

YSGOL GYNRADD CREIGIAU PRIMARY SCHOOL

KEY SKILLS POLICY

This policy outlines the teaching and management of Key Skills taught and learnt at Ysgol Gynradd Creigiau Primary School. The policy has been drawn up to reflect our whole school approach to Key Skills. 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 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 the 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 teachers` short and mid term planning. All planning formats have the Key Skills symbols. The formats for the Foundation Phase and KS2 are available to all staff electronically, with the facility to `drag` the appropriate symbol to an activity in order to indicate the Key Skill covered by that particular task. This facility has enabled us to put Key Skills at the heart of our planning.

ASSESSMENT AND RECORDING

Key Skills are not assessed formally, 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 lesson, activity 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 Skills and a skill in a specific subject / area of learning.

MONITOR AND REVIEW

As part of the regular monitoring of teachers` planning, members of the senior management team monitor the integration of Key Skills in curriculum planning . The Head Teacher looks at all planning, then passes the planning for the English section on to the head of section; the planning by teachers in the Welsh section is passed on to the head of that section. The Deputy Head looks at four sets of planning, two from the Foundation Phase and two from KS2 (using a rota system across both sections of the school) , in order to ensure a consistency of approach to the teaching and learning of Key Skills.

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, and working on mini business enterprises as part of a theme or project.

HEALTH AND SAFETY

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

BILINGUALISM

As a bilingual primary school, we are committed to providing the pupils in our care with a learning environment that respects both the Welsh language and the English language. Equal status is given to both languages.

CWRICWLWM CYMREIG

This has a high profile in the school with pupils having the opportunity to develop and apply their knowledge and understanding of the cultural, economical, environmental, historical and linguistic characteristics of Wales.

EQUAL OPPORTUNITIES, RACIAL EQUALITY AND DIVERSITY

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 (ESDG)

Opportunities to learn about issues that concern and interest young people through our termly themes, 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 cooperation and collaboration, will help young people to become active global citizens, willing to engage with issues and take action to bring about change.

Peter Evans (12.03.10)