

# **SPECIALIST EDUCATION SERVICES**

## **Citizenship Policy and Practice**

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## **1 RATIONALE**

This document should be read in conjunction with the General Curriculum Statement, which outlines specific issues underpinning the Curriculum approach at SES.

The very nature and purpose of the holistic provision at our establishments means that the focus is always on the 'whole child'. This is amplified in the range of documentation, policy and practice that reflects our philosophy of '24hr' learning, coupled with our "no limits" positive psychology.

The intensity of work in this respect, with both the child and where possible, family, is beyond what any child in a mainstream setting, and in many other specialist settings, would experience because of the very purpose and nature of practice at SES.

This document sets out the policy and principles that underpin the whole process of learning across the twenty-four hour learning experience available.

## **2 AIMS AND OBJECTIVES**

The aims and objectives of the Citizenship curriculum are commensurate with the philosophy and foundations for the teaching of Citizenship described in the National Curriculum.

The aims of citizenship teaching at SES are:

- To help them understand how they are developing personally and socially, tackling many of the moral, social and cultural issues that are part of growing up.
- To offer learning opportunities across and beyond the curriculum in pursuit of these aims
- To equip children and young people with the knowledge, understanding and skills to play an active part in society as informed and critical citizens who are socially and morally responsible.
- To give them the confidence and conviction that they can act with others, have influence and make a difference in their communities.

### **2.1 CITIZENSHIP AND NATIONAL CURRICULUM AIMS**

A high-quality citizenship education helps to provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society. In particular, citizenship education should foster pupils' keen awareness and understanding of democracy, government and how laws are made and upheld. Teaching should equip pupils with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments. It should also prepare pupils to take their place in society as responsible citizens, manage their money well and make sound financial decisions.

The national curriculum for citizenship aims to ensure that all pupils:

- acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government
- develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced
- develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood
- are equipped with the skills to think critically and debate political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs.

## 2.2 CITIZENSHIP AND READING, WRITING, COMMUNICATION, MATHS AND COMPUTING SKILLS (RWCM+C)

RWCM+C skills are core elements of English, Mathematics and Computing that provide individuals with the skills and abilities they need to operate confidently, effectively and independently in life, their communities and work. Individuals possessing these skills are able to progress in education, training and employment and make a positive contribution to the communities in which they live and work.

Development of RWCM+C skills is embedded within personalised programmes of study in Citizenship, RWCM+C skills within the curriculum is not limited to this subject. The curriculum offers opportunities for RWCM+C skills development in Citizenship, which encourages working beyond the Learning Centre and making links to a wide range of learning opportunities. To be effective, RWCM+C skills teaching must be relevant and allow learners to engage with real situations in the real world.

Learners need opportunities to:

- apply their skills in plausible contexts or use their skills for real purposes
- engage with the world beyond the Learning Centre
- integrate learning by linking knowledge within and between the RWCM+C areas
- spend time planning and developing their work
- make choices and decisions, think creatively and act independently
- experience success in real situations as a result of using their skills effectively

SES aspire to develop learners confidence in RWCM+C skills through Citizenship by providing opportunities to;

- read and understand information and instructions, then use this understanding to act appropriately.
- Interpret given information in line with specific learning intention.
- Record evidence of learning in written form of varying formats at appropriate timescales, taking into account individual needs of learners.
- use key terminology to explore and develop knowledge and understanding.
- use verbal communication to effectively develop knowledge and understanding.
- to acknowledge listening as integral to developing knowledge and understanding.

- to seek opportunities to develop mathematical skills in the areas of using and applying, number, shape, space and measure and handling data.
- to integrate opportunities for a contextualised use of computing applications.

### 2.3 CITIZENSHIP AND PERSONAL AND SOCIAL DEVELOPMENT (PSD)

Effective planning for PSD in Citizenship must ensure that relevant elements are embedded into; individual learning episodes, sequences of work, teaching approaches and learning outcomes. When this is done well, it will build individual confidence and enrich the experiences of learners and support their progress in Citizenship while increasing coherence across the curriculum.

At SES mastery of PSD skills is integral to all aspects of Learning Opportunities through a holistic and cross-curricular approach. We seek to ensure pupils demonstrate that they can develop and then apply their PSD skills in an extensive range of subject based and real life contexts. In Geography we promote the consolidation of core PSD skills by structuring learning opportunities to promote development in this area. Progress in PSD is reflected in personalised PSD files and Learning Centre Education Plans.

### 2.4 CITIZENSHIP AND THE SEMH (SOCIAL EMOTIONAL AND MENTAL HEALTH) DIMENSION

Many of the students coming to our establishments may well have had difficult experiences with the subject matter, either in the way it has been taught or in the way they have received the teaching. Their low self esteem and poor self image as learners, coupled with their learned avoidance behaviours often used for self protection against the risk of failure, mean that they may never have experienced the excitement and satisfaction of success in the subject.

Our aim is to provide experiences that will improve the child's self esteem allowing him to develop confidence and at the same time enjoy success in areas of endeavour specific to the subject.

Citizenship can and should:

- give students the knowledge, skills and understanding to play an effective role in society at local, national and international levels. *(Very often SEMH students see themselves as disenfranchised).*
- develop a sense of belonging and identification within a social group, and with a wider community. *(Very often SEMH students see themselves as outcasts)*
- build an informed awareness of the 'world of work' and adult roles. *(Very often SEMH students avoid responsibility).*
- encourage a worthwhile and developing interest in human affairs throughout the world. *(Very often SEMH students look no further than their own needs).*
- develop and strengthen links with our neighbours and community partners. *(Very often SEMH students are insular).*
- provide opportunities for our students to collaborate and to enjoy each others' achievements. *(Very often SEMH students find great difficulty in sharing and in celebrating success).*

- help our students develop their social skills by increasing their ability to interact and communicate with each other. *(Very often SEMH students are socially clumsy and do not communicate well with others).*
- help our students to learn about economy and democracy and provide them with experiences of the democratic process. *(Very often SEMH students feel to have no voice in what happens to them).*
- prepare our students for adult life, supporting them through their key transitions. *(Very often SEMH students are fearful of change of any kind).*
- support our students' self-esteem and encourage their sense of self-worth. *(Very often SEMH students have little or no self-belief).*
- provide students with interesting and lively activities that challenge them and nurture their curiosity in the world outside their immediate experience. *(Very often SEMH students have lost interest in what happens outside their own immediate circumstances).*

*"A passive and ignorant citizenry will never create a sustainable world."*

Andrew Gaines, Creativity Trainer, Founder and CEO of  
The Alliance for Sustainable Wellbeing.

### **3 CITIZENSHIP AND EVERY CHILD MATTERS OUTCOMES**

Although the Every Child Matters agenda changed to "Help children achieve more" it remains a useful vehicle to conceptualise a holistic approach to children's needs.

#### **3.1 ENJOY AND ACHIEVE**

Pupils enjoy being able to tackle real and topical issues of concern and they value participation in decision-making. They relish the opportunities to work with others to lobby those in power and campaign for change.

Pupils are motivated to take part in debates and to find out about more about local and global issues of concern. They enjoy using ICT or media such as film, drama and art to present and express their ideas to others. Pupils value the ways in which citizenship helps them to develop their ability to communicate effectively. This helps pupils to achieve not only in the subject but also across the curriculum and in the world beyond.

#### **3.2 BE HEALTHY**

Citizenship encourages pupils to be open about their own ideas and concerns about issues and challenges facing society. They learn to respect views that are different from their own, to voice their opinions, to challenge discrimination or injustice and to do something constructive about their concerns.

Participation increases pupils' sense of wellbeing and gives them a sense of purpose. They feel empowered to try to change things in their communities or to

take action that contributes to the wellbeing of others. Celebration of all types of participation is important to ensure that pupils feel that their contribution is valued and appreciated, even when the outcome is not as successful as desired.

Citizenship provides opportunities for pupils to learn about the politics of everyday life. For example, they may investigate how local spending decisions affect resources for health or education in their community; consider whether decisions that determine medical treatment availability are fair and equitable across the nation; or explore the role of the UN in an international conflict or human rights situation. Developing knowledge and understanding of issues of this kind helps pupils to make informed and responsible decisions about their own lives and to consider how their own choices and actions can affect others.

### 3.3 STAY SAFE

Citizenship gives pupils the confidence to ask questions, rather than taking things at face value. Through researching a wide range of political and social problems, pupils develop the skills to evaluate the validity of what they are told, to identify bias, to compose informed opinions and to make responsible decisions.

Citizenship provides a safe environment in which to explore controversial issues, situations and dilemmas. For example, pupils learn ground rules for handling sensitive discussions, and become aware of how to use ICT safely as they research or consult on issues.

Some topics in citizenship explore specific aspects of safety and risk-taking. For example, when learning about the law, crime and the criminal justice system pupils examine the consequences of different courses of action and their impact on individuals, communities, society and the environment.

Pupils are given opportunities to work in a range of situations where there are difficult choices to make; perhaps where rights and responsibilities compete or conflict, or where there are risks of harm or discrimination. Learners become practised in using skills to weigh evidence and to make informed decisions. Pupils learn how to seek appropriate help and advice, and how to reduce risks for themselves and for others, when working in the wider community.

### 3.4 ACHIEVE ECONOMIC WELL-BEING

Citizenship plays a central role in contributing to young people's long-term economic wellbeing by developing skills and attributes that are essential for any job. Citizenship encourages pupils to ask questions; to be resourceful and enterprising in finding creative solutions to problems; to plan and prepare to put their views and ideas across for maximum effect; to negotiate; to influence others; to take effective action; to make decisions; and to work effectively and cooperatively in groups and teams. All these skills and attributes are valued by employers.

Citizenship provides opportunities for pupils to learn about the economic dimensions of political and social decisions, and about the impact of those decisions on individuals and communities locally, nationally, in Europe and in the wider world. Pupils explore the difficult choices that governments (local and national) encounter when determining taxation and public spending priorities, and

when endeavouring to secure value for money.

Pupils learn about the law relating to employment and to consumer rights and responsibilities. Pupils examine the impact of spending choices on individuals, groups and communities, including the global community. They also examine the role they can play in contributing to a healthy economy.

### 3.5 MAKE A POSITIVE CONTRIBUTION

Citizenship equips pupils to play an active, informed and critical role as responsible citizens in public life. Citizenship provides many opportunities to get involved and contribute positively in addressing real issues and problems facing individuals and communities. Pupils work with others to try to have influence, make change or resist unwanted change.

Through different forms of individual and collective action, pupils develop the knowledge, skills and confidence to participate effectively, responsibly and democratically in society. Courses of action take many forms, from raising awareness, through lobbying or campaigning on issues, to training others in democratic processes or skills. Citizenship helps pupils to learn about ways in which individuals, groups and organisations can influence decision-making through action. Pupils develop skills of critical thinking, informed action, advocacy and representation. Pupils learn evaluative and reflective skills that enable them to consider the impact of their actions and the actions of others.

## 4. THE IMPLEMENTATION OF CITIZENSHIP

SES recognises, but is not limited to, the common framework provided by the structuring of Citizenship within the National Curriculum.

### 4.1 EQUAL OPPORTUNITIES

SES is committed to ensuring that all students are treated with equality of regard.

This will involve:

- Providing equality of opportunity in the Geography curriculum in an attempt to maximise the potential of each individual pupil.
- Treating as of equal value the different needs, interests and abilities of individual students.
- Through their experiences within history pupils should have respect for others and the idea that all should be treated as equals.

In pursuing this policy with regard to individual students, there are four categories of difference between groups of students in which it is generally acknowledged that 'treatment as equals' may be problematic and for which it is therefore important to have specific policies. These are:

- Racial/cultural differences
- Social-class differences
- Ability differences



- Gender differences

#### 4.1.1 Racial/Cultural Differences

It is vital that staff avoid any racial bias or stereotyping with respect to the particular individuals who are from ethnic-minority backgrounds and that they are alert to and willing to challenge any such discrimination or stereotyping by other students.

#### 4.1.2 Gender Differences

Equal opportunities in terms of participation are carefully considered, however, issues of prejudiced attitudes and stereotyping towards the opposite sex can be in existence and can potentially be magnified in our environments, especially given the contextual background and past experiences of our young people.

Staff should therefore be aware of this and should be willing to challenge any such discrimination or stereotyping by students. Furthermore such risks can be mitigated through planned teaching strategies.

#### 4.1.3 Social Class Differences

Staff should be aware of making assumptions about student's levels of knowledge and opportunities for acquisition of knowledge whatever their background.

#### 4.1.4 Ability Differences

SES establishments are resourced such that Students receive a highly individualised curriculum based on their Portfolio of Achievement and Needs. Implicit in this is a response to differing levels of ability.

It is also important that protected characteristics as defined in the SES Equality and Diversity Policy are considered when planning and implementing teaching practice to ensure equal opportunities. This policy should therefore be read in conjunction with the SES Equality and Diversity Policy and Practice document and the DfE guidance around our equality duty.

## 4.2 CITIZENSHIP AS A CROSS CURRICULAR SUBJECT

It is important to stress the inter-relationship of Citizenship with many other areas of the curriculum and with aspects of communication and social functioning beyond the Learning Centre. At each establishment every aspect of its operation is viewed as a potential vehicle for building upon children's knowledge, understanding and skills. All staff need to be skilled at finding unobtrusive ways of supporting cross-curricular links taking advantage of the total living experience without this intruding on the naturalness of domestic living.

Cross curriculum dimensions provide important unifying areas of learning that help young people make sense of the world and give education relevance and

authenticity. They reflect the major ideas and challenges that face individuals and society.

Dimensions can add a richness and relevance to the curriculum experience of young people. They can provide a focus for work within and between subjects and across the curriculum as a whole, including the routines, events and ethos of the school.

Cross-curriculum dimensions include:

- identity and cultural diversity
- healthy lifestyles
- community participation
- enterprise
- global dimension and sustainable development
- technology and the media
- creativity and critical thinking

### 4.3 CITIZENSHIP AND COMPUTING

At SES Computing is incorporated as an integral element into all aspects of the curriculum. (See Computing Policy and Practice document). Computing plays a fundamental role in enriching and enabling curriculum delivery.

Computing can be used to find, develop, analyse and present information, as well as to model situations and solve problems. Computing enables rapid access to ideas and experiences from a wide range of people, communities and cultures, and allows pupils to collaborate and exchange information on a wide scale. Computing acts as a powerful force for change in society and citizens should have an understanding of the social, ethical, legal and economic implications of its use, including how to use Computing safely and responsibly. Increased capability in the use of Computing supports initiative and independent learning, as pupils are able to make informed judgements about when and where to use Computing to enhance their learning and the quality of their work.

Using Computing can help students to:

- access up to date information concerning global events and news
- recognise patterns, relationships and behaviours
- model, predict and hypothesise
- test reliability and accuracy
- review and modify their work to improve the quality
- communicate with others and present information
- evaluate their work
- improve efficiency
- be creative and take risks
- gain confidence and independence

In Citizenship, Computing can help students:

- to communicate with community members at local and global level
- to explore aspects of Citizenship more effectively.
- to gain access to historical, recent or immediate information via the internet, and digital media
- to change work easily to meet the needs of different audiences.
- to explore models and to communicate effectively with others.
- to link with other establishments to showcase community events.

#### 4.4 TEACHING AND LEARNING STYLES

The way students learn in citizenship is integral to what they are learning. It is important to create a supportive learning environment and provide a range of teaching strategies to meet the needs of all students.

Participatory approaches such as group work, role-play, simulations, drama, discussion, debate, structured games and action research should be used, as well as more formal styles. The use of interactive teaching styles will ensure that the programme clarifies and extends knowledge and information, explores attitudes and values, and allows skills to be developed and practiced. Students should have opportunities to research and investigate problems and issues, and to communicate their views and opinions to their peers and adults in SES and the wider community.

Approaches to learning will to a greater or lesser extent involve an enquiry method:

- asking questions and possibly forming hypotheses,
- planning investigations,
- finding, collecting and recording information,
- analysing and interpreting information,
- drawing conclusions,
- evaluating and organising information.

Activities that enhance student skills and experience are:

- discussion and debate with the teacher
- writing including narrative, analysis, explanation and description
- communication/presentation of findings in a variety of ways to the group or a wider audience
- tasks which develop knowledge, skills and understanding;
- activities should be balanced between activities which are short in duration and those which have scope for development over an extended period;
- activities should, where appropriate, use students' own interests or questions;
- activities should, where appropriate, involve both independent and co-operative work;
- activities should place an emphasis on active learning by providing problem solving tasks
- activities should encourage students to become confident in the use of a range of media and equipment;
- activities should encourage students to become confident in the use of a range of materials available through Computing and ICT.

## 4.5 PLANNING FOR CITIZENSHIP EXPERIENCES

The planning of Citizenship is guided by, but not limited to, the National Curriculum Framework for Citizenship.

Planning for Citizenship will take a variety of forms for which personalised learning episodes and units of work will include:

- Individual work
- Group Work
- Classroom based learning
- Extended learning in the wider community

Pupils are offered the opportunity and supported in engaging in tasks and activities which develop knowledge, skills and understanding through opportunities to:

- take responsibility, for example by helping to contribute to discussions about the operation of our establishments; acting as a peer supporter; liaising with outside visitors; attending and taking part in their reviews and taking responsibility for their own learning (by making informed choices within learning activities, reflecting on and recording what they have learnt and achieved, and setting targets to establish next steps)
- meet, talk and work with people, for example by using visits appropriately; and by meeting, talking and working with people such as health and emergency service professionals
- learn to provide information to others
- prepare for change, for example by anticipating the challenges of new and widening social groups as they get older; and by considering the choices they may have to make.
- develop relationships, for example with students from other schools or year groups through projects or peer support schemes and with adults from the wider community through citizenship activities.

The holistic learning provision at SES provides students with many opportunities to develop and expand upon their citizenship. Examples of this include representation on sub-committees, community days such as Red Nose Day and Fringe project, PAN process, enterprise activities and ongoing restorative approaches to behaviour.

### 4.5.1 Learning Outside the Classroom

SES supports and endorses the Learning Outside the Classroom initiative as its principles and philosophy match the SES Vision Statement. We believe that every young person should experience the world beyond the classroom as an essential part of learning and personal development, whatever their age, ability or circumstances.

The use of places other than the classroom for teaching and learning often provide the most memorable learning experiences and help us to make sense of the world around us by making links between feelings and learning. They stay with us into adulthood and affect our behaviour, lifestyle and work. They influence our values and the decisions we make. They allow us to transfer learning experienced outside to the classroom and vice versa.

Students can benefit from well-organised visits, community activities and getting involved in wider learning projects (such as helping to organise information, reviewing policies and providing peer support). As students progress, work placements and visits help shape their decisions about future opportunities.

All children have the opportunity to participate in both focused field trips and extended residential weeks, throughout a range of local and national locations. In addition to the social and personal benefits, these offer real life knowledge and experience that can be developed in context.

#### 4.5.2 Units of Work/Episodes of Learning

- A unit of work will relate to the National Curriculum Programmes of Study, as well as, where applicable, to the requirements of any examination syllabus chosen in KS4.
- A unit of work is intrinsically flexible; it is useful to use a variety of approaches and teaching strategies covering the same core unit to develop a variety of skills.
- A unit of work may be based on specific grammatical skills used as introduction, consolidation or revision.
- A unit of work may rely on a variety of media; audio, DVD, ICT/Computing, or literature. It should also consider fieldwork where appropriate.
- A unit of work may be designed to be revisited as many times as is judged necessary across all year groups and key stages.
- A unit of work may take a whole group approach to areas such as key topics as well as informing aspects of some Individual Programmes which may be based on interest or future aspiration.
- Units of work are designed primarily to be enjoyable, to offer the chance of success, to enrich and enthuse the experience of each individual and to offer the opportunity of development across the experience of Citizenship.
- Units of work may be based on a bespoke personalised interest or passion to re-engage the student in the learning process.

#### 4.6 PRESENTATION OF WORK

At SES we believe presentation of work is vital aspect of creating a positive and stimulating environment and in enhancing student motivation and self-esteem. Presentation of work can take a wide variety of forms ranging form:

- Written format

- Recording (oral and photographic)
- Displays
- Through use of computing and digital media
- Through witness statements created by pupils and adults

Adults at SES, are expected to make a professional judgement with regards to each individual pupil's aptitude and ability in terms of facilitating presentation of work. We seek to continually implement our 'No Limits' thinking in the way we facilitate presentation of work ensuring feedback is given to support young people's continual progress in this area.

#### 4.7 CITIZENSHIP AS AN ACCREDITED SUBJECT

Accreditation in Citizenship is available for individual students through either GCSE or Entry Level, depending on ability and interest. Many opportunities to gain further indirect citizenship qualifications are available, including BTEC Workskills, BTEC Money and Finance, Financial ASDAN qualification, ASDAN Life Skills, Health and Safety Entry Level and St. John's First Aid. Due to our personalised approach to learning, chronological age is not seen as a barrier to accreditation opportunities.

#### 4.8 PROGRESSION IN CITIZENSHIP

Progression includes:

- An increase in knowledge, skills and understanding.
- Moving from familiar to unfamiliar contexts.
- Meeting needs which demand more complex or difficult solutions.
- Students' awareness of their growing capabilities be it knowledge, skills or understanding.

Students should develop and consolidate the following:

- making decisions about their learning and finding ways to improve their work, for example by identifying research questions and planning their own enquiries
- transferring understanding of a concept from one context to another
- increasingly drawing on their own experiences and making connections with key concepts to develop insights, for example by considering how their own viewpoints and experiences are different to or the same as those of other people
- extending their understanding by exploring new ideas and options
- experiencing different forms of individual and collective action as they participate with others to try to address issues of significance in citizenship.

##### 4.8.1 Continuity

In order to build on the experiences of every child at our establishments there is continuity in the framework of the Citizenship NC programme of study as well as by utilising guidance given by the Association for Citizenship Teaching, with students expected to know, apply and understand the matters, skills and processes specified for each key stage. The latest National Curriculum has significantly reduced the prescribed content, and due to the personalisation of learning at SES, progress and outcomes are

not determined by academic year of age. Decisions about where students are taught on the framework relates to their starting points, maturity, capability and personal interests.

At SES we aspire to measure progress using an APP (Assessing Pupil Progress) approach. We are continually developing a 'fit for purpose' assessment framework to support staff in planning for progress and ensure an effective, consistent and quantifiable measure of pupil progress which is operated across both SES establishments.

The APP tracking system is guided, but not limited to the National Curriculum framework to ensure the needs of our learners are met on an individual basis.

The SES APP framework for Citizenship forms part of the wider and continually developing SES progression framework.

#### 4.9 DIFFERENTIATION

Students at our establishments will clearly differ in ability and teaching should take account of this by providing a range of learning situations and approaches. In addition the philosophy of SES is such that personalised learning is a cornerstone.

Differentiation is a process not a single event. This process involves recognising the variety of individual needs within a group, planning to meet those needs, providing appropriate delivery and evaluating the effectiveness of the activities in order to maximise the achievements of individual students.

Citizenship provide wide opportunities for differentiation by:

- Input
- Resource
- Task
- Support
- Outcome
- Response

In planning for our students the following factors should be considered:

- Activities should build on what our students already know and can do
- Our students need immediate and regular encouragement, praise and reward
- The activities should be broad enough to allow scope for development and not prevent more able students from extending their learning
- The work should be pitched at the age, maturity and ability of the group and/or individual
- Tasks should be differentiated according to individual student needs
- Consider the balance between group activities and individual differentiated tasks for specific students

To achieve this, clear attention should be given to the following:

- A range of appropriate equipment

- Using a variety of teaching methods to elicit a particular response
- Organising the group in different ways appropriate to particular objectives
- Setting open-ended tasks so that students can respond at their level
- Issuing different 'challenges' to different students
- Providing extension work for students with greater ability
- Allowing time for individual diagnosis, teaching and feedback.

The method of assessment and reporting should provide feedback, which is appropriate to students of differing abilities. It should aid their future learning by providing knowledge but should also give them support and encouragement. More specifically, the teacher should consider:

- Resources reading levels and ease of use
- Availability of a range of media/software
- Availability of a range of support equipment
- Where Computing is being used, simplified software guides
- Provision of a variety of tasks to cover the main content area
- Take account of time available to support individuals/group
- Other adult/student support
- Student/student support e.g. pairing
- Various ways of praising achievement
- Use of visual prompts to support learning

#### 4.10 ASSESSMENT AND RECORDING

Assessment is part of an on-going process that informs future planning and subsequent learning. All assessments should take account of:

- Skills, knowledge and understanding acquired
- The contexts of the activity
- The purpose of the activity

Effective formative and summative assessment:

- is embedded in planning, teaching and learning
- requires a shared understanding of learning objectives and success criteria between teacher and learner
- draws on evidence of learners' achievement and progress from a wide range of contexts within and beyond the classroom
- values information that teachers retain in their heads, as well as concrete evidence produced by learners
- is based on evidence generated in the course of continuous teaching and learning, engagement with learners through observation, discussion, questioning, and review and analysis of work
- helps to shape and refine future teaching and learning, and to personalise the experience of individual learners
- provides the basis for discussions with learners themselves, their parents/carers and with other professionals about their strengths, areas for development and future learning targets
- is the foundation upon which periodic assessment can be based



- recognise and celebrates learners' progress in the light of their previous performance and motivates them to improve further
- promotes independence and self-motivation
- develops the capacity for peer and self-assessment among learners.

Assessment is a continuous process and testing and accreditation are built in at various stages of a students development

Any system of evaluation and assessment should

- Identify what has been taught and learnt
- Monitor student's progress continually
- Monitor student's progress in cross-curricular elements
- Establish student's needs as a basis for further planning and teaching

Student involvement in the assessment and evaluation process is critical.

Evidence can be gleaned from:

- Observing
- Questioning and listening
- Discussion
- Written work, audio and video camera recording, drawings, charts, etc.
- Specific assessments tied to curriculum materials.

#### 4.10.1 The marking of students work

Teachers' responses to students' work should be positive, encouraging, sympathetic, honest and appropriate. Marking should be completed in a pragmatic way, as appropriate to the needs of the student and whenever possible completed in their presence. Further areas of study can then be negotiated with the student.

- Students should be made aware of the assessment criteria being employed, particularly before tackling new situations and subsequently when marking work
- Students should, as a result of the interaction, be aware of the next steps in their learning
- It is sometimes useful for students to respond to each others work

#### 4.10.2 Record Keeping

Records are kept in the form of long term planning (Curriculum Overview), Medium Term Planning (unit objectives) and short term planning (detailed planning of learning episodes). A record of progress is evident in the on-going feedback (verbal and written) between adult and pupil. Where appropriate an evidence base is collated for an episode of learning this can take various forms e.g.files, exercise books, scrap books, digital media files.

#### 4.10.3 Individual Programmes

- The Portfolio of Achievement and Needs of each student will inform the global priority targets to be addressed for the child.
- More detailed educational objectives will be identified by Learning Centre staff and students, and negotiated targets reached.
- Targets set will be specific, measurable, attainable, realistic and time related.
- Targets will always be compatible with the requirements of the National Curriculum and/or Portfolio of Achievement and Needs

## **5 SMSC AND BRITISH VALUES IN GEOGRAPHY**

At SES we believe the development of SMSC and promotion of British values, should be embedded within all areas of teaching and learning across both the school and residential setting. This policy should be read in conjunction with the Spiritual, Moral, Cultural and Social Policy and Practice document and the British Values Policy and Practice Document.

### **5.1 SMSC**

At SES we develop SMSC in many aspects of the curriculum through ensuring opportunities for SMSC development are extensive and frequent. These opportunities are reflected in planning documents as well as in outcomes for pupils.

Examples of SMSC development within Geography are:

#### **Spiritual**

- Citizenship at SES gives pupils a strong sense of personal ownership of their thoughts and actions.
- Pupils are encouraged to develop a carefully considered understanding of the world in which they live, of the choices that are available to them, their own attitudes towards the opinions and actions of others and how they wish to conduct their own lives. This can build strong self-worth and become reflective individuals.

#### **Moral**

- Within Citizenship pupils are taught the concept of right and wrong and how at times these concepts compete. This is supported by our Personal and Social Development program, which also guides pupils in developing a sound moral compass.
- Pupils are taught ethical debates including topics such as human rights, the welfare state, economic consumption and use of different types of energy such as nuclear energy of fossil fuels.

#### **Cultural**

- Pupils are supported in developing an understanding of traditions and values in different communities and society as a whole through our citizenship curriculum.

- Pupils are encouraged to participate in groups and enjoy leisure pursuits, which can contribute to a sense of belonging.
- Pupils are encouraged to share their own previous cultural backgrounds which supports them in developing and understanding of the impact cultures have on individuals.

## Social

- In Citizenship, young people are encouraged to consider decisions made, the rationale of rules and laws, what changes in rule, laws, decisions made are necessary and how they can help improve things.
- Pupils are encouraged to consider these fundamental questions on a variety of scales including; within the context of SES and their home environment, within their local area, in the UK, in the EU and on a more global scale. This includes developing knowledge of the common wealth and EU.

## 5.2 BRITISH VALUES

Promotion of British values is an integral part of life at SES. We believe that the promotion of such values should be inherent in teaching and learning as well as in the wider community. We fundamentally believe that the promotion of British Values is an essential strategy in preventing radicalisation. This document should therefore be read in conjunction with our Radicalisation Policy and Practice document.

Examples of the promotion of British values within Citizenship are:

### Rule of Law

- In citizenship, young people are taught about laws, for examples legal ages for smoking, sexual activity, film censorship, marriage and driving. A significant focus is also placed on pupils understanding crime and punishment in relation to rule of the law.
- Weekly tutorials as well as National and International Days are observed (for example hate crime awareness week, National Bullying week and internet safety day) and specialist sessions developed to raise awareness of issues relating to rule of the law.

### Democracy

- At SES we actively seek to promote an understanding of democracy. This is done through a range of opportunities offered to individuals within the context of citizenship including, opportunities to hold elections and vote.

### Individual Liberty

- Pupils are taught to understand their personal rights and freedoms, and they should be advised on how to exercise these safely.
- Topics such as anti-homophobia, equal rights and e-safety are taught to promote individual liberty in a safe and appropriate context.

Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith

- Pupils are encouraged to further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation for and respect for their own and other cultures
- Pupils are encouraged demonstrate respect for other people when learning about different faiths and beliefs.