



SHANKLEA PRIMARY SCHOOL

Basic Skills Policy

SPS

Policy Control Details

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| Date policy approved: | September 2019 | | |
| Prepared by: | Helen Brown | Signature | Date |
| Approved for issue by: | Gareth Pearson | Signature | Date |
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Shanklea Primary School: Basic Skills Policy

This aims of this policy are

- To ensure that basic skills development is a key focus of the cross curricular ethos of the school, and are applied throughout the curriculum.
- To ensure that roles and responsibilities are clear.
- To outline the process for assessing all pupils' performance in basic skills.
- To outline the monitoring of basic skills.
- To ensure there is an ongoing programme for professional development in basic skills available to all members of staff and governors.

A whole school strategy

At Shanklea Primary School, we are committed to providing a positive learning environment, which reflects a whole school commitment to raising standards in literacy and numeracy. We believe a sound structure of basic skills gives our pupils greater access to the whole curriculum, and the world beyond.

We identify children who are underachieving or under attaining, and work in partnership with pupils and families, to set individual targets for improvement. These improvements are achieved through a range of strategies aimed at the continuous improvement of basic skills. Thus pupils are supported and motivated to learn, and work towards achieving their full potential.

A system of baseline testing and teachers' termly assessment provides quantifiable measurement of progress. This, in conjunction with the Local Authority and National data, forms the basis for the setting of whole school targets for improvement. Additionally, we collaborate extensively with schools within the Cramlington Partnership of Primary Schools to ensure we have robust systems for target setting. Literacy, numeracy and speaking and listening form an integral part of English and Maths, and therefore this policy aims only to identify the key points relevant to basic skills.

Equal Opportunities

We aim to provide all children with the opportunities they need, to acquire the full range of basic skills, regardless of age, gender, disability or ethnic heritage. Staff work in line with the 'Equality Act 2010' Special Educational Needs

- All children who are on the Special Needs Register have Individual Educational Programmes, including targets, strategies, appropriate resources and support. These are written by the child, in agreement with the parents, the teacher and the SENDCO, and which may include TA support. These plans are in line with any programmes of work recommendations devised in collaboration with appropriate external agencies.
- Children identified through internal monitoring and assessment as failing to achieve, though not meeting the SEN criteria, are provided with additional support; they follow a basic skills programme planned by the class teacher and assessment co-coordinator, and supported by a TA as appropriate. Lexia, Toe-by-Toe, Lego therapy and Talk Boost are utilized to address children's individual needs. The impact of any additional intervention outside of the normal classroom routine is planned alongside

a senior member of staff, and is subject to a 4 weekly impact review.

- Children with hearing, sight or any other medical special needs, are provided with Individual Action Plans (IAPs) by the class teacher in consultation with the SENCO in consultation with any appropriate agencies.

Targets for the development of basic skills are prioritised and incorporated in the school's strategic and operational plans. They are monitored and assessed against criteria identified in these plans.

More Able Pupils

The class teacher is initially responsible for identifying the more able pupils and their needs. More challenging work is provided to allow pupils to access the curriculum at greater depth.

Roles and Responsibilities

Improving basic skills is the responsibility of all staff.

The Basic Skills Co-ordinator, Assessment Co-ordinator, SENDCO and Phase Leaders

- Co-ordinate baseline testing of all pupils, with ongoing monitoring, assessment and evaluation.
- Evaluate any test scores in conjunction with teacher assessment.
- Identify those pupils requiring special support. Set targets in consultation with class teacher and parent; allocate additional support from TA/teaching staff/outside agencies.
- Liaise with class teachers regarding all pupils' basic skills targets.
- Advise staff on appropriate use of resources.
- Support professional development of colleagues in the teaching of basic skills.
- Work with the English/Maths subject managers and the Senior Management Team to ensure full training in new initiatives and other curricular developments.
- Monitor and evaluate assessment and recording strategies.
- Liaise with parents and provide information/training re literacy and numeracy.
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Class teachers

- Identify individual pupil's basic skills needs including those underachieving or under attaining.
- Set individual literacy and numeracy targets in consultation with pupils/parents and other staff.
- Assess, monitor and record pupils' progress against targets.
- Adjust/set further targets as identified by monitoring
- Teach and extend basic skills in line with the English and Maths policy documents.
- Reinforce and extend basic skills throughout the National Curriculum.
- Maintain high standards of teaching and learning.
- Utilise the website and the Shanklea Jigsaw APP to reinforce the importance of basic skills, the importance of a strong partnership with parents and families and to provide helpful information about the development of basic skills.

- Make full use of opportunities to develop their teaching of basic skills.
- Co-operate with teaching/support staff and parents to ensure pupils maximise achievement.

Teaching Assistants

- Support children in the classroom to access first quality teaching and work with children as directed by the teacher.
- Work with individual pupils/small groups on learning programmes as directed by class teacher/basic skills co-coordinator/SENCO.
- Support strategies to identify learning needs e.g. testing key words/times tables, Read, Write Inc etc.

Parents

- To attend their child's termly child-led consultation and any IAP review meetings as necessary.
- To support reading, SPaG and numeracy homework as outlined in the Homework Policy and advised in school information.
- To utilise the website to keep up to date with the basic skills expectations for their children.
- To support their children using School/Parent Guides in Reading, Writing and Numeracy or accessing training in school, as stated in the home school agreement.

Assessment of pupil performance in basic skills

All pupils are assessed at an appropriate time following entry to the school. The strategies used for testing are chosen based on the age and stage of the child. Attainment information from teacher assessments are collated three times a year during designated times.

In addition, the following tests/methods are used where appropriate to acquire additional/more specific information:

- NFER Group Reading Test
- Salford Sentence Reading Test
- Accelerated
- Reading Recovery Running Records
- School 360 VLE 'I am Learning'
- NFER: non-verbal reasoning test
- KS2 spelling books
- Phonic Spelling books – KS1
- Reception Y1/2, Y4 NLS key word.
- Rising Stars English and Maths
- Problem Solving and Reasoning
- SumDog
- My Maths

Teacher Assessment

- Formative assessment is ongoing and directly provides information for teachers and leaders in order to amend provision to best meet the needs of the pupils.
- A number of summative assessments are used in school to provide information about the standard at which a pupil is working. For example three times a year the pupils complete a reading test to monitor the impact of provision.

- We assess pupils against assessment criteria, which are short, discrete, qualitative and concrete descriptions of what a pupil needs to know and be able to do. These are our Key performance indicators (KPIs). The KPIs have been derived from the National Curriculum, in partnership with key practitioners
- Ongoing assessment is completed using individual records, assessment of progress against targets and pupil's books.

Results of tests are analysed and combined with teacher assessment to form the basis of individual pupil target setting and forecast end of key stage achievements.

Trends in whole year tests are analysed and compared to local and national results to form the basis of whole school targets for improvement in basic skills. Benchmarking across the Cramlington partnership of Primary Schools supports identification of strengths and weaknesses in basic skills and contributes to effective School Improvement Planning.

Monitoring and Evaluation of Basic Skills Teaching and Learning

Regular systematic monitoring of both teaching and learning in basic skills takes place to determine whether targets are being met. This information is used as feedback to inform whole school, class and individual teacher/pupil planning to continually raise standards in basic skills.

Monitoring focuses on the following areas:

- Literacy/numeracy content in lessons in relation to appropriate frameworks
- Differentiation/impact of support and challenge.
- Progression.
- Teacher knowledge/understanding of curriculum.
- Teacher expectations.
- Use and appropriateness of resources.
- Pupil progress.
- Teacher assessments informing future planning.
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Monitoring procedures include:

- Monitoring of individual pupil targets by the Headteacher/Assessment Coordinator/SENDCo through pupil progress meetings.
- At least termly scrutiny of a range of children's work in each class by the Headteacher/ Basic Skills Coordinator/Subject Coordinator.
- Rigorous monitoring of intervention programmes.
- Joint practice development within own school and in other schools.
- Formal classroom observations by the Headteacher/Subject Coordinator.
- Collaborative planning and phase meetings to monitor planning.

Information obtained from monitoring is used to inform:

- Planning: curriculum and whole school development.
- Staff training needs.

- Inset implications.
- Resource implications.

The school SIP will be discussed at least on a termly basis at staff meetings, with specific matters being dealt with at staff meetings as they arise. Monitoring enables evaluation of the achievement of:

- The school's aims for basic skills
- The key targets for whole school development

Resources

- The use of resources and their effectiveness are monitored and evaluated by the Subject Co-ordinators.
- A rolling programme of renewal/replacement of resources is planned for by the subject co-ordinators in consultation with the Headteacher and in accordance with needs identified by SIP.
- The effectiveness of new technology and new materials are assessed as they are introduced onto the market and incorporated into the subject budget where appropriate.

Reporting and accountability

Governors are informed on a regular basis, by the Headteacher, of action to raise standards in basic skills and the assessment coordinator updates governors termly on the impact.

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| Mrs Greenwood - | Numeracy information |
| Mrs Baxter - | Literacy information |
| Mrs Short - | Phonic programme Information |
| Mrs Laughton - | Early Years Literacy and Numeracy information |

CPD and Appraisal

Staff meetings are used to share expertise and targeted training in line with the SIP. Staff attend local and National training, focused on the development of basic skills, and opportunities for wider Trust working contributes to the professional development of staff and this in turn, impacts on the provision for pupils and their basic skills development.

All staff have the opportunity to review their professional development needs with the Headteacher or their line manager 3 times a year, and identify performance targets and training needs. Basic skills development, in line with the SIP is on all teacher appraisals. All staff have targets that relate to their responsibility to impact upon areas of underachievement or under attainment in school. It is the responsibility of all staff to ensure that they are modelling standard English at all times.

The following policies provide further detailed information on Basic Skills:

- Assessment
- Literacy
- Numeracy

- SEND
- Learning and Teaching

This policy will be reviewed annually and updated to take into account both internal and external educational changes.

