

Maths, English and ICT

2024 POLICY

C Continually strive
for excellence

A Act with integrity
and be respectful
at all times

R Responsive and
flexible to learner
and employer needs

E Encourage and
support high
aspirations

1. Introduction

Heart of England training offer maths and English qualifications in functional skills and GCSE. Learners skills are developed through sessions resources and mock exams in preparation for their exams. There is flexibility in our approach and additional support is carried out for learners who require it. Measures are in place to report on progress and performance.

2. Process

For both maths and English, all learners complete an initial assessment with the Apprenticeship account manager. All initial assessments are carried out using an online platform: BKSB. Upon completion, the results will provide the learner with a working level ranging from Entry level 1 to Level 2. The learner will then complete diagnostic assessments on BKSB which will provide a breakdown of gaps that need further development. Results determine the individualised training plans for each learner. This is also reflected in the online E-Portfolio platform we use to record learning and set assessment plans.

Learners will follow an individualised training plan that focuses on their area of needs. A wide range of resources are available to support. Learners will work to a level of competence before completing a mock exam. The expectation is that the learner passes the mock based on the marks that would be required in a real exam. This differs depending on the subject and level of the exam. Upon a successful pass of a mock exam, learners will be entered for the live exam. All of this will be recorded and documented on OneFile. Some learners will have achieved their maths or English prior to starting their course. They will not be required to take the exams.

Reports are completed each month to measure learner progress against target and also performance.

Check	Intent	Targets/expectations	July 2022
Pass rates of learners	To measure how the company is performing in Functional skills and GCSE exams	75%	68.10%
Red exams	To highlight exams where a learner has scored under 40%	0%	15.00%
Deviation against target	To measure learners progress against target	0%	-19%
BKSB user activity	To measure BKSB usage	1 hour per week per learner	

GLH through registers (SP only)	Ensure learners meet GLH	55 for FS 140 for GCSE	
ALN recording	Measure additional support completed	100% ALN records each month	
EHCP recording	To ensure we are meeting the individual needs of our learners	0% deviation	+2%
OTLA	To observe teaching of learning	Dependent on individual	

3. Requirements for Maths, English and ICT

Apprenticeship Accounts Manager's (AAM's) ensure that learners complete an initial assessment before enrolling on a course. AAM's will document any additional needs of the learner including additional time for exams, readers, and scribes. AAM's will follow a clear process to decide on which maths/English level is suitable (see flow chart at the bottom of this document) This will be communicated with the educator.

Educators are responsible for keeping an accurate up to date record of learning and progress that has taken place.

Educators will use the Initial assessment and diagnostics from BKSB to recognise gaps in knowledge. This will be used to create the initial learning plan.

Educators will encourage and monitor the usage of BKSB from their learners. Employers will allow time to complete BKSB activities.

4. Requirements for learning support

AAM's/Internal advisors are responsible for informing educators of learning support required and any safeguarding, health issues or potential barriers to learning.

AAM's/Internal advisors are responsible for giving feedback on initial assessment to the educator and ensuring a plan is put in place that is individual for that learner and allows for equal opportunity.

Educators are responsible for recording comprehensive details of learning support that has taken place. Regular reviews must also take place to measure progress and performance.

Educators are responsible for delivering maths, English and ICT training to learners requiring support. Stretching targets must be set to ensure progress is made from their starting point.

5. Requirements for Initial assessment

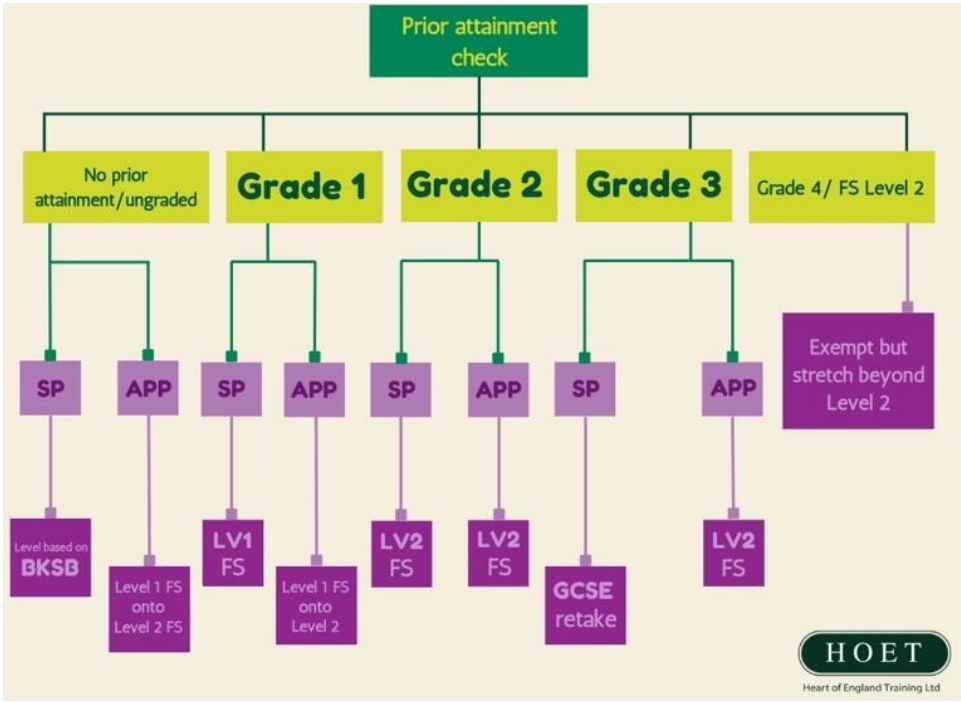
The Marketing and recruitment director has overall responsibility to ensure all learners complete an initial assessment and diagnostics in maths and English before being enrolled on a course.

The AAM/Internal advisors will ensure all applicants are treated fairly and equally and given impartial information, advice and guidance. This must be best suited to the individual needs of the learner and their career aspirations.

All feedback from the initial assessment must be recorded and communicated with the educator before the course starts.

A suitable plan must be agreed before enrolling on the course. This must be communicated between all parties and agreed in advance. This would be documented on the training plan.

The AAM/Internal advisors would record the outcomes of these assessments on form capture.



This policy is reviewed annually by the company directors and Governors.

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