

Appendix E **KEY SKILLS**

(To be read in conjunction with Learning Support Policy)

1 Introduction

1.1 Children learn and develop a range of skills at school and beyond, through all subjects and the pastoral curriculum. Some of these skills are subject specific, while others are universal.

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

a) **Communication**

This includes listening, speaking, reading and writing.

b) **Application of number**

This includes mental calculation skills, and learning how to apply these skills to solving number problems.

c) **Information technology**

This involves using new technology to find, analyse, interpret, manipulate and present information. It also involves the skills necessary to use technology appropriately and successfully.

d) **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 cooperation and mutual understanding.

e) **Improving own learning and performance**

This involves children in evaluating their own performance, understanding what they need to do to improve, and accepting responsibility for their own learning.

f) **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.

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

2 How it works in practice

2.1 Teachers highlight the opportunities to develop key skills in their planning. Progression in key skills forms part of the school's long range curriculum plan.

2.2 There are no formal key skills assessment tests. However, we encourage children to reflect on their progress. For example, children might decide to keep a diary of any residential trips or other visits in which they have taken part. This can provide valuable evidence of their progress in solving problems or developing communication skills.

2.3 The class teacher may choose to comment on each child's progress in relation to key skills in their report to children's parents and carers, and pupils may complete

questionnaires at the end of each term which enable them to reflect on successes and failures and suggest targets.

3 Monitoring

- 3.1 The Director of Learning and Heads of Section monitor the way in which key skills are integrated into curriculum planning, as part of the regular monitoring of teachers' planning.
- 3.2 The class teacher evaluates a child's progress in key skills as part of the reporting process. This forms part of the teacher's regular assessment of each child's progress and of the school's target-setting process.
- 3.3 The Director of Learning is responsible for monitoring and reviewing key skills as part of the review process for the school's curriculum policy.