

Our Lady and St Joseph Primary School

Key Skills

Date	Review Date	Coordinator	Nominated Governor
01/09/18	As required	Head	Chair

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Education Act 1996
- Education Act 1997
- Standards and Framework Act 1998
- Education (National Curriculum) (Temporary Exceptions for Individual Pupils) (England) Regulations 2000
- Education Act 2003
- Equality Act 2010
- Education Act 2011

The following documentation is also related to this policy:

- Designing and Timetabling the Primary Curriculum - a practical guide for Key Stage 1 and 2 (Qualifications and Curriculum Authority 2002)
- Equality Act 2010: Advice for Schools (DfE)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

We acknowledge that 'through the focus on key skills schools should give deeper consideration to progression and continuity of their curriculum; should take account of the distinctiveness of their school; and, organise their curriculum so that there is every opportunity for pupils to make use of their literacy, numeracy and ICT skills within a creative model designed to enrich and excite.' (Key Skills for the Excellent and Enjoyable Curriculum – 2004)

We believe we provide a curriculum that is broad, balanced and based on the development and application of skills and one that has cross curricular links to ensure pupils' learning has even greater coherence.

We want to develop a curriculum that will focus on and meet the needs of learners, be inclusive, equip learners with transferable skills, be relevant, challenging, interesting, enjoyable and achievable. We want all our pupils to become resourceful, resilient and reflective lifelong learners.

The four key skills as outlined in the 'Skills Framework' for 3 to 19 year olds in Wales are:

- **Communication:** oracy, reading, writing and wider communication skills.
- **Number:** using mathematical information and gathering information.
- **ICT:** finding and developing information and ideas, and creating and presenting information and ideas.

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- **Thinking:** planning, developing and reflecting.

We believe these skills are the essential skills that our pupils need in order to prepare for the challenges, choices and responsibilities of work and adult life. They are the skills that will enable our pupils to become successful and we need to ensure they are firmly embedded into our curriculum.

We will endeavour to develop opportunities for pupils to develop skills regardless of age, gender, ethnicity or religious background.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

- To develop a curriculum that is broad, balanced and based on the development and application of skills.
- To develop a curriculum that has cross curricular links to ensure that pupil's learning has even greater coherence.
- To equip all children with the key skills so that they can be as successful as possible in the future.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- delegated powers and responsibilities to the Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- make effective use of relevant research and information to improve this policy;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in:
 - determining this policy with the Governing Body;
 - discussing improvements to this policy during the school year;
 - organising surveys to gauge the thoughts of all pupils;
 - reviewing the effectiveness of this policy with the Governing Body
- nominated a link governor to:
 - visit the school regularly;
 - work closely with the Headteacher and the coordinators;
 - ensure this policy and other linked policies are up to date;
 - ensure that everyone connected with the school is aware of this policy;
 - attend training related to this policy;
 - report to the Governing Body every term;
 - annually report to the Governing Body on the success and development of this policy.
- responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Headteacher

The Headteacher will:

- work in conjunction with the Senior Leadership Team to ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work closely with the link governor and coordinator;
- provide a curriculum that is broad, balanced and based on the development and application of skills and one that has cross curricular links to ensure pupils' learning has even greater coherence;
- ensure key skills:
 - are taught through all curriculum subjects and within the pastoral curriculum;

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- underpin curriculum planning throughout the school;
- are developed by all curriculum coordinators in all schemes of work;
- are shared with all learners at an age appropriate level.
- ensure key skills are a priority of the school development plan;
- provide resources to support this policy;
- monitor the performance of pupils by analysing data and by discussion with class teachers;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy and the way in which skills are integrated into curriculum planning by:
 - monitoring learning and teaching through observing lessons
 - monitoring planning and assessment
 - speaking with pupils, school personnel, parents and governors
- annually report to the Governing Body on the success and development of this policy.

Role of the Senior Leadership Team / Key Skills Coordinators

The Key Skills Coordinator will:

- lead the development of key skills throughout the school;
- have a clear strategic vision and a good understanding of the purpose and principles of the Skills Framework;
- build staff confidence and ability in using the Skills Framework to underpin planning, teaching and learning;
- place developing pupils' skills, particularly literacy and numeracy, at the heart of the curriculum and make it the starting point for planning a skills-based curriculum;
- provide better and more effective opportunities for all pupils to practise, apply and build their thinking, communication, ICT and number skills at an appropriate pace and level;
- teach reading more explicitly and progressively as a skill at Key Stage 2;
- align all schemes of work with the principles of a skills-based curriculum;
- adopt a whole school approach to assessing and tracking progress in pupils' skills;
- report to the Senior Leadership Team and Governors as required and advise where appropriate;
- carry any other duties as directed by the Headteacher as may from time to time be agreed in accordance with the nature of the job as described above;
- make effective use of relevant research and information to improve this policy;
- provide guidance and support to all staff;
- keep up to date with new developments and resources;
- monitor and review both skill delivery and development through the curriculum to ensure that consistency, continuity and progression are evident for all learners in all skills areas;
- monitor by observing lessons, work sampling, talking to staff/pupils, monitoring plans, analysing data, teacher evaluations/pupils, visual evidence, pupil shadowing and questionnaires;
- annually report to the Governing Body.

Role of the Curriculum Leaders

The Curriculum Leaders will:

- provide strategic leadership and direction;
- provide a curriculum that provides pupils with the essential knowledge they need to be educated citizens in democratic Britain;
- provide an environment that is fun, stimulating and challenging to all pupils;
- promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities;
- ensure key skills are embedded in teacher's planning;
- equip children with a range of skills and a desire for lifelong learning;
- ensure appropriate coverage of the curriculum;
- provide support and advice;
- monitor pupil progress;
- ensure sufficient and up to date resources are in place.

Role of Subject Coordinators

Each subject coordinator will:

- address the development of those skills for their own subject;
- need to monitor and evaluate the broader application of generic framework skills within their subject.

Role of Class Teachers and Support Staff

All teachers and support staff will:

- be responsible for planning relevant and meaningful opportunities for learners to fully develop the four key skills;
- model to learners the application of these skills in everyday, appropriate contexts';
- ensure key skills are enriched and developed when they are linked to real life applications through visits to places of work and through visitors to school;
- develop key skills as well as skills of cooperation and collaboration that will help our children:
 - to explore ideas and make sense of the world;
 - to become active global citizens, willing to engage with issues and take action to bring about change
- will as part of the regular assessment, recording and reporting process teachers:
 - assess and evaluate a child's progress in developing key skills;
 - make regular written statements that demonstrate a pupil's skill development;
 - will encourage pupils to conduct a self assessment of their own progress and set targets where appropriate in the key skills;
 - will encourage pupils to record their achievements and record examples of their progress in any aspect of key skills;

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- identify to parents their child's progress in the key skills in the annual school report to parents.
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

Role of Pupils

Pupils will:

- be aware of and comply with this policy;
- understand what key skills are and how important they are;
- learn how to apply these skills in everyday life and in appropriate contexts;
- learn to take pride in their work;
- produce work of a high standard.

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- be invited to attend workshops on how to develop key skills with their children;
- be asked to take part periodic surveys conducted by the school;
- encourage effort and achievement;
- encourage completion of homework and return it to school;
- provide the right conditions for homework to take place;
- hand in homework on time;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body
- information displays in the main school entrance.

Training

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All school personnel:

- have equal chances of training, career development and promotion
- receive training on induction which specifically covers:
 - All aspects of this policy
 - Curriculum
 - Teaching and Learning
 - Assessment
 - Monitoring and Evaluation
 - Equal opportunities
 - Inclusion
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

Linked Policies

- Assessment
- Curriculum
- Monitoring and Evaluation
- Teaching and Learning

See Appendices Documents section on Policies for Schools Website

- Frequency of Policy Monitoring
- Monitoring Implementation and Policy Effectiveness Action Plan
- Initial Equality Impact Assessment
- Policy Evaluation

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▪ Policy Approval Form

Headteacher:	Sean Flood	Date:	September 2018
Chair of Governing Body:	Derek Vitali	Date:	September 2018