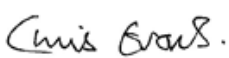




St Alban's RC High School

Skills Across the

Curriculum Policy

ORIGIN:	Governing Body Policy No: v0001.00
COMMITTEE RESPONSIBLE:	Performance and Improvement
LEAD MEMBER:	Assistant Headteacher (ER)
DATE APPROVED:	06-05-2025
CHAIR OF GOVERNORS NAME:	Chris Evans
CHAIR OF GOVERNORS SIGNATURE:	
REVIEW DATE:	06-05-2026

St Alban's RC High School is a voluntary aided school and the governing body is the employer of the staff who work there. The contract of employment is between the school's governing body and the employee. The governing body has all the employment responsibilities that this entails including the appointment and dismissal of staff.

General

This policy is an internal school policy. It has been discussed with governors, staff, and representatives of parents and pupils.

Skills Across the Curriculum include: **Literacy, Numeracy and Digital Competence**. The statutory requirements are outlined in the Welsh Assembly Government Frameworks.

Purpose

The purpose of this policy is to improve continuously the provision and impact of skills across all disciplines and Areas of Learning and Experience.

Rationale

This policy is closely linked to the Welsh Assembly Government **Literacy, Numeracy and Digital Competency Frameworks**. This framework and the policy express the general principles that should inform effective, impactful teaching, assessment, learning and application of skills within the school, as a statutory expectation.

References

This policy should be read in conjunction with the policies on Teaching and Learning and Assessment, Recording and Reporting.

Responsibilities

The role of Governors: It is the responsibility of the Governing Body to monitor this policy and to ensure that it is regularly reviewed.

The role of the Head and Senior Leadership Team: *SLT is expected to:*

- promote the learning and application of skills to teachers, learners and parents/carers;
- promote whole school approaches that encourage enthusiasm for skills;
- monitor provision, impact and progress in skills across the school;
- evaluate findings and develop approaches to improve attitudes and achievement;
- intervene in areas where progress is limited;
- ensure that staff are appropriately trained, competent and confident to teach skills, where relevant;
- implement arrangements for the regular monitoring and review of the policy and strategies, according to the MER calendar;
- implement this policy and report annually on its progress to the governing body.

The role of Curriculum Leaders: *HoDs are expected to:*

- ensure curriculum maps, planning and schemes of learning feature skills wherever relevant within the subject discipline;
- inspire pupils' interest in skills by promoting them at every opportunity;
- ensure colleagues promote the application of skills and inspire pupils within lessons;

- monitor/evaluate the provision, application and impact of skill;
- intervene where pupils' progress in skills within the subject is low;
- ensure that all staff are competent and confident to teach skills within the subject.

The role of Skills Leads:

Co-ordinators of Literacy, Numeracy and Digital Competence are responsible for overseeing the teaching, learning and assessment of skills across the curriculum by:

- meeting with an supporting HoDs and teachers, offering team teaching and meeting time to discuss schemes;
- clearly communicating the framework expectations, especially via the Great 8, Super 6 and Fab 4 (see appendix 1);
- collating evidence of skills being applied across the curriculum through Skills Passports in Years 7, 8 and 9.
- monitoring the effectiveness of the teaching and learning of skills by moderating the evidence in passports;
- supporting intervention (masterclasses) and Y7 cover lessons with resources and professional learning.

The role of the Form Tutor:

Form tutors are expected to:

- encourage positive attitudes and aspirations among pupils for developing skills in their own learning;
- use numeracy and literacy form time resources to develop their own professional understanding and support the pupils' learning in skills.

The role of Teachers:

Teachers are expected to:

- teach skills explicitly within the subject discipline;
- seize each relevant opportunity for pupils to apply skills to disciplinary learning;
- demonstrate high aspirations and challenge pupils to use skills appropriately;
- assess and feed back to pupils on their progress in applying skills, celebrate success and encourage them to address EBI targets in order to progress.

The role of Intervention Teachers:

Specialised LSAs and teachers run intervention for pupils whose level of ability in skills requires additional support.

Appendix 1: [Literacy and Numeracy Framework - Hwb \(gov.wales\)](https://gov.wales)

Appendix 2: Numeracy, Literacy and DCF posters bespoke to St Alban's

I can write accurately.

I can spell securely.

I can read skilfully.

I can develop or challenge the views of others.

I can make links across languages.

I can discuss collaboratively.

THE ST ALBAN'S LITERACY SUPER SIX

Addiction

Health and Wellbeing

Software

Evaluating

Citizenship

Online Safety

Cyber Bullying

Producing

Identity

Copyright

Creating

Engaging

THE ST ALBAN'S DCF FAB FOUR

Communications

Collaborating

Analysing Data

Logic

Problem Solving

Sharing

Storage

Team Work

Computational Thinking

Spreadsheets

Four Operations of Number

Percentages

Averages

Time

Units of Measure

Ratio & Proportion

THE ST ALBAN'S NUMERACY GREAT EIGHT

Interpreting graphs & data charts

Drawing graphs & data charts