



English and Maths Strategy 2018/19

1 Mission

All students at Trinity Specialist College are encouraged to take the opportunity to improve their English and Maths skills through participation in an individualised curriculum. The College aims to provide the option of accreditation in addition to embedding opportunities for English and Maths in all aspects of the curriculum including employment, health, community inclusion and independence.

2 Purpose

Trinity Specialist College is committed to providing high quality English and maths to support progression and achievement. This strategy will ensure that functional skills opportunities are relevant to students needs and are effectively delivered.

Trinity Specialist College believes that English and maths are important to educational and personal development for students because they:

- Are essential for individuals to function in everyday life.
- Are necessary to enhance the lives of individuals.

3 Principles

English and maths provision at Trinity Specialist College follows an accredited route for students that wish to further their education and opportunities to embed English and maths are highlighted during communication, cognition, social and emotional, sensory, physical, health and wellbeing, independent living skills, employability, behavior and ICT provision.

The provision includes

- English and maths linked to Milestones 1 to 8 and Entry 1, 2 and 3 should this be required as part of students long term goals.
- Recognising differences in learning and implementing teaching and learning strategies in addition to peer support and a dedicated key worker.
- Embedded support for students accessing the full curriculum with opportunities to improve their functional skills in every aspect of life.

4 College Commitment

Trinity Specialist College is committed to providing opportunities for learners to develop their English and maths skills at an appropriate level to their education needs. Successful delivery of English and maths Functional Skills is achieved through a whole organisational approach concentrating on the following key features:

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- Considering the information provided in Education, Health and Care Plans.
- Attention to the results provided by Initial assessment and diagnostic assessment.
- Individual Learning Plans, with clear effective Target Setting across all aspects of the curriculum.
- A flexible approach to delivery – which may include whole class teaching, embedded learning, learning support, work experience or a mix of these.
- Students skills developed at a pace that enables and shows progress.
- Effective use of a range of college staff skills and abilities.
- Staff recruitment.
- Continuing Professional Development for college staff and staff training
- Robust and comprehensive continuous quality improvements

5 Student Entitlement

Trinity Specialist College will provide the following English and maths opportunities to students:

- All students will be supported in developing their English and maths skills at an appropriate level to their individual needs and aspirations.
- As a result of an initial assessment, all learners will be provided with key information, advice and guidance on the opportunities available to them to improve their skills with clear and effective target setting on their Individual Learning Plans.
- All students will have an Individual Learning Plan completed and reviewed on a regular every half term as a minimum.
- All students will have access to appropriately trained staff.
- The teaching of English and maths, where possible will be delivered in the context of the student's interests, independence, community inclusion, health and have an employability focus if this is linked to their long term goal.

6 Staff Development

Trinity Specialist College has provision for staff development and the Teaching, Learning and Assessment Manager works closely with class tutors to identify the training needs of all staff.

Staff development will include:

- Staff induction
- Professional Development Reviews
- Attendance at staff development events
- Weekly team meetings
- Professional development opportunities such as further qualifications in teaching
- Improving own levels of English, Maths and ICT to at least Level 2 equivalency

7 Objectives for Staff

- For all staff to attend a baseline and initial assessment training
- For all staff to attend a functional skills core curriculum overview

8 Quality Assurance

- Opportunities to deliver English and maths is monitored every half term.
- The quality of English and maths teaching is monitored termly through formal observation and Learning walks.
- English and maths provision is included in all areas of the Self-Assessment Report and Development Plans as appropriate.
- English and maths accreditation is achieved through AQA is delivered under the quality assurance internal verification guidelines outlined in the College policy and in line with the Awarding Body requirements.

9 Leadership and Management

The roles and responsibilities for the implementation of this Policy are identified below:

The College will appoint a management representative to co-ordinate English and maths Functional Skills delivery to ensure that this policy is adhered to and progressed in line with the College's Quality Improvement Plan. The Teaching, Learning and Assessment Manager will have a key role in monitoring the implementation of this policy and reporting progress through to the Senior Management Team, College Staff and Board of Trustees.

The Senior Management Team will ensure that the quality of English and maths provision is monitored through a robust observation process student progress and achievement is monitored and evaluated.