



Pontypridd High School

Cross Curricular Skills Policy

'Learning and achieving together'
'Dysgu a chyflawni gyda'n gilydd'

Cross-Curricular Skills Policy

Date of policy:	November 2023
Adopted:	School Improvement Committee Meeting, 16 th November 2023
To be reviewed:	Autumn 2026
Member of staff responsible:	Deputy Head of School
Committee Responsible:	School Improvement Committee

The **Cross Curricular Skills** Policy takes account of, and should be read in conjunction with, the following policies:

- Curriculum Policy.
- Assessment, Recording and Reporting Policy.
- Additional Learning Needs policy.

1. Introduction

Literacy, numeracy and digital competence are mandatory cross-curricular skills within Curriculum for Wales. Underpinning our school level curriculum is the focus on improving skills in literacy, numeracy and digital competency for all students.

The Literacy and Numeracy Framework

The Literacy and Numeracy Framework embeds literacy and numeracy into all curriculum learning areas and provides opportunities for students to develop their literacy and numeracy skills.

Literacy

At Pontypridd High School, we believe that literacy is the key to improving learning and raising standards; it enables students to gain access to the subjects studied in school, to read for information and pleasure, and to communicate effectively. Poor levels of literacy impact negatively on what students can do and how they see themselves. The teaching of literacy is not the responsibility of the English Faculty alone, but a whole school priority.

The literacy framework is divided into the following strands:

- Listening
- Reading
- Speaking
- Writing

Literacy champion AoLE's

At Pontypridd High School we have identified areas of learning / subject areas that will lead on the assessment of literacy skills across our curriculum. These faculties will work with the literacy skills lead in the planning, implementation and evaluation of

literacy skills across the curriculum. The assessment, recording and reporting of literacy skills will be completed by the literacy champion areas of learning.

- Humanities
- Health & wellbeing
- Expressive Arts
- Languages

Numeracy

Pontypridd High School is committed to raising standards of numeracy of all its students. They need to develop the ability to use numeracy skills effectively in all areas of our curriculum. Mathematics is a part of numeracy, but to be numerate means you are able to apply some of these mathematical skills in many more contexts than in mathematics lessons and across several areas of learning. All teachers and support staff have a role to play in supporting students' progress in numeracy.

The numeracy framework is divided into the following strands:

- Developing mathematical proficiency
- Understanding the number system helps us to represent and compare relationships between numbers and quantities.
- Learning about geometry helps us understand shape, space and position, and learning about measurement helps us quantify in the real world.
- Learning that statistics represent data and that probability models chance helps us make informed inferences and decisions.

Numeracy champion AoLE's

At Pontypridd High School we have identified areas of learning / subject areas that will lead on the assessment of numeracy skills across our curriculum. These faculties will work with the numeracy skills lead in the planning, implementation, and evaluation of literacy skills across the curriculum. The assessment, recording and reporting of literacy skills will be completed by the literacy champion areas of learning.

- Science
- Technology

The Digital Competence Framework

The Digital Competence Framework encapsulates the skills that will help students thrive in an increasingly digital world. This framework develops children's digital competence, across all areas of the curriculum.

The Framework has 4 strands of equal importance, each with a number of elements.

Citizenship – which includes:

- Identity, image and reputation
- Health and well-being
- Digital rights, licensing and ownership
- Online behaviour and online bullying.

Interacting and collaborating – which includes:

- Communication
- Collaboration
- Storing and sharing

Producing – which includes:

- Sourcing, searching and planning digital content.
- Creating digital content
- Evaluating and improving digital content

Data and computational thinking – which includes:

- Problem solving and modelling.
- Data and information literacy

2. Aims

- To adopt a whole-school approach to the delivery of cross curricular skills in keeping with the principles and practices outlined in the Welsh Government Curriculum for Wales documentation.
- To enable all students to reach their potential in the application of literacy, numeracy and digital competency.
- To ensure that staff take responsibility for the development and assessment of cross curricular skills in their subject areas through the inclusion of appropriate medium-term plans and learning experiences.
- To identify specific leadership roles and responsibilities within the School with regard to the development of cross curricular skills.
- To establish procedures for evaluating literacy, numeracy and digital competency across the curriculum.

3. Implementation

The role of the **Leadership Team** is to;

- participate in the planning, implementation, and evaluation of the whole-school strategy for cross curricular skills.
- specify expectations of all teachers.
- support the development and implementation of a whole-school assessment, recording and reporting policy.

- provide INSET, resources and opportunities for staff within the School, to ensure aims are met.

The skills leaders (leader of numeracy, literacy and Digital competency) have responsibility to lead the implementation of literacy, numeracy and digital competency across the curriculum.

The role of the **cross curricular skills lead** is to:

- participate in the planning, implementation and evaluation of literacy, numeracy and digital competency.
- ensure coherence and consistency in the delivery and application of literacy, numeracy and digital competency across the curriculum.
- evaluate the impact within each cross curricular skills area.
- complete cross curricular skills improvement planning documentation: identifying strengths and areas to improve.
- lead professional learning for their relevant cross curricular skill area.
- lead on cross curricular skills planning with champion AoLE's.
- monitor and support leaders of learning with the implementation of literacy, numeracy and digital competency.
- map progression in literacy, numeracy and digital competency
- map progression in literacy, numeracy and digital competency with our primary cluster.

The role of the **Faculty Lead and Leader of Learning** is to:

- be familiar with the Curriculum for Wales Literacy, Numeracy and digital competency Framework and progression through it.
- support skills lead to identify opportunities for developing literacy, numeracy and digital competency skills in medium term plans. (SOL)
- map progression in literacy, numeracy and digital competency where appropriate.
- ensure coherence and consistency in the delivery and application of literacy, numeracy and digital competency within their faculty area.
- work with teachers to plan progressive, differentiated and challenging tasks that will allow students to demonstrate understanding.
- monitor and evaluate the impact of these approaches on standards of learning in faculty improvement plans.

The role of the **ALNco** is to:

- Work with the cross curricular skills leaders to ensure that support is provided for pupils based on reading and numeracy data.
- Coordinate the work of the ALN team, prioritising the development of literacy, numeracy and digital competency skills. across the curriculum

The role of a **class teacher** is to:

- be familiar with the Curriculum for Wales, Literacy, Numeracy and digital competency Framework and progression through it.
- understand the importance of literacy, numeracy and digital competency skills in relation to raising standards of work in their own subjects.
- fully integrate these skills into their planning to provide exciting new learning experiences for students.
- identify opportunities to develop and apply literacy, numeracy and digital competency skills where appropriate.
- identify opportunities to assess the progress made in literacy, numeracy and digital competency skills.
- monitor and evaluate the impact of these approaches.
- use assessment information to complete termly data captures.

4. Assessment, Recording and Reporting

Assessment is an integral part of the learning process, all students are regularly assessed (in champion AoLE's) against the three skill areas of literacy, numeracy and digital competency. These skills are essential to all learning and the ability to unlock knowledge. Student's individual progress in the three skill areas have been broken down into 4 stages. This information is reported to parents in **interim** and **full reports** each term.

Example below for a year 7 student:

Emerging –

Students are working towards the expected standard for a child in year 7.

This means that your child is currently working towards the expected standard for their year group but they have skills that they need to develop further to reach the expected standard.

Expected –

Students are working at the expected standard for a child in year 7.

This means that your child is working at the standard that is expected for their year group.

Exceeding –

Students are working above the expected standard for a child in year 7.

This means that your child is working above the standard that is expected for their age group and they have a good understanding of what they have been taught.

Excelling –

Students are working significantly above the expected standard for a child in year 7.

This means that your child is working significantly above the standard that is expected for their age group and they have an excellent understanding of what they have been taught.

5. Quality Assurance

Regular calendared quality assurance activities (learning walks, student voice and work scrutiny) feed into the faculty and whole school improvement plans. Data response meetings with senior leadership team should include focus on data analysis as well as quality assurance activities. Best practice is identified, and areas of improvement included in Faculty Improvement plans to further drive standards, identify students of concern and ensure specific action is taken to address areas of improvement.

6. Monitoring

The procedures and activities outlined in this policy are continually reviewed by all school leaders, staff, students, and parents / carers through a continual cycle of reviews that measure progress towards agreed success criteria.

Procedures and the means by which progress is being measured and recorded will be amended as appropriate where outcomes do not meet those expected.

The policy will be monitored by the leadership team and any recommendations for change presented to school governors.