



## **Stanley St Andrew's Church of England Primary School**

### **Basic Skills Policy**

As a church school we believe that every person, every child and every adult is unique and special with God given gifts and talents which is our job to nurture and cherish.

#### **AIMS**

At Stanley St. Andrew's Church of England Primary School, we are committed to raising the standards of basic skills for the children in our school. By basic skills we mean the ability to read, write and speak in English and to be able to use mathematics at a level necessary to function and progress at work and in society, both now and in adult life.

Children without a high level of competence in basic skills will be disadvantaged in the modern world as we are surrounded by print which we need to read, understand and digest. High levels of comprehension are also needed, and we aim to ensure all children receive the provision necessary for them to reach their potential.

#### **LITERACY**

Literacy will always have a very high priority in the curriculum provision and the issues of school improvement. The provision of high quality resources will be a priority and staff will know that requests for new materials which will improve the quality of teaching and learning will be met whenever possible.

#### **NUMERACY**

Numeracy has been a major area of development in the school and will always be an area covered in the School Improvement Plan. The school is well resourced, but we aim to review, update and renew our resources each year.

#### **STAFFING**

It is the responsibility of all staff to improve basic skills in Numeracy and Literacy. As well as the head teacher and class teachers in the school we aim to employ as many classroom assistants as possible

and their main role will be to support the literacy and numeracy teaching and learning in the school. Classroom assistants will be employed in the following ways;

- School TA hours funded by the budget
- SENTA hours funded centrally for children with Education and Health Care Plans (EHCP)

## **ASSESSMENT.**

All children will have regular assessments, both formal and informal, to check they are making good progress in basic skills. Regular reading assessments will be carried out throughout school, any child whose Reading Age does not match their Chronological Age will receive extra help in order to narrow the gap. Children who appear to have more serious learning difficulties will be referred to the Educational Psychologist. Children who have difficulties with speech and language will be assessed by the Speech and Language Service.

## **PARENTAL INVOLVEMENT**

Parents will be informed of the progress their child is making in the following ways;

- Informal discussion with class teacher
- Written reports
- Parent teacher consultation evenings
- Reports from outside agencies.

## **TRAINING**

All staff will be encouraged to attend courses to update their skills.

## **GOVERNOR INVOLVEMENT**

Governors will be involved in the School Improvement Plan. There are Governors appointed for core subjects, foundation subjects, special educational needs and gifted & talented children.

## **EQUAL OPPORTUNITIES**

All children have a right to receive quality provision for basic skills. The school policy for equal opportunities reflects this and the school will provide a programme of teaching and learning to allow all children to achieve their potential.

## **Policy Review**

This policy was reviewed by teaching staff in March 2022 and will be reviewed every three years in accordance with our schools' policy delegation schedule.

We will review this policy earlier than the scheduled review date should there be any change in guidance or legislation related to this policy or should we feel that an earlier review is necessary.