

All Saints Upton C.E. Primary School Policy for the teaching of Basic Skills.

Introduction

- THIS DOCUMENT is a statement of the aims and principals for the teaching and learning of Basic Skills at All Saints Upton C.E. Primary School.
- IT WAS DEVELOPED during the summer of 2013 through a process of consultation with teaching staff.
- IT WAS AGREED BY THE GOVERNING BODY in Autumn 2015
- THIS POLICY WILL BE REVIEWED in the summer of 2017. A schedule for this, and all other, policy documents is set out in the School's Development Plan.

What are Basic Skills?

The School has adopted the definition of basic skills used by the Basic Skills Agency, which states *'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.'*

Aims:

OUR AIMS IN TEACHING BASIC SKILLS are to:

- Raise standards in the teaching and learning of English and Mathematics through continuous assessment and monitoring.
- Attain our annual targets for Key Stage 1 and Key Stage 2 as set in consultation with the LEA and Governing Body.
- Identify pupils performing in English and/or Mathematics below the expected Standard. **Pupils performing at a significantly lower level in English are on the School's**

Special Needs Register and are addressed separately in the School's Special Needs Policy.

- Keep staff up to date with relevant developments in good teaching practise.
- Target support for under-attaining pupils in terms of classroom assistants and resources.

Principles in the teaching and Learning of Basic Skills:

- The School is committed to equal opportunities for all pupils regardless of age, race or gender .
- The School recognises that basic skills in English and Mathematics are crucial in today's society and without these skills, children are severely disadvantaged in their adult lives.
- The school recognises that effective teaching of Basic Skills can make a major difference to pupils' learning.

Strategies for the Teaching of Basic Skills:

- All teachers in the School are responsible for the teaching of Basic Skills to their class group.
- In the first instance pupils at both Key Stages are taught skills in English and Mathematics based on the Primary Strategies. Reception children are likewise taught according to the Foundation Stage Guidelines. All year groups have a timetabled English and Maths lesson each day for delivering the strategies. Class Teachers produce group objectives to ensure that progress is made which is assessed at least half termly or whenever appropriate. Teachers where possible plan according to the range of learning styles in each class to maximise children's learning. The School's expectation is that a pupil making

good progress will be at the expected standard or above by the end of each academic year.

- In addition to the National Strategies, additional support in Basic Skills may be given to targeted pupils through ELS, Talking Partners, ALS and Springboard where appropriate. Pupils significantly under-achieving (performing below their potential) or under-attaining (performing below the expected standard for a pupil of their age) in English are withdrawn by the SENCO for additional Learning Support. Pupils under-attaining in Mathematics may be receiving intervention by the Mathe support TA.
- Currently Pupils under-attaining in basic skills in English and Maths are identified by their end of Key Stage performance in Year 2 and their performance at the end of Years 3, 4 and 5. The School then identifies priorities and inputs additional support via TA's to provide the appropriate intervention strategy
- Pupils' under-attaining in basic skills are tracked against the expected standard and Pupil Progress Meetings and additional support is then targeted accordingly.
- Staff needs for delivering effective teaching of Basic Skills is reviewed yearly and INSET provided where required. The School is also committed to keeping abreast of new developments in the teaching of basic skills and will access training wherever possible.

Strategies for Ensuring Progress and Continuity

PLANNING is a crucial tool in the effective teaching of basic skills. Class teachers plan English and Mathematics lessons based on assessment of children's' work.

Planning for targeted children who are under-achieving in basic skills is provided by the class teacher with specific

targets. Planning for targeted children is monitored by the Head Teacher and the Deputy Head.

PROGRESS IS ASSESSED FORMATIVELY by the class teacher to determine what each child has learned and what therefore should be the next stage of his/her learning. This assessment is usually carried out informally by teachers in the course of their teaching. Suitable tasks for assessment may include;

- Practical activities, e.g.; spelling, reading, counting money, describing shapes
- Specific tasks, eg; a piece of written work, comprehension task, number problems
- Individual discussions in which pupils are encouraged to appraise their own work and progress.

PROGRESS IS ASSESSED SUMMATIVELY at the end of each Key Stage through the use of teacher assessment. In addition, progress for Years 3, 4 and 5 may be assessed by the use of the Optional tests that are used to identify under-attaining children.

TRACKING of pupils' progress against the National Curriculum expected standards is carried out by the class teachers and monitored by the Head Teacher and Deputy Head. Pupils identified as under-attaining are tracked and monitored closely. Data collected is used to set targets and focus planning.

REPORTING TO PARENTS is done twice yearly through interviews and annually through a written report. Basic Skills are reported as part of the English and Mathematics report and will focus on:

- Attitudes to learning;
- Progress against the attainment targets;
- Areas for development.

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Strategies for the use of Resources

CLASSROOM RESOURCES are the responsibility of each class teacher. They may include:

- Reading books, dictionaries, thesauri, alphabet card.
- Hundred squares, number lines/fans.

CENTRAL RESOURCES are the responsibility of the curriculum team and include items such as big books, electronic scales etc.

INFORMATION TECHNOLOGY is used wherever possible to aid pupils learning including the use of Interactive whiteboards.

Appendices may include:

- School's Action Plan for Basic Skills;
- Examples of Tracking Sheets;
- Examples of IEP's/Planning for under-attaining pupils.

Equalities Act

This policy has been considered under the Equalities Act 2010, giving due regard to the three principles;

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this act;
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- Foster good relations between persons who share a relevant protected characteristic, and persons who do not share it.

We are committed to:

Eliminating discrimination and harassment

Promoting equality of opportunity

Promoting good relations and positive attitudes towards
all people

Encouraging participation in public life.

Our commitment covers equality on grounds of: age, disability, gender (including Trans-gender), race, religion/belief and sexual orientation.

Signed

Date