



Broadfield Specialist School

Functional Skills Policy

Broadfield Specialist School is committed to developing and improving the skills of young people. The overall aim of this policy is to promote and enhance the development of Functional Skills, raise levels of achievement and encourage the drive towards improving English, Mathematics and ICT skills.

- Identified students in KS4, working at National Curriculum Level 1 or above, will follow the Functional Skills Programme in English, Mathematics and ICT.
- Identified students in KS5 may also follow Functional Skills Programmes of Study in English, Mathematics and ICT.
- Identified students will be entered for the assessment at their appropriate level: Entry 1, Entry 2, Entry 3, Level 1 and Level 2.

Qualifications Structure:

English	3 Components <ul style="list-style-type: none">• Speaking, Listening & Communication• Reading• Writing
Mathematics	1 Component
ICT	1 Component

- All students are entitled to an Individual Learning Plan that personalises learning to their needs. Students will undertake the Functional Skills assessments when staff feel they can achieve the best possible result. At Entry Level the assessments can be taken at any time throughout the year
- At Levels 1 and 2 are paper based on demand for. Assessments need to be booked a minimum of 14 days in advance for a specific time and date, but they stay live for 5 days for any learner absences
- Suzanne Simm is the administrator and lead invigilator for the controlled assessments. Staff to complete Appendix 1 prior to the Functional Skills assessments
- The qualification is awarded as a pass or fail. In English, students must pass all 3 components at the same level to gain the appropriate award. If the student fails at Entry Level, they can re-sit the relevant assessment no earlier than 14 days from taking the original. If the student fails at Level 1 or 2, they can re-sit the assessment

- It is important to provide feedback for the learner focusing on their achievements, as well as guidance on how to improve skills required in a task response. A record of feedback is needed for the learner and for verification purposes
- Entry Level assessments are marked internally, moderated and verified
- Level 1 and 2 are marked externally, except for the English Speaking, Listening & Communication component, which is marked internally
- The Lead Internal Verifier for Level 1 English Speaking, Listening & Communication and Level 2 English Speaking, Listening & Communication is Chris Carter. The Lead Internal Verifiers must be accredited with OSCA on a yearly basis
- In KS3 Functional Skills are embedded in all schemes of work
- In KS4 Functional Skills are embedded in all schemes of work and taught as a discreet subject, or alongside another accreditation
- Individual Subject Leaders will provide support with curriculum development to facilitate the delivery of Functional Skills
- The Examinations Officer will enter students at the identified level and strand
- A Sampling Report Form will be completed listing 'pass' students. Students are classed as 'pass' if at least 25% of the assessments have been through the internal verification process and at least 10% of the assessments have been signed off by the Lead Internal Verifier
- The Internal Verifiers for Entry Level are Julie Darwin and other subject leaders. The Lead Verifier is head teacher, Angela Wade. Verification of assessments must show that they have been remarked i.e. using a different coloured pen and the verifiers initials. Some assessments might have three sets of marking

Policy written by: Karen Haworth

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Appendix 1

