



DUKE OF EDINBURGH POLICY

Aims and Objectives

In teaching Duke of Edinburgh at Tor View School we aim to:

- Develop effective communication skills to enable learners to develop their individual potential to the full.
- Build self-confidence to enable students to work independently.
- Develop social skills to enable students to work cooperatively with others.
- Encourage creativity and enjoyment through a variety of forms.
- Encourage self-assessment, perseverance and responsibility.

Classroom Organisation / Teaching and Learning Style

The Duke of Edinburgh curriculum follows the Duke of Edinburgh achievement criteria for a Bronze award. In which students have to complete the 4 sections during school time and at home.

The Four sections: -

Physical – Students need to take part in a physical activity for an hour a week for 3 months.

Skill – Students need to take part in learning or developing a skill for an hour a week for 6 months.

Volunteering – Student needs to take part in volunteering for an hour a week for 3 months.

Expedition – Student needs to attend a 1 night/ 2-day expedition, which will include camping, walking for a minimum of 6 hours a day, cooking on camp stoves etc.

To enable the students to achieve the various sections targets have been broken down into skills checklists which incorporate small steps. The content and delivery has been modified to ensure appropriately challenging learning opportunities for students with moderate, severe and profound multiple learning difficulties.

Through their planning teachers provide students with opportunities to develop the skills associated with Duke of Edinburgh, including:

- First Aid
- Map Skills and Orienteering
- Preparation for Expedition

To facilitate the breadth of study each area has been incorporated within the scheme of work for that key stage. Teachers plan activities that are multi-sensory in their approach giving students opportunities to access the lesson in their preferred learning style and minimizing the limitations of any particular sense a student may have. As such activities contain aspects of each of the following learning styles.

- Visual – e.g. pictures, symbols, signs, models;
- Auditory – e.g. discussion, sound-effects, scripted role-play;
- Kinaesthetic – e.g. practical, hands-on experience.

Delivery Across School

Certain students in Key Stage 4 and 5 are chosen to complete the Duke of Edinburgh Bronze award.

Also an FE Taster group for Duke of Edinburgh is run. Where students can practice certain skills related to Duke of Edinburgh and the new cohort are chosen from this group to complete the Duke of Edinburgh the next year.

Lesson Outline

Lessons follow a three-part structure: the introduction sets the expected objective of the lesson. This is age appropriate, motivating, engaging and related to familiar experiences and interests of the students.

The main activity offers the opportunity to develop their Duke of Edinburgh skills through activities which are:

- Differentiated so as to match the conceptual and practical demands to student ability.
- Consider the physical needs of the learner and are adapted appropriately.
- Ensure it is possible to reach a satisfactory endpoint in the time available.

The plenary enables the class to collectively address misconceptions, share their work and progress towards the lesson objectives.

Assessment

Students are assessed using the skills checklist created for Duke of Edinburgh. This information is used to identify a top, middle and bottom student from each class for target setting. This then informs lesson objectives and ensures that they are SMART. Teachers use observations of each student at work to ensure students can progress towards achieving their target. At the end of the half term, assessments are carried out against the skills checklist by the teacher, based on

observations and a piece of work. This information is used formatively to identify future targets.

Monitoring

Termly evaluations are completed by the teacher along with samples of student work. These are collated by the Subject Leader who compares these against a portfolio of levelled work to ensure that progress is being made in line with expectations.

Cross-Curricular Links

This subject links to Geography and map reading skills.

Written By:	MD	
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	M Dutton	Nov 18