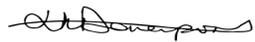
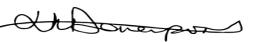
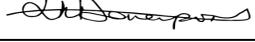
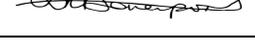
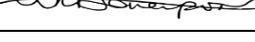




# SKILLS POLICY

Author	Date Adopted by Gov Body	Signed by Chair of Gov	Review Date
JEM	13/10/12		Oct 2013
JEM	16/10/14		Oct 2014
JEM	22/10/14		Oct 2015
JEM	21/10/15		Oct 2016
JEM	14/12/16		Oct 2017
JEM	20/12/17		Dec 2018
JEM	19/12/18		Dec 2019
AIB	25/9/19		Sept 2020

# PRESTATYN HIGH SCHOOL YSGOL UWCHRADD PRESTATYN

## SKILLS POLICIES



### **Introduction**

An emphasis on detailed subject knowledge alone cannot meet the needs of learners or equip them with the transferable skills that the future requires.

Students need to become resourceful, resilient and reflective learners, in line with Welsh Government and ESTYN guidance on skills development.

The school structure supports this by having an SLT member responsible for skills and co-ordinators whose areas of responsibility are Literacy, Numeracy and the Digital Competency Framework

### **Literacy:**

A definition of literacy from the LNF:

“Literacy is the use of language skills in daily activities at school, at home, at work, and in the community. It involves both using literacy skills and knowing how to use English and Welsh. Literacy describes a set of skills, including speaking, listening, reading and writing, which enable us to make sense of the world around us. Literacy is not narrowly about the mechanics of being able to decode the words on a page or write a grammatically correct sentence, although these are essential skills in their own right. It is about the skills needed to understand written and spoken language, to interpret what has been written or said, and draw inferences from the evidence that surrounds us. It is also about being able to communicate in our turn – fluently, cogently and persuasively. Literacy is based on reading, writing and oral language development across all subject areas.”

### **Numeracy:**

A definition of numeracy from the LNF

“Numeracy is an essential life skill and learners need to be able to apply this skill across the curriculum in different subject areas, and in real life contexts. Mathematics is a part of numeracy, but to be numerate means you are able to apply some of these mathematical skills in many more contexts than in mathematics lessons and across several subject areas. It is therefore our expectation that all teachers will be teachers of numeracy. “

### **Digital Competency**

“The Digital Competency Framework now sits alongside the LNF. It focuses on developing digital skills which can be applied to a wide range of subjects and scenarios. Schools should familiarise themselves with the framework, agreeing their strategic vision for cross-curricular digital competence and consider how to translate this into practice.”

### **Purpose/Principles**

- Develop, maintain and improve literacy, numeracy and ICT standards across the school.
- Offer a framework for coordinating literacy, numeracy and ICT teaching and learning across the curriculum.
- Allow learners to transfer skills, information and understanding between subjects;
- Support formative assessment, recording and reporting of learning.

### **Implementing the LNF and DCF**

This policy was revised to assist us to respond to the requirements of the **National Literacy and Numeracy Framework (LNF)** and **The Digital Competency Framework (DCF)**.

Teachers in every subject should use a range of tasks and contexts that will offer learners a way to develop their literacy, numeracy and ICT skills in a meaningful way.

### **Roles and responsibilities**

#### **All teachers should:**

- Be familiar with the LNF and DCF and progression through them.
- Understand the importance of literacy, numeracy and ICT skills in relation to raising standards of work in their own subjects.
- Fully integrate these skills into their planning to provide appropriate learning experiences for learners.
- Identify opportunities to develop and apply literacy, numeracy and ICT skills within subjects and across the curriculum.
- Plan for a literacy, numeracy and ICT skills focus in lessons where appropriate.
- Liaise with literacy, numeracy and DCF Coordinators to identify contexts through which skills can best be developed.
- Identify areas for refinement and suggest best ways to improve further as part of their ongoing formative feedback to learners, integrating comments on skills into their verbal and written feedback.
- Monitor and evaluate the impact of these approaches.

#### **Heads of department/KS3 coordinators should:**

- Identify opportunities for developing skills in schemes of work and use them in the subject Learning Plans.
- Ensure coherence and consistency in the application of literacy, numeracy and ICT skills linked to the LNF/DCF across the subject area and all teaching staff.

- Work with departments and teachers to begin to plan progressive, differentiated and challenging tasks that will allow learners to demonstrate understanding and develop and consolidate the full range of skills.
- Liaise with the coordinators to share formative assessments of learners and cohorts in terms of areas of strength and development.
- Ensure that teachers in the department are completing the assessments on SIMS.

**The SENco should:**

- Work with the coordinators to ensure that support is provided for pupils based on reading and numeracy data.
- Coordinate the work of the ALN team, prioritising literacy, numeracy and ICT across the curriculum.

**Senior Leaders should:**

- Oversee the implementation of the LNF/DCF.
- Work with coordinators to agree whole school strategies.
- Organise whole-school training.
- Monitor the range of teaching and learning activities, ensuring that approaches are fully integrated.
- Work with coordinators to coordinate feedback to parents/carers.
- Monitor, evaluate and report to governors on standards of literacy, numeracy and ICT throughout the school.

**Literacy, Numeracy and DCF coordinators should work with senior managers, Heads of department/ KS3 coordinators to:**

- Review the LNF/DCF provision and identify opportunities to develop and apply a range of skills.
- Audit existing examples of good practice in across the curriculum.
- Ensure consistency of approach across the school.
- Identify areas of that teachers are least confident of teaching within the context of a particular subject and discuss with senior managers measures needed to address the identified issues.
- Facilitate CPD training on aspects of skills.
- Evaluate the whole-school impact of applying LNF/DCF and the above approaches.

**Expectations from the Governing Body:**

- Be fully aware of the LNF/DCF.
- Act as a critical friends to challenge the school's perceptions regarding the standards of skills.
- Be aware of the strategies and the resources used to promote the effective operation of the LNF/DCF.
- Contribute to the school's efforts to inform parents and include them in their child's literacy, numeracy and ICT learning.

**Parents and guardians should:**

- Be aware of the importance of improving their child's skills and the advantages of doing so.
- Be aware of the strategies, resources and opportunities used to promote a better understanding of numeracy in the school including resources on the school website.
- Be aware of the school's points of contact for literacy, numeracy and ICT.

**This policy is implemented through:**

- Literacy strategies, numeracy strategies, in particular the half termly focuses.
- An introduction of the DCF by the coordinator.
- School Improvement Plan and Departmental Improvement Plans.
- CPD programmes for staff.
- Sharing good practice within and beyond our school through our whole school

**Monitoring and Evaluation**

- The management of the policy will be the ultimate responsibility of the Headteacher and a named member of the Senior Leadership Team.
- The responsibility for the delivery and review of the skills strategies will be with the coordinators.
- The policy will be monitored, reviewed and evaluated as part of the school's Self Evaluation Report at the end of each academic year.