



English and Maths Policy

2018-19

Approval Date	August 2018
Line Manager responsible:	Group Director of Operations
Review Date :	August 2019
Issue Date:	
Policy Reference No:	QM 03

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Alacrity Group: for the purposes of clarity the term “Group” will mean Alacrity Capital Holdings Limited and any of its subsidiary companies which includes, but not limited to, Consultvia Limited, Interlearn Limited, Covestia Limited, Genexia Limited and Estvestia Limited.

1.0 Purpose

The aim of English and maths provision within the Group is to ensure a broad skill base across the core subjects of Mathematics and English, thereby maximising our learners’ opportunities for success in further learning, the world of work and in life generally.

This is underpinned by the Wolf report (2011) and other government reforms.

2.0 Aim

It is the aim of the Group is to make Initial Assessment tests available to all learners in order to establish their learning support needs in English and maths. We will therefore support all funded learners studying on either the Apprenticeship frameworks/standards to learners studying on employability, AEB or ESF programmes to acquire, where appropriate their Functional Skills qualifications.

3.0 Implementation

All learners will take an initial assessment as part of the induction process. The results will provide staff with the opportunity to gather and verify learners’ existing qualifications to help assess and to facilitate the planning of each individual’s Functional Skills requirements.

The level at which Functional Skill learners enrol at, will be determined by several factors, i.e. existing qualifications; Initial Assessment performance and formative assessment during the first 2 teaching and learning weeks. The level of Functional Skill will be determined strictly by a learner’s ability and not by potential progression requirements.

The Operations team will be responsible for collection and verification of Apprentice /learners’ qualifications and the results will be used to help inform the targets for the ILP by the teaching, learning and assessment teams.

All Functional Skills programmes will provide a focus on skill development in English and mathematics, embedded into subject delivery.

Specialist additional learning support will be provided to those learners who have been identified as needing this through our information, advice and guidance process.

Any learners identified as having ESOL or support needs that we are unable to support will be signposted to other local training providers or community colleges as part of the referral arrangements scheme.

Functional Skills learners will sit their examinations when they are judged to be thoroughly prepared and signed off by their tutor/assessor. Having taken their examinations, learners will continue to attend sessions and will continue to work towards the next level whilst unsuccessful learners will continue to attend with the aim of undertaking a resit within the year.

4.0 Evaluation

The Operations Managers shall be responsible for reporting the usage and results of the Initial Assessment process to the delivery and assessment teams. The results of the English and maths assessments shall be used, in conjunction with qualifications and experiences to help inform the development of the ILP and to set targets for each functional skill area.

Any learners identified as being 'at risk' or who may require additional learning support or intervention will be referred to learning support services.

5.0 Review and Monitoring

The policy is subject to annual review. The implementation of the policy will be monitored through the annual quality cycle of performance monitoring.

6.0 Access to the Policy

This policy will be published on Share point.