



Policy on the Teaching and Support of Key & Basic Skills

1 Introduction

1.1 Our children learn, practise, develop and refine a range of skills. Some of these skills are specific to certain subjects; others are general skills, and therefore key to learning in all subjects. These key skills underpin learning throughout the school. We aim to equip all children with the key skills, so that they can be as successful as possible in the future.

1.2 There are **six key skills** set out in the National Curriculum as forming the basis of success at school, and being vital to life-long learning:

- Communication. This includes listening, speaking, reading and writing.
- Application of number. This includes mental calculation skills, and learning how to apply these skills to solving number problems.
- Information technology. This involves using new technology to find, analyse, interpret, manipulate and present information. It also involves the skills necessary to use technology appropriately and successfully.
- Working with others. This involves the ability to work well with others as a team member or team leader. When children are offered the opportunity to work with others, they learn to consider the views of others, and to develop the social skills of cooperation and mutual understanding.
- 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.
- Problem-solving. This involves learning how to apply common techniques to solve problems in a variety of contexts and situations.

There are **basic skills** are defined as the ability to read, write and speak English and use mathematics at a level necessary to participate and function within society. When children underachieve or under attain in their basic skills the school will put a plan in place to secure improvement in the basic skills.

In this school the basic skills are formally assessed termly. The data collected is used to inform future planning at all levels. Realistic yet challenging targets are set to ensure all children reach their potential in English and Maths.

2 Organisation and method of Teaching Key Skills

2.1 We teach key skills through all curriculum subjects, and we also develop them within the pastoral curriculum. Progression in key skills is at the heart of our curriculum planning. For example, we give the children many opportunities to develop the application of number in their geographical studies, and when we teach physical education, we stress the importance of working with others.

2.2 There are termly pupil progress meetings where progress is examined and intervention planned for. All teachers and Learning Assistants attend and contribute to this discussion.

2.3 The class teacher pays special attention to each child's progress in the particular 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 group's work. We teach children how they can contribute to the work of a group, and what being a successful member of a team involves.

- 2.4 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 see this as an important part of 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 the children individually about their work, to make them aware of their strengths and weaknesses. Each term, we set the children targets, so that they know what they need to do to make further progress. These targets often focus on progress in these key skills.

Organisation and method of Teaching Basic Skills

The teaching of the basic skills is planned for in three ways (**Waves**).

Firstly, through **Wave 1 Quality First Teaching (QFT)**; the effective inclusion of all pupils in high-quality everyday personalised teaching. Such teaching will, for example, be based on clear objectives that are shared with the children and returned to at the end of the lesson; carefully explain new vocabulary; use lively, interactive teaching styles and make maximum use of visual and kinesthetic as well as auditory/verbal learning. Approaches like these are the best way to reduce, from the start, the number of children who need extra help with their learning or behavior.

Wave 2

Wave 2 describes targeted small-group intervention for pupils who can be expected to catch up with their peers. Progress for these children is accelerated through a ten week programme that is personalized to the child and recorded on a group education plan (GEP). During the Autumn term the school provides Wave Two Intervention for Reading, Maths during the spring term and writing during the Summer Term.

Wave 3

Wave 3 is about intervention for children for whom Quality First teaching and Wave 2 catch-up programmes are not enough. It may need to be a more intensive programme, involving more individual support or specialist expertise and the child would have an Individual Education Plan (IEP) and be on the SEN register.

Where it is working effectively, the waves model will have a funnelling effect, reducing through Quality First teaching the numbers requiring Wave 2 intervention, and through Wave 2 the numbers who need more intensive and individual help. This means that schools will be able to target their resources more effectively, at fewer children.

At the end of each term the teachers and learning support assistants meet to evaluate the new data and the impact of their intervention package. This self evaluation exercise ensures all staff have an input into further improving what we offer.

3 Key and Basic skills and inclusion

- 3.1 At our school, we teach key and basic skills to all children, whatever their ability and individual needs. The teaching of key and basic skills is part of the school's policy of providing a broad and balanced education to all children. In our teaching, we provide learning opportunities for all pupils. We strive hard to meet the needs of those with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details, see separate policies: Special Educational Needs, Disability Discrimination; Gifted and Talented Children; English as an Additional Language (EAL).

4 Assessment for learning

- 4.1 Key and Basic Skills are assessed at the end of each term. Basic skills are assessed through formal summative assessments whilst key skills are monitored via the 'Monitoring Made Easy' programme. The data is used to make judgements about underachievement and under attainment and Wave 2 and 3 provision.

5 Monitoring and review

- 5.1 The headteacher monitors the way in which key skills are integrated into the curriculum, as part of the regular monitoring of teachers' planning.
- 5.2 The class teacher evaluates a child's progress in key skills. This forms part of the teacher's regular assessment of each child's progress, and of the school's target-setting process.
- 5.3 The governing body's curriculum committee is responsible for monitoring and reviewing this key skills policy, as part of the review process for the school's curriculum policy.
- 5.4 This policy will be reviewed in two years, or earlier if necessary.

Signed: J Barber

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