



ST LEONARD'S CE PRIMARY ACADEMY
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St Leonard's C Primary Academy Key Skills Policy 2017-19

This policy should be taken and used as part of St Leonard's CE Primary Academy's overall strategy, and implemented within the context of our vision, instrument of government aims, and values of a Church of England Academy. St Leonard's is a Church of England Primary Academy which celebrates a love of God and puts the Christian ethos at the centre of all that it does.

1 Introduction

1.1 Pupils learn, practise, develop and refine a range of skills in our academy. 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 academy. We aim to equip pupils with these 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. 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 pupils 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 pupils 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 academy life and are vital to life-long learning.

2 Organisation and Method

2.1 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 academy. For example, we give the pupils 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.



Living and Learning Together with God's Help



- 2.2 Teachers highlight the opportunities to develop key skills in their medium-term planning. Progression in key skills forms part of the academy's long-term curriculum plan.
- 2.3 The class teacher pays special attention to each pupil's progress in the key skill of working with others. We give each pupil plenty of opportunities to work as part of a group, and to take responsibility for the work of a group. We actively teach pupils how they can contribute to the work of a group, and what being a successful member of a team involves.
- 2.4 Our academy believes that it is very important for pupils 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 pupils to reflect on their learning at the end of a session or topic. They talk to each pupil about the pupil's work and so help them to become aware of their strengths and weaknesses. Each term we set targets for the pupils, 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.
- 3 Assessment and Recording**
- 3.1 There are no formal key skills assessment tests. Teachers assess key skills as part of the assessment processes already established in the academy.
- 4 Monitoring and Review**
- 4.1 The Curriculum Co-ordinators monitor the way in which key skills are integrated into curriculum planning, as part of the regular monitoring of teachers' planning.
- 4.2 The governing body's Curriculum Committee is responsible for monitoring this key skills policy as part of the academy curriculum policy review process.