

**St. John's C.E. (VA) School Cliviger**

‘Learn, Pray, Care & Play’

Our church school through its Christian values and caring community seeks

to inspire each individual to achieve and grow.

**Key Skills Policy**

Introduction

 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 and have been thoroughly planned and mapped out for full coverage, repeated coverage and progressive coverage. These key skills are closely linked to the knowledge and understanding that our curriculum provides for our children. 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:

**Confident Readers**

Phonics – taught in KS1 everyday – 30 mins as a separate session from Literacy (also separate from Guided Reading) until all children have a firm knowledge. Ensure provision of phonics for KS2 children for whom this is still a requirement.

KS2 Grammar to be taught everyday, integrated into English lessons or as a stand-alone activity

Foster a love of reading.

Opportunities to choose their own books using the school library and change them when they have been read.

Engage in shared/whole class reading every day.

Take part in Guided Reading every week, using a range of strategies including ‘Reciprocal Reading’, whole class and group approaches.

Be provided with a home reading book which matches their reading ability level and which is changed regularly in school with the expectation that it is read at home on a daily basis.

Use a working wall and displays to promote and demonstrate a range of literature.

Be exposed to key vocabulary and have opportunities to experience this vocabulary in different contexts.

Numeracy

Mental Maths and times tables– to be taught and strategies practised every day.

Open –ended problem solving to take place as part of maths lessons to develop investigative, reasoning and logical skills.

Use a working wall to demonstrate strategies and show the more able the next step in their learning. Opportunities to use maths in the real world including the outdoor environment.

When appropriate, children should have access to equipment and this should be interactive.

Children should be able to verbalise the methods and strategies that they are using.

Use of White Rose maths scheme across school to ensure uniformity of approach and clarity of progression in teaching methods

Regular use of ‘Fluent in Five’ and ‘Mad Minutes’ from Years 1-6

Effective Communicator

Use of ‘The Write Stuff’ approach to teaching writing across school.

Use of Focus to ensure all pupils are accessing high quality texts.

An opportunity to edit pieces of writing with a partner or as an individual following the Whole Class Marking and Feedback process and within lessons as part of the sentence building approach.

To write for different purposes and audiences in a range of formats.

Weekly Spelling tests in KS2 (in Y3 once letter and sounds are completed) on a Friday and the children need to be informed of their results.

Handwriting linked to spellings and use of the scheme.

To access speaking and listening through role play and drama.

To communicate in different situations and to understand the process of presentation.

Creativity

Key skills to be taught to enable children to have the confidence to explore with different media and in a range of situations.

Provide the correct stimulus to engage the children.

Create a culture where everyone’s ideas are accepted, respected and developed.

Children to have the opportunity to frequently engage in outdoor learning in a range of subjects.

Open ended, challenging and practical tasks.

Social Skills

To respect the opinion and feelings of others.

To work as a team and be able to share with and support each other.

To understand different social situations and adapt.

To help others.

To always use their manners.

Opportunity for all children to be able to share their work and celebrate their success

To develop their SMSC skills on a personal and global level.

Thinking Skills

To encourage and develop independent thinking.

To ‘have a go’ and not fear failure.

To develop questioning and answering skills.

To retain and build on previous knowledge.

To develop resilience in learning.

To develop a ‘Learning Pit’ approach to lessons.

Organisation and method

 We teach key skills through all curriculum subjects, and we also develop them within the wider 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.

 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. The Adventurous Afternoon curriculum provides a range of experiences in which key skills are able to be developed and consolidated within different contexts, all linking to the driving force of the English text being studied.

 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.

 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 carry out baseline assessments at the start of a unit of work and a further one at the end, allowing children to demonstrate at the end of each unit/theme to see what key skills have been learnt and which need further consideration in another unit/theme. This is carried out in several ways including quizzes, brainstorms, annotations, thinking mats and informal questioning. 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.

Assessment and recording

 There are no formal key skills assessment tests. Teachers assess key skills as part of the assessment processes already established in the school using end of unit/theme reflection activities. However, we regularly remind children of Key Skills and discuss how they fit into our learning.

 The class teacher comments on each child’s progress in the annual school report to parents.

Monitoring and review

 The Curriculum lead and SLT monitor the way in which key skills are integrated into curriculum planning, as part of the regular monitoring of teachers’ planning.

 The class teacher evaluates a child’s progress in key skills from our scheme of work. This forms part of the teacher’s regular assessment of each child’s progress and of the school’s target-setting process.

 The governing body’s curriculum committee is responsible for monitoring this key skills policy as part of the school curriculum policy review process.