

VICTORIA PRIMARY SCHOOL KEY SKILLS POLICY

This policy outlines the teaching and management of key skills taught and learnt at Victoria Primary School. The policy has been drawn up to reflect our whole school approach to key skills and has been discussed with staff and has the agreement of the Governing Body. The implementation of this policy is the responsibility of all practitioners in the school learning community.

Our children learn, practise, develop and refine a range of skills in Victoria Primary School. 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.

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

Thinking

We have defined the process of thinking as planning, developing and reflection. These processes enable learners to plan their work, to develop and apply their ideas creatively and critically and to reflect on their learning, making links within and outside school.

Communication

Communication leads on from much of the work done over the past few years developing literacy across the curriculum. These skills apply to all areas of the curriculum and have been organised into four elements: oracy, reading, writing and wider communication skills.

Information Communication Technology (ICT)

ICT as a key skill is used to create and present information and ideas and to find and develop information ideas across the curriculum. In providing a range of opportunities to use ICT across the curriculum, pupils should develop a sense of audience for their work; increase competence and sophistication in their selection and application of IT resources to suit the task, audience and purpose.

Number

This is intended to be as inclusive as possible. Number skills can be applied at all ages in different situations across the curriculum, as appropriate to learners' abilities, achievements and stages of development; contributing to understanding of subject contexts.

ORGANISATION

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.

Children are given many opportunities to develop the application of these skills in as many different activities as possible.

PLANNING

Key skills feature prominently in our teacher's planning. Progression in key skills forms part of the school's long-term curriculum plan. To develop key skills we have planned a whole school overview to ensure that the key skills are firmly embedded into the curriculum.

ASSESSMENT AND RECORDING

Key skills are not assessed formally at Victoria Primary School, though as part of our approach to Assessment for Learning, we believe that it is very important for children to reflect on what they have learned; what has been done well and what could have been developed. We believe that this is an important part of developing successful strategies for future learning. Teachers regularly ask children to reflect on their learning at the end of a session or topic, identifying the skills used. Children talk about their work to identify strengths and areas for development. Targets are set by children and teachers so that they are clear about what they need to do to make future progress. These targets can focus on progress in aspects of key skills to develop both the key skill and skill in a specific subject/area of learning. **It is our intention, that from July 2009, pupils' progress in their application of key skills will be reported to parents in the annual, written report.**

MONITORING AND REVIEW

As part of the regular monitoring of teachers' planning, members of the senior leadership team monitor the integration of key skills in curriculum planning. Key skills are indicated in schemes of work and short term planning.

EDUCATION BUSINESS PARTNERSHIPS/LINKS WITH THE COMMUNITY

We aim to enrich the key skills activities with the activity linked to real life applications through visits and visitors.

HEALTH AND SAFETY

Pupils are shown how to use equipment safely, using it with respect and care. Resource issues are reported to subject leaders. Health and Safety risk assessments for teaching and learning spaces are completed in line with school and Local Education Authority policy.

BILINGUALISM

At Victoria Primary School, we are committed to providing the pupils in our care with a learning environment where Welsh Second Language has a high profile. Instructions and direction are given in Welsh as appropriate.

CWRICWLWM CYMREIG

Where appropriate pupils have the opportunity to develop and apply their knowledge and understanding of the cultural, economical, environmental, historical and linguistic

characteristics of Wales. This may occur in a context where key skills have a high profile.

EQUAL OPPORTUNITIES AND RACIAL EQUALITY

Every effort will be made to ensure that activities and investigations are equally available and interesting for all pupils. Activities will be planned in such a way as to encourage full and active participation by all pupils irrespective of ability, disability, gender, religion or origin.

EDUCATION FOR SUSTAINABLE DEVELOPMENT AND GLOBAL CITIZENSHIP (ESDGC)

Opportunities to learn about the issues that concern and interest young people through every topic area and, using the Skills framework for 3-19 year olds, learners and teachers can be encouraged to work across the curriculum using a range of methodologies based on planning, developing and reflecting to explore ideas and make sense of the world. Developing thinking, communication, ICT and number skills as well as skills of co-operation and collaboration will help young people to become active global citizens, willing to engage with issues and take action to bring about change.

This policy will be reviewed annually by the staff and the governing body curriculum committee.

Signature of headteacher: Date:
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Signature of chairman of governors: Date:
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