportunity to develop their mathematics and English skills as appropriate to individual needs, though integrated skills-builders within the Foundation Learning department.

2. Scope

The policy applies to all students who are required to study English and maths: Learners, apprentices, full-time and part-time students aged 16-19 who have not achieved a GCSE grade 4 or above in English and/or mathematics are required, under the DfE's Condition of Funding, to continue studying these subjects as part of their study programme. The College will ensure that eligible learners are enrolled on appropriate English and mathematics qualifications and receive the support necessary to progress towards achieving Level 2 attainment.

3. Legislation

The College affirms its commitment to all current legislation, in particular:

- Data Protection Act 2018
- Special Educational Needs and Disability Act 2001 (SENDA)
- Equality Act 2010

4. Responsibilities

Consistently successful teaching and learning of GCSE or Functional Skills is a two-way process which also places responsibilities on the students and apprentices.

Student success is most likely to be achieved when students:

4.1 Attend all GCSE or Functional Skills lessons as required and ensure punctuality.

4.2 Understand that maths/English are a key element of their learning programme.

4.3 Ensure a consistently excellent attitude and make best use of their time inside and outside the classroom, including timely completion of work, preparation for tests and application of skills ready for employment.

4.4 Complete and submit all assessment and in-class work in a timely manner.

4.5 Comply with the assessment regulations for the Functional Skills/GCSE Qualification.

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4.6 Be inquisitive and active participants; seeking and suggesting clarification of maths and English skills as valued and applicable to progression.

4.7 Attend examinations as required and ensure all JCQ and college guidelines are adhered to.

5. Teaching Staff Responsibilities

Teaching staff should ensure that:

5.1 There are clearly articulated inclusive teaching and learning strategies and expectations communicated, agreed and understood by all those studying GCSE or Functional Skills.

5.2 Such teaching and learning strategies should address the methods to be used to support students as they seek to achieve GCSE or Functional Skills qualifications, including new standards/qualifications.

Each member of staff is clear about their contribution and accountabilities in teaching and assessment of GCSE or Functional Skills (including the wider team and whole college value of English and maths where appropriate).

5.4. All teaching staff should keep up to date with all relevant current practice/standards regarding GCSE and/ or Functional Skills including completing all mandatory training and CPD, including awarding body updates.

5.5 All teaching staff should maintain inclusive practice and demonstrate adaptive teaching to ensure all delivery is ambitious and aspirational.

5.6 Work to collaborate with all relevant stakeholders to ensure the best possible experience for students. This should include pastoral staff, vocational teams, exams teams, cross-site E&M delivery partners, leaders and any external agencies (where appropriate).

5.7 Provide an engaging and safe environment for all students, regardless of ability, starting points or prior achievement, liaising with all relevant stakeholders where appropriate.

5.8 Promote and incorporate equality, diversity, inclusion and belonging (where appropriate and naturally occurring) to develop and provide additional cultural capital.

5.9 Promote and incorporate digital skills to prepare students and apprentices for employment in a digitally reliant work-force.

6 College Management's Responsibilities

College Management should ensure that:

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6.1 Regular CPD and training opportunities are offered to each member of the team so that they may develop their own skills and act on the quality improvement plan to enhance the quality of provision.

6.2 A robust and well-sequenced curriculum is planned, delivered, and monitored throughout the year for all English and maths programmes.

6.3 They closely monitor developments related to maths/English/Functional Skills and ensure all staff are aware of policy changes and the significance of maths/English data on the college success.

6.4 All staff are competent to undertake their roles and responsibilities for the effective delivery of Functional Skills or GCSEs.

6.5 They plan for quality assurance of the curriculum in both English and maths and ensure all staff are adhering to the expectations of the College and this policy.

6.6 Timetables are suitable for the business need and the students so that we maximise opportunities to access English and maths classes.

6.8 That staff and students have appropriate resources required to complete English and maths courses which takes into consideration assistive technology, teaching equipment, student resources, software and hardware to make the curriculum inclusive and engaging.

7 Actions to implement and Develop Policy

7.1 Operate within the college mission statement providing access and equal opportunities for all stakeholders.

The Heads of Department will:

7.2 Lead on, and also provide support with curriculum development to facilitate the delivery of GCSE and Functional Skills across the college.

7.3 Provide a programme of staff development events to meet the needs of staff. To encourage staff to undertake Continuing Professional Development to ensure they are fully up-to-date with current developments which will be of benefit to students and the organisation.

7.4 Ensure that all full-time 16-18 students undertake initial assessments and diagnostic assessments (where applicable) to identify their individual needs as part of induction.

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7.5 Ensure that all staff are fully up-to-date with current systems and procedures, including initial and diagnostic assessment.

7.6 Ensure staff utilise a range of Technology Enhanced Learning (TEL) strategies, techniques and resources, including TEL to maximise student success. This will include completed regular, relevant training.

7.7 Continue to work in partnership with external agencies to ensure the department is kept up-to-date with current initiatives.

7.8 Liaise with vocational areas across the college for the integration of English and maths throughout the students' and apprentices' full programme of study/apprenticeship standard .

8 Monitoring and Evaluation

8.1 Monthly Curriculum and Quality review meetings will monitor and evaluate the progress of all English and maths students, identify any students as risk and implement appropriate support.

8.2 Success in maths/English GCSE or Functional Skills should be at or above benchmark and national rates.

8.3 Termly performance review will monitor and evaluate the progress of GCSE/Functional Skills within each school.

8.4 Student and apprentice feedback shows high levels of satisfaction.

8.5 Self-Assessment reports across department set targets for maths/English which are met.

9. Related Policies

Equality, Diversity Inclusion and Belonging Policy,
Student Attendance Policy
Assessment Policy FE
Apprenticeships Admissions Policy
Learning and Teaching Policy
Student Positive Behaviour Policy
Learner Support Policy

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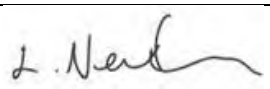
Equality, Diversity Inclusion and Belonging Tick List

We as a college community are focused on ensuring that those minority groups within society who are more likely to experience discrimination and are protected by the Equality Act 2010 do not experience unfair discrimination, harassment or victimisation while working at, studying at or visiting Tyne Coast College.

The Maths and English Skills Policy has been written and complies with the following **Protected Characteristics** (please tick all that apply):

Age	x
Disability	x
Gender reassignment	x
Marriage or Civil Partnership (in employment only)	x
Pregnancy and Maternity	x
Race	x
Religion or Belief	x
Sex	x
Sexual Orientation	x

Full description of **Protected Characteristics** can be found in the Equality, Diversity, Inclusion and Belonging Policy

Name of Person responsible for Policy	Louise Newton
Signed	
Date Reviewed	13.10.2026

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