



**GRIFFITHSTOWN PRIMARY SCHOOL POLICY
FOR
PRE BASIC & BASIC SKILLS PUPILS**

Rationale

At Griffithstown Primary School we recognise that we have Pre-Basic Skills pupils and Basic Skills pupils. All pupils must be encouraged to develop their attributes, skills and potential within a learning environment that embraces equality of opportunity and provision. We must ensure all pupils thrive in a culture of ambition and aspiration.

Aims

To ensure all Pre-Basic Skills pupils and Basic Skills pupils are identified, appropriately challenged, and supported to achieve their potential.

Identification

- **Pre Basic Skills** pupils are identified:
 - in maths, as those achieving a standardised score of under 70 on the STAR Maths test
 - in reading, as those achieving a reading age of more than 12 months below their chronological age on the Star Reading test.
- **Basic Skills** pupils are identified:
 - in maths, as those achieving a standardised score of 70 to 89 on the STAR Maths test
 - in reading, as those achieving a reading age of between 6 months and 12 months below their chronological age on the Star Reading test.

For pupils in Year 1, who do not sit standardised assessments:

- **Pre Basic Skills** pupils are identified:
 - in maths, as those achieving less than 5/32 on the Reception diagnostic interview
 - in literacy, as those working on the first set of Reception phonics and working with wordless PM books.
- **Basic Skills** pupils are identified:
 - in maths, as those achieving less than 16/32 on the Reception diagnostic interview

- in literacy, as those who can recognise and write 3 out of the 5 sets of Reception phonics and working with red level PM books.
- No BS pupils will be identified in the Autumn term.

A professional discussion will consider data and all aspects of the child before the final decision is made as to whether a pupil is a pre basic skills pupil or a basic skills pupil.

Monitoring, Evaluating & Reviewing

Class teachers must ensure that all pupils complete assessments at identified points in the year and upload results to class assessment trackers. Together with the Headteacher, class teachers engage in professional discussion to identify Pre-Basic Skills pupils and Basic Skills pupils, and compile a Pre-Basic Skills pupils and Basic Skills Pupils Register.

Class teachers must ensure basic skills pupils are exposed to high quality and appropriate differentiation. Provision for pre basic skills pupils must enable targets within their One Page Profile to be achieved.

Class teachers must share assessment data and ensure parents/carers understand their child is identified as a pre basic/basic skills pupil in reading and/or maths. A draft 'One Page Profile' is developed between the class teacher and pupil within two weeks of the professional discussion, after quality assurance by the ALNCO. They are shared with parents/carers for their contribution and adaptations made considering their views.

The OPP is reviewed with the pupil within two weeks of each assessment cycle to ensure targets are impacting on pupil progress. OPPs are evaluated during termly professional discussions and then shared with parents within a week of the professional discussions. The Pre-Basic Skills and Basic Skills Register is updated for new pupils after each term's professional discussion. The designated governor will scrutinise the process and documentation at identified dates throughout the year.