

## 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. We aim to equip children with these key skills so that they can be as successful as possible in the future.

There are six key skills set out in the National Curriculum. These are:

- ▲ **Communication** This includes listening, speaking, reading and writing.
- ▲ **Application of number** This includes mental calculation skills, and learning how to apply these skills to solving number problems.
- ▲ **Information technology** This involves using new technology to find, analyze, interpret and present information. It also involves the skills necessary to use technology appropriately and successfully.
- ▲ **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.

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

### Organisation and method

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.

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 regularly ask the children to reflect on their learning at the end of a session or topic. They talk to

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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, and are discussed with both the children and their parents at termly consultation meetings.

### **Assessment and recording**

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

### **Monitoring and review**

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.

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

Reviewed July 2006

Signed: (Staff)

Signed (Governors)