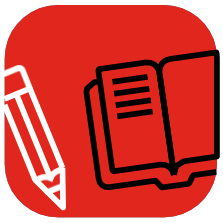


Literacy • Numeracy • Health and Wellbeing • Thinking • Employability • NB Skills

# North Berwick High School Skills Framework





# Literacy

Skill	Success Criteria
<b>Validating Sources</b> Being able to provide evidence that states where I gathered it from.	→ I can reference information and state where I obtained it from in a clear manner. → I can use the internet to research effectively and identify reliable sources.
<b>Listening</b> Being able to actively listen to others while taking in information.	→ I can actively listen to others using, for example, eye contact, nodding, paraphrasing. → I can provide a summary of a recent discussion with another person. → I can record information in an organised manner while someone is presenting to me.
<b>Talking</b> Being able to speak and express my thoughts and feelings.	→ I can use different tones in my voice to portray different feelings. → I can display positive body language when engaging with others. → I can contribute to conversations, for example, by asking and answering questions. → I can speak in a calm and polite manner, even when placed in challenging social situations. → I can express my views in a manner that is inoffensive to others.
<b>Reading</b> Being able to interpret a piece of text and understand its meaning.	→ I can read texts with fluency. → I can use a range of strategies to engage with and interrogate texts, for example, skimming, scanning, predicting, clarifying, summarising and analysing. → I can choose a text, knowing that it will help me with my studies.
<b>Writing</b> Being able to showcase my thoughts in words.	→ I can create short or extended pieces of work for more than one audience. → I can provide arguments for and against while using a range of evidence to support my stance. → I can present my work in a structured manner that is easy to understand, for me and for others. → I can use a variety of words to enhance my writing. → I can use my own words to describe a topic or concept. → I can spell most words correctly and can use spellchecker appropriately if need be. → I can make use of grammar to construct sentences accurately. → I can quote properly from sources. → I can check over my work for any errors before submitting.



# Numeracy

Skill	Success Criteria
<b>Money</b> Being able to manage my own finances and make positive decisions to maintain good cash flow.	<ul style="list-style-type: none"><li>→ I can compare products and services and ensure I get the best deal financially.</li><li>→ I can compare mortgages and determine which is best in different circumstances.</li><li>→ I can give a description of the terms fixed and variable interest rates.</li><li>→ I can give examples of different bills and different costs of living, for example, energy bills.</li><li>→ I can pay for products and services using different methods, for example, smart pay and cash.</li><li>→ I can use online comparison sites to help my decision making.</li><li>→ I understand the term salary and can describe the different taxes that I will have to pay when I get a job.</li><li>→ I can describe the term interest in relation to purchasing, for example, interest free credit.</li><li>→ I can describe the term interest in relation to saving accounts.</li><li>→ I can create a budget to help plan my finances.</li><li>→ I can analyse my spending habits and make positive changes to reduce my outgoings.</li><li>→ I can convert the pound into different currencies and understand the term exchange rate.</li><li>→ I can ensure that when dealing with money I can account for it all.</li><li>→ I can describe common terms like profit, loss, gross, net, income and deductions.</li></ul>
<b>Measurement</b> Being able to interpret length, area and volume.	<ul style="list-style-type: none"><li>→ I can use the appropriate tools and measuring instruments correctly.</li><li>→ I can visualise what each unit of measure looks like and use appropriate units of measure.</li><li>→ I can convert between units of measure in contexts.</li></ul>
<b>Time Management</b> Being able to manage and plan how much time I spend on tasks and determine periods of time.	<ul style="list-style-type: none"><li>→ I can plan journeys effectively ensuring I arrive punctually.</li><li>→ I can use different sources to plan a journey, for example, Scotrail Journey Planner.</li><li>→ I can plan ahead and organise activities for myself and others.</li><li>→ I can use a planner/calendar to organise my days and weeks.</li><li>→ I can read the clock face and understand 12 hour/ 24 hour time formats.</li><li>→ I can determine time intervals to help estimate how much time to give tasks.</li><li>→ I can work out pay from hourly rates.</li></ul>
<b>Data Analysis</b> Being able to collect and study data to then make informed decisions.	<ul style="list-style-type: none"><li>→ I can research and collect data using appropriate methods such as surveys and online websites.</li><li>→ I can choose relevant and reliable samples to avoid bias.</li><li>→ I can organise and present the data in a clear manner, for example, in graphs/charts.</li><li>→ I can highlight trends in data to make decisions based upon what the data shows.</li></ul>
<b>Being Numerate</b> Being able to work with numbers and have a good understanding of arithmetic.	<ul style="list-style-type: none"><li>→ I can perform calculations mentally, for example, addition, subtraction, multiplication and division.</li><li>→ I can perform quick mental calculations, for example, when receiving change in a shop.</li><li>→ I can estimate calculations to make sure my answer is sensible.</li><li>→ I can interpret numbers and figures in contexts like the news, on displays and charts/ graphs, on gauges and measuring instruments etc.</li></ul>



# Health & Wellbeing

Skill	Success Criteria
<b>Positive Mental Attitude/ Managing Own Feelings</b> Being able to think about the positive rather than the negative and trying to find solutions to problems.	<ul style="list-style-type: none"><li>→ I can control my emotions in different social situations.</li><li>→ I can approach problems with a positive mindset and try to reach a solution.</li><li>→ I am aware that my mental health is important and know who to speak to if I need support.</li></ul>
<b>Emotional Intelligence</b> Being able to understand people's emotions and interact with them in a positive manner.	<ul style="list-style-type: none"><li>→ I can change my behaviour to ensure that I do not have a negative impact on others.</li><li>→ I am aware that people experience different emotions to me.</li><li>→ I can show empathy with the feelings and situations of others.</li><li>→ I can speak with people in a manner that will not upset them.</li><li>→ I can use positive language to portray my emotions, allowing me to be open and honest with people.</li></ul>
<b>Resilience</b> Being able to recover from difficulties and setbacks and keep striving for success.	<ul style="list-style-type: none"><li>→ I can learn from my failings and understand how making mistakes is a part of learning.</li><li>→ I will attempt things again until I am successful.</li><li>→ I am confident in asking for support when needed to successfully complete tasks.</li></ul>
<b>Self-Management</b> Being able to take responsibility for my own wellbeing and behaviour.	<ul style="list-style-type: none"><li>→ I can display patience when working with others.</li><li>→ I can make decisions having looked at the pros and cons.</li><li>→ I know at least 3 different strategies to help with stress management.</li><li>→ I can organise myself for different activities, ensuring I bring all required resources.</li></ul>
<b>Healthy Body, Healthy Mind</b> Being able to make positive decisions to ensure I am physically and mentally well.	<ul style="list-style-type: none"><li>→ I can make healthy choices about my diet.</li><li>→ I can apply food safety principles when buying, storing, preparing, cooking and consuming food.</li><li>→ I can adapt and cook recipes to suit individuals, having identified diet-related conditions.</li><li>→ I understand the concept of nutrition and know what is good and bad for my body.</li><li>→ I can take part in at least 20 minutes of physical activity per day.</li><li>→ I can spot the signs of mental health problems and know who to speak to.</li><li>→ I am aware of at least 3 different strategies to help cope with mental health issues.</li></ul>



# Thinking

Skill	Success Criteria
<b>Problem Solving</b> Being able to complete tasks that provide higher order thinking skills.	→ I can provide viable solutions to problems that I am presented with. → I can work with others to create solutions to problems.
<b>Creativity</b> Being able to express my imagination and thoughts.	→ I can put my own stamp on things without the influence of others. → I can express my thoughts in a variety of ways, for example, through media, drawing or words.
<b>Analysing</b> Being able to examine a subject and highlight key concepts or ideas.	→ I can examine a subject and make my own conclusion(s). → I can identify the main ideas in a text and explain myself using supporting detail. → I can highlight and discuss elements of my own and others' work, identifying areas of strengths and developments. → I can identify the author's purpose and their intended audience.
<b>Evaluating</b> Being able to provide my own judgement based on my assessment of a subject.	→ I can examine information and arrive at a conclusion on my own. → I can identify techniques used and determine how they influence my opinion. → I can assess the reliability of information and the credibility of my sources.
<b>Remembering</b> Being able to recall something from the past.	→ I can use methods to help me remember different ideas and concepts, for example, interleaving. → I can organise my notes in a neat and tidy manner to help me remember.



# Employability

Skill	Success Criteria
<b>Ability to Work Under Pressure</b> Being able to meet deadlines and submit work that is of a good standard.	<ul style="list-style-type: none"><li>→ I can utilise strategies to ensure I submit work on time.</li><li>→ I can work to a deadline.</li><li>→ I can plan and organise my time to ensure I meet future deadlines.</li><li>→ I can prioritise tasks to ensure I meet all deadlines.</li><li>→ I can seek help to meet deadlines when needed.</li></ul>
<b>Interview</b> Being able to successfully speak about myself and present well to others.	<ul style="list-style-type: none"><li>→ I can talk about my strengths and give examples of when I have displayed them.</li><li>→ I can talk about areas that I need to develop.</li><li>→ I can be positive about myself and exhibit my capabilities confidently.</li></ul>
<b>Team Working</b> Being able to work together with others successfully to achieve a goal.	<ul style="list-style-type: none"><li>→ I can contribute well to my team's common goal and show evidence of what I have done.</li><li>→ I can interact positively with my teammates.</li><li>→ I can support my team by helping them when needed.</li><li>→ I give others a chance to voice their opinion.</li></ul>
<b>Adaptability</b> Being able to adjust and change depending on the situation which I find myself in.	<ul style="list-style-type: none"><li>→ I can change my approach to deal with different scenarios.</li><li>→ I can react positively when presented with a different challenge that is new to me.</li></ul>
<b>Communication</b> Being able to share information with others in an effective manner.	<ul style="list-style-type: none"><li>→ I can understand verbal and non-verbal communication.</li><li>→ I can interact with others positively.</li><li>→ I can present my ideas in a clear and concise manner.</li></ul>



# North Berwick Skills

Skill	Success Criteria
<b>Leadership</b> Being able to guide activities and support my peers.	<ul style="list-style-type: none"><li>→ I can motivate others to carry out tasks.</li><li>→ I can delegate tasks to others and monitor progress.</li><li>→ I can be a positive influence on others, for example, by praising people when they do something well.</li><li>→ I can engage with others in a positive manner when discussing areas that need developed.</li></ul>
<b>Social Skills</b> Being able to engage positively with everyone.	<ul style="list-style-type: none"><li>→ I can display positive body language when engaging with people.</li><li>→ I can listen actively to others.</li><li>→ I can provide my opinion in a manner that is not hurtful or disrespectful to others.</li><li>→ I can react in a polite manner even though someone has offended my beliefs, culture or opinions.</li><li>→ I can show respect to others.</li></ul>
<b>Digital Literacy</b> Being able to safely use computer software packages such as Google and Microsoft to successfully complete activities.	<ul style="list-style-type: none"><li>→ I can create professional documents.</li><li>→ I can submit my work electronically.</li><li>→ I can use IT to creatively present my work to others.</li><li>→ I can use strategies to ensure I and others are safe online.</li><li>→ I can use strategies to ensure that my information is secure.</li><li>→ I can search the internet efficiently by limiting search returns using quotation marks.</li><li>→ I can work with others online to edit work.</li><li>→ I can file manage and organise my work in a clear and understandable manner.</li><li>→ I can code using a programming package such as Scratch or Python.</li></ul>
<b>Study Skills</b> Being able to revise different topics effectively.	<ul style="list-style-type: none"><li>→ I can use at least 3 different strategies to help me revise.</li><li>→ I can create a revision timetable and manage my time when revising.</li><li>→ I can choose relevant sources to help me with my learning.</li><li>→ I can organise the resources I need to help me revise effectively.</li><li>→ I can look after my physical and mental health when revising.</li></ul>

## FAQs

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### 01. What is it?

This resource is a teaching tool which can be used throughout lessons in North Berwick High School. It will raise awareness of key skills that have been highlighted through research, and will help pupils to understand how they can gain these skills in a variety of contexts.

### 02. What are the benefits?

Some pupils are not aware of what they are good at and what they need to develop. This resource will help them identify key skills that they are developing within school. Pupils will be able to make connections between subjects and identify skills which will help them to talk about their skills more freely. It will enable staff and pupils to become more confident talking about key skills within lessons.

Highlighting what skills are being focused on in lessons allows pupils to articulate their learning. As we know, learning is not just about achieving grades and having success in tests. Pupils should know what they are improving on and be able to say what skills they feel they are making progress in.

### 03. Do pupils have to cover all of these skills?

The hope is that pupils will achieve these skills before they leave school.

### 04. How did you decide what to include?

This resource has been created in collaboration with employers, parents, pupils and staff who were all consulted. Exemplars were also analysed from other local authorities. SQA's Skills Framework: Skills for Learning, Skills for Life and Skills for Work was also consulted as well as our Curriculum for Excellence Benchmarks (Literacy, Numeracy Health & Wellbeing and Technology). All evidence was then collated and decisions made by our cluster skills strategy group.

### 05. Does the framework include specific subject skills?

The framework is a whole school resource and as such contains a variety of cross-themed skills which are taught within many classrooms.

### 06. As a parent, how can I use it?

Simply talk about the document, talk about the key skills within it with your child. Chat with them about what skills they need to develop and how they can do that.

### 07. There are more skills than this. Why are they not in the Skills Framework?

To focus on every skill would be unmanageable. The skills chosen are the main skills that have been highlighted by our own stakeholders as priorities. For example, Self-Management was highlighted in every stakeholder consultation.

### 08. What are the Primary schools doing?

They have a smaller version of our framework. The Primary version contains the same themes and icons, which will help aid transition.

### 09. My child has achieved all of these skills. What is next for them?

It's not just about achieving all of the skills as quickly as possible; it's about teaching our pupils that they can apply these key skills in a variety of contexts, and encouraging this. While one pupil may display excellent communication skills in PE, they might struggle to demonstrate these skills in an English class when presenting to an audience.

### 10. This is a skills framework, but some of the items do not sound like skills.

Areas such as Healthy Body, Healthy Mind are not skills as such. However, within this key area there are a variety of skills which pupils can achieve.

## Sources

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### The following sources have been used to create this framework:

- Skills Survey with
  - Primary and Secondary pupils
  - Primary and Secondary staff
  - Primary and Secondary parents
  - Local employers
  - National employers
- Scottish Government National Skills Survey 2017
- Skills documentation from local authorities of Argyll & Bute, City of Edinburgh Council and Falkirk
- Health and Wellbeing Across Learning: Responsibility Of All
- Literacy Experiences and Outcomes
- Numeracy Experiences and Outcomes
- Technologies Experiences and Outcomes
- East Lothian Curriculum Frameworks
- SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work