



Beacon Hill Basic Skills Policy

**This should be read in conjunction with the whole school curriculum policy
the English Policy and the Maths Policy**

Work on basic skills helps us to meet the aims of Beacon Hill as

an innovative, creative and enterprising community:

- that has ambitious expectations for individual improvement to achieve excellence for all.

Developing basic skills is of importance to all pupils at Beacon Hill, it is a vital part of enabling students and pupils to achieve the very best of their abilities. The ambition is also for staff to ensure that they have high quality teaching skills in maths and literacy and high expectations.

- that actively develops parental partnerships for the benefit of the pupils

It is important to foster relationships with parents to encourage their involvement with basic skills for their children this is done through the home school diary and home learning on individual educational plans and in the evidence of learning that is shared at review.

- that develops pupils independence and self advocacy, and confidence to make informed choices.

Pupils self worth is enhanced by their ability in basic skills they increase their self advocacy skills and the ability to express themselves and make their own choice and their needs known to others

- that values communication and provides the time and opportunity to make it effective.

Pupils work on their speaking and listening skills to encourage them to develop effective communication. Some pupils use Makaton signing, Picture Exchange Communication System, and Hi Tech augmentative communication aids.

- that develops high quality inclusion within and beyond Beacon Hill.

Many pupils from Beacon Hill benefit from inclusion in other schools, the development of their basic skills helps them function in different settings and most importantly in their communities.

- That enables us all to understand and take action on local, national and global sustainability issues.

Basic skills work enables pupils to learn about the wider world and how they can interact with it.

- that celebrates achievement for everyone.

The work the pupils do in basic skills is celebrated by Beacon Awards and Achievement Assemblies.

Guidelines

1. The allocation of time to Basic Skills (literacy and numeracy) is discussed and agreed by Governors annually and may be different for each Key Stage.
2. Pupils' achievement in basic skills is a responsibility of all staff and all teachers will have in their plans ways in which their subject will develop these areas.
3. All staff will have had access to up to date training on literacy and numeracy. The schools methods of work on literacy and numeracy will form part of the schools induction process especially that for NQT's.
4. Access to study of Basic Skills will be in accordance with the schools equal opportunity policy.
5. Work in basic Skills will be recorded regularly and this recording will inform pupils learning.
6. Work will be assessed annually and reported to parents as part of the annual review procedures.
7. Individual pupils will have I.E.P's in these subjects which will be monitored termly and reported to parents.
8. Older pupils will have access to external accreditation specifically N.P.R.A. units, ALL accreditation and ASDAN modules in this area.
9. The Basic Skills curriculum will also be taught through a three yearly cycle of topics with specific elements linked to specific topics. This will ensure links to all National Curriculum Programmes of Study.
10. For all pupils the emphasis will be on concrete experiences to develop their understanding.
11. The use of signs and symbols as well as I.C.T will be used to improve teaching in this area.
12. Pupils ability to speak and listen will be specifically enhanced through discussion, exploration and practical activities in all curriculum areas.
13. Work will be included to increase pupils' awareness of others, their lifestyle and problems.
14. Pupils 'achievement in Basic Skills will be variable but will always be valued and where appropriate will be celebrated.
15. National curriculum assessment will be carried out through teacher assessment sheets and pupils will have access to end of Key Stage assessment where appropriate.

16. Pivat levels will be assessed yearly with data being monitored by staff and governors and targets will be set for each pupil.
17. The emphasis at all times will be on improving the skills of all the pupils and on improving the work of the school in this area.
18. Pupils with profound and Multiple learning difficulties will be taught through specific schemes of work which aim to maximise their experience and their use of their senses.
19. Work on literacy and numeracy will be monitored annually as part of the School Improvement Policy. This will either be done by the Headteacher, member of the Senior Management Team or the link advisor. The monitoring will involve a lesson observation in each department and a detailed discussion with the Subject manager for the subjects involves. A joint report will be agreed which will be discussed with the Governors. The report will include issues for action resulting from the monitoring.
20. Work on literacy and numeracy will be the responsibility of specific subject managers who will be paid a responsibility allowance for this role. They will be responsible through the Headteacher for the whole school management of the subject. To do this they will agree with staff an annual development plan including funding and targets which will aim at improving the school work on literacy and numeracy year on year. The Head and Senior Management Team will monitor these plans.