

First Step Training English & Maths Policy

Version 4 – 10/01/23 – 10/01/24

1. Introduction

First Step Training want all our apprentices to have the opportunity to improve their competence and confidence in English and maths.

All apprentices will be provided with the appropriate support to enable them to develop their English and maths skills at a suitable level to their relevant apprenticeship standard, their individual needs and their individual aspirations. English and maths will be delivered through the formal learning and achievement of functional skills qualifications (where required) and the continuous development of English and maths skills embedded throughout their learning.

The successful delivery of English and maths and functional skills qualifications will be achieved by concentrating on the following key features:

- Attention to the results of initial and diagnostic assessment to plan the apprentices English and maths support from their start point.
- Clear effective target setting of English and maths as part of all aspects of the curriculum.
- A flexible approach to delivery which may include a combination of embedded learning, individual or group support, distance learning, specialist or targeted support.
- Regular review of skills development and applied learning.
- Specialist delivery staff with a functional skills remit.
- Professional development of all delivery staff to support and embed English and maths learning.
- Standardisation and work scrutiny Context

2. Scope

Maths and English form a mandatory part of all apprenticeship standards and must be completed before an apprentice can pass through gateway. As a minimum a level 2 apprenticeship standard requires an apprentice to achieve English and maths at level 1 (functional skills level 1 or a minimum of GCSE grade E or 2) and start, continue to study and take the test (does not need to pass) for maths and English at level 2.

At level 3 and above the apprentice must achieve maths and English at level 2 (functional skills level 2 or GCSE qualifications grade A*- C (9 – 4)) Individual apprenticeship standards may also specify additional requirements.

An important part of the initial assessment process is to identify if an apprentice already holds qualifications that can form an exemption for the above mandatory maths and English requirement.

Initial assessment will also be used to establish an apprentice's current maths and English start point as the further development of maths and English should be an embedded part of every apprentice's journey.

Functional skills reforms

The newly reformed functional skills will come into effect from September 2019 which will introduce an increase in the subject content for both English and maths along with new regulatory conditions. At level 1 and 2 apprentices will need to demonstrate that they not only have a sound grasp of the underpinning skills and basics but that they can apply these skills effectively to a range of purposes in the workplace and in other real-life situations.

Apprentice pathways

English and maths are embedded to support and underpin all learning undertaken by an apprentice. Workshops and structured learning sessions are developed to make best use of the embedding of English and maths skills and development opportunities are clearly identified in session plans. Apprentices work is consistently marked for spelling, punctuation and grammar (SPaG).

4. Responsibilities

Director	<ul style="list-style-type: none"> • Overall accountability for the implementation of this policy. • Support delivery managers and staff to implement this policy • Oversee the assurance of this policy
Training Manager	<ul style="list-style-type: none"> • Implement and deliver this policy. • Ensure that every apprentice has results for English and maths initial assessment and diagnostic tests. • Line manage staff to deliver and embed English and maths including standardisation, IQA and moderation. • Report on the standard of English and maths delivery as part of the observation process and work scrutiny. • Identify and implement professional development on English and maths as required • Support the development of excellence in teaching, learning and assessment for English and maths • Track and record progress and achievement of apprentices against targets. • Be responsible for the achievement rates of functional skills qualifications

Delivery Team	<ul style="list-style-type: none"> • Identify clear and relevant learning objectives and targets for • English and maths for all apprentices. • Embed English and maths into all main learning and provide • apprentices with consistent feedback to enable them to • develop their English and maths. • Promote and encourage accurate and consistent use of • English and maths skills as appropriate. • Support, develop and prepare apprentices for successful and • timely achievement of function skills • When marking apprentices' work / assignments check for • spelling, grammar and punctuation. • Contribute to the identification and implementation of • professional development need
Admin Support	<ul style="list-style-type: none"> • To co-ordinate the timely and effective distribution of IA • activities and where applicable any required follow up. • To ensure that IA results confirm and are in line with • eligibility and funding requirements and that appropriate • audit evidence is maintained. • To ensure apprentices are registered and that certificates • are claimed and processed in a timely manner.

Outside stakeholders with influence on this policy

The ESFA set out the minimum requirements for English and maths in the 'apprenticeship funding and performance management rules.

<https://www.gov.uk/guidance/apprenticeship-funding-rules>

Key points are:

the evidence pack must include the following (where applicable):

- Details of how English and maths will be delivered, including a plan of delivery and evidence of delivery taking place against that plan.
 - All initial assessments for English and maths, including evidence of prior attainment.
 - Additional information where the apprentice is assessed as exempt from the normal English and maths requirements. In these circumstances you must also include:
 - a copy of the authorisation by an appropriate professional, for example the head of special education needs (SEN) or student support;
 - evidence of how the apprentice's learning difficulty or disability affects their English and/or maths abilities;

- the apprentice's recommended learning plan to achieve entry level 3 in English and/or maths (as appropriate); and
- the apprentice's education, health and care (EHC) plan, statement of special educational need (SEN), or learning difficulty assessment (LDA).

Additional English and maths requirements are set out in the apprenticeship standard and assessment plan.

<https://www.instituteforapprenticeships.org/apprenticeship-standards/>