

# **SPECIALIST EDUCATION SERVICES**

## **Geography Policy and Practice**

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## 1 **RATIONALE**

This document should be read in conjunction with the Curriculum Intent 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 SES Geography curriculum are commensurate with the philosophy and foundations for the teaching of Geography described in the National Curriculum.

A high-quality geography education should inspire in students a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip them with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As students progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

### 2.1 GEOGRAPHY AND NATIONAL CURRICULUM AIMS

The national curriculum for geography aims to ensure that all students:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
  - a. collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes

- b. interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- c. communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Pupils should be taught:

#### Locational knowledge

- extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities

#### Place Knowledge

- understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia

#### Human and physical geography

- understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems.
- understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in:
- physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts.
- human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources.

#### Geographical skills and fieldwork

- build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field
- interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs
- use Geographical Information Systems (GIS) to view, analyse and interpret places and data
- use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.

## 2.2 GEOGRAPHY 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 Geography. RWCM+C skills within the curriculum are not limited to this subject. The curriculum offers opportunities for RWCM+C skills development in Geography, 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 aspires to develop learners confidence in RWCM+C skills through Geography 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 GEOGRAPHY AND PERSONAL, EMOTIONAL AND SOCIAL DEVELOPMENT (PESD)

Effective planning for PESD in Geography 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 Geography while increasing coherence across the curriculum.

At SES mastery of PESD 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 PESD skills in an extensive range of subject based and real life contexts. In Geography we promote the

consolidation of core PESD skills by structuring learning opportunities to promote development in this area. Progress in PESD is reflected in personalised PESD files and Learning Centre Education Plans.

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

Many of the students coming to our establishments may well have had difficult experiences with Geography, 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 Geography.

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.

Geography can and should:

- stimulate students' interest in their surroundings and in the variety of human and physical conditions on the earth's surface;
- foster students' sense of wonder at the beauty of the world around them;
- help students to develop an informed concern about the quality of the environment and the future of the human habitat and thereby enhance students' sense of responsibility for the care of the earth and its people.

This can be an extremely useful process for youngsters with SEMH insofar as it takes them out of their immediate and personal concerns and helps them reflect on that wider sense of self and place in the world, coupled with an understanding of the diverse and sometimes difficult lives others lead.

*"You can travel the seas, poles, and deserts and see nothing. To really understand the world you need to get under the skin of the people and places. In other words, learn about geography. I can't imagine a subject more relevant in schools. We'd all be lost without it."*

Michael Palin

## 3 **GEOGRAPHY AND KEY OUTCOMES**

These key outcomes are a useful vehicle to conceptualise a holistic approach to children's needs

### 3.1 ENJOY AND ACHIEVE

For many pupils geography is fun. They enjoy studying diverse environments, places, cultures and peoples. Pupils are motivated by the opportunities available through fieldwork and ICT to investigate, both critically and creatively, real places and people. Pupils value examining issues that are relevant to their lives and to

current world events. Pupils also enjoy being challenged in geography to think about new and different places beyond their current experience. Developing an awareness of these places heightens pupils' sense of curiosity about the Earth. They enjoy being given opportunities to respond responsibly to issues, based on knowledge and understanding.

The contribution that geography makes to pupils' enjoyment derives largely from the opportunities to explore their identity and place in an interconnected world, actively engage with different environments, have their assumptions challenged and challenge the assumptions of others. Geography also evokes in pupils a sense of awe and wonder about a wide range of diverse environments at different scales.

Pupils value the ways in which geography helps them achieve across the curriculum and in the world beyond by developing their abilities to communicate clearly and effectively, to solve problems and to work in teams. Geography's special emphasis on spatial thinking and graphicacy often enables pupils to 'see' the world differently.

### 3.2 BE HEALTHY

Out-of-classroom learning provides important opportunities to develop pupils' understanding of healthy lifestyles, as does investigation of themes such as leisure. Geography also enables pupils to compare their own lifestyles with those of people in other parts of the world, in particular people in less economically-developed countries.

### 3.3 STAY SAFE

Pupils learn to stay safe, not only through understanding risk and developing safe working practices while conducting fieldwork, but also through exploring ideas and real world issues, such as hazards and health risks in areas where people are not safe. Geography gives pupils the confidence to question information and opinions and not take things at face value. The subject provides pupils with the skills to examine the validity of what they read or are told, and to challenge it on grounds of evidence or reasoned analysis. Exploring and discussing a variety of sources and issues in geography provides opportunities for pupils to examine situations and dilemmas, helping pupils understand how to make safe choices.

### 3.4 ACHIEVE ECONOMIC WELL-BEING

Geography plays a central role in contributing to young people's long-term economic wellbeing by developing the spatial and communication skills essential for many jobs. In geography pupils learn to think spatially through using maps, visual images and new technologies, including GIS, to obtain, present and analyse information.

Geography encourages pupils to be adaptable and to suggest informed and creative solutions to real world issues. Geography also encourages pupils to appreciate the need for sustainable economic developments. Pupils are able to plan, to share their views, and to work effectively in groups. These transferable skills help equip pupils for lifelong learning. The ability to think critically and draw on a range of evidence is one of the key attributes that leads to geographers being

employed in a range of sectors.

### 3.5 MAKE A POSITIVE CONTRIBUTION

Geography inspires pupils to think about their own place in the world, their values, and their responsibilities to other people and the environment. Pupils begin to think about their roles as world citizens. They consider how to develop their understanding of sustainable development, and how this can inform their actions and choices.

Geography takes a wide and long view of the impacts of human activities. Pupils examine the social, environmental and economic impacts of what we do, individually and collectively. They realise that taking responsible action on local and global issues makes a positive contribution to society.

## 4 THE IMPLEMENTATION OF GEOGRAPHY

SES recognises, but is not limited to, the common framework provided by the structuring of Geography 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 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 GEOGRAPHY AS A CROSS CURRICULAR SUBJECT

It is important to stress the inter-relationship of geography with many other areas of the curriculum and with aspects of learning, communication and social functioning beyond the Learning Centre day. 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 through taking advantage of the total living experience without this intruding on the naturalness of domestic living.

As well as being a worthwhile educational experience in its own right, geography provides an excellent vehicle to enrich the wider curriculum by giving children a real context for their learning. Geography is well placed to make a significant contribution to the curriculum priorities of literacy, numeracy, ICT and citizenship.

The distinctive characteristics of geography allow it to contribute to the wider curriculum by providing children with opportunities to:

- develop and extend their investigative and problem-solving skills, including skills in number and ICT, inside and outside the classroom
- participate in a range of independent and collaborative learning experiences that extend their personal, social and study skills
- gain experiences that help them make connections between themselves, their communities and the wider world

- develop awareness and understanding of a range of peoples and cultures, and a respect for many different attitudes, views and beliefs
- recognise the need for a just and equitable society, and their own role in making this possible
- explore issues of environmental change and sustainable development, and develop the skills and attitudes necessary for active involvement as citizens.

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 GEOGRAPHY AND COMPUTING

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 helps students learning in geography by providing quick and effective access to large quantities and a variety of types of information. It can help them to investigate, organise, edit and present information in many different ways. The use of Geographical Information Systems (GIS) is integral to Geography and ensures the use of computing is fundamental to delivering Geography.

Using Computing skills can help students to:

- access, select and interpret information
- 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 geography, Computing can help students:

- enhance their skills of geographical enquiry
- extend their graphical and mapping skills, and their skills in statistical and spatial analysis
- provide a range of information to enhance geographical knowledge and provide raw material for investigation
- provide access to images of people, places and environments and how environments change
- support the understanding of geographical patterns and processes and environmental and spatial relationships
- enable them to simulate or model abstract or complex geographical systems or processes
- enable them to communicate and exchange information with other students and adults in their own school and in similar/contrasting regions
- contribute to students' awareness of the impact of Computing on the full range of human activities and the changing patterns of economic activities

#### 4.4 TEACHING AND LEARNING STYLES

Key elements of teaching methods in Geography are:

- Knowledge imparted by the teacher,
- Fieldwork
- Creative activities related to elements of the topic
- Question and answer
- Individual and group enquiries
- Use of a range of media presentation
- Use of Computing (including Geographical Information Systems)
- Use of a variety of printed and textual material
- Role play and drama
- Discussion and debate
- Story telling

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 others
- 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 student's own interests or questions
- Activities should, where appropriate, involve both independent and co-operative work
- Activities should encourage students to become more 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 (including Geographical Information Systems)

#### 4.5 PLANNING FOR GEOGRAPHY EXPERIENCES

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

Planning for Geography 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

Geography offers opportunities for students to:

- investigate a wide range of people, places and environments at different scales around the world;
- study geographical patterns and processes and how political, economic, social and environmental factors affect contemporary geographical issues;
- investigate how places and environments are interdependent;
- carry out geographical enquiry, including identifying geographical questions and developing their own opinions;
- carry out geographical investigations inside and outside the classroom;
- use a range of investigative and problem-solving skills and resources, including different types of maps and atlases, satellite images, aerial photographs, texts and ICT.

In geography, students acquire and apply knowledge and understanding of four aspects of geography:

- the ability to undertake geographical enquiry and use geographical skills;
- knowledge and understanding of places;
- knowledge and understanding of geographical patterns and processes;
- knowledge and understanding of environmental change and sustainable development.

##### 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 and young people 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 geographical knowledge and experience which 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 and fieldwork 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 Geography.
- 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 from:

- Written format
- Recording (oral and photographic)
- Displays
- Through use of computing and digital media
- Through witness statements created 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 GEOGRAPHY AS AN ACCREDITED SUBJECT

Accreditation in Geography is available for individual pupils through either GCSE or Entry Level, depending on ability and interest. Due to our personalised approach to learning, chronological age is not seen as a barrier to accreditation opportunities.

#### 4.8 PROGRESSION IN GEOGRAPHY

Progression includes:

- a steady acquisition of new skills, knowledge and understanding
- moving from familiar to unfamiliar contexts or places
- meeting needs which demand more complex or difficult solutions
- students' awareness of their growing capabilities in Geography be it knowledge or skills
- consolidation of skills in a range of contexts

Students should develop and consolidate the following:

- a gradual extension of content, increasing complexity, greater awareness and understanding
- a progression from the use of more generalised geographical knowledge to the application of abstract ideas
- opportunities to apply skills, knowledge and understanding in a range of relevant contexts.
- an appreciation of artefacts/texts and sources which are familiar and unfamiliar and which increase in complexity as abilities develop.
- use of information technology in open and closed research work.

##### 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 Geography NC programme of study, 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, across both SES establishments, we are continually evolving a 'fit for purpose' assessment framework to support staff in planning for progress, and to ensure an effective, consistent and quantifiable measure of student progress.

#### 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.

Geography provides 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
- recognises 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

- Geography is fundamental in promoting a sense of wonder and desire to explore the world, and fundamental to this the development of an understanding of scale, and how small changes such as climatic changes, can have extensive consequence, on both a local and world scale.
- Geography promotes the understanding of links between life and the processes, which create and shape it.
- Within Geography pupils are encouraged to reflect, one right and wrong, the impact of humans on others, ecosystems and land.

#### Moral

- Geography encourages exploration of impacts, which promote moral debate. For example, the impact human life has on the world and issues around population including overpopulation.
- Pupils are offered the opportunity to explore the different lifestyles of individuals, including individuals who live in shanty towns/favelas and how they are fair and unfair.
- Pupils explore controversial moral issues such as fair trade and food miles and the dilemma around importing food, including the consequences importing has on the wider world.

#### Social

- In Geography, young people explore social issues, including issues around population, migration and immigration and are encouraged to reflect on the impact of these processes on the world.
- Pupils are encouraged to look at ways they can make a difference, for example through lifestyle choices.
- Pupils are encouraged to be leaders in different situations, as well as to be able to work as part of a team without being in a lead role.

#### Cultural

- Pupils at SES are actively encouraged to develop an understanding of different cultures.
- In Geography pupils are taught about a range of cultures and traditions. We educate pupils in being able to understand the impact of beliefs and traditions of people, for example, marriage and death.
- Pupils learn about the impact of natural disasters on cultures and understanding the development of the world as a global community.

## 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 Geography are:

### Rule of Law

- Geography considers the impact of people on the planet and the way in which different groups are impacted whilst supporting pupils in developing their understanding of laws on a national and international scale.

### Democracy

- Geography encourages pupils to demonstrate understanding of the different perspectives that exist between groups of people around the world.

### Individual Liberty

- Geography uses examples from different case studies to consider the impact of land use on different individuals and how this impacts their liberties.
- Geography also supports pupils in developing an understanding of the rights of individuals, which may be dependent on location or culture.

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

- Geography teaches pupils about different faiths, and beliefs, fundamentally developing their knowledge and understanding of a range of cultures and traditions.
- In Geography case studies show pupils how different cultures live and encourage them to respect societies with different belief systems.