



Excellence in Psychology & Care



South Craven School
SUPPORTED BY SOUTH CRAVEN ACADEMY TRUST

Adult Excellence

Professional Competency and Employability

- Well trained, up to date and competent.
- Reliable, organised and well presented.
- Use professional terminology and jargon.
- Observe safeguarding and ethical practice.
- Take responsibility for conducting duties, keeping tasks up to date and maintaining the quality of work done.
- Consult or refer to peers, supervisors or managers where appropriate.
- Maintain high standards and a positive attitude, even when under pressure.

Interpersonal Skills

- Empathises with the circumstances and needs of others, and is responsive to changes in their mood and condition.
- Has professional working relationships with others, showing patience, observing boundaries, accepting diversity, and collaborating reliably.
- Effective communication skills.
- Is flexible in working and is prepared to adapt to changes in their role and expectations in order to meet others' individual needs.

Evaluative and Reflective

- A critical thinker who is not prepared to accept the status quo, but is looking for ways to improve their practice and the outcomes for others.
- Is aware of health and safety, effective risk assessment and problem solving.
- Is a keen observer of the needs and outcomes of others, is aware of the need for risk assessment and safeguarding issues surrounding vulnerable individuals.
- Uses evidence to evaluate the efficiency of own practice and validates reflections with peers or supervisors where appropriate.
- Sets relevant goals for improvement, based upon own reflections.
- Recognises and reflects upon the impact of own values, beliefs and experience upon own interpretations and behaviour, and the effect this has on others.

Research and Literacy Skills

- Locate, access, evaluate and apply appropriately a variety of sources to support work and personal development.



- Where appropriate, is a competent practical research worker who is practiced in a range of techniques.
- Is able to communicate the findings of research to others effectively in written and verbal format.

Leadership, Management and Decision Making

- Provide leadership that generates ideas for improving practice and the use of resources.
- Prioritises how to manage time and resources effectively.
- Recognises how values, principles and assumptions may affect decision making.
- Maintains personal development and that of member of a team.
- Takes the lead in supervising safe practice, managing risk and accepting accountability.
- Works effectively across professional and agency boundaries, involving and respecting the contributions of others.
- Supports care users and vulnerable people, protecting them from abuse, educating and supporting them in making choices about their care needs.



Key Stage 5 Excellence

Professional Competency and Employability

- Use Unifrog and other resources to identify a clear progression route.
- Take the initiative to access appropriate work and other experiences to enhance understanding of the course and support progression.
- Behave and work in a way that is effective in developing learning and completing coursework tasks (monitored through self-assessment, reference to peers and via communications with subject teachers, the Sixth Form team, form tutor and SPM coach).
- Has at least 95% attendance and is reliable in producing homework and coursework to deadlines.
- Well presented work which is clear and filed appropriately.
- Allocate time to different subjects and activities thoughtfully.
- Access the homework app regularly to monitor tasks set and organise work to meet deadlines.
- Work in an orderly manner in practical lessons and group work.
- Use subject specific terminology and jargon within their written work and during lessons.
- Know who to go to with concerns in school or during work experience.
- Complete an examined unit on safeguarding and understand types, signs and symptoms of abuse; factors increasing vulnerability to abuse; how to respond to and prevent abuse (Health and Social Care students).
- Understand ethical guidelines and why they should be followed, and apply to schoolwork and during work experience.
- Keep up to date with coursework and homework.
- Record progress in learning logs and using Unifrog.
- Take responsibility for own outcomes.
- Improve understanding and address problems by discussing work.
- Is flexible and adapts to changes in timetables, teachers and topics whilst maintaining a positive attitude towards teachers and work.
- Respond promptly and positively to feedback.
- Resilient and make efforts to maintain standards and meet deadlines when working under pressure or when faced with challenges.



Interpersonal Skills

- Understand diversity through learning about the effects of participant variables, culture, gender, genetic/environmental influences on behaviour and mental/ill health (Psychology students).
- Learn about positive relationships, promote positive behaviour, taking a person-centered approach to care and safeguarding (Health and Social Care students).
- Pass on peer concerns to staff.
- Work effectively and appropriately with teachers, staff or those they meet on work experience (potentially in a caring role).
- Demonstrate skills within lessons and during enrichment activities.
- Accept that other students may not all work at the same pace.
- Meet agreed deadlines.
- Reliable when volunteering to take on a role or responsibility within school or work experience.
- Show effective communication skills when helping peers with schoolwork, acting as a Sixth Form Ambassador or on work experience.
- Listen to others and value their options and contributions during class discussion, during enrichment activities and/or work experience.
- Flexible in working in school and/or work experience where they may have to work earlier or later than they usually would.
- Interested to try out learning via a range of different teaching styles, classroom and lesson organisation, assessment and feedback styles and types of task.

Evaluative and Reflective

- Actively looks for ways to improve class, home and coursework, exam preparation technique and range of experience.
- Realise when peers may need help or support, or when own behaviour is impacting upon the learning of others.
- Evaluate the efficiency of own practice and validate reflections by discussing work with peers or with teachers.
- Use test results and feedback on homework and coursework, as a measure of understanding or the effectiveness of a revision technique.
- Set small, achievable targets to enable workload management and improve outcomes.
- Carry out an effective risk assessment for situations encountered during practical lessons, in classwork/examination scenarios or in work experience.
- Aware of health and safety procedures within school.



- Follow procedures such as wearing ID in school and work experience, and following safety protocols in practical work.
- Note when others may be disadvantaged or struggling and is willing to raise this with staff on their behalf.
- Is starting to become aware that their understanding of the world is based upon their upbringing, culture and experiences, and that people from different backgrounds will understand things differently and come to different conclusions - they apply this to their responses to learning and assessment tasks, and to their judgement of the behaviour of peers and of current affairs.

Research and Literacy Skills

- Access and comprehend information from websites, books and lessons relevant to completing coursework or as additional reading.
- Has an appropriate level of literacy and numeracy to access all aspects of the Level 3 course.
- May resit the Maths GCSE to improve abilities.
- Locate a range of different types of information source using different strategies such as internet search engines, personal communications and first-hand experience.
- Use resources such as Tutor2U and Seneca to support learning and revision.
- Select information that is relevant and appropriate.
- Evaluate critically the quality of source on factors including currency, relevance, accuracy authority and purpose (initially with guidance but with increasing independence).
- Use GRAVE to evaluate the strengths and limitations of the research studied used to support theory in Psychology.
- Apply techniques learned in Psychology Research Methods to answer examination questions and planning their own research project.
- Plan, execute and evaluate own research project into the effects of daycare (BTEC Psychology students).
- May complete an Investigation EPQ.
- Write fluent essays, coursework and potentially an EPQ project.
- Participate effectively in class discussion and verbally present answers to questions, give presentations, potentially including an EPQ presentation.
- Use footnote referencing throughout coursework text and construct a reference using the Harvard system.



Leadership, Management and Decision Making

- Carry out an objective and accurate peer assessment and provide feedback that helps others to understand how to improve work, and give a more in-depth understanding of the subject material and how to meet the assessment criteria.
- Participate in student voice activities or conversations with teachers that generate novel ideas for improving teaching practice and the use of resources.
- Use the homework app to manage independent learning.
- Produce appropriate quality work to the deadline.
- Use Google Classroom to complete coursework tasks or EPQ.
- Is self-aware and recognises how personal preferences may affect decision-making and allocation of time.
- Flexibility and willing to adapt own opinion based upon the views and experiences of others, or upon receiving more information about the issue.
- Puts themselves in the position of another person.
- Explain the same situation from at least three perspectives (Psychology students).
- Proactive in seeking out teachers to provide help and in finding/taking up opportunities to gain relevant practical experience, and is supportive of others doing the same.
- Seeks out work experience relevant to career goals.
- Takes the lead in group work; delegating and coordinating the activities of other group members.
- Involve and motivate others to focus upon the task and produce a useful outcome.
- Understand the concept of risk assessment when working with vulnerable groups, or assessing ethical issues before carrying out research in Psychology.
- Apply information and skills learnt in other topics, subject areas and enrichment activities to work.
- Actively work with staff to improve outcomes.
- Respect the contributions of others to class discussion and group work.
- Know when it may be necessary to speak to staff about concerns they have about the course, their own welfare or learning and that of others.



Key Stage 4 Excellence

Professional Competency and Employability

- Take the initiative to access appropriate information and experiences e.g. talking to family members or career professionals to enhance their understanding of the course and support progression.
- Learn about preparing for work placement and the responsibilities of an early key worker (Child Development students).
- Aware of safeguarding and know who to go to with concerns.
- Behave and work in a way that is effective in developing learning and completing coursework tasks, monitored through various methods.
- Reliable, organised, well-presented and has at least 95% attendance.
- Have the correct books, device and equipment for lessons.
- Access the homework app regularly.
- Work in a well-presented manner in practical lessons and group work.
- Communicate using professional terminology and jargon.
- Observe safeguarding and ethical practice.
- Understand that people should always be treated with respect and regard for their personal needs and wellbeing.
- Understand who to go to in school with concerns r.e. themselves or others.
- Take responsibility for conducting duties, keep tasks up to date, maintain the quality of work done and meet deadlines, even when working under pressure or challenges.
- Record progress in learning logs and using Unifrog.
- Take responsibility for own outcomes by focusing during lessons, accessing help and attending support sessions where necessary.
- Consult or refer to peers, supervisors or managers when appropriate.
- Improve understanding and address problems by discussing work.
- Flexibility and maintain high standards and a positive attitude.
- Adapt to changes in timetable, staff and topic with a positive attitude.
- Respond promptly and positively to feedback.

Interpersonal Skills

- Supportive of peers, teaching and support staff.
- Adapt own behaviour accordingly.
- Pass on concerns to staff if there is suspicion of a peer experiencing issues.
- Work effectively with staff while maintaining appropriate boundaries.



- Learn about inclusion and the importance of learning about individual children and differentiating activities for them (Child Development students).
- Accept that other students may not all work at the same pace.
- Effective communication skills.
- Listen to others and value their contribution to class discussion.
- Flexible in working in school and willingness to try out learning via a range of teaching styles.
- Patient and supportive when others are struggling with a task or understanding a concept.

Evaluative and Reflective

- Look for ways to improve work, exam preparation and experiences.
- Realise when peers need support, or when own behaviour is impacting up on the learning of others.
- Use test results and feedback on homework and coursework.
- Evaluate the reliability and validity of results from Science practical work.
- Analyse own learning style and strategies (Child Development students).
- Note when others may be struggling and raise this with staff on their behalf.
- Work towards small, achievable targets.
- Awareness of health and safety, safeguarding, effective risk assessment, problem solving and procedures within school such as fire protocol.
- Acting in a safe manner on school site, especially in practical lessons.
- Identify risky behaviour and potential consequences in their own experience.
- Recognise and reflect upon the impact of own interpretations and behaviour, and on others.
- Understand that background and culture can affect people's expectations.

Research and Literacy Skills

- Use lesson notes and text books to inform studies and use websites to provide additional information to include in coursework.
- Apply personal experience and information gathered.
- Realise that not all sources of information are of the same quality and evaluate sources on authority, truthfulness and potential bias.
- Evaluate the reliability and validity of results (Science students).
- Carry out practical work safely in Science, Design and Technology, Textiles and Art.
- Write clear and well-presented examination responses and coursework.



- Use footnote referencing throughout coursework text and compile a reference list of URLs.

Leadership, Management and Decision Making

- Able to be a 'critical friend' and make suggestions to others.
- Participate in student voice activities or appropriate staff conversations.
- Prioritise activities and manage time effectively.
- Produce good quality coursework and keep tasks up to date.
- Address and complete classwork tasks.
- Follow instructions to complete tasks.
- Focus and avoid distractions at home and in school.
- Give opinions but willing to accept there may be other viewpoints.
- Beginning to put themselves in the position of another person.
- Ask for help if needed and is supportive of others and offers help.
- Willing to volunteer for tasks and activities in class.
- Take the lead in group work; delegating, coordinating and motivating.
- Understand risk assessment in the context of early years care.
- Identify risks within a situation and suggest ways of minimising risk.
- Apply skills and information learned elsewhere to scenarios.
- Respect the contributions of others to class discussion and group work.
- Know when it may be necessary to speak with staff about concerns.



Key Stage 3 Excellence

Professional Competency and Employability

- Learn about cells and organisation, the skeletal and muscular systems, nutrition and digestion, gas exchange systems, reproduction, inheritance, chromosomes, DNA and genes and the effects of recreational drugs on behaviour, health and life processes (Science students).
- Talk to family members or career professionals to enhance understanding.
- Follow school rules and protocols for health and safety, and observe safeguarding and ethical practice.
- Aware of safeguarding and knows who to go to with concerns.
- Behave and work in a way that is effective in developing learning.
- Respond to outcomes of self-assessment and communications.
- Reliable, flexible, maintain high standards, have a positive attitude, organised, well-presented and has at least 95% attendance.
- Have the correct books, device and equipment for lessons.
- Access the homework app regularly.
- Work in an orderly manner in lessons and group work.
- Learn the importance/ways of taking increased responsibility for own physical health and personal hygiene, characteristics of mental and emotional health, a range of healthy coping strategies and maintaining a balance between work, leisure and exercise (PHSE students).
- Use relevant subject specific terminology and jargon.
- Understand that people should always be treated with respect and regard.
- Understand who to go to in school with concerns.
- Take responsibility for conducting duties, keep tasks up to date and maintain the quality of work done.
- Meet homework and coursework deadlines, and reliability in communication.
- Record progress in learning logs and using Unifrog.
- Take responsibility for own outcomes by focusing during lessons, accessing help and attending support sessions where necessary.
- Consult or refer to peers, supervisors or managers when appropriate and improve understanding and address problems with discussions.
- Adapt to changes in timetable, teacher and topic.

Interpersonal Skills

- Empathise with peer and staff.



- Learn the impact of stereotyping, prejudice, bigotry, bullying, discrimination, feelings, abuse, relationships, boundaries, behaviours, communication skills, gender, disability, roles, responsibilities and passing on concerns (PHSE students).
- Work effectively with subject teachers and pastoral staff while maintaining appropriate boundaries.
- Show effective communication skills during various work situations.
- Accept that other students may not work at the same pace.
- Interested to try out learning via a range of different teaching styles.

Evaluative and Reflective

- Look for ways to improve work, exam preparation and experiences.
- Realise when peers need support, or when own behaviour is impacting up on the learning of others.
- Use test results and feedback on homework and coursework.
- Evaluate the reliability and validity of results from Science practical work.
- Understand which learning strategies work best and apply them.
- Work with others to achieve small, achievable targets to enable them to manage workload and improve outcomes.
- Learn to accept feedback, core values, personal strengths, targets, risk, emergencies, risky situations and challenges (PSHE students).
- Awareness of health and safety procedures e.g. fire protocols and safeguarding.
- Act in a safe manner on the school site, especially in practical lessons.
- Identify risky behaviour and potential consequences.
- Note when others may be struggling and willingness to raise this with staff.
- Understand that differences can affect people's needs and expectations.

Research and Literacy Skills

- Use lesson notes and text books to inform studies and use websites to provide additional information to include in coursework.
- Apply personal experience and information gathered.
- Realise that not all sources of information are of the same quality and evaluate sources on authority, truthfulness and potential bias.
- Learn to apply sampling techniques, mathematical concepts, data, SI units, data analysis, predictions, enquiries and observations (Science students).
- Communicate research findings to others through practical write-ups and class discussion, explaining how they support or challenge.
- Identify patterns in data and draw conclusions from measurements.
- Identify further questions arising from results.



- Learn about own identity as a learner, preferred style of learning and develop study, organisational, research and presentation skills.

Leadership, Management and Decision Making

- Able to be a 'critical friend' and make suggestions to others.
- Participate in student voice activities or appropriate staff conversations.
- Learn to develop communication skills, team working, recognise personal qualities and what influences choices (PHSE students).
- Prioritise activities and manage time effectively using the homework app, and attend Xtra Time if needed.
- Recognise how own preferences may affect decision making.
- Proactive in asking for help when needed and encourage others.
- Take the lead in group work; delegating and coordinating activities.
- Involve and motivate others to focus and produce a useful outcome.
- Respect the contributions of others to class discussion and group work.
- Know when it may be necessary to speak with subject teachers or pastoral staff about concerns they have about the course, their own welfare or learning about the welfare or learning of others.



Key Stage 2 Excellence

Professional Competency and Employability

- Recognised by attainment in Key Stage 2 SATS and supported by CAT test results.
- Learn practical activities linked to human nutrition, skeletons and muscles, teeth, the digestive system, changes from birth to old age, diet and exercise (Science students).
- Learn school rules about health and safety, basic emergency aid procedures, where and how to get help, responsibilities, bullying and abuse, concerns, confidentiality and secrecy (PHSE).
- At least 95% attendance.
- Reliable in producing classwork and project work.
- Make sure information and equipment is carried between school and home.
- Ensure messages are delivered.
- Work in an orderly manner in practical lessons and group work.
- Produce well-presented work.
- Use subject specific vocabulary and terms in lessons and conversation.
- Accept positions of responsibility within the school or representing the school e.g. sports, group work, maintaining tidiness in the school environment etc.
- Complete topic work and homework to deadlines and to the accept standard.
- Refine work and solve problems using SNOT (self, neighbor, other, teacher).
- Adapt well to changes in routine, topic, teaching or support staff.

Interpersonal Skills

- Empathise with peer and staff.
- Learn that other people have their own feelings and this affects how others should respond to them.
- Pass on concerns to staff if there is suspicion that a peer is experiencing problems.
- Learn feelings, discrimination, teasing, bullying, behaviour, actions, relationships, boundaries, stereotypes, identities etc. (PHSE students).
- Work effectively with teaching, pastoral and support staff while maintaining appropriate boundaries.
- Accept that other students may not all work at the same pace.
- Communicate information clearly to others in a way they can understand.
- Take the time to listen to others and value opinions and contributions.
- Interested to try out learning via a range of teaching styles.



Evaluative and Reflective

- Realise when own behaviour is impacting upon the learning of others.
- Start to use test results and feedback on homework.
- Learn to evaluate whether own work was a 'fair test' (Science students).
- Start to develop personal techniques to help them achieve and work with teachers and parents/carers to set small, achievable targets to improve outcomes.
- Reflect and celebrate own achievements, identify strengths and areas for improvement, set high aspirations and goals, recognise when help is needed, differentiate between terms and recognise, predict and assess risks in PHSE.
- Awareness of health and safety procedures within school and act in a safe manner around the school site, as well as identify risks.
- Supportive of peers and notices when struggling and raise this.
- Understand that difference can affect people's needs and expectations.
- Participate in discussions about books in English, and build on ideas.

Research and Literacy Skills

- Research, discuss and debate topical issues in PHSE.
- Write legibly, fluently and with increasing speed in English, as well as using the first three or four letters of a word to check spelling; meaning or both of these in a dictionary, use a thesaurus, use content pages and indexes to locate information, retrieve, record and present information from non-fiction, distinguish between statements of fact and opinion, discuss understanding of books, provide reasoned justifications and use notes where necessary.
- Learn how to understand what variables are and how to control them in Science, as well as take measurements from a range of equipment; gather and record data, use test results to make further predictions and make conclusions on the test carried out, orally and in writing.
- Learn how to research, discuss and debate topical issues in PHSE, as well as problems and events that are of concern and offer recommendations to appropriate people.
- Plan writing, drawing on reading and research, draft and write, evaluate, edit and proof read.

Leadership, Management and Decision Making

- Develop strategies to resolve disputes and conflict; make informed choices, recognise opportunities, resolve differences, work collaboratively towards shared goals and realise the consequences of behaviour in PHSE.



- Follow instructions and complete homework and project tasks to deadline.
- Take the opportunity to read outside of the classroom.
- Willingness to help others in class.
- Support care users and vulnerable people, protecting them from abuse, educating and supporting them in making choices about their care needs.
- Work effectively across professional and agency boundaries, involving and respecting the contributions of others.

