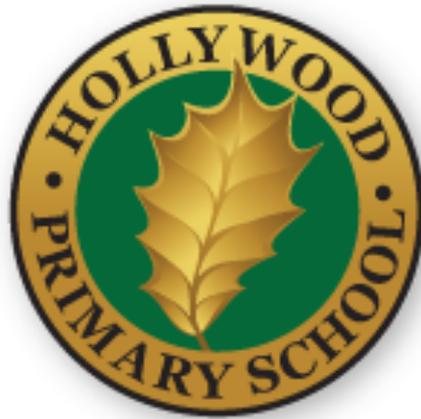


# Hollywood Primary School



## Basic Skills Policy

## Definitions

Basic Skills are 'The ability to read, write, and speak in English and use Mathematics at a level necessary to function and progress at work and in society in general'. (Basic Skills Agency).

The Basic Skills 'Focus Groups' are those pupils within the school who are under-attaining in aspects of Basic Skills compared with the norms for their chronological age.

## Aims

At Hollywood Primary School we aim to:

Ensure that all pupils secure competence in Basic Skills and achieve National Standards in English and Maths.

- To provide equality of opportunity by recognising the differing needs of individuals.
- To take positive steps to enable each child to have an equal access to the curriculum and to achieve their potential.
- To successfully renew the Basic Skills Quality Mark.

## Objectives

- To plan for intervention and use of additional resources when children are underachieving or under attaining.
- To identify children who need support in achieving basic skills.
- To plan a programme of staff training in order to improve their own skills and so improve the quality of teaching.
- To set challenging, yet realistic targets for the attainment of skills.
- To involve children and parents in setting targets for their own skill development and give them opportunities to reflect on the progress they are making.
- To thoroughly assess and review progress in skills and celebrate significant achievements made by groups and individuals.
- To involve parents in their child's learning and development of skills through homework and additional information.
- Communicate and discuss the success of their child's progress as well as their targets for development.

### **Teach skills effectively by:**

1. Making clear links with pupils where skills have been taught and used before; establish why specific skills are important for them to learn and improve and outline when the opportunities will arise to develop their skills further.
2. Demonstrating skills, giving opportunities for pupils to practise and refine skills and apply at a later date.
3. Planning for the use of appropriate teaching and learning material to maximise the opportunity for effective learning of skills both in the classroom and at home.

### **Implementation**

At Hollywood Primary School we group skills into 3 main categories:

#### **1. Basic Skills from the core subjects**

There are daily English and Maths sessions within the class through mixed ability teaching. These sessions are planned on a weekly basis. Activities are carefully differentiated to ensure success and challenge for all pupils.

Small group sessions (Focus Groups) help to target specific groups to make progress according to their needs.

All English and Maths planning and discrete teaching sessions have a clear structure based on guidelines from Government documents and focus on the learning and application of targeted skills. The provision for key skill development is highlighted in our short term planning.

ICT is also planned and taught on a weekly basis, giving opportunities to teach specific skills that can later be applied to specific curriculum tasks. At Hollywood, we use the Switched onto Computing scheme of work across the school.

Our curriculum gives an opportunity to apply English, Maths or ICT skills and links are made explicit to children to help them realise the opportunities that arise to develop their Basic Skills further.

## **2. Basic skills in the foundation subjects.**

We have identified Basic Skills needed in each of the National Curriculum foundation Subjects for our year groups. This ensures that each child can access the subject through the appropriate level of basic skills thus helping them to focus their efforts to improve their performance.

## **3. Learning skills.**

'Learning Skills' are applied across the whole curriculum. They include organisational skills, decision making skills, group work and use of resources. These skills are taught as part of our PSHE curriculum through PATHS and SRE sessions using the Christopher Winter Project resources.

### **Identification**

At Hollywood Primary School we provide a framework for the continuous improvement of Basic Skills for all our pupils. This includes those who underachieve and those whose attainment is lower than would be expected of someone of their age. These pupils are identified through school data and teacher assessments.

We believe that early identification is important to avoid the experience of failure and a resulting negative attitude. Liaison with health visitors, pre school settings, parents and other agencies provides valuable information about children when they start school.

### **Responsibilities**

Improving Basic Skills is the responsibility of all staff and pupils. However, there are specific roles.

#### **Head Teacher**

- Has overall responsibility for policy setting with the Governing Body.
- Will oversee and monitor whole school provision and assessment of Basic Skills with the Basic Skills co-ordinators.
- Lead, facilitate and encourage staff to make provision for children who have been identified as having need for basic skills provision.
- Maintain portfolio of evidence to present for the Basic Skills Quality Mark.

### **Basic Skills Co-ordinators (SLT)**

- Monitor and evaluate standards of Basic Skills.
- Intervention - acceleration of pupils' Basic Skills
- Identify the Basic Skills needed to become an effective learner
- Establish how these skills progress across the Key Stages.
- Identify where opportunities are for learning skills and plan for the progression in teaching and learning of these.
- Identify the Basic Skills that can be taught within each subject and suggest how they can be taught, practised and applied.

### **Subject Leaders**

- Identify Basic Skills to be taught across Key Stage one and two within their subject area(s).
- Identify opportunities for teaching, practising and applying the Basic Skills.
- Plan for the progression of skills across the Key Stages and make links with KS2 and KS3.
- Establish links between learning modules and make explicit on planning.
- Ensure Medium Term Plans give guidance as to how to teach key skills, when to practise the skills and opportunities to help children apply these skills.
- Offer suggestions for reinforcement and enrichment ideas.
- Be an expert in the skills required for their subject and model the effective teaching of these skills.
- Be available to help train or advise other staff members.
- Monitor the teaching and learning of these skills.
- Monitor attainment and progress being made.
- Set targets for development.

### **Teachers**

- To have necessary skills themselves and know how to teach the skills effectively.
- To know the key Basic Skills in all curriculum areas.
- Communicate the purpose of the skills to children and make links with the past and future skill development opportunities.
- Communicate the skill focus for that lesson or unit of study and relate to targets.
- Plan for the effective teaching of skills; break the skill down into manageable steps.
- Make expectations clear and set clear targets for progression of skills for children of all ability.
- Assess progress made by children.
- Communicate progress being made in skill development with the children and help set realistic targets for future improvement.
- Recognise and reward achievements of skill targets.

- Motivate children to learn, use and apply skills at appropriate opportunities.
- Report on progress made to parents.

### **Teaching Assistants**

- To have the necessary skills themselves and know how to teach the skills effectively.
- Communicate the purpose of the skills to children and make links with past and future skill development opportunities.
- Plan for the effective teaching of skills; break the skill down into manageable steps.
- Make expectations clear and set targets for progression in the skills within each intervention session taught.
- Assess progress made by children.
- Communicate progress being made in skill development.
- Recognise and reward achievements of skill targets.
- Motivate children to learn, use and apply skills in future class work

### **Pupils**

- Make progress in the learning of Basic Skills.
- Know why they are learning these skills and make links with previous work.
- Have an understanding of why the skills are important.
- Take note of feedback from their teacher and seek to improve their performance.
- Know what skills they have now and what skills they need to develop further.
- Learn to self-evaluate and set targets for development of key skills.
- Have the confidence to use and apply their skills.

### **Parents**

- Encourage children to complete homework and develop positive attitudes to learning.
- Meet the teacher to discuss progress three times in an academic year (and whenever requested by the school) and become involved in the target-setting and improvement process at the Parents' Evenings.
- Support their child's schooling by taking an interest and offering practical help where possible and according to guidelines provided by the school.
- Contact the school promptly with concerns or difficulties that are likely to affect their child's well being and progress.

### **Monitoring and reporting progress**

- The programme of support and the progress of individuals is reviewed at least once a term by all teaching and support staff.
- Parents are informed about their child's progress in Basic Skills (English and Maths) each term and the way forward agreed.
- Progress is reported to Governors through the Headteacher's Report to governors.

### **Governors**

- This policy is monitored and reviewed by the Headteacher, Basic Skills Coordinator and staff annually.

### **Evaluating**

- Basic Skills provision and procedures are reviewed and evaluated annually by all staff as part of school self-review.
- The target groups are identified and group and individual targets set.
- Appropriate support and intervention programmes are planned and timetabled.
- Necessary training is arranged and additional resources acquired as necessary.

This policy was implemented at Hollywood Primary School in May 2016. It will be reviewed in May 2017.