**Embedded Subjects Curriculum Codes**

It is expected that all tutors promote the wider curriculum to learners including maths, English and digital skills. Tutors should use the following codes to indicate in their curriculum planning opportunities to promote these areas.

The Professional Standards for Teachers and Trainers have been developed with sector professionals and experts to support and inspire your professional learning and career development. The Standards were introduced in 2014 and have been updated in 2022. Under professional skills tutors are expected to ‘**Develop learners’ mathematics, English, digital and wider employability skills’**

Within the Education Inspection Framework (EIF) and under personal development tutors should ensure ‘**the curriculum extends beyond the academic, technical or vocational. It provides for learners’ broader development, enabling them to develop and discover their interests and talents’**

**Essential Digital Skills**

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| **Topic Area** | **Coverage** | **Code** |
| Communication | Use email and messaging apps  Create documents  Share documents  Post messages on social medial platforms | **DC** |
| Handling information and content | Use bookmarks  Access content  Recognise ‘fake news’/unauthentic information  Use search engines | **DI** |
| Transacting | Set up online account  Access public services- form filling  Online banking | **DT** |
| Problem solving | Use internet to find information  Use chat facilities on websites  Use online tutorials to solve problems | **DP** |
| Being safe and legal online | Use of passwords  Identify secure sites  Recognise suspicious emails/links | **DS** |

**Mathematics embedding codes**

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| **Topic Area** | **Coverage** | **Code** |
| Number | Read, write, order and compare positive and negative numbers of any size. Order, approximate and compare decimals. Carry out calculations with numbers up to one million including strategies to check answers including estimation and approximation. Order, add, subtract, and compare amounts or quantities using proper and improper fractions and mixed numbers. Identify and know the equivalence between fractions, decimals and percentages. Approximate by rounding to a whole number or to one or 2 decimal places. Estimate answers to calculations using fractions and decimals. | MN |
| Algebra | Evaluate expressions and make substitutions in given formulae in words and symbols. | MA |
| Ratio, Proportion and Rates of Change | Calculate using compound measures including speed, density and rates of pay. Calculate actual dimensions from scale drawings and create a scale diagram given actual measurements. Express one number as a fraction of another. Understand and calculate using ratios, direct proportion, and inverse proportion. Calculate amounts of money, compound interest, percentage increases, decreases and discounts, including tax and simple budgeting. | MR |
| Geometry and Measures | Draw 3-D shapes to include plans and elevations. Calculate values of angles and/or coordinates with 2-D and 3-D shapes. Use angles when describing position and direction, and measure angles in degrees Calculate perimeters and areas of 2-D shapes including triangles and circles and composite shapes including non-rectangular shapes. Convert between metric and imperial units of length, weight and capacity. Calculate actual dimensions from scale drawings and create a scale diagram given actual measurements. | MGM |
| Probability | Express probabilities as fractions, decimals and percentages. Work out the probability of combined events including the use of diagrams and tables, including 2-way tables. | MP |
| Statistics | Interpret and construct tables, charts and diagrams. Calculate the mean, median and mode of a set of quantities. Use the mean, median, mode and range to compare 2 sets of data. Draw and interpret scatter diagrams and recognise positive and negative correlation, | MS |

NB: Coverage is not exhaustive.

**English Embedding Codes**

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| **Topic Area** | **Coverage** | **Code** |
| Speaking, Listening and Communication | Identify relevant information from extended explanations or presentations. Follow narratives and lines of argument. Respond effectively to detailed or extended questions and feedback Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts. Speak to communicate clearly and purposefully. Express opinions and arguments and support them with relevant and persuasive evidence. Use language that is effective, accurate and appropriate to context and situation. | ESLC |
| Reading | Understand organisational features and use them to locate relevant information in a range of straightforward and complex sources. Analyse texts of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias. Follow an argument, identifying different points of view and distinguishing facts from opinions. Identify different styles of writing and writers’ voice. | ER |
| Spelling, Punctuation and Grammar | Punctuate writing correctly using a wide range of punctuation markers (for example, colons, commas, inverted commas, apostrophes and quotation marks). Use correct grammar (for example, subject-verb agreement, consistent use of a range of tenses, definite and indefinite articles) and modality devices (for example, to express probability or desirability). Spell words used in work, study and daily life, including a range of specialist words.  Communicate information, ideas and opinions clearly, coherently and effectively. Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience. | ESPG |
| English Writing | Organise writing for different purposes using appropriate format and structure (for example, standard templates, paragraphs, bullet points, tables). Convey clear meaning and establish cohesion using organisational markers effectively. Use different language and register (for example, persuasive techniques, supporting evidence, specialist words), suited to audience and purpose. Construct complex sentences consistently and accurately, using paragraphs where appropriate. | EW |

NB: Coverage is not exhaustive.