



**MANAGING MATHS
AND ENGLISH PROVISION**

TEN TOP TIPS

THERE IS NOT ONE SIMPLE SOLUTION TO IMPROVE MATHS AND ENGLISH AND EACH ORGANISATION WILL HAVE ITS OWN SET OF UNIQUE CHALLENGES. HOWEVER, THERE IS A GROWING BODY OF EXPERTISE THAT SUGGEST SOME CRITICAL SUCCESS FACTORS FOR PROVIDERS:

01 Have a clear vision of what is required to develop a whole organisational approach to maths and English. Ensure the strategy is supported by detailed policies and procedures which show all staff their role and the expectation of their duties. Clearly communicate individual responsibilities to all staff in every department so they are empowered to carry out actions in line with the strategy.

02 Actively promote the links between the maths and English skills on learners' main programme of study and discrete maths and English lessons to help them see the relevance to their life and work throughout their course. Reinforce the importance of maths and English skills in all departments through posters, videos and images.

03 Ensure that effective teaching, learning and assessment underpins the Self Assessment Report (SAR) and Quality Improvement Plan (QIP). Address operational issues in terms of how they will impact on effective teaching, learning and assessment — not as stand-alone actions. For instance, when planning logistics for exams or timetabling, think about the impact this will have on learners.

04 Address underpinning causes not symptoms. For instance, if attendance is an issue, consider what might be the underlying cause and focus on this. Establish the root of the issue and try different strategies to establish what you want to achieve short and medium term so that you can measure impact.

05 Ensure the maths and English strategy, and associated policy, meets the individual maths and English needs of learners to help them develop their skills. Many providers are starting to group learners according to ability so that those who have just missed a pass can focus on test techniques. Meanwhile those who need to work on their skills and knowledge are given more time to build confidence through tailored support and focused teaching strategies.

06 Train observers of maths, English and vocational lessons to be able to recognise and give feedback on the effective development of maths and English. Observations can be carried out by maths and English specialists in peer-to-peer support programmes.

07 Ensure there are opportunities for specialist maths and English teachers to have dedicated meeting slots with vocational teams to plan and contextualise the curriculum as far as possible. All QIPs should feature maths and English, and every vocational teacher has a responsibility for improving learners' skills in these subjects. All teaching staff actively promote the links between the maths and English skills on their main programme of study and discrete maths and English provision.

08 Put together a training needs analysis to identify the requirements for all staff to inform a Continuing Professional Development (CPD) programme that addresses areas requiring improvement. Following training, track the skills and knowledge gained and evaluate impact. Include subject specialist teachers and vocational tutors in CPD. Ensure all teachers and trainers are confident in their personal skills in maths or English.

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09 Ensure learners' starting points are accurately assessed and recorded by all tutors involved in programme delivery using effective Assessment for Learning (AfL) strategies. There are clear and robust tracking processes for checking progress that everyone can use. Learners are actively engaged in monitoring their starting points and progress. Use our **Effective Practice Guidelines** to raise awareness and improve practice.

www.etfoundation.co.uk/epg

10 Use innovative approaches to engage learners with maths and English outside the classroom. Plan meaningful real-life and real-work activities in relation to the current stage of the learning journey. Use technology to engage learners in activities that consolidate their skills. All lessons, activities, homework and trips can develop maths and English in a clear, consistent way.

FOR MORE INFORMATION ABOUT HOW THE EDUCATION AND TRAINING FOUNDATION CAN SUPPORT YOU AND YOUR LEARNERS, GO TO:

www.etfoundation.co.uk/mathsandenglish

Our **Health Check Tool** can facilitate informed discussion and prompt critical evaluation of your organisation's approach to maths and English. It can be found at:

www.excellencegateway.org.uk/healthcheck