



**MUNTHAM HOUSE SCHOOL**

**DUKE OF EDINBURGH  
POLICY**

## **Duke of Edinburgh Policy**

### **Overview**

The Duke of Edinburgh Award is delivered from Year 9 to Year 13 as an additional qualification. The Award Scheme is started in Year 9 at Bronze level, with the option to continue onto Silver in KS4 and then Gold from KS5. Each DofE level is separated into four sections: Physical, Skills, Volunteering and Expedition. In each section, students will carry out an activity for a period of 3-6 months to improve either their fitness, a skill, interest or talent - being able to reflect on their journey in each section.

The DofE Expeditions are prepared for and assessed during term time with the supervision of staff, and this composes most of the timetabled Duke of Edinburgh lessons within school, where students will develop navigation, hiking, camping and teamwork skills. Work towards completing the other sections will also be supported in school, either through check-in sessions with a DofE leader or by carrying out an activity established through school, such as student mentoring. Ultimately, the school aims to provide a personalised programme for each participating student to ensure they fully engage with and enjoy the Award scheme.

### **Intent, Implementation and Impact**

#### **Intent**

Through the Duke of Edinburgh Award, students will develop their independence skills whilst demonstrating safe practice, strengthened by setting long-term goals through completing their Duke of Edinburgh portfolio. Furthermore, pupils will gain a greater understanding of how to successfully plan for upcoming events, through expedition preparation and evidence submission of their portfolio work.

#### **Implementation**

Duke of Edinburgh sessions in school are planned with expedition preparation in mind. All sessions revolve around problem solving and require individual and grouped work so that students can find the best working method for themselves. This reflects the intent: for pupils to develop collaborative working as well as independence through problem solving. Students require a good understanding of their environment to become the safe outdoor learners we aim for. Sessions involving foraging, environmental care, protection and upcycling of materials are incorporated into the Duke of Edinburgh curriculum.

#### **Impact**

The impact is measured through practice and qualifying expeditions. Each half term, students are assessed on elements of expedition skills, such as navigating or campfire cooking, with the aim of students completing assessments safely and able to justify their decision making. Alongside half term assessments, students are measured on how well they work together as a team, how self-sufficient they are and how they approach problem solving.

#### **Aims**

- To develop students' fitness and skills.
- To contribute to the enhancement of students' CVs and employability.
- To promote students' problem-solving skills.
- To promote students' independence.
- To develop students' teamwork.

- To educate students on environmental impact and issues.
- To promote a connection to the outdoors for students.
- To encourage student mentoring between MHC and Key Stage 3 and 4.
- To encourage helping in the local community/environment.

### **Objectives**

- Students have a sense of enjoyment in a personalised Duke of Edinburgh programme.
- To encourage students to explore outside their area of interest.
- To develop fitness, fine and gross motor skills through training for the Expedition section.
- To develop communication skills through preparation for the Expedition.
- To develop planning skills through preparation for multi-day Expeditions in which students will need to be self-sufficient (whilst also learning how to communicate for necessary support from staff).
- To learn the benefits of helping or becoming involved in the local community through the Volunteering section.
- To reflect on progression on each section activity (Physical, Skills and Volunteering).
- To commit a minimum of 3 months to an activity in the Physical, Skills and Volunteering sections (one of which must be completed for a minimum of 6 months).
- To update their eDofE profile with evidence of their chosen activities.
- To complete an Expedition as a group following the Duke of Edinburgh Expedition Aims and Requirements.
- To complete an Expedition as a group at the appropriate Award level (Bronze or Silver).
- To obtain an Assessor's report for each section activity to validate work towards being completed.

### **Teaching Guidelines**

In-school sessions have a clear objective that predominantly revolve around preparing students for their Expedition. As a result of the content, lessons typically take place outside and off-site, sometimes in very unfamiliar territory, where students develop navigation skills.

Teachers and leaders use a range of learning and teaching styles, incorporating individual, paired, group and whole group work into sessions. Students are taught through discussion, practical activities, games, problem solving, and encouraged to self-reflect on their training.

Teachers and leaders are aware that the abilities and attainment of students vary greatly, and therefore use a variety of methods to ensure suitable learning opportunities for all.

This is achieved through use of:

- Displays: information and supportive posters from the Duke of Edinburgh resource site.
- Targets: every student has a target relating to an Expedition skill which is located in their DofE work manual.
- Differentiation: short term and medium term plans are clearly differentiated to enable teachers to include all learners within a training session, with individual roles developed within an Expedition group (e.g. compass reader, map reader, field cook etc.)

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- Feedback and reflection: students reflect on their training through discussion with teachers and leaders. For the evidence uploaded onto their eDofE, students are further supported in reflective write ups for each section activity.

### **Curriculum Planning**

This is organised into three stages – short-term, medium-term and long-term:

#### **Long Term Planning**

Long term plans are based on the suggested calendar published by the Duke of Edinburgh Award, with the intention of carrying out the expedition during the late Spring/ early Summer term. The students are supported in choosing an activity for each section in the Autumn term to ensure section completion by the end of the academic year.

#### **Medium Term Planning**

Medium term plans take the long term plan and organise the teaching of Expedition skills into half-termly sections. These will take the form of the following:

- Navigation skills (compass and maps)
- Camp and cooking skills
- Bushcraft skills
- Route planning skills

#### **Short Term Planning**

Short term planning details the Duke of Edinburgh sessions that take place over the course of a half term. Daily sessions are planned in detail, and specific class objectives are set in accordance with the needs and aspirations of the students. Individual learning goals are set when needed for students in some sessions.

### **Monitoring and Assessment**

The Duke of Edinburgh scheme curriculum is monitored on a regular basis by the Duke of Edinburgh Coordinator, who examines students' eDofE profiles, section and completion and preparedness for the Expedition. The school's Coordinator is then responsible for feeding this information back to the local authority, from whom the license to deliver the award is obtained. The students are ultimately assessed using the Duke of Edinburgh Expedition Aims and Requirements for the Expedition section.

The Duke of Edinburgh Coordinator identifies the training needs of the staff and plans the training programs. The Coordinator also attends training for DofE coordinators run by the local authority.

Practice expeditions are only officially required at Silver level when the type of terrain is required to be more challenging. However, to assess Bronze students' level of progress, each half term has a planned 'trial day' which incorporates shorter challenges taken from the Duke of Edinburgh Expedition Aims and Requirements.

Students complete a self-assessment each half term using an electronic radar graph which is then used, along with formative assessments from lessons, for teachers to give a half-

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termly set of goals. At the end of each term, students are assessed through a day long expedition.

### **Monitoring the Effectiveness of the Policy**

Annually (or when the need arises) the effectiveness of this policy will be reviewed by the Head of Education and the nominated governor. Necessary recommendations for improvement will be made to the Governors.