

SOUTH WIRRAL HIGH SCHOOL

Foundation Learning Strategy

2026-2027



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Date to be Reviewed:	Summer 2027
Date Adopted:	Summer 2026
Version History:	V1

Foundation Learning Skills Strategy 2026-2027

Aims

- € Students entering KS3 with identified gaps in literacy, numeracy and foundational learning skills will receive timely, targeted intervention alongside high-quality classroom teaching.
- € Using the assess, plan, do review model, students will be part of continuous cycle to ensure appropriate support is deployed and adapted for them with clearly defined entry and exit criteria, and robust impact evaluation.
- € Foundation learning will be embedded across the curriculum through consistent, high-quality teaching.

Principles

- € Clear intervention hierarchy based on an individual intervention need to ensure rapid and maximum impact is not impaired through intervention overload.
- € Reading intervention will take priority with the understanding that without the necessary base reading skills numeracy intervention will not have the desired impact.
- € High-quality teaching is the primary mechanism for improving student outcomes; interventions are supplementary.
- € Interventions will be evidence-informed, time-bound and precisely targeted.
- € All interventions will be inclusive, with appropriate representation of disadvantaged and SEND students.
- € Parents/carers will be regularly informed and engaged in supporting progress.
- € Students will understand their targets and take an active role in their progress.
- € Staff will receive ongoing training to effectively support foundation learning across subjects.
- € Intervention and classroom practice will be aligned to curriculum intent.

Outcomes

- € Teachers will confidently use diagnostic and formative assessment data to adapt teaching and provide appropriate scaffolding.
- € Teachers will have a clear understanding of student gaps and knowledge of interventions taking place.
- € Students will develop independence, resilience and confidence in core learning skills.
- € Students will enter KS4 with secure foundations in literacy, numeracy and learning behaviours.
- € Gaps between disadvantaged/SEND students and their peers will diminish over time.

Foundation learning skills definition:

Foundation learning skills are the skills that students need which underpin all learning and progress in KS3 and 4:

- € Literacy (reading fluency, comprehension, vocabulary)
- € Handwriting
- € Numeracy
- € Oracy
- € Study skills / metacognition
- € Behaviour for learning / self-regulation

Intent	Implementation	Actions	Impact
<p>The school prioritises the development of foundational skills for all students.</p> <p>Literacy (including handwriting), numeracy, oracy and learning behaviours are explicitly taught and reinforced across the curriculum.</p> <p>Disadvantaged and SEND students are prioritised through equitable access to support.</p>	<ul style="list-style-type: none"> € A structured assessment cycle model identifies gaps early. € High-quality teaching incorporates adaptive strategies and explicit instruction. € Staff receive regular CPD on foundation learning strategies. € Interventions are evidence-informed, time-limited and closely monitored. € Curriculum planning ensures disciplinary literacy is embedded € Parents are engaged through regular communication and review points. 	<ul style="list-style-type: none"> € Review assessments - what is the KS3 latest data saying? Does it match interventions? € Clear reports to track data € QA processes € CPD around Literacy (including handwriting), Numeracy, SEND € Review intervention strategies € Tracker - impact € Curriculum review € QA € Line management € Pupil Progress Evening € Reporting Home € Intervention communication 	<ul style="list-style-type: none"> € Students demonstrate improved fluency, comprehension and numeracy skills. € Gaps between key groups narrow over time. € Students transition successfully into KS4 with confidence. € Teachers effectively adapt teaching based on assessment data.