

## Policy on Key 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.

### 2 Organisation and method

- 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 Key skills will feature prominently in our teacher's medium-term planning.
- 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.

### 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. 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 There are no formal assessment tests for key skills. Teachers assess key skills as part of the assessment processes already established in the school. However, we encourage children to record their achievements in their Records of Achievement File, and to record examples of their progress in any aspect of key skills. For example, if a child demonstrates very good progress in working with others when helping with the school play, or when playing as a regular member of the football team, the teacher records this information and encourages the child to do the same. Children also keep a diary of any trips or visits in which they have taken part. This can provide valuable evidence of their progress in solving problems or in developing communication skills.
- 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 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.