

**Interesting Practice in Skills (3-18) – Developing the Young Workforce context**

**Larbert High School : Skills Framework**

The following document provides a brief summary of the key elements of this approach:

**1. Introduction**

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| **Establishment** | Larbert High School |
| **Contact name and details** | Martin Thomas (PT Technologies)  Colin Meikle (Depute Rector)  Carrongrange Avenue  Stenhousemuir  Falkirk FK5 3BL |
| **About the establishment/ programme** | Larbert High School is a six year, non-denominational comprehensive school, providing the full range of secondary education for both girls and boys. The current roll of the school is around 1680. The school has embraced the DYW agenda offering a wide variety of learner pathways and experience to ensure all young people are developing a positive vision about the future. This is reflected in the schools effort to enhance the development skills for learning life and work though their ‘Skills Framework’ implemented strategically across the curriculum (see below). Collaboration with both the wider community and employers is elementary to the successful realisation of this goal. The ambitions of Larbert High School for their learners is also reflected in the school motto ‘Optimum sequi’ - follow the best course in all things! |
| **Main tags** | Skills  Secondary  Workforce  Employability  Profiling  Leadership  Positive Destinations |

**2. Current developments:**

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| **What are you doing just now?** | Larbert High School Skills Framework  The Skills Framework is Larbert High School’s strategy for promoting skills development across all learning and teaching. The Framework itself is an interactive document for pupils, parents and staff. It explains and exemplifies skills using pupil-friendly definitions in order to help pupils develop the ability to confidently articulate the skills they possess. |
| **How was this done?** | Our Skills Framework was born from our profiling activities. We saw an opportunity to put in place a structure to help our pupils better articulate their skills. We established a school improvement group who drew up a long list of skills and shared it with staff, parents, employers and partners as part of a ‘skills audit’. We wanted to know which skills they valued and considered most important. We then used this to create a list of skills, which although not exhaustive, was relevant to our school. Once we had this set of skills we created seven skills organisers to make it more manageable before creating pupil-friendly definitions and success criteria for these skills. |
| **What is the impact of approach?** | We feel it’s important our pupils can properly articulate their skills and abilities to allow them to reach their positive destination. We initially used the Skills Framework as a reference document to develop a common language that would support learning and teaching. However, in practice the Skills Framework has now become central to all practice within Larbert High School and is integral to supporting our pupils’ skills development. |
| **What have you learnt from your journey so far?** | A big part of our profiling approach was to help pupils articulate the skills they are developing. We felt that unless pupils could understand what skills they had and could share this with others then our profiling would never meet our expectation and more importantly pupils would not be able to articulate this information to colleges, universities or employers. We discovered that, whilst describing activities came quite easily, pupils at all levels found it challenging to comprehend and articulate the skills they had developed. We found that whilst we provided lots of opportunities for pupils to develop skills we needed to support them further in developing the ability to communicate what skills they possess. |
| **Best piece of advice** | A common language for defining skills has been really beneficial. It has helped pupils, staff and parents begin to develop a shared understanding.  Engaging staff, parents and partners gave the Skills Framework greater traction. Involving all stakeholders helped us ensure a joined-up approach.  Frequent staff CPD on the purpose of our approach was key – it paved the way for staff to buy in and lead the development of best practice. |
| **Wider DYW context** | The Skills Framework plays an important role in our DYW strategy. We’ve embedded the framework into curriculum choice to help pupils select subjects that will develop skills relevant to their positive destination. This has been emphasised by allocating a skills focus for all subjects and is illustrated via our Learner Journeys website. |
| **Partnerships** | We surveyed partners within local industry and further education to establish a bank of skills which would have relevance to LHS pupils. |
| **Watch this space!** | Having embedded the Skills Framework in our Learning and Teaching Policy as well as our DYW strategy we’ve been able to advance our approach to skills development. Our next step is to adapt our sector leading tracking and monitoring procedures to effectively track skills development across the school. In addition to this we’ll be looking to further increase the number of learning and teaching strategies we use to promote skills within the Larbert High cluster. |
| **Quotation(s)** (eg. head of establishments, Local authority representative, young person, parent etc.) | ‘In a highly competitive world we feel it’s important our pupils can properly articulate their skills and abilities. The Larbert High Skills Framework is helping to ensure our pupils are fully prepared to shine in such situations.’ **Martin Thomas, PT Technologies**  ‘The level of awareness of the importance and meaning of skills amongst pupils and parents and has risen dramatically. Pupils comprehension of the different skills is reflected in both learner conversations and profiling activities.’ **Dr Eilidh Wilkie, Teacher of Biology**  ‘The Skills Framework has really helped me to understand what skills are, what skills I have and what ones I am still trying to develop.’ **Alyx Thompson, S6 Pupil** |

**3. Added value**

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| **Resources** |  |
| **Web links** | [www.larberthigh.com](http://www.larberthigh.com)  <http://www.lhslearnerjourneys.co.uk/>  <https://drive.google.com/open?id=0B3iEIdNTIHKHVzlYWTdFblhTMW8> |
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