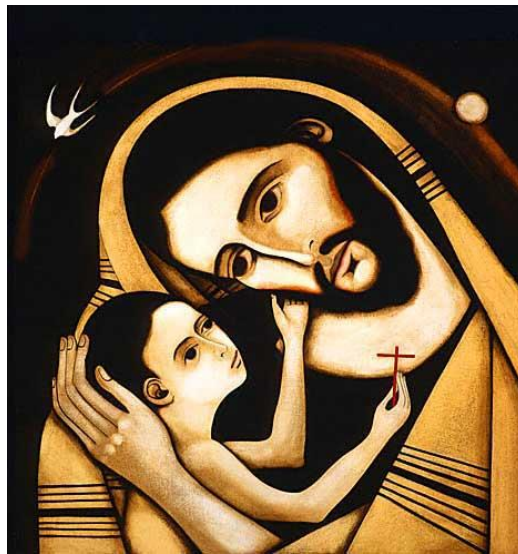




St. Joseph's Catholic Primary School Clydach



Key Skills Policy

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1 Introduction

1.1 Children learn, practise, develop and refine a range of skills in our school. 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 so that they can be as successful as possible in the future. It is the responsibility of all staff, teaching and non teaching to teach and extend basic and key skills.

1.2 The four key skills that are set out in the National Curriculum Skills Framework 2008 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 Communication** –Learners develop their communication skills across the curriculum through the skills of oracy, reading, writing and wider communication skills. Skills developed in oracy include the ability to speak effectively for different audiences; to listen, understand and respond appropriately to others; and to participate effectively in group discussion. Skills developed in reading and writing include the ability to read fluently a range of literary and non-fiction texts and to reflect critically on what is read; and the ability to write fluently for a range of purposes and audiences, including critical analysis of their own and others’ writing. Opportunities for developing this key skill are provided through English in particular and through pupils’ use of language across the curriculum.

- **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, in 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 through pupils’ use of ICT across the curriculum.

- **Developing Number-** Learners develop their number skills across the curriculum by using mathematical information, calculating, and interpreting and presenting findings. Skills developed include developing understanding and use of mathematical language related to numbers and calculations in order to process data, solving increasingly complex problems and explain the reasoning used. Pupils are encouraged to apply calculation skills and the understanding of number to problems in other National Curriculum subjects and to real life situations. Opportunities for developing this key skill are provided explicitly in mathematics.

In addition there are additional skills that are incorporated in aspects of the ‘thinking skills’ schedule. These are;

- **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 co-operation 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 skill involves learning how to apply common techniques to solve problems in a variety of contexts and situations in any aspect of life.
- **Using Welsh** This involves developing bilingualism in children and making children comfortable with and aware of a Welsh culture as well as using Welsh language.
- **Creative Skills** We want our children to be creative in all that they do and we want creativity and imagination to permeate every subject.

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

2 Organisation and method

- 2.1 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 number key skill in their geographical studies, and when we teach physical education we stress the importance of working with others.
- 2.2 Teachers highlight the opportunities to develop key skills in their medium-term planning. Progression in key skills forms part of the school's long-term curriculum plan.
- 2.3 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 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 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 the child's work and so help them to become aware of their strengths and weaknesses. Each term we set targets for the children, so that they are clear about what they need to do to make further progress. These targets often focus on progress in aspects of these key skills.

3 Assessment and recording

- 3.1 There are no formal key skills assessment tests. Teachers assess key skills as part of the assessment processes already established in the school. However, we regularly remind children of Key Skills and discuss how they fit into our learning. For example,

where 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 child would be rewarded a merit certificate.

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

4 Monitoring and review

- 4.1** Mrs.Clair James (TLR) monitors the way in which key skills are integrated into curriculum planning, as part of the regular monitoring of teachers' planning.
- 4.2** 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.
- 4.3** The governing body's curriculum committee is responsible for monitoring this key skills policy as part of the school curriculum policy review process.

Child Protection - The United Nations Convention on the Rights of the Child (CRC)

is at the heart of our school's planning, policies, practice and ethos.

As a rights- respecting school we not only teach about children's rights but also model right... and respect in all relationships – Linked to Articles 3, 12, 16, 19, 20, 21, 25, 27, 28, 30, 34, 36, 39, 42 (CRC)



