



From mountain to sea

Barthol Chapel School

Skills for Learning, Life & Work Framework



Skills for Learning, Life & Work at Barthol Chapel School

At Barthol Chapel School, we are committed to preparing young people for a world where change and innovation is constant. Many young people, when they enter the world of work, will have multiple jobs and may change career more than once. In this context, knowledge can very quickly become outdated and irrelevant. Skills for learning, life and work, however, provide the means by which learners can learn in a variety of contexts and transfer and apply that learning elsewhere.

At Barthol Chapel School, we aim to ensure all learners are able to articulate the skills for learning, life and work. The Barthol Chapel Skills Framework has been designed with our learners at the centre, using the school's shared values to provide the foundations for our learners to understand:

- what skills are
- ways they can develop them
- how to articulate those skills

Our skills development is organised under our 6 values. These are used by all stakeholders in the school in all areas of the curriculum and school life to ensure we achieve our vision (BEST = Believe, Endeavour, Succeed, Together). By making skills visible and asking learners to always have skills development at the front of their minds, we are encouraging our learners to become independent, lifelong learners.

By engaging with learners through our Personal learning Plans, learning conversations give learners the opportunity to reflect on the skills they have developed and set targets for the future.



“The key message, however, is that knowledge on its own is not enough. The task now is to create a curriculum in which the knowledge and skills are seen as mutually supportive and equally significant.”

Keir Bloomer,
Chair Higher Order Skills
Excellence Group



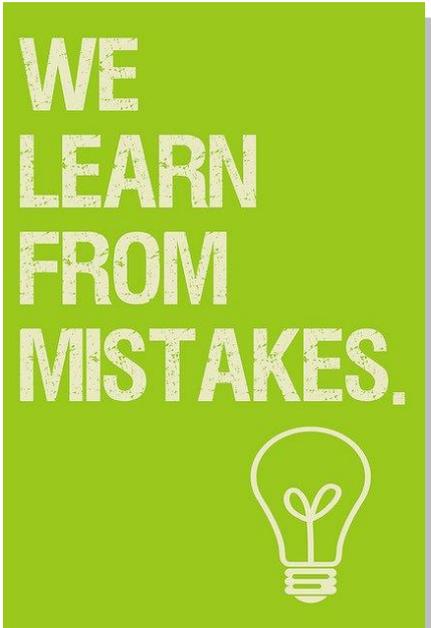
Value	We are learning to...
	<ul style="list-style-type: none"> • explain so that others are able to understand. • listen to all opinions, evaluate them and choose the most suited. • listen to a range of information, make responsible decisions and justify them. • develop our ability to respect and keep others safe online. • explain how I am feeling. • recognise my own feeling and know how to cope with them. • develop relaxation techniques when I feel upset/angry/stressed. • show regard for others feelings. • develop a positive self-image by recognising my own strengths and achievements. • be aware of others emotional state of mind. • understand that others' have different needs to me. • adapt my behaviour to fit a variety of contexts. • act as a role model in a variety of situations. • set targets for the future which will challenge me to work hard.



Value	We are learning to...
	<ul style="list-style-type: none"> • plan and think ahead in order to achieve a goal • complete a task by creating manageable steps. • prioritise and manage time to meet deadlines • take initiative by trying new things with little initial support. • organise my work (paper/digital) making it easy to access for myself and others. • check the information I find online is reliable and factual. • recognise when I achieve success. • organise my own learning.

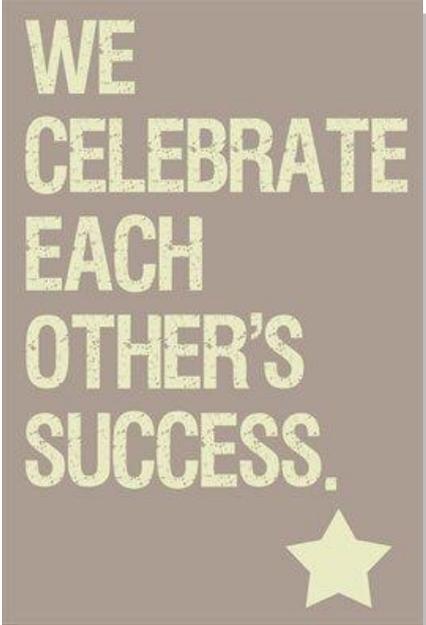
Value	We are learning to...
	<ul style="list-style-type: none"> • recognise the need for making decisions. • work positively in a group to achieve a decision. • negotiate with others to reach a solution. • fairly divide up jobs in a group to ensure everyone has an equal role to play. • effectively lead a group and communicate with my team. • provide members of my team with support when they need help completing a task. • entrust a task or responsibility to another person. • be open to others' thinking and suggestions.



Value	We are learning to...
	<ul style="list-style-type: none"> • see mistakes as a part of the learning process. • remain motivated and remain positive when I make a mistake. • manage my emotions when I don't succeed at something. • take responsibility for my own actions. • accept responsibility for how well I/team work. • assess risk to protect myself. • support others to learn from their mistakes. • reflect on different situations to avoid making the same mistake again.

Value	We are learning to...
	<ul style="list-style-type: none"> • break tasks into manageable parts to help understand what is being asked • solve a problem by breaking it down into smaller parts. • apply our knowledge from many different areas to solve a problem. • look for similar problems and existing solutions. • to use a variety of software to share information. • respond to change in an appropriate way. • look for similar problems and existing solutions. • brainstorm, sketch out ideas when faced with a challenge • predict the outcome of our ideas. • change, adapt ideas as the result of self/peer assessment. • take on board feedback from others. • to ask questions and for help when having difficulty.



Value	We are learning to...
	<ul style="list-style-type: none"> • nurture and encourage a sense of belonging to a team. • work to include everyone to make them feel valued. • contribute effectively to the overall success of my team. • recognise my skills and talents and recognise those of others. • give others support and confidence in a range of situations. • know the strengths of others and suggest suitable tasks.

Planning for skills development

Planning for skills development should:

- Be developed and practised within and across the curriculum
- Be informed by the need to provide appropriate challenge through Skills for Learning
- Take account of prior learning for all learners
- Allow for skills to be developed within a context
- Allow for learners to have a clear understanding of the skills they are developing and why
- Provide opportunities for self-assessment in skills progression
- Help learners understand how skills can be transferred to other aspects of their learning within and beyond school.

