

Key Skills Policy  
2016-2017

Ysgol Talacharn  Laugharne School

Ysgol Wirfoddol Rheoledig  Voluntary Controlled School

Key Skills Policy  
2016-2017

Signed	<u>Jane Hemlett</u>	Chair of Governors	Date	<u>25 October 2016</u>
Signed	<u>K Perry</u>	Headteacher	Date	<u>13/10/16</u>
Signed	<u>Aida Broadbent</u>	Policy Committee	Date	<u>14/10/16</u>
Signed	<u>P.R. Jones</u>	Policy Committee	Date	<u>18/10/16</u>

Review Date 13<sup>th</sup> October 2017

# Ysgol Lacharn



## Policy on Key Skills

### 1 Introduction

- 1.1 Our children learn, practise, develop and refine a range of skills. The development of these skills are cross curricular 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 four key skills set out in the Skills Framework as produced by the Welsh Assembly Government that address the needs of the learners whilst being vital to life-long learning. These need to be firmly embedded in all aspects of learning in order for pupils to become successful.

The four skills are:

- **Developing Thinking:** helping learners to acquire a deeper understanding whilst exploring and making sense of the world. This is encouraged through a continuous cycle of planning, development and reflection. There is a strong focus on metacognition and bridging so that pupils can easily transfer skills learnt to other areas.
- **Developing Communication (Welsh and English):** This includes oracy, reading, writing and wider communication skills. It includes communication in both Welsh and English. It should take place across the whole curriculum.
- **Developing ICT:** This has two strands – finding and developing information and ideas and creating and presenting information and ideas. This framework does not attempt to replicate the entire content of the ICT Order. Instead, it includes a selection of skills from the ICT Order which offer clear opportunities for cross curricular delivery and the support of learning and teaching in a range of subject areas.
- **Developing number:** This is more than just calculating correctly. It focuses upon encouraging pupils to use numbers appropriately and correctly in a variety of situations. It is inclusive and covers all ages and abilities. Number skills can be applied across subjects to give the 'maths' a real focus and purpose. There are 3 main elements – Using mathematical information, calculating and Interpreting and presenting findings.
- The school also focuses upon **PHSE** and encouraging pupils to work with others. We feel it is vital to teach pupils how to work well as a team member and 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 respect and understanding.

### 2 Organisation and method

- 2.1 There are Key Skills Coordinators within the school that are responsible for the collection of evidence relating to their specific skill, the monitoring of the skill to ensure progression and providing a key skill focus for staff to concentrate on for each term.



- 2.2 We teach key skills through all curriculum subjects, and we also develop them within the pastoral curriculum. Progression in key skills features in 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.
- 2.3 Key skills will feature prominently in our teacher's medium-term planning.
- 2.4 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.
- 2.5 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.

### 3 Key skills and inclusion

- 3.1 At our school, we teach key skills to all children, whatever their ability and individual needs. The teaching of key 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.

### 4 Assessment for learning

- 4.1 There are no formal assessment tests for key skills. Teachers assess key skills as part of the assessment processes already established in the school.
- 4.2 It is the role of the Key Skills coordinator to collect evidence and demonstrate progression across the school and throughout subjects. Each year, evidence is collected and collated into an electronic document which demonstrates this.
- 4.2 The class teacher comments on each child's progress in the annual school report to the child's parents or carers.

### 5 Monitoring and review

- 5.1 The Curriculum Leader and Key Skills Coordinator 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: Janet Tomlett Chair of Governors

Date: 13<sup>th</sup> October 2016

Signed: R Perry Headteacher

Date: 13/10/16

