



Eastern Region Roof Training Group Ltd

Functional Skills Delivery Policy

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Eastern Region Roof Training Group (ERRTG) is committed to providing high quality Functional Skills programmes to support progression and achievement. This policy relates to improving the quality of teaching and learning of Functional Skills English and Maths at ERRTG. The implementation of the policy is intended to improve the quality of the learner's experience by developing the individual's ability to apply the fundamental skills that underpin most vocational and academic work. Developing the Functional Skills should improve the learner's personal effectiveness and employability. This policy will ensure that Functional Skills are relevant to learners' needs and are effectively delivered.

This policy document sets out objectives and strategies for planning, managing and delivering Functional Skills, as well as describing aspects of quality assurance and staff development relating to functional skills. The strategies within the Functional Skills policy apply to Functional Skills across the academy, for all programmes and all learners where appropriate. All staff involved directly or indirectly in the managing, delivering and supporting Functional Skills will be familiar with the purpose, principles and strategy for delivery. ERRTG believe that Functional Skills are important to educational and personal development for learners because they are:

- Essential for individuals to function in everyday life, work, leisure and education.
- Necessary in developing a commitment to lifelong learning to enhance the lives of individuals,

improve employability and to create the skills that our economy and employers need.

- Help towards meeting the Government's drive for improvements in the maths and English skills of all students.

Functional Skills provision at ERRTG will aim to meet the following needs:

- Mandatory for the completion of Apprenticeship frameworks
- Students who are under 19 and do not have GCSE A*-C in English and/or Maths will be required, as part of their programme, to pursue a course which either leads directly to these qualifications, or which provide significant progress towards future GCSE entry or success.

ERRTG is committed to providing opportunities for learners to develop their English and Mathematics beyond their level at entry to the academy and where appropriate gain external accreditation for this. Successful delivery of Functional Skills is achieved through a whole organisational approach concentrating on the following key features to ensure a co-ordinated approach:

- To define support systems (managerial, resources, learner support, staff development).
- To define procedures for initial assessment and review and monitoring of learners' progress.
- To support effective internal verification and moderation.
- To ensure clear communication and to define procedures for sharing good practice.
- To maintain the standards set by the assessment, moderation and external examination process.
- To ensure that there are robust and comprehensive continuous quality improvements.

ERRTG will provide the following Functional Skills opportunities to learners. This will provide learners with the opportunity to become functionally literate and numerate to Level 2 where appropriate. All learners will be offered an effective and robust initial assessment. (Please see IA Policy) The completion of this initial assessment and diagnostic assessment will ensure that each learner's current levels of skills will be identified on his or her ILP (Individual Learning Plan). Key information, advice and guidance on the opportunities available to them to improve skills and qualification up to level 2 in Literacy and Numeracy will be given.

- For students on Apprenticeship programmes, Functional Skills specified in their respective frameworks will be included in their learning programmes.
- All learners will have access to appropriately trained and qualified Functional Skills tutors
- Setting and achieving targets for achievement at course level
- Monitor and track students' progress
- Screening, initial assessment and diagnostic assessment
- Planning schemes of work and assessment
- Teaching, learning and assessment
- Effective registration, examination entry arrangements

The co-ordinator and delivery team will;

- Develop Functional Skills to the levels suited to their individual needs and goals.
- Be taught the underpinning skills and understanding
- Practice and apply the skills in relevant and meaningful contexts
- Review their skills development
- Prepare for assessment

It is absolutely vital that all course tutors assess and deliver to the criteria/standards. Consistency/standardisation will be addressed through the following:

- Staff development sessions
 - Discussions and co-ordination within course team
 - Through the work of external bodies
 - Peer observations
 - Quality Assurance checks
 - Feedback from external standards moderators liaising with Functional Skills tutors.
- Staff will be confident and competent to teach Functional Skills through:

All staff at ERRTG who are involved with the teaching of Functional Skills must be fully conversant with the Functional Skills standards from the standards and the assessment criteria contained within the respective handbook and marking criteria for each Functional Skills and Skills for Life assessments. To be competent in the Functional Skills being taught it is highly recommended that all teachers of Functional Skills at ERRTG are encouraged to work towards a relevant subject specialist qualification if not already doing so. Anybody assessing and/or internally verifying these qualifications will need to be competent and confident in the skills being assessed. It is best practice that all subject tutors who deliver Functional Skills should hold the relevant qualification at one level higher than that at which they are teaching. ERRTG's internal observation staff should also ensure that training is undertaken around Functional Skills.