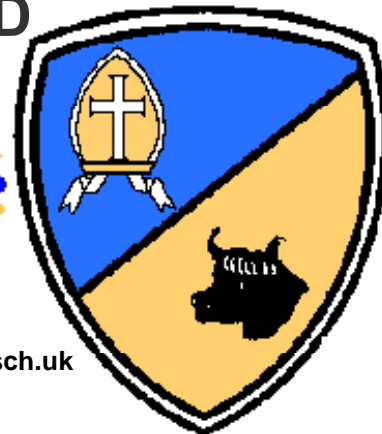


ST. LUKE'S CHURCH OF ENGLAND PRIMARY SCHOOL



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Key Skills Policy

Date of policy: 2009

Review Date: 2012

1 Introduction

- 1.1 Our children learn, practise, develop and refine a range of skills. 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.
- 1.2 There are six key skills set out in the National Curriculum as forming the basis of success at school, and being vital to life-long learning:
- **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, analyse, interpret, manipulate 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 involves learning how to apply common techniques to solve problems in a variety of contexts and situations.

2 Organisation and method

- 2.1 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. For example, we give the children many opportunities to develop the application of number in their geographical studies, and when we teach physical education we stress the importance of working with others.
- 2.2 Key skills feature prominently in our teacher's theme based planning as well.
- 2.3 The class teacher pays special attention to each child's progress in the particular 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 group's work. We teach children how they can contribute to the work of a group, and what being a successful member of a team involves.

- 2.4** 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 see this as an important part of 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 the child individually about their work, to make them aware of their strengths and weaknesses. Each half term we set the children targets, so that they know what they need to do to make further progress. These targets often focus on progress in these key skills.

3 Key skills and inclusion

- 3.1** At our school we teach key skills to all children, whatever their ability and individual needs. The teaching of key skills is part of the school's policy of providing a broad and balanced education to all children. In our teaching we provide learning opportunities for all pupils. We strive hard to meet the needs of those with special educational needs, those with disabilities, those with special gifts and talents, and we take all reasonable steps to achieve this.

4 Assessment for learning

- 4.1** There are no formal assessment tests for key skills. Teachers assess key skills as part of the assessment processes already established in the school.
- 4.2** The class teacher comments on each child's progress in the annual school report to the child's parents.

5 Monitoring and review

- 5.1** The headteacher and the Deputy headteacher monitor the way in which key skills are integrated into the curriculum, as part of the regular monitoring of teachers' planning.
- 5.2** 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.
- 5.3** The governing body's curriculum committee is responsible for monitoring and reviewing this key skills policy, as part of the review process for the school's curriculum policy.

