

## **Brynmill Primary School Key Skills Policy**

### **Introduction**

It is the responsibility of all staff, teaching and non teaching to teach and extend basic and key skills.

In Brynmill Primary School, children learn, practise, develop and refine a range of skills. Some of these skills are specific to certain subjects; others are universal key skills and support learning in all subjects. These key skills underpin learning throughout the school. We aim to equip children with these key skills, by providing them with the vocabulary and language, enabling them to assess how effective they are as learners.

The four key skills that are set out in the National Curriculum Skills Framework 2008 and the National Literacy and Numeracy Framework 2013, and which we develop are:

- **Developing Thinking** - By using thinking skills our pupils can focus on 'knowing how' as well as 'knowing what' – learning how to learn. Learners develop their thinking across the curriculum through the processes of planning, developing and reflecting. **(See National Curriculum Skills Framework 2008 – Thinking)**
  
- **Developing Literacy** - Literacy describes a set of skills, including speaking, listening, reading and writing, which enable us to make sense of the world around us. Literacy is about the skills needed to understand written and spoken language, to interpret what has been written or said, and draw inferences from the evidence that surrounds us. It is also about being able to communicate in our turn – fluently, coherently and persuasively. Literacy is based on reading, writing and oral language development across all subject areas. Learners develop and demonstrate their skills in oracy (speaking and listening), reading and writing for different purposes across the curriculum. The expectations are essentially concerned with developing and recognising learners' ability to select and apply literacy skills in ways that are appropriate to each context **(See National Literacy and Numeracy Framework 2013)**.
  
- **Developing ICT** - Learners develop their ICT skills across the curriculum by finding, developing, creating and presenting information and ideas and by using a wide range of equipment and software. It also involves the skills necessary to use technology appropriately and successfully.  
Skills developed include:
  - the ability to make critical and informed judgements about when and how to use ICT for maximum benefit in accessing information;
  - solving problems for expressive work.

We are aware that the ability to use ICT information sources includes enquiry and decision making skills, as well as information processing and creative thinking skills and the ability to review, modify and evaluate work with ICT. Opportunities for developing this key skill are provided explicitly through the subject of ICT and

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through pupils' use of ICT across the curriculum (**See National Curriculum Skills Framework 2008 – ICT**)

- **Developing Numeracy** - Numeracy refers to the application of mathematical understanding in daily activities at school, at home, at work, and in the community. Numeracy is different to the mathematics subject in that it is the application of the skills learned in mathematics in a cross-curricular, real-world way, and not purely about the skills themselves.

Learners are expected to apply and extend their numeracy skills across all subject areas, e.g. map reading/making in geography, tracking progress in physical education, using perspective in visual arts, etc.

Learners develop their numeracy skills across the curriculum, tackling real-world problems in a variety of situations, by applying numerical reasoning in order to plan how to solve the problem and then carrying out the mathematical procedures to find the solution (**See National Literacy and Numeracy Framework 2013**).

**The development of certain skills is important for the transition from primary to secondary school. These are incorporated in aspects of the 'thinking skills' schedule and are:**

- **Working with others** - this involves the ability to work well with others as a team member or team leader.
- **Improving own learning and performance** - this involves children in evaluating their own performance, and understanding what they need to do next in order to improve.

These skills form the basis of success in all aspects of school life and are vital to life-long learning.

### **Organisation and method**

We teach key skills through all curriculum subjects, and we also develop them within the pastoral curriculum. Key skills form a cornerstone of curriculum planning throughout the school. For example, we give the children many opportunities to develop the application of numeracy skills in their geographical studies and when we teach physical education, we stress the importance of working with others.

Teachers highlight the opportunities to develop key skills in their short-term planning. Progression in the key skills forms part of the school's long-term curriculum plan.

The class teacher pays special attention to each child's progress in the key skill of working with others. We give each child plenty of opportunities to work as part of a group, and to take responsibility for the work of a group. We actively teach children

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how they can contribute to the work of a group and what being a successful member of a team involves.

Our school believes that it is very important for children to reflect on what they have learned – what has been done well and what could have been done better.

We believe that this is an important part of developing successful strategies for future learning. Teachers regularly ask the children to reflect on their learning at the end of a session or topic. They talk to each child about his/her work and so help them to become aware of their strengths and weaknesses. Worded targets are regularly set with the children, so that they are clear about what they need to do to make further progress.

### **Assessment, recording and reporting.**

In primary schools, children are tested in Literacy and Numeracy from Years 2 to 6 (National Reading, Numeracy Procedural and Numeracy Reasoning Tests).

Teachers assess key skills as part of the assessment processes already established in our school.

The class teacher comments on each child's progress in the annual school report to parents.

### **Rights Respecting School**

At Brynmill Primary School, we follow and keep the principles of the United Nations Convention on the Rights of the Child (UNCRC). We believe that every child in our school has the right to the 42 Articles. The Articles relevant to this policy are:-

Article 1: Everyone under 18 has these rights.

Article 2: All children have these rights no matter what!

Article 3: Everyone who works with children should always do what is best for each child.

Article 12: Your right to say what you think should happen and be listened to.

Article 13: Your right to have information.

Article 14: Your right to follow your own religion.

Article 15: Your right to meet with friends and join groups and clubs.

Article 17: Your right to honest information from newspapers and television that you can understand.

Article 28: Your right to learn and to go to school.

Article 29: Your right to become the best that you can be.

Article 30: Your right to use your own language.

Article 31: Your right to relax and play.

### **Strategic Equality Plan**

We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of disability, race, gender, age, sexual orientation, religion or belief, gender reassignment, pregnancy & maternity, marriage and civil partnership. We aim to develop a culture

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of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

### **Monitoring and Evaluation**

The Key Skills Policy will be regularly reviewed to assess its implementation and effectiveness. It will be done by the Key Skills Co-ordinator in consultation with the Headteacher, the staff and governors, at the time stated at the end of the policy unless necessary. The document and any relevant resources are available to parents and the wider community.

### **Roles and Responsibilities**

#### **Teachers** (taken from the Practising Teacher Standards)

Practising Teacher Standards outlines the statutory standards that all teachers are working strive to meet relation to Monitoring & Assessment. They are as follows:

12. Maintain an up-to-date knowledge and understanding of the professional duties and responsibilities of teachers and the statutory framework within which they work.
14. Use understanding of the expectations, organisational arrangements and pedagogical approach in the key stages or phases before and/or after the ones they teach to inform their practice and planning.
15. Understand the key factors that affect children and young people's learning and well-being.
16. Maintain an up-to-date understanding of their subjects/curriculum areas and related pedagogy in order to inform practice.
17. Understand their role in improving literacy and numeracy skills across the curriculum.
18. Maintain knowledge and learning in ICT to support teaching, learning and in their wider professional role.
19. Understand and apply the *SEN Code of Practice for Wales* to meet the diverse needs of learners.
21. Have a knowledge of a range of strategies and know how to use them to promote good behaviour and create a purposeful learning environment.
24. Set challenging teaching and learning objectives that are guided by informed expectations of individual learners based on knowledge of the expected standards of the relevant age group and the range and content of work appropriate to learners in that age group.
25. Use teaching and learning objectives to plan lessons, and sequences of lessons, which clearly show how learners' knowledge, skills and understanding will be assessed.
26. Personalise learning in order to address individual needs including seeking the views of learners on what would help them achieve their potential.
27. Identify resources to support learning that will stimulate and motivate all learners to achieve desired outcomes.
33. Use a range of monitoring and assessment strategies, including both formative and summative assessment, to evaluate learners' progress towards planned learning objectives, and use this information to improve their own planning and teaching.

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35. Use monitoring and assessment to identify and support learners including: those with additional learning needs; more able and talented learners; learners working below age-related expectations; learners failing to achieve their potential; and learners with behavioural, emotional and social difficulties.

36. Involve learners in target setting and in reflecting upon and evaluating their performance.

41. Teach the required and expected skills, knowledge and understanding relevant to the needs of the learner making appropriate use of relevant national guidance.

45. Employ appropriate teaching strategies which develop all learners' capacity to work collaboratively and independently.

### **Leaders** (including Middle leaders, Senior leaders and Headteacher)

Leadership Standards outlines the statutory standards that all leaders are working strive to meet relation to Monitoring & Assessment. They are as follows:

9. Ensures that both school and classroom climates promote effective learning and teaching for all.

11. Places learning at the centre of strategic planning and resource management.

17. Organises and implements the curriculum so that it meets the requirements of the national curriculum in Wales.

18. Implements strategies to secure effective assessment procedures, including assessment for learning

47. Manages and organises the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.

50. Ensures individual staff accountability is clearly defined, understood and agreed and is subject to rigorous internal and external review and self-evaluation.

53. Uses data and benchmarks to monitor progress in every child's learning and to focus teaching.

54. Sets stretching targets for the whole school community based on consistently high expectations.

Summer Term 2016

Approved by ----- Committee (date)	
Ratified by Governing Body (date)	
Scheduled for review	
Head teacher's signature	
Chair of Governors' signature	