

Draft Revised strategy - for feedback.

CCG English and Maths Strategy - Summary

The CCG English and Maths Strategy aims to establish a consistent, high-quality approach to teaching and learning across all colleges in the group. It provides a clear direction to raise student aspirations, improve outcomes, and ensure equitable delivery as the group continues to grow.

Recognising varied delivery methods and performance across campuses, this strategy introduces a unified framework to enhance student experience, progression, and life opportunities through improved English and Maths provision.

Key Objectives:

- Define clear success measures for student achievement and progress
- Set consistent attendance expectations
- Standardise planning, delivery models and assessment
- Develop a CPD plan to upskill staff and enhance teaching, learning, and assessment
- Foster cross-college collaboration to support a unified teaching approach
- Embed the use of Century for in-college and remote learning
- Establish a group-wide Quality Improvement Plan aligned with the Quality Cycle, with clear accountability for VPs and Heads of Learning
- Enhancing the use of technology including artificial intelligence to reduce workloads for teaching and support staff

English and Maths Strategy Group

To support consistent delivery across all CCG provision types, an English and Maths Strategy Group has been established. The Chair will rotate between the college Vice Principals for Teaching and Learning and Heads of Learning responsible for English and Maths at each campus.

The group will oversee implementation and monitoring of the strategy, reporting to the Group Leadership Team. In collaboration with the Quality Department, it will lead development of a cross-college Quality Improvement Plan (QIP), setting clear targets over the strategy's 3-year span. Individual college plans will support localised improvements and interventions.

Guidance on Appropriate Qualifications

Institutions must show clear student progression in English and Maths. Typically, students should move to a higher-level qualification than previously achieved. For example, those with GCSE grades 1-3 (Level 1) should progress to GCSE or Functional Skills Level 2. ESOL should only be used short-term, ideally in the first year, before transitioning to a standard English qualification.

If a student remains at the same qualification level, there must be clear evidence that it is the most appropriate option.

Progress Model

Aligned with this guidance, CCG has implemented a **Progress Model** to track and measure impact. Progress will be defined by students improving by at least one grade from their starting point. Each student will have a baseline assessment and be set ambitious, personalised targets, reviewed throughout the year. This model will guide staff in monitoring and improving performance and outcomes

CCG has adopted the GCSE as the primary qualification for English and Maths, aiming for all students to progress toward a grade 4 or above. A group-wide tracking and target-setting system will be introduced, with targets shared via C-Space and visible to parents and carers through Connect.

While delivery practices vary, the preferred approach is to build on students' existing GCSE knowledge. Functional Skills will only be used in exceptional cases, such as when students have no prior qualifications or start at an entry-level.

Timetabling and Attendance

Full-time students must receive a minimum of **100 hours** of English and/or Maths teaching annually. For part-time students (programmes up to 485 hours), this is **pro rata**, averaging **84 hours** per subject per year (DFE update, June 25).

All English and Maths timetables must be approved by the **English and Maths Strategy Group** to ensure they support student success. Most delivery will consist of **2.5 hours of classroom teaching** and an expectation of at least **1 hour of Century platform engagement** per subject each week.

Attendance and engagement remain the biggest barriers to progress. Many students face repeated resits, which can reduce motivation—especially as they advance in their main study programme. Sessions that don't target individual learning needs or fail to reflect accurate starting points also hinder progress.

Success will be enhanced with meaningful integration of the **Century** platform and using accurate starting points to group students effectively. With proper timetable blocking, colleges can align students by level and study area while maintaining viable group sizes. While timetables may vary across colleges due to different setups, the same blocking principles can be applied to support progress.

The college's referral and intervention system is well established and supported by efficient reporting and monitoring. The goal over the next three years is **to reduce the attendance gap between English/Maths and main qualifications to within 5%**.

Century Platform Integration

CCG is committed to embedding **Century** across English and Maths to enhance teaching, learning, and assessment. Campus leads will ensure a consistent, best-practice approach to its use.

Century will be fully integrated into delivery models, helping reduce teacher workload by automating individual learning plans, assessments, and marking. The platform's AI capabilities identify learning gaps and tailor content to student needs more precisely than traditional methods.

Comprehensive and continuous training will support staff and students in using the platform effectively. Century enables targeted learning by focusing on areas for improvement, addressing a common issue where students are retaught content they already know—often leading to disengagement.

By personalising learning and tracking progress, Century will help motivate students and support them in achieving higher grades.

In-Year Assessment Overview

Students will complete an initial assessment on the Century platform within the first four weeks of term to establish a baseline and determine their working level. This will be followed by a diagnostic assessment to identify strengths and areas for improvement, which will inform a personalized learning plan within the platform.

Two additional diagnostic assessments will be conducted during college review weeks to monitor progress. These will also be delivered and automatically marked through Century, with progress tracked via its reporting system.

In addition, students will complete a minimum of three formal assessments throughout the year, aligned with the GCSE format. At least one of these must be a planned mock exam. Colleges will schedule these assessments according to their local campus plans.

Collaboration and Strategy Development

English and Maths teams will meet at a **bi-annual cross-group conference**, supported by topic-specific events aimed at enhancing the student experience. All curriculum areas will develop strategies to embed English and Maths into everyday teaching, evidenced through planning and assessment.

Key focus areas include **Century** platform use, attendance, and CPD, while more complex changes like timetabling models will be implemented from September 2024.

To support this, subgroups will be formed under the Strategy Group, including:

- **Century Tech Champions** - to lead platform rollout
- **Engagement and Innovation Group** - to drive improvements in attendance, teaching, learning, and technology use

Each college will contribute members responsible for **sharing updates** through team meetings and spotlight sessions.

Key Aims

Attendance	• Aim to increase attendance within 5% of main qualification
Century	• Review every 6 months for impact
Progress Model	• A 10% increase year on year of those progressing by 1 grade.
Curriculum Design	• Ensure English and Maths are embedded across all curriculum areas to reinforce their importance and practical application • Offer differentiated learning pathways for learners at varying levels of proficiency, including Functional Skills and GCSEs • Integrate digital tools and resources to enhance engagement and accessibility in English and Maths lessons
Staff Development	• Provide ongoing CPD opportunities for English and Maths tutors to ensure the delivery of high-quality teaching • Encourage collaboration between subject specialists and vocational tutors to support cross-curricular learning • Develop training programmes to equip staff with strategies for supporting learners with additional needs in English and Maths
Learner Engagement	• Promote the relevance of English and Maths through real-world scenarios and links to employment opportunities • Introduce rewards and recognition schemes to celebrate progress and achievement in English and Maths • Facilitate peer mentoring and study groups to encourage collaborative learning among students

Assessment and Feedback	• Implement regular formative assessments to monitor learner progress and identify areas requiring intervention • Provide timely, personalised feedback to guide learners on their next steps and improve outcomes • Use diagnostic tools at the start of each academic year to tailor teaching strategies to individual needs
Support for Learners	• Offer targeted interventions, such as small group tuition or one-to-one support, for learners who are falling behind • Provide access to online platforms and resources for independent study and practice outside the classroom • Ensure pastoral support is available to address barriers to learning, such as attendance or confidence issues
Monitoring and Evaluation	• Regularly review success rates in English and Maths to evaluate the effectiveness of strategies and interventions • Gather learner and staff feedback to inform continuous improvement in teaching and learning practices • Ensure compliance with regulatory requirements and align strategies with national and local priorities