CURRICULUM POLICY: FUNCTIONAL SKILLS ENGLISH & MATHEMATICS

Lead	**David Johnson**
Last Reviewed	**November-2026**
Next Review Date	**November-2027**

This policy is to be reviewed **annually** and applies to **all** SCG provisions.

CONTENTS

1. POLICY STATEMENT 3

2. LEGISLATIVE & REGULATORY FRAMEWORK 4

3. CURRICULUM INTENT 5

3.1 AMBITION FOR ALL 5

3.2 PERSONALISED LEARNING 5

3.3 FUNCTIONAL & PRACTICAL LEARNING 6

3.4 PROGRESSION & ACHIEVEMENT 6

3.5 PREPARATION FOR ADULTHOOD 6

4. CURRICULUM IMPLEMENTATION 7

4.1 ENGLISH CURRICULUM 7

A. Reading 7

B. Writing 8

C. Speaking, Listening & Communicating 8

4.2 MATHEMATICS CURRICULUM 8

A. Numbers & the Number System 9

B. Common Measures, Shape & Space 9

C. Information & Data 9

5. QUALIFICATION PATHWAYS 10

6. SEND & INCLUSIVE TEACHING APPROACHES 11

7. INITIAL ASSESSMENT & BASELINE TESTING 12

8. INDIVIDUAL LEARNING PLANS & TARGET SETTING 12

9. TEACHING & LEARNING EXPECTATIONS 13

10. ASSESSMENT, MONITORING & TRACKING 14

11. PREPARING LEARNERS FOR FUNCTIONAL SKILLS EXAMINATIONS 15

12. EXAMINATION INTEGRITY& ASSESSMENT REGULATIONS 16

13. CURRICULUM ENRICHMENT & REAL-LIFE APPLICATION 17

English 17

Mathematics 18

14. ATTENDANCE, ENGAGEMENT & WELLBEING 18

15. STAFF RESPONSIBILITIES & PROFESSIONAL DEVELOPMENT 19

16. QUALITY ASSURANCE & CURRICULUM EVALUATION 20

17. MONITORING QUALIFICATION ACHIEVEMENT 21

18. SAFEGUARDING & EQUALITY 22

19. REVIEW OF POLICY 22

20. POLICY APPROVAL 22

1. POLICY STATEMENT

Sporting Chances Group (SCG) is committed to delivering a high-quality, ambitious, inclusive and personalised curriculum that enables all learners to develop the knowledge, skills and confidence required to achieve recognised Functional Skills qualifications in English and Mathematics.

The provision primarily supports learners who have Special Educational Needs and Disabilities (SEND), including learners who may have experienced barriers to mainstream education, disrupted educational histories, emotionally based school avoidance, low confidence, gaps in their learning or previous difficulties engaging with formal education.

Our curriculum is designed to support learners working towards Entry Level, Functional Skills Level 1 and Functional Skills Level 2 qualifications in English and Mathematics, according to their individual starting points and assessed abilities.

We recognise that every learner has the potential to make progress. We therefore provide a structured, supportive and appropriately challenging curriculum that combines explicit teaching, practical learning, individualised intervention and preparation for externally recognised qualifications.

Our ultimate aim is to ensure that learners leave the provision with improved literacy and numeracy skills, recognised qualifications, greater independence and the confidence to progress into further education, training, employment and adult life.

2. LEGISLATIVE & REGULATORY FRAMEWORK

This policy has been developed with reference to relevant Department for Education (DfE) guidance, Ofqual requirements and SEND legislation.

The provision will have regard to:

- The Children and Families Act 2014.
- The Equality Act 2010.
- The Education Act 1996, where applicable.
- The SEND Code of Practice: 0 to 25 years.
- DfE Functional Skills Subject Content: English.
- DfE Functional Skills Subject Content: Mathematics.
- Ofqual Functional Skills Qualifications Conditions and Requirements.
- DfE Alternative Provision Statutory Guidance.
- The awarding organisation's qualification specifications, assessment requirements and centre guidance.
- Relevant safeguarding and information-sharing requirements.

The curriculum will be reviewed regularly to ensure that it reflects changes to statutory guidance, qualification specifications and awarding organisation requirements.

3. CURRICULUM INTENT

Our curriculum is designed around five key principles.

3.1 AMBITION FOR ALL

All learners will be provided with opportunities to achieve meaningful and recognised qualifications, regardless of their previous educational experiences or additional needs.

We will establish ambitious but realistic targets based on individual starting points, prior attainment, learning needs and potential.

3.2 PERSONALISED LEARNING

Teaching will be adapted to meet individual needs, including those associated with:

- Autism Spectrum Condition (ASC).

- Attention Deficit Hyperactivity Disorder (ADHD).
- Dyslexia.
- Dyscalculia.
- Speech, language and communication needs.
- Social, emotional and mental health needs (SEMH).
- Moderate learning difficulties.
- Working memory and processing difficulties.
- Sensory processing differences.

Individual learning plans will identify appropriate teaching approaches, interventions, support strategies and qualification pathways.

3.3 FUNCTIONAL & PRACTICAL LEARNING

English and Mathematics will be taught in meaningful contexts that learners can recognise and apply to everyday life.

Examples include managing money, understanding payslips, reading instructions, completing application forms, writing emails, calculating discounts, interpreting timetables and communicating effectively.

3.4 PROGRESSION & ACHIEVEMENT

Learners will be supported to progress from their individual starting points towards Entry Level, Level 1 and Level 2 qualifications.

The provision will maintain a strong focus on closing gaps in knowledge, developing examination confidence and supporting learners to complete their qualifications successfully.

3.5 PREPARATION FOR ADULTHOOD

Our curriculum will support learners to develop the literacy, numeracy, communication and problem-solving skills necessary for:

- Independent living.
- Further education and college.
- Apprenticeships and vocational training.

- Employment.
- Managing personal finances.
- Communicating with others.
- Participating positively in the wider community.

4. CURRICULUM IMPLEMENTATION

The provision will deliver a structured Functional Skills curriculum in English and Mathematics.

Learners will be placed on an appropriate learning pathway following initial assessment and consideration of their previous attainment and individual needs.

The curriculum will cover Entry Level, Level 1 and Level 2 content as appropriate.

Teaching will be planned to ensure that learners develop secure foundational knowledge before moving towards more complex skills.

4.1 ENGLISH CURRICULUM

Functional Skills English will be delivered in accordance with the DfE subject content and the requirements of the relevant awarding organisation.

The curriculum will cover three key components:

A. Reading

Learners will develop the ability to:

- Read and understand a range of written texts.
- Identify main points, key information and relevant details.
- Understand vocabulary and meaning in context.

- Identify the purpose and audience of different texts.
- Interpret information and make appropriate deductions.
- Compare information from different sources.
- Develop reading accuracy, fluency and comprehension.

B. Writing

Learners will develop the ability to:

- Communicate information clearly and accurately.
- Construct sentences and paragraphs.
- Apply appropriate spelling, punctuation and grammar.
- Organise information logically.
- Write for different purposes and audiences.
- Produce formal and informal written communication.
- Complete practical written tasks, including emails, letters, reports and forms.

C. Speaking, Listening & Communicating

Learners will develop the ability to:

- Listen and respond appropriately.
- Communicate information effectively.
- Express opinions and ideas.
- Participate in discussions.
- Ask and answer questions.
- Adapt communication to different situations.
- Develop confidence in verbal communication.

Teaching will include structured reading activities, explicit vocabulary instruction, spelling and grammar practice, modelled writing, guided practice and independent application.

Where learners are working at Entry Levels, structured phonics teaching will be provided where assessment identifies this as appropriate.

4.2 MATHEMATICS CURRICULUM

Functional Skills Mathematics will be delivered in accordance with DfE subject content and the relevant awarding organisation's qualification requirements.

The curriculum will cover three key areas:

A. Numbers & the Number System

Learners will develop the ability to:

- Understand place value.
- Perform addition, subtraction, multiplication and division.
- Work with fractions, decimals and percentages.
- Understand ratios and proportions.
- Calculate money and manage budgets.
- Apply mathematical operations to everyday problems.
- Develop accuracy and fluency in calculations.

B. Common Measures, Shape & Space

Learners will develop the ability to:

- Measure length, weight, capacity and time.
- Understand units of measurement.
- Calculate perimeter and area.
- Recognise and use geometrical properties.
- Interpret scales and measurements.
- Apply measurement skills to practical situations.

C. Information & Data

Learners will develop the ability to:

- Interpret tables and charts.
- Extract information from graphs.
- Understand averages.

- Collect and organise data.
- Interpret statistical information.
- Make decisions using numerical information.

Learners will also develop mathematical reasoning, problem-solving and decision-making skills.

Teaching will include practical demonstrations, visual resources, worked examples, structured practice and opportunities to apply mathematics to realistic situations.

5. QUALIFICATION PATHWAYS

The provision will offer individualised pathways according to learners' abilities and assessed starting points.

Pathway	Curriculum focus	Intended outcome
Entry Level	Developing foundational literacy and numeracy	Entry Level qualification where appropriate
Level 1	Developing secure functional knowledge and independent application	Functional Skills Level 1
Level 2	Applying knowledge to more complex tasks and problems	Functional Skills Level 2

Learners will not automatically be placed on a higher qualification level because of their age or previous school year group.

Placement will be based on evidence of prior attainment, baseline assessments and professional judgement.

Learners may work at different levels in English and Mathematics. For example, a learner may be working towards Level 2 English while developing Level 1 Mathematics skills.

The provision will ensure that learners are entered for the appropriate qualification when they are sufficiently prepared.

6. SEND & INCLUSIVE TEACHING APPROACHES

The provision recognises that learners with SEND may require different approaches to access learning successfully.

Teaching staff will use adaptive teaching strategies to remove barriers and promote independence.

Strategies may include:

- Breaking learning into smaller, manageable steps.
- Using clear, concise instructions.
- Providing visual timetables and task instructions.
- Using concrete resources and practical demonstrations.
- Allowing additional processing time.
- Providing repetition and overlearning.
- Using multisensory teaching approaches.
- Providing scaffolded activities before independent work.
- Reducing unnecessary cognitive load.
- Offering appropriate movement and sensory breaks.
- Using assistive technology where appropriate.
- Providing regular encouragement and constructive feedback.
- Building positive relationships and emotional safety.

Staff will understand the individual needs of learners and use relevant information from EHCPs, SEN Support Plans, previous schools, parents/carers and other professionals.

Reasonable adjustments will be considered in accordance with the Equality Act 2010 and the requirements of the relevant awarding organisation.

Where learners require examination access arrangements, these will be identified, evidenced, applied for and implemented in accordance with awarding organisation regulations.

It is important that adjustments do not compromise the knowledge, skills or independence being assessed.

7. INITIAL ASSESSMENT & BASELINE TESTING

All learners will undertake an initial assessment when they join the provision.

The purpose of the assessment is to establish:

- Previous qualifications and attainment.
- Current English and Mathematics ability.
- Strengths and areas requiring development.
- Gaps in knowledge and understanding.
- Learning preferences and barriers to learning.
- SEND and accessibility requirements.
- Appropriate qualification pathways.

Baseline assessments will be used to inform individual learning plans and teaching programmes.

Assessment information will be reviewed regularly to ensure that teaching remains appropriate and sufficiently challenging.

Learners will not be expected to work exclusively towards qualifications where foundational skills need to be secured first.

8. INDIVIDUAL LEARNING PLANS & TARGET SETTING

Every learner will have an individual learning plan.

The plan will include:

- Baseline assessment information.
- Current working level in English and Mathematics.
- Target qualification level.
- Individual learning targets.
- Identified learning barriers.
- SEND strategies and reasonable adjustments.
- Intervention requirements.
- Progress towards qualification readiness.
- Planned review dates.

Targets will be specific, measurable, achievable, relevant and time-bound (SMART).

Learners will be encouraged to understand their own targets and take increasing responsibility for their learning.

Progress will be shared with learners, parents/carers and commissioners where appropriate.

9. TEACHING & LEARNING EXPECTATIONS

Teaching will be structured, purposeful and responsive to learner needs.

Lessons will generally include:

- **Retrieval practice:** Revisiting previously taught knowledge and skills.
- **Introduction:** Explaining the learning objective and expected outcomes.
- **Explicit instruction:** Modelling new knowledge and demonstrating methods.
- **Guided practice:** Supporting learners to practise with appropriate guidance.
- **Independent application:** Allowing learners to demonstrate understanding.
- **Assessment:** Checking learning and identifying misconceptions.
- **Reflection:** Reviewing progress and identifying next steps.

Staff will use a range of teaching approaches to maintain engagement and ensure that learners have opportunities to practise skills independently.

Teaching should balance accessibility with appropriate challenge. Learners will not be limited to repetitive or low-level activities where they are capable of progressing further.

10. ASSESSMENT, MONITORING & TRACKING

Assessment will be an ongoing part of teaching and learning.

The provision will use:

- Initial baseline assessments.
- Formative assessment.
- Questioning and verbal feedback.
- Marked written work.
- Topic assessments.
- Practice examination papers.
- Mock examinations.
- Summative assessments.
- Awarding organisation assessments.

Progress will be monitored against individual starting points and the relevant Functional Skills subject content.

Staff will maintain accurate records of:

- Attendance and engagement.
- Work completed.
- Assessment outcomes.
- Progress towards learning targets.
- Qualification readiness.
- Examination outcomes.
- Intervention and support provided.

Learners who are not making expected progress will receive additional assessment and appropriate intervention.

Curriculum leaders will analyse progress and achievement data to identify patterns, barriers and areas for improvement.

11. PREPARING LEARNERS FOR FUNCTIONAL SKILLS EXAMINATIONS

The provision is committed to ensuring that learners are adequately prepared to undertake and pass their Functional Skills qualifications.

Examination preparation will be embedded throughout the curriculum rather than introduced only immediately before assessment.

Learners will have opportunities to:

- Become familiar with qualification content.
- Understand examination formats.
- Practise relevant question types.
- Develop examination techniques.
- Complete timed practice activities.
- Identify and address areas of weakness.
- Build confidence in working independently.
- Experience appropriate mock assessments.

Staff will use awarding organisation materials and assessment guidance to ensure that learners are prepared for the actual demands of the qualification.

Before learners are entered for examinations, teachers will consider evidence of readiness, including assessment outcomes, independent application of knowledge and performance in practice assessments.

Where a learner does not achieve the expected result, the provision will review the assessment outcome, identify gaps and put an appropriate resit or further teaching plan in place.

The provision will promote positive attitudes towards examinations and ensure that learners understand that setbacks can form part of the learning process.

12. EXAMINATION INTEGRITY& ASSESSMENT REGULATIONS

All Functional Skills qualifications will be delivered and assessed through an appropriately approved awarding organisation and centre arrangement.

The provision will follow the awarding organisation's:

- Registration requirements.
- Assessment specifications.
- Examination procedures.
- Centre approval requirements.
- Invigilation regulations.
- Identity verification requirements.
- Malpractice and maladministration procedures.
- Reasonable adjustment and access arrangement procedures.

Staff will ensure that assessment conditions are fair, secure and consistent with qualification regulations.

Learners will be supported to understand examination expectations and the importance of academic integrity.

No learner will be guaranteed a qualification or entered for an examination solely to improve reported achievement figures.

13. CURRICULUM ENRICHMENT & REAL-LIFE APPLICATION

The provision will provide opportunities for learners to apply English and Mathematics beyond the classroom.

Examples include:

English

- Writing CVs and job applications.

- Completing forms.
- Reading instructions and information.
- Writing professional emails.
- Preparing for interviews.
- Participating in discussions.
- Reading workplace documents.

Mathematics

- Creating personal budgets.
- Understanding wages and payslips.
- Calculating shopping costs and discounts.
- Understanding bills.
- Managing time and timetables.
- Measuring materials.
- Comparing prices and financial options.

These opportunities will help learners recognise the value of their qualifications and develop confidence in applying their skills independently.

14. ATTENDANCE, ENGAGEMENT & WELLBEING

The provision recognises that some learners may have experienced difficulties with attendance, engagement and emotional wellbeing.

A supportive and consistent learning environment will be established to encourage positive participation.

Staff will:

- Establish clear routines and expectations.

- Build positive relationships.
- Celebrate achievements.
- Monitor attendance and engagement.
- Identify barriers to participation.
- Work with parents/carers and commissioners.
- Provide appropriate pastoral support.
- Encourage resilience and independence.

Where attendance or engagement affects progress, the provision will consider appropriate strategies and work with relevant stakeholders to support improvement.

15. STAFF RESPONSIBILITIES & PROFESSIONAL DEVELOPMENT

The Head of Provision/Provision Manager will:

- Oversee curriculum quality and implementation.
- Ensure that the curriculum meets relevant requirements.
- Monitor teaching and learning.
- Review achievement and progress.
- Ensure appropriate assessment arrangements.
- Support staff development.

English and Mathematics teachers will:

- Deliver the agreed curriculum.
- Plan appropriate learning activities.
- Assess and record progress.

- Adapt teaching to individual needs.
- Prepare learners for qualifications.
- Identify gaps and provide intervention.
- Maintain accurate assessment records.

The SENDCo or designated SEND lead will:

- Support the identification of additional learning needs.
- Advise staff on appropriate strategies.
- Support the implementation of EHCP outcomes and SEN plans.
- Monitor the effectiveness of SEND provision.
- Liaise with parents/carers and relevant professionals.

Staff will have access to appropriate training in Functional Skills delivery, SEND, adaptive teaching, assessment and examination procedures.

16. QUALITY ASSURANCE & CURRICULUM EVALUATION

The provision will regularly evaluate the quality and effectiveness of its curriculum.

Quality assurance activities will include:

- Learning observations.
- Work scrutiny.
- Lesson planning reviews.
- Assessment and data analysis.
- Learner voice.
- Parent/carer feedback.
- Staff feedback.
- Examination outcomes.
- Progress and achievement reviews.

The provision will evaluate whether learners are:

- Making progress from their starting points.
- Developing secure English and Mathematics knowledge.
- Accessing appropriate qualifications.
- Becoming more independent.
- Applying skills in practical situations.
- Developing confidence and positive attitudes towards learning.

Findings will inform curriculum development and staff improvement priorities.

17. MONITORING QUALIFICATION ACHIEVEMENT

The provision will monitor:

- Number of learners registered for qualifications.
- Number of learners entered for assessments.
- Qualification pass rates.
- Achievement at Entry Level, Level 1 and Level 2.
- First-attempt pass rates.
- Resit outcomes.
- Progress from initial starting points.
- Differences in achievement between learner groups, where appropriate.

The provision will use this information to identify strengths and areas for improvement.

Achievement will be evaluated alongside the progress learners make from their individual starting points.

18. SAFEGUARDING & EQUALITY

Safeguarding remains central to all curriculum delivery.

Staff will follow the provision's safeguarding and child protection policies and ensure that learners can access support where concerns arise.

The provision will promote equality of opportunity and ensure that learners are not discriminated against because of disability or additional learning needs.

Reasonable adjustments and appropriate support will be considered to enable learners to access education and assessment.

19. REVIEW OF POLICY

This policy will be reviewed annually or sooner where there are significant changes to legislation, DfE guidance, Ofqual requirements or awarding organisation regulations.

The review will consider curriculum effectiveness, learner progress, qualification achievement, SEND provision and stakeholder feedback.

The policy will be made available to staff, parents/carers, commissioners and other relevant stakeholders.

20. POLICY APPROVAL

Organisation: Sporting Chances Group

Policy: Curriculum Policy: Functional Skills English & Mathematics

Policy owner: Sporting Chances Group

Approved by: David Johnson

Position: Director

Signature: D. Johnson

Date: November 2026

Next review due: November 2027