



Devonshire Primary Academy Basic Skills Policy



Implementation Date: September 2014
Adopted by Governors/HT: HT
Review period: 3 years
Last review date: October 2016
Person responsible for policy: R Thomas

Devonshire Primary Academy

Basic Skills Policy

Reviewed October 2016

Rationale

Devonshire Primary Academy fosters a vibrant learning community, in which all learners are valued and supported to achieve their full potential. The school supports all children in the acquisition of basic skills in literacy and numeracy as the foundation to aspire to their highest standards of academic and social development. All members of the school community, including senior leadership team, teachers, teaching assistants, special support assistants, school governors and parents are integral in meeting the needs of all children in terms of basic skills. The development and implementation of this policy will improve opportunity and provision for basic skills for all children but particularly those underachieving or underattaining in literacy and numeracy. It will challenge the underachievers and accelerate progress of the underattainers.

Aims

The aims of this policy are to promote a school ethos where there is:

- an established framework for the continuous improvement in standards of the basic skills of all pupils in the school,
- a stimulating and inspiring learning environment that supports children in the acquisition of basic skills,
- a whole school strategy for planning core subjects that takes account of the needs of all learners in basic skills,
- pastoral support for children experiencing barriers in the acquisition of basic skills,
- involvement of the children in assessment of their own progress towards achievement of basic skills which is a shared and valued experience,
- emphasis on children adopting a positive attitude to learning and linking their learning to life experiences outside the school day,
- commitment to staff training to teach and extend basic skills,
- innovative use of ICT to improve performance in basic skills.

Definition

By basic skills we mean: 'the ability to read, write and speak in English and use mathematics at a level necessary to function at work and in society in general'

(Basic Skills Agency)

It is the aim of the basic skills policy to identify, implement strategies and evaluate their impact on pupils underachieving and underattaining.

We define 'underattainment' as, "where a pupil performs in literacy and/or mathematics at a lower level than the attainment expected for a pupil of their age." (Basic Skills Agency).

We define underachievement as, "where a pupil performs at a lower level than their potential. An underachiever may be a high-attaining pupil who does less well than their potential" (Basic Skills Agency)

Identification of children underachieving and underattaining

Children are tracked through school from entry to year 6. Children that are underattaining or underachieving are identified. Underattainers are the children not reaching age related expectations. The underachievers are children that make static or negative progress on the tracking grids on a term to term basis. If children underattain or underachieve in reading, writing or numeracy, provision is mapped for them. Their provision is reviewed on a termly basis.

Monitoring

The head teacher will monitor the implementation of the policy and the Lead Teacher (Rachael Thomas) will report to the Curriculum Governors at least once per year to share targets to raise standards in basic skills. The basic skills action plan outlines objectives and assigns staff, resources and time to achieve them.

Informing Parents

Parents of underattaining or underachieving pupils are informed at parents evening in autumn and spring term. Underattainment is to be described as a pupil that does not reach age related expectations. Underachievement is to be described as a pupil who is not fulfilling their potential.