



**POLICY DOCUMENT**  
**BASIC SKILLS**

**School Vision**

**Love life, God, each other.**

**With love, I can and I will.**

**Together we will succeed**

**Live courageously**

**Learn every day**

**Date Revised: April 2019**

**Date for Review: April 2022**

**Signed: \_\_\_\_\_**

# **BOWES HUTCHINSON'S C OF E VOLUNTARY AIDED SCHOOL**

## **BASIC SKILLS POLICY**

We believe that the acquisition of good communication and numeracy skills is an essential part of a child's education. These skills enable children to take advantage of the wider curriculum we offer, they raise self-esteem and, ultimately, provide increased opportunities for employment and for aiding the roles adults have of parent, citizen and consumer.

### **Purposes**

1. To develop children's confidence, self-esteem and happiness through a broad and balanced curriculum which caters for children of all backgrounds and abilities and enables children to become independent and life-long learners.
2. To equip children with the necessary skills to communicate and ensure that the children in our care leave our school with high standards of numeracy.
3. To ensure all students receive their entitlement to high-quality literacy and numeracy teaching, in accordance with the school's policies on Inclusion and Equal Opportunities.
4. To recognise under-attainment and under-achievement and develop appropriate strategies for the acquisition of Basic Skills.
5. To ensure that teaching and non-teaching staff accept responsibility for the improvement of Basic Skills through effective planning, organisation, delivery and assessment of literacy and numeracy activities.

### **Guidelines**

#### **Responsibilities of Teaching Staff**

1. Teachers plan engaging, challenging lessons following the objectives in the National Strategies, differentiated to meet the needs of every child. Children's achievements in maths and literacy are formatively assessed in a number of ways. The progress of individuals and groups / cohorts is formally tracked termly. The findings enable teachers to plan effective teaching, agree challenging targets with pupils and to identify those children who are underachieving.
2. Parents are kept informed of their child's progress regularly. Consultations are held with teachers in the autumn and spring terms and an open evening for relatives to see children's work and talk to staff informally is held in the summer term. Parents receive a detailed written Annual Report each July. Curriculum Evenings are held for parents to learn more about what is taught in school and how they can help at home. Regular newsletters keep everyone informed of activities and events going on in school as does the school website.
3. Children with SEN and Gifted & Talented pupils have their needs registered, appropriate challenges provided and progress monitored termly on their IEPs, by the class teacher and the SENCO. Parents of these children are kept fully informed of their child's needs and progress.

#### **Responsibilities of Management**

1. Self Evaluation identifies the school's priorities, taking evidence from analysis of performance data, assessment tracking and classroom observations. Staff and governors monitor their progress regularly.
2. Headteacher monitoring of teaching and learning, through formal lesson observations and the tracking of pupil progress, takes place on a termly basis. These provide evidence for Performance Management reviews and help inform the Professional Development program.

### **Conclusion**

This policy, and its Action Plans, form an integral part of our School Development Plan and promote our Christian values. They should be read alongside our Equality Scheme and policies on Teaching and Learning, Planning and Assessment, SEN, Gifted and Talented, Equal Opportunities and Inclusion. It will be monitored and reviewed by staff and governors to ensure it is effective, workable and continues to meet statutory requirements and the needs of our pupils.