Progression of Skills in Skills Builder Partnership

Skills Builder Partnership Overview

Every child a leader – Every chance taken – Every day counts

This is an enrichment in our curriculum to provide physical activity for pupils through building personal skills that are essential for success:

Our starting point is eight essential skills.

Known by many different names, these eight skills come up time and again as the core, transferable skills for employment. In pairs they cover communication, creative problem-solving, self-management, and collaboration skills. Each of the eight essential skills are broken down into tangible steps which can be developed in turn. We then use it to clarify what success looks like in each skill and to map out the trajectory for growth.

We need eight essential skills to succeed in education, work and life

LISTENING | SPEAKING | PROBLEM SOLVING | CREATIVITY | STAYING POSITIVE | AIMING HIGH | LEADERSHIP | TEAMWORK

6 Key Principals

1. Keep it simple - A consistent focus on the same skills helps ensure everyone's shared understanding and makes building these skills as tangible as possible. Using the same language all the time makes a big difference.

2. Start early, keep going - Mastering these essential skills isn't simple and takes time and sustained effort. The skills are not just about employability, but about thriving in all aspects of life.

3. Measure it Take time to reflect on the skills of individuals – by observing or by self assessment. This gives a balanced understanding of strengths and weaknesses, highlights progress and shows next steps.

4. Focus tightly - Building essential skills should build upon a student's previous learning and skill attainment. It should allow dedicated time just to explicitly build skills.

5. Keep practicing - To accelerate progress in the essential skills, they should be used and reinforced as often as possible – including opportunities for reflection.

6. Bring it to life - Ensure students see the relevance of these skills by linking them with the real world and by bringing real-life problems and challenges to work on.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Value	Resilience	Integrity	Democracy	Creativity	Gratitude	Diversity
Key Events	Black History Month (October) Mental Health Day Harvest Festival Show Racism the Red Card	Remembrance Day Anti-bullying Week World Kindness Day	Safer Internet Day	World Book Day		Sports Week Science Week

	Reception and Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening	I listen without interrupting	I listen to others and can remember short sentences I listen others and can tell someone else what it was about	I listen to others and can tell why they are communicating with me	I listen to others and record important information as I do I show I am listening by using eye contact and body language	I show I am listening by using open questions to deepen my understanding	I show I am listening by summarizing or rephrasing what I have heard
Speaking	I speak clearly to someone I know	I speak clearly to small groups of people I know	I speak clearly to individuals and small groups I do not know	I speak effectively by making points in a logical order	I speak effectively by thinking about what my listeners already know I speak effectively by using appropriate language	I speak effectively by using appropriate tone, expression and gesture I speak engagingly by using facts and examples to support my points
Problem Solving	I complete tasks by following instructions I complete tasks by finding someone to help if I need them	I complete tasks by explaining problems to someone for advice if I need	I complete tasks by finding information I need myself	I explore problems by creating different possible solutions	I explore problems by thinking about the pros and cons of possible solutions	I explore complex problems by identifying when there are no simple technical solutions I explore complex problems by building my understanding through research
Creativity	I imagine different situations	I imagine different situations and can say what I imagine	I imagine different situations and can bring them to life in different ways	I generate ideas when I've been given a clear brief	I generate ideas to improve something I generate ideas by combining different concepts	I use creativity in the context of work I use creativity in the context of my wider life
Staying Positive	I can tell when I feel positive or negative I can tell when others feel positive or negative	I keep trying when something goes wrong I keep trying and stay calm when something goes wrong	I keep trying when something goes wrong, and think about what happened I keep trying when something goes wrong and help cheer others up	I keep trying when something goes wrong and encourage others to keep trying too	I look for opportunities in difficult situations	I look for opportunities in difficult situations, and share these with others
Aiming High	I know when I am finding something too difficult	I know what doing well looks like for me	I work with care and attention to detail	I work with pride when I am being successful	I work with a positive approach to new challenges I set goals for myself	I set goals informed by an understanding of what is needed I set goals, ordering and prioritise tasks to achieve them
Leadership	I know how I am feeling about something	I know how to explain my feelings about something to my team	I know how to recognise others' feelings about something	I manage dividing up tasks between others in a fair way	I manage time and share resources to support completing tasks I manage group discussions to reach shared decisions	I manage disagreements to reach shared solutions I recognise my own strengths and weaknesses as a leader
Teamwork	I work with others in a positive way I work well with others by behaving appropriately	I work well with others by being on time and reliable I work well with others by taking responsibility for completing my tasks	I work well with others by supporting them if I can do so	I work well with others by understanding and respecting diversity of others' cultures, beliefs and backgrounds	I contribute to group decision making	I contribute to group decision making, whilst recognising the value of others' ideas I contribute to group decision making, encouraging others to contribute