



Key Skills Policy 2021

RATIONALE:

John Chilton School has grouped the following subjects together as Key Skills: English Maths and Computing/ICT.

We believe that these are the essential skills that underpin success in education, employment, lifelong learning and personal development. Acquiring these skills will enable our pupils to lead functional and social lives in a fast moving technological world. By using these skills pupils will become confident, motivated and independent learners and be able to access facilities and opportunities within the community in their future.

AIMS:

- To develop the key skills of literacy, maths and computing
- To develop functional and essential skills that enable access to future learning into adult life
- To develop employment skills to gain work in the future
- To develop the essential skills needed to function as effectively as possible in the adult world

INTENDED OUTCOMES:

- To be able to be confident, motivated and independent in their application of key skills
- To use resources available including technology to support their learning
- To be able to use different technology to support their learning

RESPONSIBILITIES:

Overall responsibility: Parminder Tsangacos

English: Charleen Bruce

Maths: Lynn Johnston

ICT/Computing: Garsa Hakmal

MONITORING AND EVALUATION:

Each area of the curriculum is overseen by a member of the Senior Leadership Team. Regular meetings are held with the subject leaders involved in the group.

Regular observations and learning walks are held and these feed into curriculum monitoring and evaluation.

Subject leaders are expected to fulfil a number of roles in monitoring and evaluation. These include:

- Giving advice and support to colleagues; arranging CPD as appropriate through peer mentoring, modelling or outside agency training
- Auditing and ordering resources and overseeing the allocated budget
- Developing, implementing and reviewing a cycle of action plans
- Ensuring policies and schemes of work are in place and annually reviewed
- Scrutinising and giving advice and feedback on termly plans
- Frequent and regular work sampling
- Contributing to assessment and moderation of the subject

- Giving feedback to SLT on areas of strengths and development
- Surveying parents, pupils and staff regarding the effectiveness of their subject.
- From time to time and when appropriate, to liaise with the appropriate teacher or department in ARA and/or other providers.

ASSESSMENT AND REPORTING:

JCS monitors pupil progress and achievement against I Can statements, through a tracking system which allows realistic progress to be recognised. Progress is monitored in all curriculum areas as well as communication, fine and gross motor and social and emotional areas of learning.

The system tracks depth and breadth of learning. A pupil's progress is measured using the following scales of learning:

- Encountered
- Participated
- Involved
- Developed
- Achieved
- Mastered

Where applicable and appropriate, pupils take end of Key Stage national tests; as well as GCSEs and other nationally recognised accreditation.

The school provides an annual academic report of progress and achievement to parents in all curriculum areas. In addition, parents are invited to discuss their child's progress termly.

BRITISH VALUES:

The DfE have reinforced the need "to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs."

Our school's curriculum incorporates and promotes British Values through celebrating diversity, finding out about and respecting other cultures and faiths, using a wider range of resources and texts, learning about the British monarchy, justice system and democracy in action.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT:

John Chilton School regards SMSC as a core entitlement for all pupils. It is embedded in the culture of the school, the whole curriculum, modelled by staff and pupils and provided in all formal and informal settings. Teaching provides opportunities for reflection on learning, ideas, opinions and behaviour. The bespoke curriculum has been developed to motivate pupils, encourage them to imagine and enquire and cultivate a sense of enjoyment and fascination in learning about themselves, others and the world around them.

The Key Skills element develops SMSC by providing opportunities to:

- Debate, discuss and defend their and others' points of view;
- Access community facilities and apply knowledge in practical situations;
- Develop social skills by improving speaking, listening and group interaction skills;
- Explore moral issues of appropriate use of the internet, social media sites and mobile phones.

SPECIFIC SUBJECT AREA: MATHEMATICS

AIMS:

- To develop pupils' number skills and apply them in different contexts
- To provide opportunities to use functional maths skills
- To offer opportunities for learning through a wide range of practical activities and experiences

INTENDED OUTCOMES

- To be able to use and apply mathematical knowledge to solve problems
- To know how to solve problems that involve maths in adult life
- To have the necessary skills to solve problems that involve using number skills
- To achieve national qualifications in functional maths
- To use the maths skills they have acquired to continue their learning

ORGANISATION:

- Maths is taught across the whole school as a curriculum subject which includes number, shape space and measure and using and applying.
- There is an emphasis on maths across the school as a discrete subject to enable pupils to use and apply these skills in different contexts
- The work covered matches the objectives to the ability of the pupils rather than to their chronological age
- The school is organised into 5 phases. These are divided into three pathways: The Red Pathway being the higher ability group; The Purple Pathway being the middle ability and the Blue pathway is the lower ability range group with more complex physical/ learning needs which are taught as a discrete class using a holistic and sensory approach to better meet their needs.
- At the end of Phase 2, more able pupils are entered for KS2 SATS.
- In Phase 4, more able pupils work towards achieving Entry1 to Level 1 qualifications accredited through Functional Skills -maths. Less able pupils accredit their achievements through Personal Progress units which are internally assessed.
- Phase 5 pupils embed functional and practical skills into community settings in 'Preparing for Adulthood'.

SPECIFIC SUBJECT AREA: ENGLISH

AIMS:

- To provide a rich and stimulating language environment founded on the spoken and written word, where speaking and listening, reading and writing are integrated, and which is supported by AAC as needed
- To develop confident, competent, creative and expressive users of language
- To explore what language is and how it works
- To develop a wider vocabulary
- To provide opportunities to construct and convey meaning in speech and in writing, using language to explore real and imaginary experiences
- To develop speaking and listening skills to suit a variety of tasks, audiences and for different purposes and creative expression

INTENDED OUTCOMES:

- To be able to effectively use technology, signs and symbols in everyday life
- To be able to read widely for pleasure, engage with an extensive range of texts and use a range of strategies in order to read with fluency, accuracy and understanding
- To be able to write for a variety of purposes, a range of audiences and in a range of forms
- To use a wide and interesting vocabulary
- To use sentence structure, spelling and punctuation accurately and with confidence
- To be able to be reflective users of language, able to analyse and evaluate features of language and to discuss choices in relation to purpose and audience

ORGANISATION:

- English is taught across the curriculum and as a discrete subject
- The work covered will match the objectives to the ability of the pupils rather than to their chronological age
- English relates to Reading, Writing, Communication, Phonics and Drama
- In Phase 1 pupils are taught in class groups. In Phases 2, 3 and 4 pupils are taught in ability groups to enable more specific teaching and learning to take place
- The pupils in the lower ability range group and have more complex physical/ learning needs are taught as a discrete class using a holistic and sensory approach to better meet their needs.
- In Phase 4 pupils work towards achieving Entry1 to Level1 qualifications in functional Reading, Writing and Communication as well as enrichment units, accredited through Functional Skills. Less able pupils accredit their achievements through Personal Progress units which are internally assessed.
- Phase 5 pupils embed functional and practical skills into community settings

SPECIFIC SUBJECT AREA: COMPUTING

AIMS:

- To provide a range of experiences to develop computing skills in different settings
- To development communication skills through a range of hardware, software and internet sites
- To provide opportunities to explore, analyse, exchange and present information
- To experience writing computer programs to solve problems
- To develop ICT capability in finding, selecting and using information; for example, searching the internet or databases.
- To provide access to and experience of, appropriate high quality hardware and software to enable develop a high level of competence and understanding; for example, using iPad
- To explore attitudes towards computing and its value in society; for example, to learn about issues of security, personal safety, e-safety, confidentiality and cyber bullying.
- To have the opportunity to access social networking sites safely exploring social circles, hobbies and interests.

INTENDED OUTCOMES:

- To be able to use ICT to communicate with others through hardware, email and social media
- To be able to create and debug simple programs using different programming software
- To be able to understand the importance of Internet Safety and to keep as safe as possible

- To be able to use different software to enhance their learning, including Word, PowerPoint, Publisher, Excel, Photoshop
- To be able to use a variety of hardware successfully including iPad, laptop, kindle
- To understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.
- To apply computing skills and knowledge other curriculum and leisure areas; for example, using online resources for literacy and maths

ORGANISATION:

- Computing is taught across the whole school
- In Phase 1 and lower ability class groups pupils focus on ICT skills progression targets
- In Phase 2 lesson planning is based around the scheme of work ‘Switched on ICT’, developed for creativity and progression. Each unit focuses on delivering Computing/ICT through a flexible context, whilst providing links to other curriculum areas.
- In Phase 3 and 4 pupils are taught Computing within ability groups across year groups to enable more specific teaching and learning to take place
- In Phase 3 and 4 pupils work towards achieving Entry Level qualifications in Functional Skills
- Phase 5 pupils embed functional and practical skills into community settings