



Functional Skills Policy

Parneet Kang
Principal

William Holland
Chair of Trustees

REVIWED: 1st September 2022 - Parneet Kang

The staff at Emscote school are committed to providing high quality educational for all its students. We will also provide in addition to GCSE's a Functional Skills programmes in English and Maths to support progression and achievement.

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 our school, 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.

Emscote School 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 will provide for students who do not have GCSE A*-C in English and/or Maths an additional qualification and/or which provide significant progress towards future GCSE entry or success.

Successful delivery of Functional Skills is achieved through a whole school approach using an online platform, BKSB and accredited through NCFE.

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.

Our school will provide the following Functional Skills opportunities to students. This will provide students with the opportunity to become functionally literate and numerate to Level 2 where appropriate.

All students will be offered an effective and robust initial assessment. 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.

- Setting and achieving targets for achievement at course level
- Monitor and track students' progress
- Screening, initial assessment and diagnostic assessment • Teaching, learning and assessment
- Effective registration, examination entry arrangements

Our staff 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

Consistency/standardisation will be addressed through the following:

- Staff development sessions
- Discussions and co-ordination within team meetings
- Through the work of external bodies
- Peer observations
- Quality Assurance checks
- Feedback from external standards moderators liaising with staff.

<https://www.qualhub.co.uk/media/10700/functional-skills-mapping-document-english-entry-level-3-131218-1.pdf>

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