
English & Maths Policy and Procedure

Policy Statement

Improving the level of skill and confidence for our students in English and Maths ensures that they are well prepared for their future studies and eventual employment.

Learning programmes for 16-19, adult, and apprenticeship students are designed to provide progression pathways that enable students to continue skills development, from their individual starting points.

Students on 16-19 study programmes, without 9 – 4 grades in GCSE English and Maths, will follow courses that provide progression and stretch, as they work towards achieving grade 4 or above. This includes learners with an Education, Health and Care Plan (EHCP) 16-25.

Students with an EHCP and who are assessed as not able to study either GCSE or other English and Maths qualifications can, where appropriate, be exempted from a formal Maths and /or English qualification. Progress and achievement for such students will be monitored via the college's RARPA process.

Adult students, particularly those studying Access to Higher Education programmes, will be given the opportunity to improve their English and Maths skills and work towards a recognised qualification, if appropriate. These qualifications can include (but are not limited to):

- GCSE
- Functional Skills
- “Stepping Stone” qualifications (e.g. Principles of Using Mathematical Techniques or Principles of Using Written and Spoken English)

Apprentices will develop their English and Maths skills in line with the level expected in their framework or standard and those apprentices who have not achieved the required qualifications in English and Maths, will have the opportunity to do so.

Procedure

Entry criteria for all learning programmes are agreed by each department and are published on the College website. Each pathway is designed to ensure both confidence and skills development for individual learners.

Students on 16-19 study programmes that have already achieved a grade 2 or 3 in GCSE English and/or Maths, will continue to study GCSE.

Students on 16-19 study programmes that have already achieved a grade 1 (or below) in GCSE English and/or Maths will study Functional Skills at Entry Level or Level 1, unless their diagnostic assessment indicates they are capable of achieving on a GCSE course.

Students on 16-19 study programmes progressing within the College, who have already achieved Functional Skills Entry Level 3 or Level 1, will study GCSE.

Apprentices that have not already achieved a grade 4 in GCSE English and/or Maths will study Functional Skills at the level expected within their framework or Standard.

For students with international qualifications, we will also use NARIC ([ENIC-NARIC - gateway to recognition of qualifications](#)) to determine the equivalency of their international qualification, to GCSE qualifications in English and Maths.

ESOL students enrolled on full-time study programmes will undertake diagnostic assessments, to determine the appropriate course for English and Maths.

Adult students enrolled on part-time courses will undertake diagnostic assessments, to determine the appropriate course for English and Maths.

Students on Access to Higher Education programmes will have the opportunity to take GCSE English Language and/or Maths, in order to meet standard university entry requirements.

It is recommended that all programmes provide a focus on skills development in English and Maths and follow the broad topics set out in the schemes of work, developed by the English and Maths team.

Additional learning support is provided to students who have been identified through the enrolment, information, advice and guidance process.

Policy Review

This Policy will be maintained and updated regularly by the Head of Department – English and Maths, in line with wider requirements and considering links to other College policies.

Review frequency: 3 year

Last Review: May 2023

Next Review: May 2026