

GOOD PRACTICE GUIDE

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#WSCLoME

Introduction

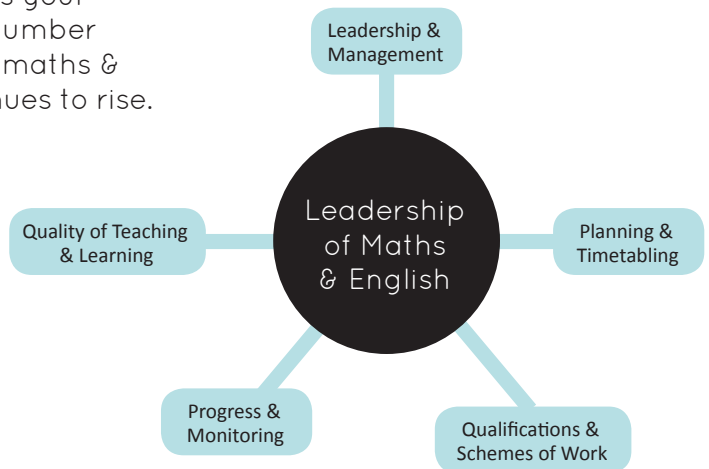
West Suffolk College was kindly supported by the Education and Training Foundation to host conferences on the leadership of maths and English in Colleges. It is our belief that proficiency in maths & English can transform lives. We are sharing our passion and working in collaboration with the Post-16 sector at these networking events and through the publication of this Good Practice Guide - with further resources available on our website

AllAboutME.wsc.ac.uk

We can, collectively, provide the Post-16 sector with a range of strategies that promote and encourage the teaching of these wonderful subjects in a successful way across your organisation as the number of students studying maths & English, Post-16, continues to rise.



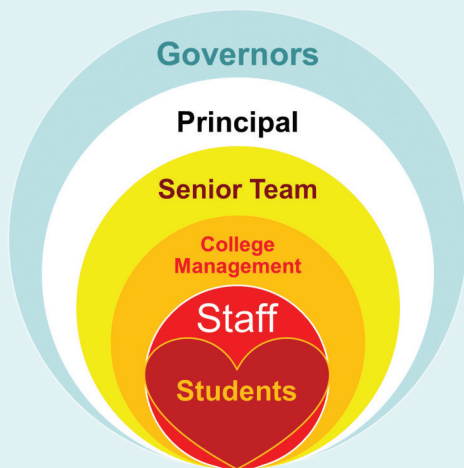
Dr Nikos Savvas, Principal and Chief Executive of West Suffolk College, outlines the extent of the challenge facing Post-16 providers as a quarter of a million students leave school without the all-important Grade C / 4 GCSE in maths & English. The only way to rise to this challenge is to pool resources and expertise and to share learning from our success to leave a lasting legacy of maths & English.



Leadership and Management

Create accountability for achievement in maths and English across all levels of your organisation, from governors and senior managers, to vocational managers and maths and English teachers.

- Clearly define the culture. At West Suffolk College our mission is “Students at the heart of everything we do”.
- Prioritise investment in the college’s maths and English strategy.
- Progress must be presented to governors in an easy to understand format, for instance using trends and RAG ratings, in order to elicit effective challenge.
- Appoint specialist staff on permanent contracts to deliver maths and English to ensure that teachers feel secure and can provide the highest standards of teaching and learning.
- Prioritise: the right student doing the right qualification taught by the right teacher, right away.
- Facilitate maths and English CPD regularly for all teaching staff. Encourage senior leaders and governors to try GCSE exam papers!



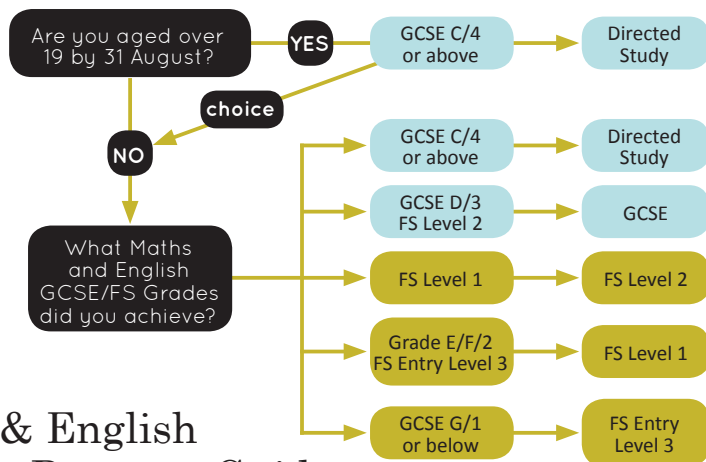
“Thank you for an excellent conference @WestSuffolk @LindseyWSC @WSCallaboutME One of the best I’ve been to—honest, open & very useful.”
Julia Smith, Chair of Governors,
Writtle University College
@tessmaths

Operational Planning and Timetabling

Accurately forecast student numbers based on school GCSE predicted grades collected at interview to provide a platform for operational planning.

- Centrally timetable all maths and English sessions first, using a collaborative approach between curriculum managers and maths and English managers which will ensure maximisation of resources as well as creating balanced study programme timetables for each individual student.
- Layer timetable sessions to include functional skills, GCSE and directed study using a system of intelligent student groupings within the vocational areas.

- Students allocated to the right class, studying the right qualification, right away which is recorded in an individualised electronic timetable which is available to all students.
- Use unique coding systems for maths and English registers as well as assigning group numbers to all sessions to enable report analysis by qualification, level, teacher, class and vocational group.
- Allocate students to classes according to prior attainment and vocational subjects using a clear, easy to follow guide that is shared across all college departments.



Maths & English Student Progress Guide

Qualifications and Schemes of Work

Choose qualifications with exam questions that are appropriate to the target age group with exam mechanisms and awarding organisation support that meets the needs of the college e.g. on-demand, on-screen functional skills testing with timely, detailed feedback and high quality resources.

- Time must be made available for maths and English teachers to plan collaboratively on a weekly basis, focussing on **how** to deliver the scheme of work.
- Host centrally devised schemes of work, lesson plans and resources to afford the teachers the time to individualise them for the different vocational subjects.
- Plan additional, regular study sessions throughout the year in holidays, evening and weekends, to provide additional exam preparation. Reward students with a FREE pizza to incentivise attendance.
- Specific exam access arrangements should be easily identified for students when booking exams, to ensure that they are appropriately supported.
- Create a central repository of shared resources.



“Great day @WestSuffolk with @LindseyWSC and colleagues #WSCLoME lots of colleges sharing & developing good practice in #maths #English”
Kirk Hookham, Vice Principal
Curriculum & Quality,
City of Wolverhampton College
@kirkhookham

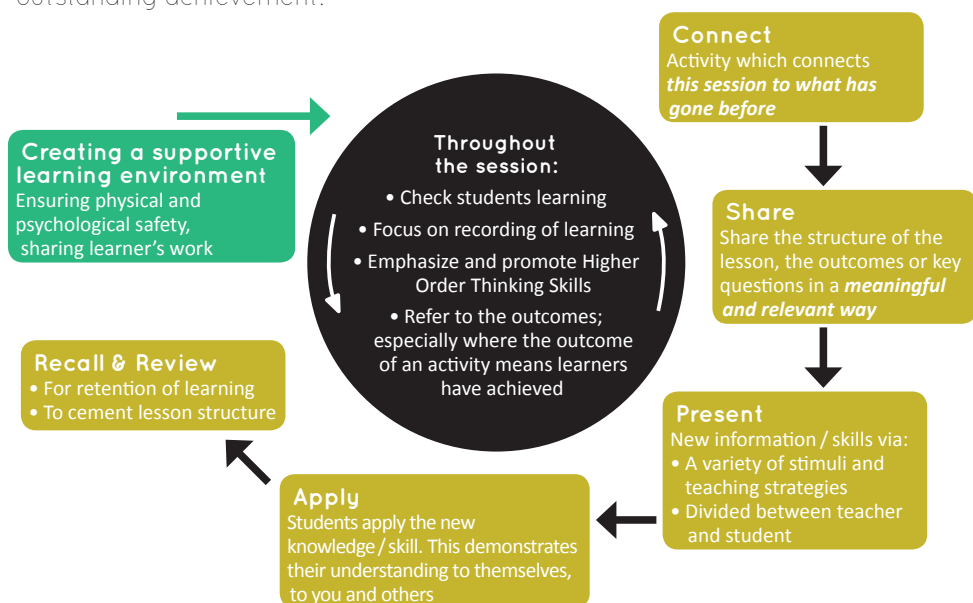


Quality of Teaching and Learning

Planning must focus on exam readiness for students through the use of a college-wide approach to lesson planning, for instance, CSPARr with bespoke frameworks developed as required, such as the 5R approach for GCSE maths

- Develop quality review systems that go beyond the data to provide credible, accurate judgments of teaching practice linked to a supportive and developmental process that reinforces the culture and values of the college, leading to teachers who deliver outstanding achievement.

- Take a risk-based approach to managing teaching teams by RAG rating individual performance, using results from quality review systems, in order to provide timely and appropriate support that improves outcomes and deals with underperformance.
- Ensure maths and English is visibly identified as the college priority, aligned to a strong focus on building character strengths, such as resilience, ownership and independence to ensure students and staff take responsibility for their achievements on their journey towards higher level study and employment.
- Train vocational staff to undertake Speaking, Listening and Communication assessments for functional skills English in their lessons, using standardised feedback forms.



©The CSPARr Learning Cycle

Tracking and Monitoring

Create one “go to” report for maths and English using a variety of parameters to track and monitor attendance and progression as well as providing details of qualification, level, class, tutor and vocational qualifications that can be utilised by all cross-college staff. This ensures that all staff have the information they require to support and drive success.

Attendance

- An eye catching and clear marketing campaign that appeals to young adults supporting the importance of maths and English skills will encourage attendance at weekly classes as well as additional study days and revision sessions throughout the year.

Progress

- Centralised recording of performance and progress which allows visibility to all staff.
- RAG rate all students for maths, English and their vocational subject using ProMonitor at regular reviews throughout the year to enable timely intervention where required.
- Use of milestone assessments in GCSE, which are centrally recorded provide in-depth analysis of individual student performance allowing student centred SMART targets to be set.
- To enable accurate, ongoing student success predicted grades are recorded at the start of the year and are reviewed at regular intervals to reflect performance in their milestone assessments.



free posters available to download for your college

“The networking events encouraged all in the sector to share ownership for maths & English success and to develop clear action plans that increase attendance and attainment.”
 Cath Sezen, 14-19 and Curriculum, Senior Policy Manager, Association of Colleges @AOC_info



MidKent College



Hertford Regional College



OAKLANDS COLLEGE

