

# HTP Apprenticeship College Maths, English and Digital Skills Policy

## Introduction

HTP Apprenticeship College (HTP) is committed to supporting employability, excellence, enterprise and progression for all.

It is recognised that the development of maths, English and digital skills enables individuals to achieve their full potential and function independently in all aspects of their personal and professional life. HTP provide opportunities for all learners to improve their confidence and competence in maths, English and digital/IT; essential skills for both progression to and within employment or onto further study.

## Aim

To ensure all learners have consistent, regular opportunities to improve their confidence and competencies in maths, English and digital skills, gain further qualifications and apply these skills to all aspects of their personal and professional lives.

## Leadership of Maths, English and Digital/IT Skills

HTP take a whole organisation approach to the strategic delivery of maths, English and Digital Skills which is led by Directors.

All staff have the responsibility for the positive promotion of the organisation's aspirational vision and the delivery of maths, English and Digital Skills through standalone and embedded learning and development activities.

Achievements are monitored by Directors.

## Maths, English and Digital Skills Provision

- All learners aged 16-18 commencing on a vocational study programme without a Grade 4/C or above in GCSE English and/or maths will continue to study these subjects to achieve a Functional Skills qualification or GCSE by the time they complete their training with HTP.
- All learners aged 16-18 who commence a vocational study programme having achieved GCSE Grade 4/C or above in English and maths have the opportunity to further develop their skills to improve their opportunities for employment and further study.
- Learners on an apprenticeship programme without a GCSE Grade 4/C in English and maths will undertake English & maths at the level appropriate to them which is at or above the level required by their Apprenticeship Standard/Framework.

- All Apprentices will study towards a Level 2 or GCSE English/Maths qualification even if they have achieved the minimum requirement of the Standard or Framework.
- All learners will be encouraged to improve their digital skills as part of their training programme. Where required, in line with specific programme requirements, they will also undertake digital skills qualifications at the appropriate level.

To achieve this HTP will:

- provide high quality, impartial advice and guidance together with initial and diagnostic assessment to ensure each learner is placed on the right programme and has an appropriate qualification pathway for maths, English and digital skills;
- ensure Training Consultants take a consistent approach to the delivery of maths English and digital skills;
- provide a team of specialist maths, English and digital skills specialists to provided specialist support for staff and learners;
- improve standards in teaching, learning and assessment of math, English and digital skills across all programmes ensuring they are embedded in all learning;
- raise success rates in maths, English and digital skills;
- provide learners with the opportunity for on programme progression to the next level of attainment or qualification;
- ensure that the delivery of maths, English and digital skills is flexible in terms of location, time, method and vocational context to meet the needs of learners and where appropriate employers.

### **Delivery of Maths, English and Digital Skills**

Maths, English and digital skills are delivered through a combination of standalone and embedded learning and development activities. The delivery of maths, English and digital skills supports and underpins all vocational learning. Every vocational session should develop maths, English and digital skills in the context of the subject to support high quality teaching, learning and assessment.

All training staff are required to:

- identify the development opportunities for English, maths and digital skills in schemes of work and session plans;
- provide consistent marking and feedback of learners' written work for spelling, punctuation and grammar;
- extend the opportunities for the use of data in coursework eg using graphs and charts in presentations;
- encourage the use of verbal and written language in a wide range of contexts including presentations, written reports, role plays, professional discussion and the working environment;

- ensure close working relationships between vocational staff and specialist maths, English and digital skills colleagues.

## **Roles and Responsibilities**

Directors will:

- oversee the implementation of HTPs maths, English and digital skills policy to ensure contractual requirements are met;
- support Senior Managers to implement the maths, English and digital skills policy;

Senior Training Managers will:

- implement and deliver the maths, English and digital skills policy;
- support and deliver staff development for Training Consultants on the embedding of maths, English and digital skills in main learning;
- support the improvement of teaching, learning and assessment in maths, English and digital skills through, for example, specific workshops and sharing of good practice as identified through observations of learning;
- be accountable for the maths, English and digital skills success rates for learners in their area of responsibility.

Training Consultants will:

- ensure that every learner has taken and there is a record of their initial and diagnostic assessment;
- check and confirm that every learner's prior achievement in maths, English and digital skills;
- ensure vocational timetabling allows all students to access appropriate maths, English and digital skills support sessions;
- set clear and relevant learning objects/targets for each learner in maths, English and digital skills throughout their programme of learning;
- plan and deliver maths, English and digital skills support to meet learner needs;
- promote and encourage accurate and consistent use of maths, English and digital skills;
- seek ideas, consult with colleagues including maths, English and digital skills specialists to introduce innovative ways to embed maths, English and digital skills in planned learning;
- check and record the progress of every learner in maths, English and digital skills in relation to their individual targets;
- regularly confirm each learner's maths, English and digital skills aims are appropriate;

- ensure timely entry to external examinations to meet programme requirements;
- ensure maths, English and digital skills results are collected and recorded for each learner in line with specific programme requirements;
- maintain regular contact with maths, English and digital skills specialists;

### **Staffing and CPD**

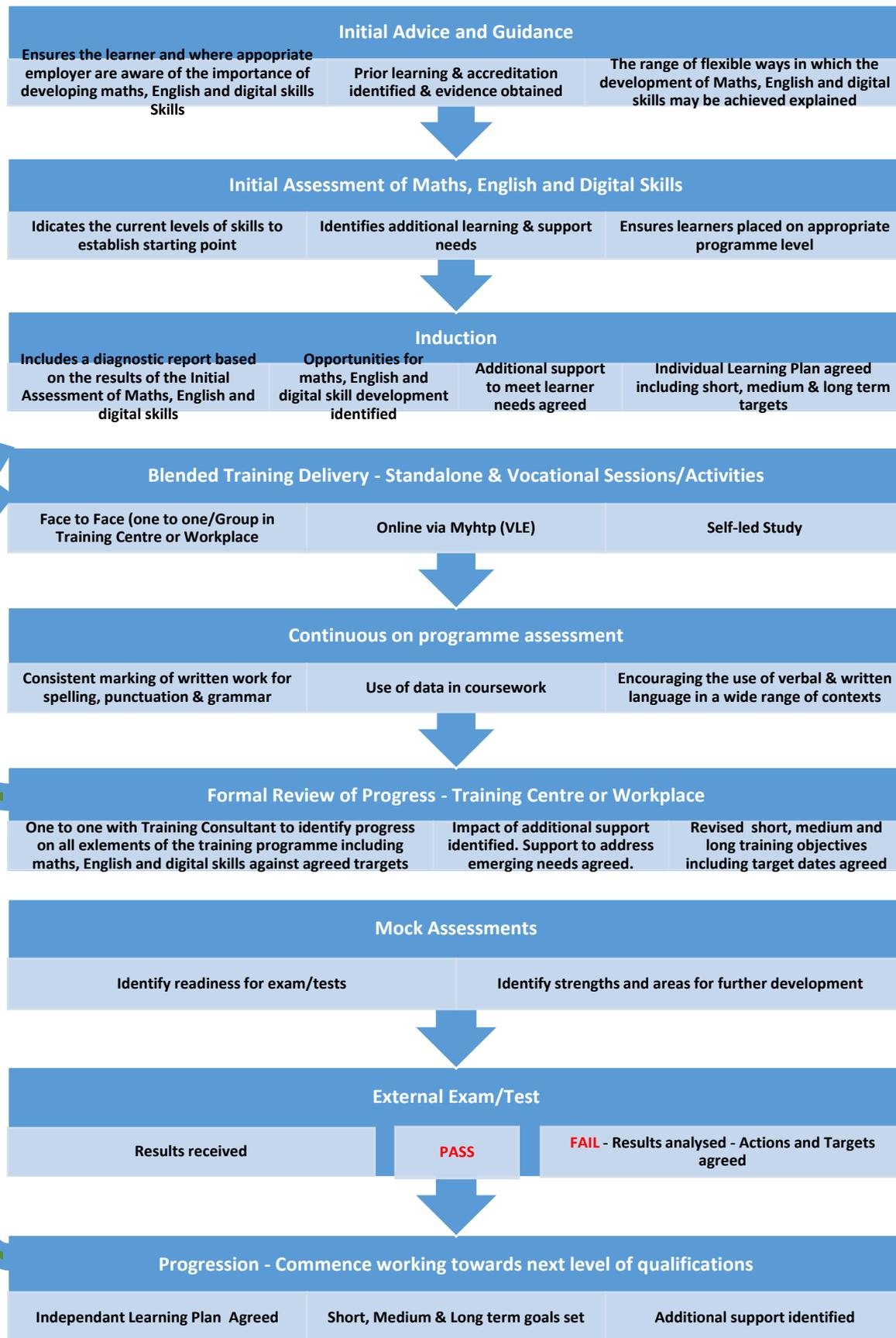
All managers, training and support staff receive training to enable them to successfully undertake their role in relation to HTP's Whole Organisational Approach to maths, English and digital skills.

Training Consultants' maths, English and digital skills, capabilities and knowledge are reviewed at Initial Staff Induction and in subsequent 1 to 1 and appraisal meetings. CPD programmes are agreed to address identified development needs.

The implementation of skills and knowledge gained by staff from CPD is tracked and the impact evaluated.

All Training Consultants and Learning Support Assistants are trained to recognise naturally occurring opportunities to develop learners' maths, English and digital skills.

## Maths, English and Digital Skills Delivery Process



Reviewed 25/04/2022

Next Review 25/04/2023