

Gold Award Portfolio 2026

Celebrate your commitment to building essential skills



Descriptor 1A: Reflection

Descriptor 1A

The language of essential skills is used across **almost all** areas of school or college life and among **almost all** members of the community, including learners, educators and leaders.

How have you achieved this descriptor?

At Perran-ar-Worthal, the language of essential skills is embedded throughout everyday school life and is consistently used by learners, teachers, support staff and leaders. Essential skills are explicitly referred to during lessons, assemblies, enrichment activities and pastoral support, helping learners recognise and develop the skills they need for learning, work and life. Staff use a shared vocabulary when giving feedback, setting targets and celebrating achievements, enabling learners to reflect on and articulate their progress with confidence. This is evident across the school day, for example, when teachers refer to specific skills during lessons, such as encouraging learners to use communication skills when sharing ideas, teamwork skills during group tasks, and problem-solving skills when approaching challenges. In assemblies, learners are regularly reminded of the importance of essential skills and how they link to being successful learners and responsible members of the community. We present Learner of the Week and Citizen of the Week certificates that are based around Skills Builder skills and celebrate how children have applied these skills in lessons and wider school life. This consistent approach ensures that essential skills are understood, valued and reinforced across the whole school community.



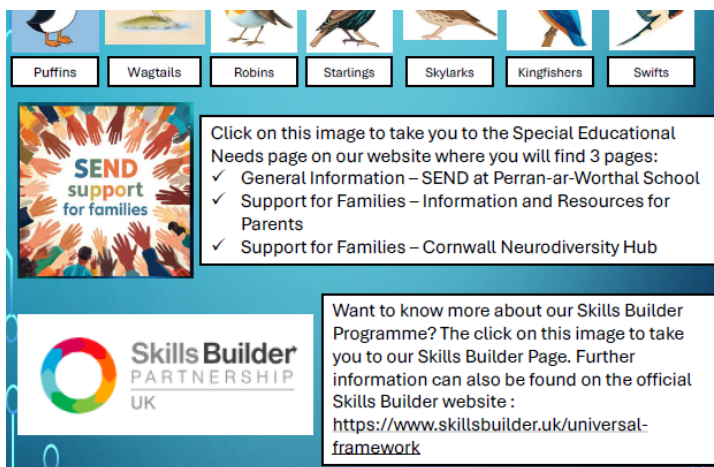
Descriptor 1A: Evidence

Descriptor 1A

The language of essential skills is used across **almost all** areas of school or college life and among **almost all** members of the community, including learners, educators and leaders.

Please include your evidence for this descriptor here:

We regularly keep our parents up to date with skills builder. (part of newsletter showing links)



We have a dedicated area to skills builder on our website.

https://www.perran-ar-worthal.cornwall.sch.uk/web/skills_builder/699318

I deliver a skills builder assembly every other week focusing on a specific skill. (example of slides from assembly)

Woohoo!!!



ADAPT

A – Ask: "Is this working?"
D – Do it a different way
A – Ask for help
P – Practise
T – Try again

Adapting means changing what you do when something isn't working.

Michael Jordan (basketball player)

After being cut from his high school basketball team, a failure that initially devastated him, Jordan adapted his training. He used the setback as motivation to go on to become a 6-time NBA champion.



Simone Biles (gymnast)

After experiencing the 'twisties' (a mental block) at the Tokyo 2020 Olympics, she withdrew to protect her health. She adapted her training and returned to the 2024 Paris Olympics to dominate the sport.



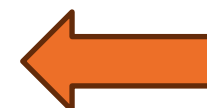
Skills Builder HUB

skill	What learners should be able to do
Listening	Retelling: I pass on information accurately.
Speaking	Organising thoughts: I order my points to be understood.
Problem solving	Finding information: I find information to complete a task.
Creativity	Generating ideas: I create ideas to solve a problem.
Adapting	Managing reactions: I respond calmly when faced with challenges.
Planning	Recognising strengths: I recognise what I am good at.
Leadership	Organising tasks: I divide up tasks in a fair way.
Teamwork	Taking responsibility: I take responsibility for completing tasks.

Planning includes reference to skills builder skill appropriate to the year group.



Learner and citizen of the week



Descriptor 1B: Reflection

Descriptor 1B

Almost all internal and external events, such as assemblies, staff meetings, parent meetings and other events, regularly reference essential skills.

How have you achieved this descriptor?

At Perran-ar-Worthal essential skills are regularly promoted through both internal and external events across the school. Assemblies celebrate and recognise learners' development of essential skills, while staff meetings provide opportunities to share effective practice and ensure a consistent whole-school approach. Parents' evenings, transition events, open evenings and curriculum information sessions highlight the importance of essential skills and how they are developed across the curriculum. Displays, newsletters, celebration events and communications with governors and community partners further reinforce the school's commitment to developing essential skills, ensuring they are visible, understood and valued by the entire school community.



Descriptor 1B: Evidence

Descriptor 1B

Almost all internal and external events, such as assemblies, staff meetings, parent meetings and other events, regularly reference essential skills.

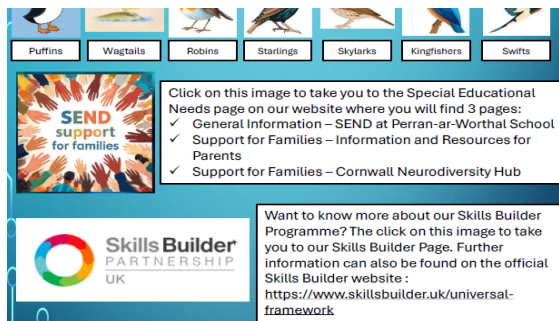
Please include your evidence for this descriptor here:



Children receive team points for using skills builder skills.



We regularly keep our parents up to date with skills builder. (part of newsletter showing links)



An example of a slide from a training session I delivered to the governors.

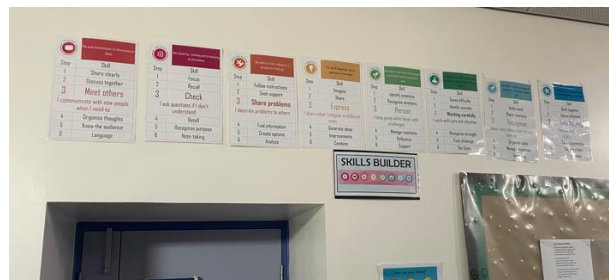


Every Moment Matters

EQUALITY AND DIVERSITY

- | | | |
|---|---|---|
| <p>1. Enrichment Objective:</p> <p>Careers and Enterprise:</p> <p>Increase involvement of parents and local companies to improve career-related learning and to ensure all pupils are given every opportunity to explore and realise their potential.</p> | <p>Survey parents to share their skills and career progression that link to specific curriculum areas (January 2024)</p> <p>Agree an annual curriculum/career focus plan – link to science weeks, art weeks, maths weeks where relevant (May 2024)</p> <p>Link career presentations to curriculum planning including visits to york places (By September 2024)</p> <p>Provide pupils with access to inspirational role models and opportunities to discuss and develop their passion (By September 2023 onwards)</p> <p>Pupils to identify with their chosen interest and create badges to wear/become part of a display board that links them to other pupils and members of the community (by May 2024)</p> | <p>By July 2024, 80% of pupils can discuss a range of aspirations and link those to possible career paths in the future as evidenced through:</p> <ul style="list-style-type: none"> a) Pupils' Fab Friday reflections booklets: b) Pupils' engagement with a range of opportunities: c) Pupil conferencing d) Governor monitoring visit reports <ul style="list-style-type: none"> • pupils talk about what interests them and how their interests and strengths can lead to a future career • Pupils make links with curriculum areas and future careers; and |
|---|---|---|

An example of a year 3 classroom display where the year group level is highlighted



Skills builder is really helping the children to visualise themselves moving forward in life and in to careers.
In science, I make explicit links to possible careers that are linked to the topic we are learning about.

Descriptor 1C: Reflection

Descriptor 1C

Almost all educators recognise learner effort and achievement in relation to essential skills.

How have you achieved this descriptor?

We consistently recognise and celebrate learners' effort and achievement in developing essential skills. Staff use a shared language to provide meaningful feedback during lessons, acknowledge progress through praise and rewards, and highlight examples of learners demonstrating skills such as creativity, critical thinking, communication and problem-solving. Achievement in essential skills is also recognised through assemblies, displays, certificates and wider school communications, helping learners understand the value of these skills and motivating them to continue developing them across all aspects of school life. We will also be reporting on skills builder progress in pupil reports from next year.



Descriptor 1C: Reflection

Descriptor 1C

Almost all educators recognise learner effort and achievement in relation to essential skills.

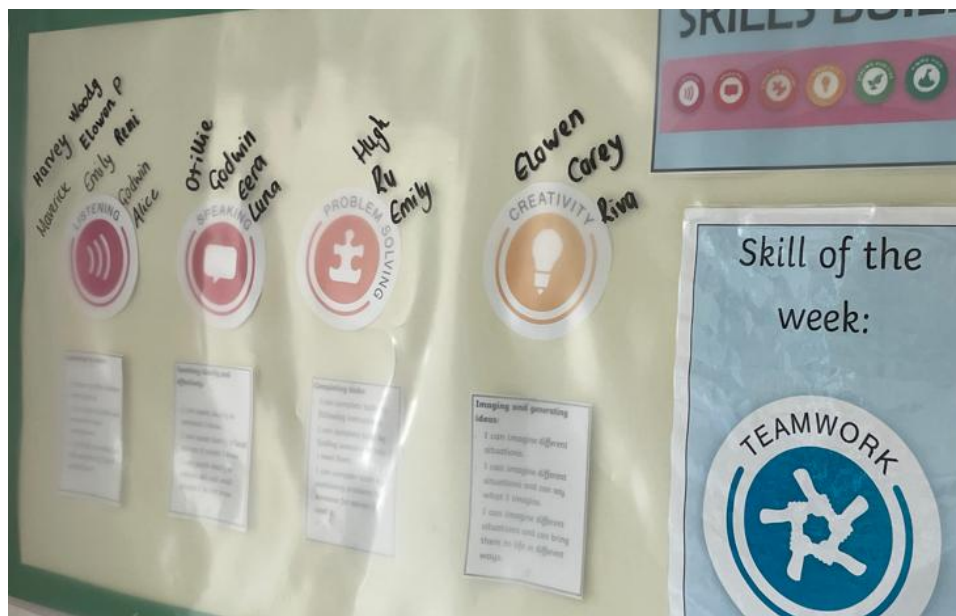
Please include your evidence for this descriptor here:



Children receive team points for using skills builder skills.



Children in each class are recognised for their skills builder skills.



Descriptor 1D: Reflection

Descriptor 1D

Almost all classrooms and other places have visual cues and reminders of the skills, such as posters on display.

How have you achieved this descriptor?

Essential skills are highly visible throughout the school environment. All classrooms and key learning spaces display consistent visual prompts, including Skills Builder posters, skill icons, learner-friendly descriptors and examples of the essential skills in action. Corridors, communal areas, the hall and playground also reinforce the language of essential skills through displays. These visual reminders help learners make connections between their learning and the essential skills they are developing every day.



Descriptor 1D: Reflection

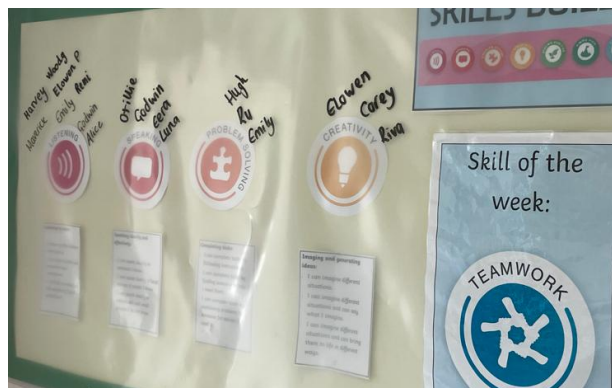
Descriptor 1D

Almost all classrooms and other places have visual cues and reminders of the skills, such as posters on display.

Please include your evidence for this descriptor here:



Display in the hall for the children to refer to



Year 4 classroom display where the level 4 of each skill is highlighted.



Display on playground fence.



On the door to our main hall we have a display of the current skill we are teaching in class. This changes every 3 weeks



Descriptor 2A: Reflection

Descriptor 2A

Almost all year groups and classes have regular and planned opportunities to learn and practise essential skills.

How have you achieved this descriptor?

At Perran-ar-worthal we timetable skills builder lessons. All year groups have regular, planned opportunities to develop and practise essential skills through a dedicated weekly Skills Builder lesson, which is timetabled for every class. In these lessons we teach the provided structured programme that explicitly teaches and reinforces the eight essential skills through age-appropriate activities, reflection and discussion. Beyond these timetabled sessions, learners are encouraged to apply and further develop their essential skills across the curriculum and in wider school experiences, ensuring that skills development is progressive, consistent and embedded throughout their time at school.



Descriptor 2A: Evidence

Descriptor 2A

Almost all year groups and classes have regular and planned opportunities to learn and practise essential skills.

Please include your evidence for this descriptor here:



○○○

Thursday 21st May 2026
As scientists WALT: Explore the theory of evolution by natural selection

Interpreting and communicating results
Using information from the data to say what you found out.

Great	Understand how Darwin's voyage influenced his theory.
Amazing	Describe how natural selection causes living things to evolve over time.
Incredible	Consider why the theory of evolution was not accepted at first.

 Observation over time	 Pattern seeking	 Identifying & classifying	 Fair testing	 research	 Problem solving
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Who do you agree/disagree with and why? Explain in as much detail as you can.

 I believe characteristics come only from the mother.	 I think we get traits from both parents through genes.	 I think we choose our characteristics like hair color.
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Most lesson plans include the skills builder icons and are discussed in lessons. In this example, the children are using their speaking and listening skills to explain who they agree/disagree with.



Descriptor 3A: Reflection

Descriptor 3A

Almost all educators regularly use assessment to inform teaching of essential skills.

How have you achieved this descriptor?

All educators regularly use assessment to inform the teaching and development of essential skills across the school. Twice each half term, staff meetings provide dedicated time for teachers to review learner progress, discuss strengths and areas for development, and update assessment grids on the Skills Builder website. This collaborative approach ensures that staff have an accurate understanding of learners' skill development and can adapt lessons, provide targeted support and plan appropriate next steps. Regular assessment and professional dialogue help to ensure that essential skills teaching is responsive, consistent and supports the progress of all learners.



Descriptor 3A: Evidence

Descriptor 3A

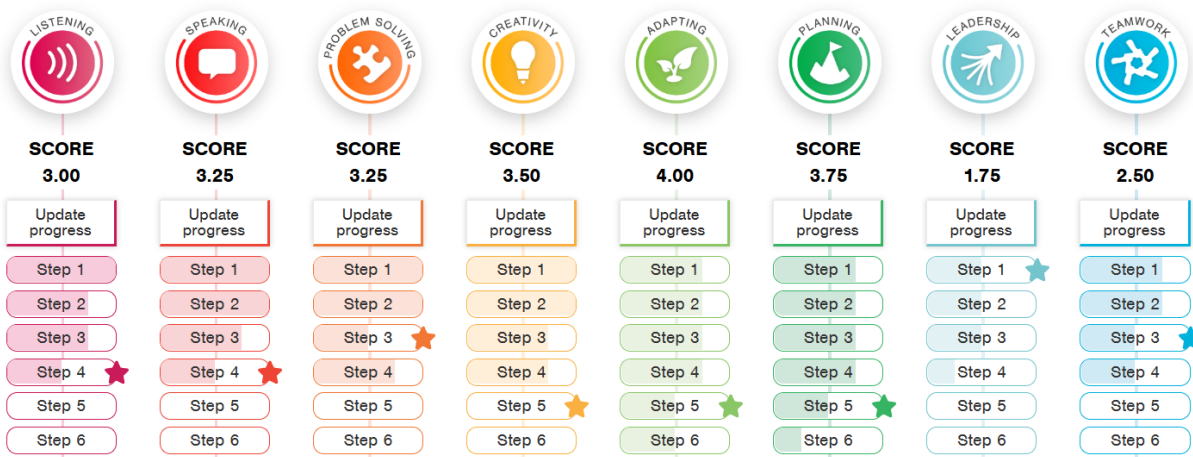
Almost all educators regularly use assessment to inform teaching of essential skills.

Please include your evidence for this descriptor here:



An overview of the school data

Listening			Speaking			Problem Solving			Creativity			Adapting			Planning			Leadership			Teamwork		
B	L	C	B	L	C	B	L	C	B	L	C	B	L	C	B	L	C	B	L	C	B	L	C
4.75	6.25	1.5	5.25	6.25	1.0	5.0	-	-	5.25	5.75	0.5	5.0	-	-	4.0	-	-	3.5	3.75	0.25	5.5	-	-
2.0	0.75	-1.25	2.25	0.75	-1.5	1.25	0.5	-0.75	1.25	-	-	1.25	-	-	1.75	-	-	1.0	-	-	0.5	-	-
2.0	2.5	0.5	2.25	2.5	0.25	1.5	2.25	0.75	2.0	2.25	0.25	1.5	2.5	1.0	2.0	2.5	0.5	1.25	2.0	0.75	1.0	1.75	0.75
2.0	3.5	1.5	2.5	3.75	1.25	2.25	3.0	0.75	3.25	4.0	0.75	1.75	2.5	0.75	2.75	3.5	0.75	3.0	-	-	2.5	-	-
2.75	3.0	0.25	1.5	3.25	1.75	2.5	3.25	0.75	2.5	3.5	1.0	2.5	4.0	1.5	2.5	3.75	1.25	1.75	-	-	2.5	-	-
3.75	5.0	1.25	3.5	4.5	1.0	3.5	4.5	1.0	3.25	4.25	1.0	3.5	4.5	1.0	4.0	4.25	0.25	2.25	3.25	1.0	3.5	3.75	0.25



Here is the year 3 data that has been added to the skills builder website.

Descriptor 4A: Reflection

Descriptor 4A

Almost all educators directly teach essential skills using steps from the Universal Framework.

How have you achieved this descriptor?

At Perran-ar-worthal we directly teach essential skills using the steps and progression outlined in the Universal Framework. Staff use the framework to plan and deliver structured lessons that explicitly develop learners' skills, ensuring that teaching is matched to learners' individual stages of development. As we embed this into our school we teach level 3 to year 3, level 4 to year 4 etc. However, we are aware that as it is embedded that we may need to adjust these levels. Through modelling, guided practice, reflection and opportunities to apply skills in different contexts, we help learners understand how to improve and transfer these skills across subjects and wider life experiences. This consistent approach ensures that essential skills are taught progressively and embedded throughout the school curriculum.



Descriptor 4A: Evidence

Descriptor 4A

Almost all educators directly teach essential skills using steps from the Universal Framework.

Please include your evidence for this descriptor here:



time	Monday
08.35	Welcome Spellings
08.50	Assembly
09.10	Reading
09.30	English
09.50	
10.30	
10.45	Maths
12.15	
13.00	Science
	Skills builder

Skills builder is timetabled into all classes on a Monday afternoon for 30-40 minutes.

Descriptor 4B: Reflection

Descriptor 4B

Timetables or plans show that **almost all** learners receive dedicated time for essential skills, pitched at an appropriate step.

How have you achieved this descriptor?

Timetables and curriculum plans demonstrate that all learners receive dedicated time to develop essential skills through a weekly timetabled Skills Builder lesson. These sessions are carefully planned and delivered at an appropriate step within the Universal Framework, ensuring that learning is matched to each learner's current level of skill development. Teachers use assessment information and the Skills Builder progression framework to select suitable activities, provide appropriate challenge and ensure that all learners make progress. This planned approach ensures that essential skills development is consistent, progressive and embedded across all year groups.

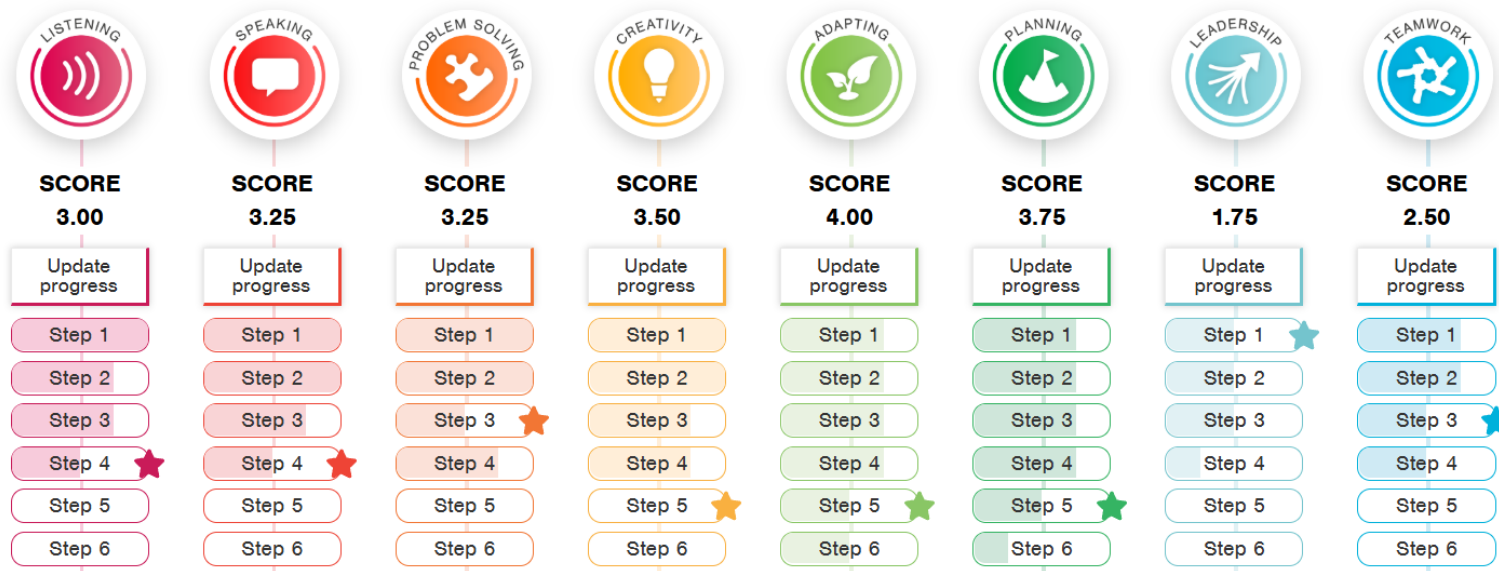


Descriptor 4B: Evidence

Descriptor 4B

Timetables or plans show that **almost all** learners receive dedicated time for essential skills, pitched at an appropriate step.

Please include your evidence for this descriptor here:



After assessing the class the teacher will teach the appropriate level of skills builder skill to their class one a week, for 3 weeks before moving on to the next skill.

Descriptor 5A: Reflection

Descriptor 5A

Almost all educators provide regular opportunities for learners to practise essential skills across the curriculum in different subject areas.

How have you achieved this descriptor?

We provide regular opportunities for learners to practise and apply essential skills across a wide range of curriculum areas. Teachers plan opportunities for learners to develop skills such as communication, teamwork, problem solving, creativity and leadership within their subject lessons. For example, in English, learners develop communication and creativity skills through discussions, presentations and extended writing; in Mathematics, they apply problem solving and critical thinking when tackling complex challenges; in Science, they use teamwork and evaluation skills through investigations and practical experiments. Across the curriculum, learners are encouraged to recognise when they are using essential skills and reflect on how these skills support their learning and progress.



Descriptor 5A: Evidence

Descriptor 5A

Almost all educators provide regular opportunities for learners to practise essential skills across the curriculum in different subject areas.

Please include your evidence for this descriptor here:



○○○

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 Observation over time	 Pattern seeking	 Identifying & classifying	 Fair testing	 research	 Problem solving
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Skills builder skills are planned into lessons and discussed in all classes.

Who do you agree/disagree with and why? Explain in as much detail as you can.



Descriptor 5B: Reflection

Descriptor 5B

Many extracurricular activities provide opportunities for learners to practise essential skills.

How have you achieved this descriptor?

Many extracurricular activities provide valuable opportunities for learners to practise and develop essential skills that support both their education and future careers. Activities such as Lego League encourage learners to develop problem-solving, creativity, teamwork and critical-thinking skills. While working on challenges and building projects, learners must communicate ideas, share responsibilities and find solutions to problems together.

Tech Girls provides opportunities for learners to strengthen their digital skills, confidence and ability to work collaboratively. Through technology-based activities, learners can develop creativity, learn how to use digital tools effectively and gain experience in completing projects. Sports clubs also help learners develop important skills. Participating in team sports teaches communication, cooperation, leadership, discipline and resilience. Learners have to work towards shared goals, manage challenges and learn from both success and failure.

The Youth Speaks competition gives learners the opportunity to practise public speaking, research, communication and critical-thinking skills. Learners must organise their ideas, present arguments clearly and respond confidently to others.

Overall, these extracurricular activities allow learners to apply skills in practical and enjoyable situations. They help learners become more confident, independent and capable of working with others, while preparing them for challenges in their education, personal lives and future workplaces.



Descriptor 5B: Evidence

Descriptor 5B

Many extracurricular activities provide opportunities for learners to practise essential skills.

Please include your evidence for this descriptor here:



2nd July

TECH GIRLS AWAY DAY –
Following several weeks of after school Tech Girls workshops (part of the government drive to encourage more women in to careers with science and technology, Mrs Royle took our group of Tech Girls to an experience day to end their series of online training on a huge high. A brilliant day was had by all and a huge thank you to Mrs Royle for her time.



Year 3 got to grips with canoeing and kayaking – great resilience and stamina shown by all



30th June



Every Moment Matters

Descriptor 6A: Reflection

Descriptor 6A

The school or college makes provision for **almost all** learners to have experiences to apply essential skills. These might include project-based learning, self-led projects, or challenges.

How have you achieved this descriptor?

Lego League provides learners with opportunities to take part in project-based learning, where they work together to design, build and test solutions to challenges. This allows learners to apply skills such as teamwork, communication, creativity, problem-solving and critical thinking in an authentic context. Our Year 6 Science Fair gives learners the opportunity to lead their own investigations and share their findings with others. Learners develop skills in planning, researching, analysing information, drawing conclusions and presenting their work confidently. They are encouraged to take ownership of their projects and demonstrate independence in their learning. Science Day provides a further opportunity for learners across the school to engage in practical challenges and scientific activities. Learners can explore ideas, ask questions, investigate problems and work collaboratively, helping them to apply their knowledge in new and exciting ways. Our Year 6/EYFS buddy scheme also provides valuable opportunities for learners to develop essential interpersonal and leadership skills. Year 6 learners take responsibility for supporting and encouraging younger children, developing their communication, empathy, patience, confidence and sense of responsibility. EYFS learners benefit from positive relationships with older pupils and are encouraged to develop their own confidence and independence. Together, these opportunities ensure that learners can apply essential skills in a wide range of real-life and meaningful situations. All classes take part in a residential camp or away day and these are the perfect opportunity to use the skills builder skills independently.



Descriptor 6A: Evidence

Descriptor 6A

The school or college makes provision for **almost all** learners to have experiences to apply essential skills. These might include project-based learning, self-led projects, or challenges.

Please include your evidence for this descriptor here:



Year 6
planned and
delivered a
science fair
for the rest of
the school.



Year 6 camp

Descriptor 6B: Reflection

Descriptor 6B

Many learners apply and develop essential skills through experiences of the world of work, such as visits, volunteering or work experience.

How have you achieved this descriptor?



Many learners have opportunities to apply and develop essential skills through a wide range of experiences that connect their learning to the wider world. Educational visits, residential experiences and practical activities allow learners to develop independence, confidence, communication, teamwork and problem-solving skills in new and unfamiliar environments. Throughout the year, learners have taken part in a variety of experiences designed to broaden their understanding of the world around them. Our Year 6 learners visited Bodmin Jail, where they were able to develop their knowledge of local history and understand more about life in the past. The visit encouraged learners to ask questions, engage with new information and discuss their experiences with others.

Year 3 learners took part in kayaking, providing an opportunity to develop resilience, cooperation and confidence while learning a new skill. Year 4 learners enjoyed surfing and a sleepover at school, which helped them to build independence, manage new challenges and strengthen relationships with their peers. Our Year 5 and 6 camp also provided valuable opportunities for learners to develop teamwork, leadership, communication and self-management skills as they experienced activities away from home.

Our younger learners have also benefited from opportunities to explore the world beyond the classroom. Years 1 and 2 enjoyed a farm visit, allowing them to learn about farming, animals and the environment through first-hand experiences. These opportunities help learners to transfer the skills they develop in school into real-life situations. By experiencing new environments and taking part in practical activities, learners become more confident, resilient and independent, while developing essential skills that will support them throughout their education and future lives.

Our Year 6 learners also develop essential skills through their annual school play, where they build confidence, communication, teamwork and creativity while working together towards a shared goal and performing to an audience.

Descriptor 6B: Evidence

Descriptor 6B

Many learners apply and develop essential skills through experiences of the world of work, such as visits, volunteering or work experience.

Please include your evidence for this descriptor here:



Year 6 play



Year 6 camp



Year 5 camp



CORNHILL FARMERS FOR THE DAY! Year1 and Year2 spent the day at Cornwall Hill Farm where they enjoyed experiencing what life might be like to work on a farm. From chicken herding to pig feeding and pond dipping – there was plenty to keep these trainee farmers busy. Thank you to the amazing Cornhill Farmers for a wonderfully memorable day.

29th June and 1st July



Year 3 got to grips with canoeing and kayaking – great resilience and stamina shown by all

30th June



Every Moment Matters