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| **Our Intent** is to support targeted residents and their families to:  ***‘Progress in Life and Work’*** |
| **Introduction**  Cheshire West and Chester Council’s (CW&C) Skills and Employment Service and its ESFA sub-contracted Adult Learning partners, including - Cheshire South & West and Warrington & Vale Royal colleges, provide a broad range of learning opportunities underpinned through the development of maths and English skills. The service embeds continuous quality improvement in all Adult Learning through appropriate support and challenge. |
| **Adult Learning in Cheshire West and Chester is:**   * **Locally Led** – A community learning and skills programme that has been informed and shaped by our communities so clearly meets needs and interests. * **Collaboratively Delivered** – Maximising the benefits of partnership to invest in the accessibility, delivery and quality of community learning to benefit all adults and families. * **Making the Difference** – Providing progression pathways that maximise opportunities and the achievement of individual goals. |
| The service perceives itself as having a wide social and economic impact across Cheshire West providing a strong, coherent and continuously improved offer of Adult Learning and Skills that impacts positively on:   * Economic growth and prosperity * Health and wellbeing * Family life * Older people’s lives * Social mobility and a more equal society * Active citizenship and empowered cohesive communities * Sustainability   Cheshire West and Chester Council aims to help the Borough THRIVE through providing support for our communities, our economy and our residents. In keeping with this, the CW&C Skills and Employment team’s purpose supports people who live, work or volunteerin Cheshire West and Chesterto develop `their basic skills, make progress and thrive in life and work.  Good maths, English and digital skills are essential in daily life as every job requires the ability to read, write and use numbers with confidence. In addressing this the team focus on ensuring that learners become better educated, skilled and equipped to earn a decent living and they endeavour to create opportunities to enable learners to achieve economic independence through employment.  This English and maths strategy is broad and inclusive encompassing learners with learning difficulties and disabilities as well as learners with Level 2 skills but no qualifications. Although acknowledging that digital is the fourth basic skill, this document confines itself to English and maths need due to the great importance placed on maths and English skills for employability and wider social inclusion and mobility.  Our “whole organisation” approach places basic English and maths at the heart of all our Adult learning and thus sets a learner entitlement to maths and English support and development in all ESFA funded courses regardless of primary area of learning. Therefore, it is every tutor’s responsibility to support maths and English development whenever possible and to raise learners’ awareness of the wider social impact of low skills on their lives (e.g. on access to work and training, improved financial literacy, family learning, individual empowerment) |
| **Local priorities involve** maximising the impact of adult learning on the social/ economic wellbeing of individuals, families and communities by:   * **improving access to employment** and work readiness through quality information, advice and guidance; improving support for 50 + year olds to re-enter the job market; encouraging business startups and supporting the unemployed and hardest to reach groups. * **Improving maths and English levels** is of increasing importance to individuals, families and communities. All need the basics of English, maths and digital skills to be able to function fully in our society, to gain jobs with prospects, to be active participants in their communities and support their families develop confidence and resilience. Too many adults clearly lack these basic skills and consequently their life chances suffer. * **Differing approaches**  we know that people with maths and English difficulties have differing needs, and thus need different starting points, different engagement strategies and differing progression routes hence we design appropriate learning to match those differing needs. |
| **Strategic Aims**  **1. Awareness**  Everyone understands why English and maths are important for individuals, families and communities.  **2. Ownership**  Learners’ English and maths development is the responsibility of every tutor, mentor and manager as well as each learner.  **3. Capability**  All tutors are equipped in terms of their personal English and maths abilities to support learners up to Level 2 and beyond where appropriate.  **4. Planning**  The underpinning maths and English aspects of all courses and opportunities to embed are clearly identified.  **5. Assessment and Progress**  Learners take part in assessment activities that include English and maths. Learners are challenged according to their needs and understand progress they make through clear, effective and tangible/ documented feedback.  **6. Signposting**  All learners understand the opportunities they have to further develop maths and English abilities as a result of clear information, advice and guidance.  **7. Inclusion**  Learning activities are inclusive for learners with different maths and English abilities and learners receive maths and English support where needed.  **8. Quality**  Leadership and management and all quality processes include maths and English. This leads to improved quality of provision and the development of an ‘entire service’ approach. |
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| Strategic aim | Where we want to be | How we’re going to get there | How we’ll know we have arrived (evidence) | Who is responsible? |
| 1&2 Awareness and ownership | Consistently raising awareness of need for strong English and maths skills and able to ensure everyone understands why English and maths skills are important for individuals, families and communities | Promote and reinforce the relevance of basic maths and English skills and qualifications to all Learners throughout courses.  Promote to all partners and tutors at meetings, newsletter and quality support visits (QSVs) etc. Learners need to understand relevance to their life and work.  Develop and distribute promo materials. | Quality monitoring processes and reviews indicate this to be the case | Everyone with responsibility for learners actively promotes the relevance and value of maths and English in relation to learning, assessment and employment. |
|  | Continuously improving and developing learning opportunities with English and maths embedded effectively to meet the needs of individuals | Inclusion in all tutor planning templates, documentation, ILPs and learner feedback | Quality monitoring of tutor planning, RARPA and learner feedback documentation, indicates this to be the case | Tutors and CQP team |
|  | Regularly signposting to focused maths and English provision is included in all next steps guidance. | Ensure that all learners receive effective IAG throughout their courses | Achievement of MATRIX Standards | Tutors, CQP team, NCS |

Examples of effective/ innovative practice:

* Tutors are encouraged to work together to unpick the underpinning maths and English on their courses and plan inclusive teaching and learning approaches. Doing this alongside other curriculum team members/ cross-curriculum enables tutors to learn from each-other, share and transfer effective practice.
* Peer /review picks up areas of good practice which is shared with partner at meetings and quality support visits
* Course Directory is available on the Portal with e-mail address to contact for more information about English and maths.
* Poster Why are maths and English are important to me?
* Inclusion in Learner Handbook
* Inclusion in Tutor handbook

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| **Strategic aim** | **Where we want to be** | **How we’re going to get there** | **How we’ll know we have arrived (evidence)** | **Who is responsible?** |
|  | All specialist tutors achieving L5 subject specialism. All other tutors (CW&C and partners’) to be L3/L4 qualified to include L2 maths and English qualification with opportunities to move to higher levels of study. | Address recruitment practices and ongoing monitoring of tutor database offering CPD as appropriate | Data base shows this to be the case.  Monitoring shows progress | Quality team/SEMT team |
| 3&4. Capability and Planning | All planning documentation to highlight opportunities for maths and English development. | Monitor to show tutors gaining confidence in their ability to recognise opportunities to support maths and English opportunities.  Observe practice | Quality monitoring shows year on year improvements | Quality /SEMT team |
|  |  | Monitor planning documentation  Importance reinforced at partner meetings and best practice shared. | Quality monitoring shows year on year improvements  CPD and good practice shared at termly Partner meetings | Quality team |
|  |  | Signpost tutors to further provision if needed/ identified as an action through OTLA or other quality monitoring | Quality monitoring shows year on year improvements | Quality/ SEMT team |

Examples of effective/ innovative practice: SsOW and session plans show embedding of maths and English in all non specialist maths and English courses.

2014 Professional Standards for Teachers and Trainers in Education and Training (available on the Portal and in tutor handbook) highlight maths and English as a professional skill and thus provides rationale for teachers to develop their own maths and English abilities.

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| **Strategic aim** | **Where we want to be** | **How we’re going to get there** | **How we’ll know we have arrived (evidence)** | **Who is responsible?** |
|  | RARPA monitoring to indicate that all learners make appropriate progress | English, maths embedded within all our learning programmes. | Monitoring of initial and formative assessment processes | Quality team |
|  | All learners develop their English and maths skills and confidence in relation to their initial assessments | Assess every learner’s competence in English and maths prior to the start of their course to identify their needs, in particular, in relation to their course and personal goals. | Initial assessments include English and maths learners’ levels and capabilities | Quality team |
| 5. Assessment & Progress | Learners set SMART **personal** goals to cover individual development needs | Include additional learning and/or qualifications in English and maths, where required to enable all learners to achieve their course and personal goals | Monitoring of formative assessment and effective tutor feedback to learners | Quality team |
|  | Learners make substantial and sustained progress in developing their English and maths skills | Monitoring of Goals, MIS and quality data and information | Demonstration in observations, learning resources and activities, ILPs and constructive tutor feedback | Quality team |
|  | Tutors to identify relevant opportunities to extend learners’ basic maths and English skills | Provide useful resources on Portal and encourage sharing of effective activities/resources | Tutors actively using the Portal to access and upload resources | CQP team/tutors |

Examples of effective/ innovative practice:

All quality monitoring including Peer Review highlights where good practice in maths and English exists. This is disseminated across provision as appropriate

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| **Strategic aim** | **Where we want to be** | **How we’re going to get there** | **How we’ll know we have arrived (evidence)** | **Who is responsible?** |
| 6. Signposting | Effective IAG throughout courses enables learners know where to progress to further develop their maths/English skills/qualifications following their course. | Specific IAG in relation to further maths/English support | Progression data monitoring confirms this  Matrix report indicates IAG to be effective | All tutors  Quality team |

Examples of effective/ innovative practice:

IAG processes, Learner handbooks and journey charts show progression routes and opportunities

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| **Strategic aim** | **Where we want to be** | **How we’re going to get there** | **How we’ll know we have arrived (evidence)** | **Who is responsible?** |
| 7. Inclusion | We will ensure that all learning programmes, including additional learning and/or qualifications in English and maths, where required, enable all learners to achieve their main learning aims or personal progression plan. | Tutors to include learner entitlement to development of maths English in course induction  Planning documentation refers to embedding of maths and English in non specialist courses  Family L earning and Work Zone Curriculum broad ranging and includes appropriate maths and English courses and qualifications (Functional skills and Stepping Stones Awards) for all levels (Entry – L2 inc)  Work in partnership with local FE Colleges to provide broader range of maths and English provision to ensure all identified need is covered either in house of through relevant signposting | Quality monitoring including Learner feedback, confirms learners are developing maths and English skills.  MIS data shows strong achievement of maths and English courses and qualifications  Colleges and other providers offer and learners take up maths and English progression opportunities | Tutors and provider managers |

Examples of effective/ innovative practice:

Teachers across all curriculum areas have skills in differentiated teaching and learning in relation to supporting learners with a wide range of maths and English abilities. For example, teachers know how to create opportunities for learners to talk in small groups about how they might solve a maths problem.

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| **Strategic aim** | **Where we want to be** | **How we’re going to get there** | **How we’ll know we have arrived (evidence)** | **Who is responsible?** |
| 8. Quality | SAR, QIP and all quality processes include English and maths leading to the improved quality of provision and the development of the whole organisation approach. | Identified OTLA Actions to be cross referenced and progress tracked through individual curriculum areas and in ’whole picture’ performance development plans | Quality monitoring including learner feedback indicates this is the case  Quality monitoring including learner feedback indicates this is the case | Everyone involved in managing, planning and or delivering Adult Learning including the Quality team. |
|  |  | ILPs monitored to ensure robust evidence of screening/ initial assessment, maths and English progression, outcomes and feedback. | Quality monitoring including learner feedback indicates this is the case |  |

Examples of effective/ innovative practice:

Teaching and learning quality cycles contain specific reference to English and maths across all areas of learning. For example, learner voice activities, observations of teaching, learning and assessment (OTLAs), peer observations, staff appraisals and staff development action plans include maths and English.