Teaching, Learning & Assessment Policy

Sept 2021

Version 1

1. Scope

This policy applies to all staff at Expanse Learning College (Hereafter referred to as the College).

2. Context

Functional English and maths are essential for individuals to prepare for and function in adulthood, everyday life, leisure, communities, education and employment. This policy is intended assure the quality of the students experience by developing the individual's functional English and maths skills to support learning, vocational and social activities. It also sets out our objectives in the planning, managing and delivery of English and maths.

3. English

The college will develop student commitment to lifelong learning to enhance the lives of individuals in that English equips students with a unique set of tools to understand and use throughout their lives. Our vision for English is to:

- o deliver high-quality education in the subject which will help students to speak and write fluently so that they can communicate their ideas and emotions to others.
- o give our students a broad curriculum which develops them culturally, emotionally, intellectually, and socially.
- o deliver functional English learning which is rooted in the belief that reading plays a key role in students' intellectual and spiritual social development.
- o develop all the skills of language will be essential if our students are to participate fully as active members of society.
- o promote high standards of language and literacy
- o provide necessary understanding, knowledge and skills for students to progress within life and work. It will prepare students for their next educational or employment steps.

4. Maths

Our vision for functional maths is to prepare students to understand and utilise logical reasoning, problem solving skills and the ability to think in abstract ways. It is essential to everyday life, critical to science and technology. High-quality functional mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, and an appreciation of the subject.

5. English and maths Levels

Students specific English and maths needs are identified through a range of assessments, including Education and Health Care Plans, pre -enrolment information, meetings with professionals and BKSB initial assessment. Students will follow an individual learning pathway including embedded functional skills. For some students taking exams may not be appropriate, some students will practise skills to ensure that they do not lose the skills they have learnt. Students may need additional access arrangements which will be organised as per the procedures set by the Awarding Body. We recognise that the development of maths and English is a priority for all students, these will be embedded in all lessons wherever possible:

- o **Pre-entry Level**: Any students who are assessed to be working at a pre-entry level will be set personalised communication and calculation targets. We use Milestone assessments to determine what skills need to be taught.
- o **Entry Level** English and maths Assessments will be available on demand, internally marked and verified and then externally verified by Pearson. (English has three components Speaking and Listening, Reading and Writing at each level, which must all be passed for a candidate to achieve an overall certification. Maths will have a single assessment at each level).
- o **Level 1 and Level 2** English and maths Assessments are completed by either formal paper based or on-line assessment. These will be ordered from Pearson in advance.

6. Resources

Resources for the delivery of functional English and maths learning are stored both in the classroom and centrally so it can be linked within other lessons. We have a range of materials including BKSB pre-entry resources to support delivery with equipment stored in the classrooms. Materials are consistently updated throughout the year as new and relevant items become available.

7. ICT

The college teaching teams embrace the use of ICT by using individualised programmes such as BKSB as part sessions. Interactive whiteboard is also used throughout the sessions and students can access additional online learning from home.

8. Reporting

Students and families receive termly written feedback which includes a summary of their effort and progress in English and maths throughout the year.

9. Marking

All work is marked, and comments are written in books in line with the Expanse Marking policy. We always encourage our students to read these comments and where possible add their own input. (Please refer to '*ELCO-POL-OPR-009 - Marking and Assessment Policy and Procedure*')

10. Student entitlement

Expanse will provide English and maths opportunities for students including opportunities to communicate and calculate to a level above their entrance level at initial assessment with the opportunity to develop up to Level 2 where appropriate:
- o Student will be offered an effective and robust initial assessment.
- o Student will have their needs identified on an Individual Learning Plan
- o English and maths will be delivered in context of student programme and needs

11. Expanse College commitment

We are committed to providing opportunities for students to develop functional English and maths beyond their level at entry to the organisation through a whole- organisational approach. Heads have overall responsibility for the curriculum, quality assurance, administration and management of operational delivery for staff in relation to English and maths:
- o To define support systems (managerial, resources, students support, staff development)
- o To define procedures for a robust initial assessment, review and continual monitoring of progress using BKSB software.
- o To effective internal verification and moderation
- o To ensure clear communication and to define procedures for sharing good practice
- o To meet the standards set by JCQ in terms of assessment, moderation and examination processes
- o To ensure non accredited students benefit from relevant communication and calculation targets

12. Heads
- o Oversee implementation and effective delivery of English and maths programmes
- o Ensure effective use of Initial Assessment results to inform learning pathway and support required
- o Effective administration - registration, assessment, access arrangements, examinations, certification
- o Oversee quality assurance
- o Monitor progress and achievement rates and effectiveness of English and maths
- o Actively promote an inclusive and thriving learning environment for students
- o Ensure English and maths is positively promoted and embedded within programme pathways
- o Ensure teaching teams maximise cross curricular opportunities to teach English and maths

13. Teachers and Teaching Assistants
- o Provide high quality innovative teaching and learning that inspires and challenge all students to extend knowledge and skills
- o Have high expectations and targets for achievement at programme level to motivate students
- o Manage student progress
- o Provide regular supportive feedback so students understand how to improve following an assessment of their learning
- o Plan schemes of work and assessment in line with functional English and maths standards
- o Develop teaching, learning and assessment practice through reflection and evaluation of sessions
- o Effective administration - registration, assessment, access arrangements, examinations, certification

14. Quality Assurance

Quality Assurance of functional English and maths will be completed via Programme Review, Standardisation and Observation of Teaching and Learning; consistency/standardisation will be addressed through the following:
- o Discussions and co-ordination within delivery teams
- o Through the work of external bodies
- o Peer observations
- o Quality Assurance checks

- o   Feedback via IQA reports and EQA reports

15. Continuing Professional Development

Staff will be confident and competent to teach English and maths:
- o   Teachers will be fully qualified and conversant with the English and maths standards
- o   Teaching Assistants will be qualified to an appropriate level reflecting the English and maths being taught
- o   Internal Verifiers will be competent and confident in the skills being assessed
- o   OTLA Observers will be fully qualified and conversant with identifying English and maths that is embedded within sessions (Please refer to the '*ELGR-POL-ORG-002 - Observation of Teaching, Learning and Assessment Policy*')

16. Monitoring arrangements

- o   The Head is responsible for monitoring and reviewing this policy.
- o   The Board of Directors will check that the college complies with this policy.
- o   This document will be reviewed **every 12 months thereafter**.
- o   At every review, the policy will be shared with the governing board for review and challenge purposes.

Impact of non-compliance:

Staff:	Disciplinary action
Student:	Not Applicable
Legislation/organisational:	Reputational damage, statutory and non-regulated compliance.
Compliance lead:	Headteacher/Director of College
Policy Reference:	ELCO-POL-OPR-017
Version:	1
Agreed policy location:	DatabridgeMIS and Company Webpage
Does the policy require Governor approval?	No

Approval

Prepared by	*Approved by*	*Counter Signatory*
Karl Wane	Tony Brown	Scott Roberts (Assoc. CIPD)
01/09/2021	01/09/2021	01/09/2021
K Wane		
Director of College Post 16 Education	CEO	Head of corporate Services

Version Control

Version	Date	Revision	Review Date
1	01/09/2021	First Issue	31/08/2022
2			
3			
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