



HOLY FAMILY & ST.
MICHAEL'S CATHOLIC
PRIMARY SCHOOL, A
VOLUNTARY ACADEMY



Everything we do is for the children

The main aim of our Mission Statement is that our teaching and learning are centred on the teaching and example of Jesus Christ.

Policy: Key Skills Policy
Date Agreed: September 2017
Date of Review: September 2018

Headteacher: Mrs C. Cade B.A. (Hons) NPQH

Cobblers Lane, Pontefract, West Yorkshire, WF8 2HN

Telephone: 01977 798303

Email: headteacher@hfsm.bkcat.co.uk

Safeguarding Statement

At Holy Family and St Michael's School we recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We endeavour to provide a safe and welcoming environment where children are respected and valued. We will act quickly and follow our procedures to ensure children receive early help and effective support, protection and justice

Key Skills Time Policy

Key Skills Time

'Key Skills and Intervention' time will take place every day for 20 minutes between 8.50am and 9.10am.

Key Skills Time is time for the children to revise key skills and/or access interventions. The purpose of this time is to develop specific **LITERACY** and **NUMERACY** skills. You should provide the children with opportunities to work on their personal targets or areas of concern from their previous work. This will allow them to develop and make progress in their work, when they have opportunity to apply those skills.

Key Skills Time will be used most effectively if:

- Specific targets / learning experiences are used e.g. working on number bonds, developing sentences, punctuation, adding exciting words or reinforcing language used in Maths.
- It is used as time to "pick up on" skills and areas that the children may not have fully understood.
- The work has been differentiated to match the ability of the children and so accelerates the learning of all.
- Teachers teach the skills using different strategies.
- Children have short tasks at the beginning of the day to come in and get on with.
- Sessions are well paced and there is a mixture of teacher led and opportunities for the children to practice the skill.

Key Skills Time will be ineffective if:

- Too much emphasis is placed on worksheets.
- Specific targets / skills are not being addressed or are not clear from the task.
- Children all have the same tasks to do.
- Learning and progress is not clearly set out by the task that the children are completing (Ofsted would class this as inadequate).
- Teaching is not evident during Learning Walks / Work Scrutiny.
- There is no differentiation or challenge which allows children to work on their own specific targets and achieve them.

What is expected in the sessions:

- All children to come into school to a starter – questions ready and based on work that they have done or specific skills.
- Clear learning is taking place on specific skills each day, e.g. sentences, language, timestables, grammar, the four operations or follow up work on any misconceptions from the previous day.

- A reduction in the use of worksheets – more emphasis on whiteboard work that can be marked instantly with the children, and errors addressed and instant assessment of children’s progress.
- Skills are matched to the children’s abilities. Don’t just expect them to “have a go!”
- Learning and progress should be visible – what can the children do at the end of the lesson that they couldn’t do at the beginning?
- The children can tell you what they have learnt.

Intervention Strategies

Intervention Strategies can also occur in this time. It is essential that we have interventions happening, and that you as teachers are using your TA’s to deliver these in this time. The TA’s role is to work with the children on the intervention. Give clear objectives on your weekly planning sheet for interventions. All children on interventions should be tracked.