



John Chilton School Key Skills Policy

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Key Skills

Intent

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.

The school is divided into three pathways: the Red Pathway being the higher cognitive ability group; the Purple Pathway being the middle cognitive ability and the Blue Pathway is the lower cognitive ability range group with more complex physical/ learning needs; who are taught using a holistic and sensory approach to better meet their needs. The whole school is organised into five phases:

- Phase 1 covers reception, year 1, year 2, year 3
- Phase 2 covers year 4, year 5, year 6
- Phase 3 covers year 7 and year 8
- Phase 4 covers year 9, year 10, year 11
- Phase 5 covers year 12, year 13 and year 14

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

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.

Mathematics

Intent

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
- To be pupil centred, encouraging, success based and promotes a positive learning atmosphere.
- To develop a broad and balanced curriculum which caters for all pupils and to deliver a broad range of experiences to teach the necessary mathematical language and concepts in all areas of the mathematics curriculum.
- To use a variety of different teaching methods, styles and resources to
- To enhance the learning of mathematical language, concepts and skills in all areas
- of the mathematics curriculum.
- To use a cross-curricular approach to enable pupils to transfer mathematical skills into everyday life.
- To encourage pupils to develop the ability to work independently and in cooperation with others.
- To deliver lessons that are age appropriate and use age-appropriate resources for each key stage

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

Implementation

The subject of Mathematics is allocated the appropriate amount of time, to provide the pupils with a broad and balanced curriculum, which is appropriate for their needs. It is taught as a discrete subject for more able students. For pupils with more complex needs it is embedded in a holistic curriculum.

Teaching and learning:

- Maths is taught across the whole school as a curriculum subject which includes number, shape space and measure and using and applying. In the Blue Pathway maths is taught through a theme using a holistic approach; this is assessed through the Engagement assessment model in cognition and learning.
- 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; some pupils will be working on programmes of study from an earlier key stage; others will follow a thematic approach to subject specific learning.
- At the end of year 1 and year 6, pupils are entered for SATs if appropriate.
- In Phase 4, more able pupils work towards achieving Entry1 to Level 2 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'.

Resources

A broad variety of structured imagery are available to pupils, including Numicon, counters, rulers, and technology, such as calculators. Pupils have access to various maths apps and programmes.

Impact

A mathematical concept or skill has been mastered when a pupil can show it in multiple ways, using the mathematical language to explain their ideas, and can achieve a level of independence depending on their individual needs to apply mathematical concepts to new problems in unfamiliar situations in everyday life.

English

Intent

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 offer a systematic approach to reading for all pupils, using the Read, Write, Inc synthetic phonics programme
- 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 enhance pupils' experience through a range of diverse and interesting text
- 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 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

Teaching and Learning:

- 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 and phonics
- Reading is taught using a synthetic phonics programme, 'Read Write Inc.' As part of this programme, pupils have regular phonics sessions in small groups where they participate in speaking, listening and spelling activities matched to their developmental needs.
- English is taught in class groups. Interventions are taught in ability groups to enable more specific teaching and learning to take place
- The pupils in the lower ability range group and those with more complex physical/ learning needs are taught using a holistic and sensory approach to better meet their needs.
- In Phase 4 some pupils work towards achieving Entry1 to Level 1 qualifications in functional reading, writing and communication as well as enrichment units, accredited through Functional Skills. Other pupils accredit their achievements through Personal Progress units which are internally assessed.
- Phase 5 pupils embed functional and practical skills into community settings

Impact

Pupils will make progress from their starting points. They will be able to communicate effectively using their preferred mode of communication, initiating conversation, making their needs known and asking and answering questions, using a wide vocabulary. This will be encouraged at school and in the community.

Pupils will use their phonics knowledge to support their reading, spelling and writing.

Pupils will have developed a love for reading, by reading books themselves or having stories read to them.

Pupils will be able to record their ideas either by writing or using their preferred ICT/AAC programme effectively apply spelling rules and patterns they have been taught.

Computing

Intent

Aims:

At John Chilton school, we want to model and educate our pupils on how to use technology positively, responsibly and safely. Computing skills are a major factor in enabling pupils to be confident, creative and independent learners and it is our intention that children have every opportunity available to allow them to achieve this.

We want our pupils to understand that there is always a choice with using technology and as a school we utilise technology (especially social media) to model positive use. We recognise that the best prevention for a lot of issues we currently see with technology/social media is through education. Building our knowledge in this subject will allow pupils to effectively demonstrate their learning through creative use of technology.

We encourage staff to try and embed computing across the whole curriculum to make learning creative and accessible.

At John Chilton we want for our learners to gain the following during their time with us:

- 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.
- The confidence and skills to lead as independent a life as is possible and appropriate for them
- The ability to make decisions about their lives and know where to seek support if needed
- Skills that will help them to obtain and keep employment, whether that is paid or voluntary

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
- To be able to use a variety of hardware successfully including iPad, laptop, tablet device, phones, iPods
- 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
- To be able to use voice-operated equipment
- To be able to use programmable toys and control kits
- To be able to use Audio and video recorders, CD and DVD writers and players

Implementation

Teaching and Learning:

- At John Chilton school pupils have access to resources which aid in the acquisition of skills and knowledge.
 - Pupils will have access to the hardware (computers, tablets, programmable equipment) and software that they need to develop knowledge and skills of digital systems and their applications.
 - A clear and effective scheme of work.
 - Teaching and learning facilitate progression across all key stages within the strands of digital literacy, information technology and computer science.
 - Pupils will have the opportunity to explore and respond to key issues such as digital communication, cyberbullying, online safety, security, plagiarism and social media.
 - We ensure that all pupils have access to the National Curriculum, which has been differentiated appropriately to meet their individual needs. The use of Computing as a functional skill is included across the curriculum. Where appropriate assistive technologies are used to support specific learning needs. For example, the use of switches to enhance the ability of students to communicate.
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- 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 4 pupils work towards achieving Entry Level qualifications in Functional Skills
 - In Phase 5 pupils embed functional and practical skills into community settings

Safeguarding

- ICT and online resources are increasingly used across the curriculum.
- Online Safety is embedded within our curriculum.
- Teaching is built into existing lessons across the curriculum, covered within specific online safety lessons.
- We continually look for new opportunities to promote online Safety in an age appropriate and meaningful way:
- Educating pupils on the dangers of technologies that may be encountered outside school is done informally when opportunities arise and as part of the Online Safety curriculum and an annual Safer Internet Day set of activities.
- Pupils are taught about personal and private information and the impact of this on the internet
- Pupils are aware of the impact of Cyber bullying including mobile phones, iPads, tablets and other devices and know how to seek help if they are affected by any form of online bullying.
- Online safety lessons will look at social media and other online behaviour, how to be a good friend online and how to report bullying, misuse, intimidation or abuse.
- Pupils are also aware of where to seek advice or help if they experience problems when using the internet and related technologies; i.e. parent/ carer, teacher/ trusted staff member, or an organisation such as Child line or CEOP
- All pupils are reminded of Student Acceptable Use Agreement/ Online Safety Rules
- Pupils are made aware on how to identify possible online risks and make informed decisions about how to act.
- Pupils to understand safe ways in which to seek support if they are concerned or upset by something they have seen online.
- The importance of online safety is shown through displays within the learning environment and computer suite.
- Parents are informed when issues relating to online safety arise and further information/support is provided if required.

All use of computer equipment is governed by Acceptable Use of ICT policies for pupils, staff and visitors.

Refer to; Online safety Policy. See Acceptable Use Policy and Agreement for Remote Learning signed by both parents and pupils

Resources

- Computers in each classroom appropriate to the age and level of the pupils in the class e.g. touch screen technology.
- The school has Interactive Tablets – iPads with software tailored to the pupils' needs.
- Every classroom has an interactive board.
- Laptops in all classrooms
- iPads in every classroom
- Sensory rooms containing AV and interactive sensory equipment.

- A central store of ICT devices such as switches, webcams, story sequencers, control technology toys, sensory bags and digital microphones. Other devices are distributed around the school as appropriate.
- A range of special needs software, both for the use by teachers and students.
- Assistive Technology is used to support pupils with physical, visual and hearing impairments.
- Remote learning platform – Google Classroom

Impact

Pupils will be confident users of technology, able to use it to accomplish a wide variety of goals, both at home and in school.

Pupils will have a secure and comprehensive knowledge of the implications of technology and digital systems. This is important in a society where technologies and trends are rapidly evolving.

Pupils will be able to apply the British values of, tolerance, mutual respect, rule of law and liberty when using digital systems.