

**Assessment in PSHE: Putting it into Practice**  
**A CPD Handbook**

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The PSHE Subject Association is committed to helping teachers and other PSHE professionals to better plan, manage, deliver, monitor and evaluate PSHE provision.

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## Introduction

This resource has been developed from a piece of work originally produced by the DCSF (formerly the DfES) PSHE Regional Adviser Team working on a national PSHE Continuing Professional Development (CPD) project 2004-5.

The research undertaken with Local Authority PSHE Advisers during the project identified a need on the part of PSHE classroom deliverers, schools and those providing CPD for professionals, for further practical support with understanding and implementing assessment within PSHE as a curriculum area.

This need (or gap in provision) has also been highlighted by Ofsted on several occasions (2005, 2006, 2007) and by schools themselves (National Children's Bureau (NCB) scoping exercise for Subject Association 2005).

*'In all schools, personal, social and health education (PSHE) played a positive role in promoting pupils' health and wellbeing, but effective assessment of it, linked to clear learning objectives and outcomes, was absent. Little use was made of the assessment guidance from the Qualification and Curriculum Authority (QCA)'*

*'Healthy Schools, Healthy Children', Ofsted July 2006*

This handbook is intended to be a comprehensive practitioner's resource. It draws on several existing excellent resources for assessment; it revisits background information about assessment generally and then seeks to support the PSHE practitioner with the application of assessment strategies in the teaching and learning setting. It also seeks to support colleagues designing and providing CPD opportunities for assessment in PSHE.

This resource will be of particular relevance to:

- those with responsibility for co-ordinating PSHE
- teachers and other staff who deliver PSHE or PSHE CPD
- teachers, staff and other professionals who support the delivery of PSHE (such as learning support assistants or Community Nurses)
- advisers and consultants who deliver PSHE CPD
- school recording and reporting co-ordinators/leaders.

The resource is divided into four main sections.

Section 1: **Assessment and PSHE**, provides a theoretical background to assessment and how this applies to PSHE. It includes:

- the role and purpose of assessment
- key types of assessment
- skills and strategies involved in assessment
- self-, peer and teacher led assessment
- ideas on how to evidence, record and report progress and achievement.

Section 2: **Putting Assessment into practice**, presents practical assessment, recording and reporting examples, including:

- questions to help in planning for assessment
- examples of how commonly used teaching activities can be used for assessment purposes
- a starting point for consideration of what 'Working towards' and 'Working beyond' may mean
- examples of how to record and report outcomes.

(Section 2 will be further developed with the association membership in the next few months)

Section 3: **Training sessions and activities for Assessment in PSHE**, includes:

- a training programme on assessment, using a range of useful activities and a PowerPoint presentation
- training notes to deliver the programme.

Section 4: **Support Materials**, includes:

- additional materials referred to within the training programme above, and a link to accessing the PowerPoint presentation.

## **Terminology**

### **PSHE**

Refers to the school's planned curriculum programme of learning opportunities and experiences, specifically to promote children and young people's personal, social and health development and help them grow as individuals and as members of families and communities.

PSHE equips children and young people with knowledge and practical skills to live healthy, safe, fulfilled and responsible lives. PSHE also enables them to reflect on and clarify their own values and attitudes, and explore the complex and sometimes conflicting range of attitudes and values they encounter now and in the future.

### **Parents**

The term 'parents' is used to refer to mothers, fathers, legal guardians and the primary carers of children and young people in public care.

### **Children and young people**

For the purposes of this resource 'children' refers to those younger than 11 years of age and 'young people' refers to those between the ages of 11 and 19.

### **Learner**

The term 'learner' is used to refer to children and young people in schools (pupils/students).

**Learning Objectives**

Learning objectives are what the teacher (or others) intends learners to learn.

**Learning Outcomes**

Learning outcomes are what is expected from the learner as a result of a task or session, i.e. how achievement will be demonstrated by the learners.

## **Section 1: Assessment and PSHE**

### **What is Assessment?**

To be successful independent learners, children and young people need regular opportunities to reflect on and identify what they have learnt, what needs to be learnt next and what they need to do to continue their learning. This may be to compare their progress against their own starting point or that of others, or to measure their progress with reference to an external standard, such as end of key stage indicators.

Teachers and other professionals also need to be clear about the progress and achievements of the children and young people they teach, and how their learning might be improved.

To enable this to happen, assessment has to be an integral part of the teaching and learning process and focus on clear learning outcomes related to the curriculum, and not on behavioural outcomes only.

When used effectively, assessment:

- helps to set clear expectations for standards and achievement
- relates closely to specified learning outcomes
- focuses on the learner rather than the teacher
- concentrates on what is learned, understood or achieved, rather than what is 'taught'
- emphasises progress and achievement, rather than failure
- motivates learners because they become partners in the assessment process
- enables learners to become aware of the 'how' of their learning, as well as the 'what'
- assesses what is valuable and relevant for the learner, and not merely what is easy to assess
- identifies strengths and how to develop them further
- identifies areas for development/weaknesses and how they might be addressed
- enables all learners to make progress, achieve and have their efforts recognised
- ensures progression in teaching and learning.

QCA has identified five key factors that are essential for improving learning through assessment:

- the provision of effective feedback to learners
- the active involvement of children and young people in their own learning
- adjusting teaching to take account of the results of assessment
- recognition of the profound influence assessment has on the motivation and self-esteem of learners, both of which are crucial influences on learning



- the need for learners to be able to assess themselves and understand how to improve.

(Qualifications and Curriculum Authority (QCA), 2005)

These factors highlight the importance of learners participating in the learning process through the setting of personal learning goals, clearly knowing what the success criteria are and how they can achieve them, and monitoring their own and others' progress.

This in turn enables them to collect a range of evidence of their progress and achievement, to demonstrate and celebrate their achievements, to feel confident about their progress and gain credit for active participation.

Assessment should not be confused with **Evaluation**, even though the terms are sometimes used in an interchangeable, but inaccurate way. Assessment involves the application of a range of activities designed to gauge aspects of learning for a variety of purposes, the most common being to assess what has been learnt and what needs to be learnt. Evaluation is concerned with finding out how effective activities, materials and approaches have been in achieving the aims and objectives of a learning experience, and their impact on the target audience.

Based on this understanding of the terms, assessment of children or young people's learning may contribute to an evaluation of whether an activity has been successful or worthwhile, but is not the same as the evaluation process.

### **What does Assessment mean for PSHE?**

The National Children's Bureau (NCB) has defined assessment in PSHE as a range of activities that includes:

- informing the learning process through identifying needs
- completing the learning cycle effectively by providing opportunities to reflect upon what has been learnt and how it can be put into action, thus having the potential to affect behaviour change
- collecting information to certify achievement and competence and inform others. (NCB, Nov 2004)

This reinforces the understanding that assessment in PSHE has the same purposes as the use of assessment in others areas of the curriculum. However, in PSHE the various forms of assessment are not necessarily formalised or even recognised as assessment by some, but are built in as an integral part of learning.

Formal assessment in PSHE has frequently been perceived as a 'personal judgement' of an individual's own values, beliefs or behaviour. For this reason assessment in PSHE has often been dismissed as lacking rigour, not 'do able' or avoided altogether. (Ofsted 07)

This perception is incorrect and needs to change, as assessment is just as necessary and valid in PSHE as in all other areas of learning. All teachers and learners, irrespective of the subject area, need to establish whether, and to what extent, learning outcomes have been achieved, and to know how to make further progress.

It may also be appropriate in certain circumstances to judge who has achieved most in a group, even though this may be seen as unnecessarily competitive and judgemental of an individual's ability. However, sensitively handled, such as in the context of a group achievement, where both teachers and learners have contributed to the assessment, it can be used positively.

Some aspects of learning in PSHE lend themselves more easily to formal assessment than others. For example, knowledge of facts is the least difficult aspect to assess, whereas assessing the development of skills or the consideration of attitudes and values, may need a greater range of formal and informal strategies and more open-ended approaches. Reflective practitioners use a variety of forms of assessment in their work. We have provided some assessment activities in this guidance to help you, and intend to extend the range of suggestions over time as we build on this resource with the association membership..

It is also important to remember that not every activity or piece of work has to be assessed. The learning outcomes provide both teacher and learner with a focus for learning, and active participation is in some cases the intrinsic reason for an activity.

### **How Assessment contributes to effective PSHE**

Effective practice in PSHE delivery is characterised by:

- clear learning outcomes, shared with the learner
- a learning climate that clarifies boundaries, maintains respect, and enables learners to discuss information and issues (including those which may be sensitive or spontaneous) safely and effectively
- the use of active learning and participatory teaching methods
- teachers challenging prejudice and/or misinformation and enabling learners to reflect on their own and other people's views and their learning
- relevant provision based on identified learning needs.

Based on this description, it is clear that assessment in PSHE needs to:

- be planned from the beginning as an integral part of teaching and learning
- reflect the learning and achievements of **all** children and young people
- involve learners as partners in the assessment processes, for example through discussion about learning objectives and desired outcomes, and by providing regular opportunities for learners to give and receive

feedback on their progress and achievements, helping them identify what they should do next

- measure all learning and development which has value in PSHE, and not value only those aspects that are easy to measure
- reflect evidence of progress in skills of enquiry, communication and active participation, as well as knowledge and understanding
- reflect the principles of inclusion and range of learners' learning styles and intelligences
- not judge the worth, personality or value of an individual or their family
- provide opportunities for learners to collect evidence of their achievements, using where possible, appropriate existing mechanisms
- raise standards and achievement.

(Adapted from 'Citizenship', QCA 2002)

### **Key types of Assessment**

When we begin to plan for assessment as an integral part of the teaching and learning process it is important that we are clear about its purpose (why assess?) and its nature (what type of assessment?).

Effective assessment will be fit for purpose and will enhance the learning and not hinder it. Too often assessment can be seen as a tick box exercise imposed on a programme for external processes, and not owned by the learner or the teacher. If this is the case, the learning experience can become skewed to focus only on what has to be assessed, at the expense of those things that are not overtly required, or in some cases only valuing what is easy to measure, as opposed to measuring what we value.

### **Baseline assessment**

Most teachers will undertake some form of **baseline (or needs) assessment**, prior to teaching a topic or unit of work, to determine where to start and to guide them in how the work should be developed. This will inform their own planning and ensure that their lessons are suitable and relevant to each group's needs and abilities.

This will help teachers to:

- identify what is already known
- clarify learning needs
- identify any special educational needs
- determine where to start
- decide how the work should be developed, including selecting appropriate language and resources.

(Adapted from 'Assessment, Evaluation and Sex and Relationships Education', NCB 2004)

A quick and effective baseline assessment method is a word/brainstorm in which learners are asked to call out in any order their ideas on a specific statement such as 'Advantages and disadvantages about different methods of contraception...' or 'All the people we can think of who could help us if we had a problem...'. The ideas are recorded and used to set the content and learning objectives collaboratively to meet the needs of the individual or group. For younger children, 'Draw and Write' activities provide a useful baseline assessment method.

### **Formative assessment**

Generally known as '**assessment for learning**' (**AfL**), formative assessment has become familiar over recent years, as it features strongly in both the DCSF (formerly the DfES) National Primary and Secondary Strategies. Its essential characteristic is that it cannot be about 'being done **to**', but has to be about 'being done **with**' the learner.

Assessment for learning:

- involves sharing learning goals with learners – what do we want to achieve?
- aims to help learners know and recognise what they are aiming for
- actively involves learners in their own assessment
- uses effective questioning techniques
- provides feedback, which leads to learners recognising their next steps and how to take them
- promotes confidence so that everyone can improve
- involves both teacher and learner reviewing and reflecting on collected information.

(Adapted from 'Assessment for learning: beyond the black box', Assessment Reform Group 1999)

See Section 2 for a range of activities that can be used for formative assessment purposes.

### **Summative assessment**

Summative assessment or '**assessment of learning**' (**AoL**) is any assessment which summarises what has been learnt (in terms of both attainment and achievement) at a given point in time and is generally carried out at the end of a piece or unit of work.

Progress and achievement is judged either in relation to a set of external criteria such as end of key stage indicators or a personal education plan (PEP), or in relation to the achievements of others (relative position in the class). It may also include progress in relation to action plans developed by children and young people with a key worker such as a Learning Mentor, Connexions Adviser or Social Worker.

Both the Primary and Secondary National Strategies emphasise the need to allow enough time at the end of lessons to recap on the original learning objectives and to consolidate learning, otherwise learners could go away having enjoyed the activities but not knowing what the point of the lesson was.

Examples of summative assessment activities include:

- a TRUE and FALSE quiz following on from a piece of work, such as the changes that happen at puberty, to identify what has been learnt and whether there are still any areas of confusion or gaps in learning
- presentations by the learners
- group sculpture
- before and after statements
- closing rounds such as ‘One new thing I have learnt today is...’ or ‘One piece of advice for staying safe is...’

Assessment activities which are more open ended are more suitable for assessing understanding of different values, attitude and beliefs.

Within formal educational settings, summative assessment has been most commonly linked with accreditation. This is a somewhat narrow view, centring on a particular use of summative assessment, and is often linked with knowledge-based outcomes and pressure to produce ‘evidence’ of learning for external bodies.

The results of summative assessment are usually used to provide quantitative evidence for reporting to parents, teachers and other professionals and in developing future learning goals.

The results of summative assessment can also be used to celebrate achievement and success for learners and providers. This is a vital part of valuing individuals, raising self-esteem and modelling positive behaviours for relationships. Ways of doing this include displays, publication of leaflets, presentations, merits and through nationally accredited award schemes such as ASDAN (The Award Scheme Development Accreditation Network).

### **Summary of the key types of assessment as practised in PSHE**

<b>Type</b>	<b>Purpose</b>	<b>Possible Activities</b>
<b>Baseline assessment (or needs assessment)</b>	To determine need through gaining an understanding of prior learning, existing knowledge and abilities. Provides a starting point for planning to ensure	Thought-shower/word/brainstorms; structured discussions; quizzes; draw and write activities; value continuums; ‘everything we know about...’ sheets.

	sessions and learning objectives are relevant and appropriate to meet the needs of the group.	
<b>Formative assessment (Assessment FOR Learning)</b>	To provide reflection and evidence for use by both learners and providers, to decide where they are in their progress against agreed learning objectives, in order to determine where they need to go next and how to get there.	Role-play; self-reflection diaries; group observations; one-to-one discussions; presentations; course work.
<b>Summative Assessment (Assessment OF Learning)</b>	To summarise progress and achievement at the end of a piece/unit of work or period of time, against a set of criteria.	Displays; quizzes; presentations; written assignments; observed group activities; self- or peer assessment reviews; closing rounds; before and after statements.

### Questioning skills

High level questioning may be used as an effective tool within the assessment process. Not only can teachers use questions to find out what learners know, understand and can do, but also to analyse learners' responses and their questions. Questions may also reveal what learners' specific misconceptions are in order to target teaching more effectively.

Some questions are better than others at providing teachers with assessment opportunities. Changing the way a question is phrased can make a significant difference. For example, if a teacher wishes to find out if learners know the properties of prime numbers they could ask the question 'Is 7 a prime number?', to which the answer will be limited to a response such as 'yes, no, I think so or don't know'. This does not provide the teacher with enough information to make an effective assessment of the learner's understanding of prime numbers.

Changing the question to 'Why is 7 an example of a prime number?' will be much more effective a question, as it will do several things such as:

- it helps the learners recall and apply their knowledge
- the response requires a higher degree of articulation
- it requires learners to explain their understanding of prime numbers to justify their reasoning
- it provides the opportunity to make an assessment without necessarily asking supplementary questions.

Other effective question stems include:

- how can we be sure of that...?
- how would you explain...?
- what does that tell us about...?
- is it always/ever true that...?
- what is different about...?

(Adapted from 'Assessment for learning guidance' QCA 2007)

### **Feedback strategies**

Giving feedback is an essential element in assessment and is a skill that can be learned and developed by both teachers and learners, and within peer groups. It helps participants to correct misapprehensions, respond to suggestions, recognise what is positive and see how they may make changes to achieve their aims.

When using assessment for learning strategies, for example, it is recommended that teachers move away from giving marks (such as out of 10), with comments that may not be related to the learning outcomes (such as 'try harder'), and move towards giving feedback in the form of advice to help the learner improve in the specific activity. This will help to move the learner forward in their understanding. Interestingly, research has shown that oral feedback is more effective than written feedback, and feedback on progress over a number of attempts is more effective than feedback on one attempt treated in isolation.

Constructive feedback should:

- be clear, specific, honest and kind
- start with comment on the strengths of the work being assessed, before areas for improvement
- be based on specific success criteria, not general impressions or opinions (the teacher needs to ensure that feedback is clearly understood before moving on)
- always end on a positive note of encouragement.

Handled well, feedback can contribute positively to an individual's confidence and self-esteem, as it intrinsically respects their individuality and self worth. Handled poorly, it can have a very negative effect on motivation and progress. Developing trust between teacher, learner and peers, and the use of negotiated ground rules, will help to establish a comfortable and safe learning environment in which to give and receive feedback.

During the process of giving and receiving feedback it may help to offer the learner a self-assessment opportunity prior to inviting others to comment. For

example, a young person may say to the group what s/he thinks about a piece of work or presentation, before others give their feedback.

(See also 'Laying the groundwork for self- and peer Assessment' in Section 1)

### **Who should be involved in Assessment?**

We have seen that assessment can have several different functions. Once the **purpose** and **nature** of an assessment is clear, another aspect of the process is to decide **who** is going to be involved in the assessing?

We might consider:

- whose learning and progress are we assessing?
- who are we assessing for?
- what could/should be assessed by me as the teacher?
- what could/should be assessed by the learner?
- who else could/should be involved in the assessment process?

### **Models of Assessment**

OFSTED suggests three models of assessment for use in PSHE:

- self-assessment
- peer assessment
- teacher led assessment.

#### **Self-assessment**

Self-assessment involves learners in taking responsibility for monitoring and making judgements about aspects of their own learning, setting targets relating to specific goals, and understanding what they need to do to help them to make progress. It can be used to assess the 'end results' but it is also a learning process in itself, thus it can be both formative and summative.

Using generic prompt questions can shape self-assessment. For example, you might use some broad, open questions such as:

- what have you learnt today?
- what new skills have you developed?
- how do you think you will use them?
- what have you considered today?
- do you think differently about anything now?
- will you do anything differently now?
- what else do you need to know or think about?
- what did you find most difficult or challenging?

Followed by more specific questions such as:

- why did you find it difficult or challenging?
- what would help?
- who could help?



- do you know how to access help?

Asking learners to look at examples of other people's work that does and does not meet the assessment criteria, can help them to understand what was required from a task or the different approaches they could have taken, and to assess the next steps they might need to take. It is often helpful if the work is from learners they do not know.

A learning or reflective diary is also a good introduction to self-assessment. This too may be guided with generic questions to form a framework, but has the added advantage of building up an evidence portfolio of development at the same time. The frame can be as simple as:

- what we did
- what was interesting
- what I did well
- what I need to or would like to do next.

### **Peer assessment**

Peer assessment provides a useful way of encouraging learners to make judgements about the knowledge, understanding, skills, confidence and participation of their peers. This helps individuals to clarify their own ideas and understanding of both the learning intention and the assessment criteria, and provides opportunities for them to give constructive feedback to their peers.

This type of assessment is not for the purpose of ranking, because if learners compare themselves with others, rather than their own previous attainment, those performing better than their peers will not be challenged, and those performing worse may be demotivated. ('Assessment for learning guidance', QCA 2007)

Peer assessment must be carefully managed in order to avoid any potential embarrassments or hurtful comments. This can be done by establishing a safe, trusting environment where a culture of success is promoted, and by teaching how to offer constructive feedback.

### **Teacher led assessment**

Teacher led assessment involves the teacher identifying, monitoring and making judgements about aspects of each learner's learning, usually on an individual basis but sometimes on a group basis. It may involve baseline, formative and/or summative forms of assessment and be done formally or informally.

## Summary of the different models of assessment as practised in PSHE

Model	Description	Methods
<b>(Learner) Self-assessment</b>	Individual reflects on their own learning in terms of e.g. knowledge, understanding, skills, attitudes, values, confidence and participation. They may set their own targets and monitor their own progress. Can be formative or summative and done at any time during the learning process.	Private reflection, one-to-one or in group context. Activities include: diaries; check-lists; portfolios; displays; draw and write activities; before and after comparisons.
<b>Peer assessment</b>	Peers reflect and make judgements about e.g. each others' knowledge, understanding, skills, confidence, participation and role within a group. Involves giving and receiving constructive feedback. Requires a safe learning environment and mutual trust. Can be formative or summative and done at any time during the learning process.	Usually in small groups. Activities include: oral feedback; graffiti sheets; presentations; video or audio tapes.
<b>Teacher led assessment</b>	Teacher reflects and makes judgements about a learner's starting point and needs, development, progress, achievement and participation. Involves giving constructive feedback about performance and next steps. Can be formal or informal and baseline, formative or summative. Is structured and linked to clearly identified criteria. Often used for session planning at the beginning of a piece of work, and for recording and reporting purposes.	Individual, small or large group activity. Can support self- and peer assessment by identifying contributions and highlighting strengths and areas for development. Activities include: observation; questioning; listening; reviewing written work or portfolios; reflection on each learner's contribution to discussion, role-play or drama; end-of-unit tasks or tests.

### Laying the groundwork for self- and peer Assessment

Self- and peer assessment are useful approaches as they provide a structure for discussion about the work or activity, and its application to an individual's circumstances. They can be useful methods to evidence levels of engagement as much as an achieved outcome. They also enable learners to understand the

subjective nature of judgements in some areas, and the need to reference their own work and learning for themselves.

Self- and peer assessment should not be about passing or failing, as this may have far greater ramifications for a person's self-concept and self-esteem than is often realised. The way feedback is given or commented upon can deeply influence an individual's view of themselves or others around them and, more importantly, impact on their future actions and behaviours.

The language skills necessary for effective feedback may be developed through literacy frameworks. This could be through addressing either the format of the feedback or the language itself, for example, by taking a statement of criticism and rephrasing it into a helpful suggestion or constructive comment.

Original	Rephrasing
'You had lots of big ideas but we got nothing done. It was a waste of time'	<p><b>Consider:</b> What can be learnt from the mistakes? Nothing is a waste of time if we use what we have learnt to improve things next time.</p> <p><b>Change to:</b> 'You have lots of great ideas but we could do more if we agree on one idea first, then work out how to do it'</p>
'You spent all your time on the diagrams but were too lazy to do any research'	<p><b>Consider:</b> Try to avoid negative words like 'lazy'. Suggest ways the individual could improve their performance.</p> <p><b>Change to:</b> 'You are really good at the art work and obviously enjoy that, but perhaps you could divide up your time before you start and do the research first so you don't run out of time'</p>

Other useful frames can be borrowed from the Literacy Strategy, such as '2 points and a star' in which you try to always give two positive points and one point that you would like them to do differently, when giving feedback.

These skills can take time to be developed (see 'Secondary curriculum Review' QCA 2007, Self-assessment and peer assessment). However, there are a number of activities that may be used by teachers to introduce and promote the development of such concepts. For example, you could start by simply asking

learners to 'traffic light' their own work, understanding or contribution following a session, using green for 'I understand', amber for 'I'm not sure' and red for 'sorry I don't understand this'. This can then be developed by questioning the learners about what grounds they made their judgement on, and what areas they would like to develop in another session.

Likewise, asking a group to individually give either a 'thumbs up, down or sideways' on a count of three, to indicate their understanding during a session, can also give the provider a snap shot of how the learners feel about the work, before progressing with concepts or moving on.

Providing learners with opportunities to develop the skills needed for self- and peer assessment gives them an important life skill for use across the whole curriculum, and not just within PSHE.

### **Recording and providing evidencing of outcomes**

Assessment in PSHE, as in other curriculum areas, should be both manageable and meaningful. The same is true of recording and evidence gathering, as not everything that is assessed needs to be recorded.

When considering what and how to record, you may want to consider the following:

- what achievement needs evidencing?
- why does it need evidencing?
- who is the evidence for?
- what and how much material is needed?
- how often does it need to be gathered?
- how and where can it best be recorded?
- who else needs to have access to the record?

Once you have established what achievement and who the evidence is for, then the necessary type and nature of the evidence and recording required will be easier to identify.

The main reasons for collecting evidence are:

- to confirm that learning has occurred
- because it is required by an identified person, organisation or qualification
- to celebrate achievement and success
- to evidence impact of provision.

Most pieces of evidence can be used for a variety of different purposes and audiences. For example, a display created by learners can demonstrate to learners, teachers and parents what has been achieved, and used by health partners to communicate details of local services.

### Summary of the main reasons for recording evidence and types of evidence as practised in PSHE

The following table charts some of the predominant reasons for recording assessment material and suggests some appropriate forms of evidence.

<b>Recording by or for</b>	<b>Why</b>	<b>Evidence type</b>
<b>Learner</b>	Self-esteem: show development and ability to work alone Provide feedback to others Accreditation purposes Celebrating achievement	Reflection diaries; log books; self-review sheets; record of achievement; portfolios; photos of displays; video of presentations; interview on participation in activities; certificates; mentor/professional's statements or reports; participant produced information, newsletters or resources.
<b>Teacher</b>	Professional accountability Statutory requirements Inform future planning Ensure consistency and standards Demonstrate impact Demonstrate progression	Test results; work samples; videos; baseline and summative assessments; case studies; participant produced information or newsletters; independent observer's reports.
<b>Parents/Community</b>	Demonstrate individual participation or contribution of a group Celebrate achievement Share good practice Inform wider audience	Displays; participants' presentations; video/DVDs; photographs; participant produced information or newsletters.
<b>Others</b> e.g. governors, health partners, funding bodies, partner agencies, strategic partnerships	Demonstrate impact Satisfy funding requirements Demonstrate contribution to shared targets Inform future partnership planning Demonstrate and share good practice	Case studies; test/accreditation results; statistics taken from baseline and summative assessments; work samples; presentations by individuals or groups; displays.

By planning regular opportunities for assessment within PSHE, it should be possible for teachers and learners to keep track of progress and to reflect on and record achievement. The responsibility and procedures for collating assessments of learning within PSHE for recording purposes will depend on each school's approach to evidence and recording, and how the PSHE provision is organised.

For example:

- annual (and end of key stage) statements may be produced by each learner and endorsed by a relevant teacher
- teachers of timetabled PSHE provision may take the lead in consultation with learners and other adults
- where PSHE has been taught through another subject such as Science, that teacher may give a summary report about the aspects of PSHE they have covered and/or provide evidence of individual or group learning
- form tutors, if they have played a significant role in provision, may support the co-ordination of PSHE assessment. For example, they may help learners to reflect overall on their PSHE experiences and learning and produce a summary statement.

(Adapted from 'Guidance on assessment, recording and reporting', QCA 2005)

## **See appendix 1 Teachers comments on why record evidence**

### **Evidence and accreditation**

Where secondary schools are seeking to create an integrated personal development curriculum across the 14 – 19 pathways they may wish to consider links to accredited courses. There are already an increasing variety of bespoke courses on offer from awarding bodies such as OCN (Lifeskills) and ASDAN (COPE and Youth Awards), as well as links into broader areas of achievement such as the Duke of Edinburgh Award.

The Wider Key Skills programmes of 'Communication', 'Working Together' and 'Improving own learning' fit well with skill development within PSHE.

All of these courses base their accreditation largely on a portfolio of evidence. This can be compiled from a variety of sources including teacher led assessment and self-assessment, as well as written work and photographs. In fact most forms of evidence used for assessment may be retained for use for accreditation.

### **Reporting progress and achievement**

This is an aspect that the PSHE Subject Association wants to develop more fully over time. In Section 2 we have provided some examples of reporting progress and achievement and will gradually extend this range of ideas.

### **Personal reflection for the practitioner**

#### **Do I understand:**

- the fundamental purpose of assessment?
- the main functions and types of assessment?
- the relationship between learning outcomes and assessment?
- my school's systems for recording and reporting?

#### **In my practice:**

- do all my lessons have clear learning outcomes?
- am I confident and clear about what types of assessment I currently use, and why I use them?
- do I need to develop any assessment strategies further, such as making peer or self-assessment more effective?
- do I know what evidence I need to gather and record, when and why?
- is my school's recording and reporting system manageable, meaningful and appropriate for the intended audiences?
- do I gain feedback from learners and other practitioners about the lessons and scheme of work, so that I can ensure the PSHE programme is relevant and effective?

#### **For further information and guidance see:**

- QCA (Feb 2007), The Secondary Curriculum Review, Organising the curriculum
  - Peer assessment and self-assessment
  - Periodic assessment
  - Gathering evidence
- QCA (2005), PSHE at Key Stages 1-4 Guidance on assessment, reporting and recording, at [www.qca.org.uk/pshe/](http://www.qca.org.uk/pshe/)
- Blake, S. and Muttock, S. (2004), Assessment, Evaluation and Sex and Relationships Education – A practical toolkit for education, health and community settings – for practical assessment activities
- NCB (2005), Assessment and Evaluation in Personal, Social and Health Education, Spotlight briefing
- DfES (2004), PSHE in practice – Resource pack for Teachers in Primary Schools
- DfES (2004), PSHE in practice – Resource pack for Teachers in Secondary Schools

## Section 2: Putting Assessment into Practice

Practitioners tell us they are becoming more experienced and confident in their use of effective assessment strategies within PSHE. They also say that the most problematic aspects of the assessment process are in relation to recording and reporting. Specific aspects identified include the difficulties in making judgements about 'working towards' and 'working beyond' specific criteria such as end of key stage statements, and in deciding how progress can be recorded and reported in a manageable and meaningful way.

In this section we have provided a few practical examples for consideration, but intend to develop these aspects much more fully over the next few months. The examples that we have included are from a range of sources including from national publications, locally developed schemes and PSHE Association members.

### Planning for Assessment

Any programme of work for PSHE should begin with opportunities for learners to share in an appropriate way, their knowledge, understanding, skills, attitudes, beliefs and relevant experience. This is in effect, a baseline assessment, which will help establish what learners want and need to learn, and help practitioners to develop learning objectives and learning outcomes for the work.

Learning outcomes can subsequently be used for checking and reviewing progress with learners (formative assessment), and for measuring achievement in terms of what learners know, understand and can do (summative assessment).

Most schemes of work emphasise the need to clearly identify the learning objectives for a lesson. It is important that teachers ensure that learners recognise the difference between the task and its learning intention (separating what they have to do, from what they will learn).

#### **Questions to consider when planning to incorporate assessment, recording and reporting as integral parts of PSHE include:**

- what are we trying to achieve?
- what do the learners already know about it?
- what are the learning objectives of the session/unit of work?
- what kinds of teaching and learning activities will best achieve each learning outcome?
- how well does the group know each other?
- how well do I know the group?



- have I taken steps to clearly identify learners' needs – individually and as a group?
- what are the different levels of ability in the group?
- what are their stages of development and maturity?
- are there behavioural or other issues, such as language skills, cultural or faith issues, that need to be taken into account?
- are there any learners who may be vulnerable and/or at risk and if so, what are the implications of this?
- who will help us to achieve our goals and measure our success? (assessment partners)
- how will we know what to aim for?
- how will we know what we have learnt/achieved?
- what evidence can we collect to show what we have learnt/achieved?
- how will we ensure progression?
- how will we record progress?
- how will we report progress and/or achievement to others?
- what do we want/need to do next?
- what will help us make further progress?

(Adapted from 'PSHE at Key Stages 1- 4: Guidance on assessment, recording and reporting', QCA 2005)

### Commonly used teaching activities incorporating Assessment

What follows is a selection of commonly used teaching and learning activities, with a brief description of how they lend themselves to different types of assessment. This is followed by activities within units of work on Drugs Education, with possible assessment opportunities highlighted. The type and form of assessment mentioned are only indicators of the most prominent use, as most of these activities are suitable for a variety of assessment approaches.

Type of activity	Description	Type of assessment	Outcomes to assess
<b>Attitude ranking statements or continuums</b>	An imaginary line is established. One end represents an extreme view point, the other end represents the opposite view e.g. 'Agree/Disagree' or 'OK/Not OK'. Statements relating to a particular issue are read out, and learners asked to place themselves along the line according to what they think. Teacher	Teacher led baseline and/or formative assessment	-ability to express and discuss own beliefs and listen to the views of others  (NB. The outcome is not to agree or judge another person based on their values)

	facilitates discussion based on the positions taken, such as asking learners to discuss their view with someone else nearby, and/or with someone who has a different view.		
<b>Diamond nines</b>	Small groups are given pre-prepared cards (nine plus some extra blanks), each with a different statement relating to an issues e.g. 'The qualities of a good friend' or 'Reasons for delaying sexual activity'. Each group arranges the cards in the shape of a diamond to represent their views on the relative importance of each statement, with the most important at the top point of the diamond shape and the least important at the base. (A Diamond four is a simpler version, which can be used with younger children or those with special educational needs).	Teacher led baseline assessment	-understanding of issues -communication, reasoning and decision making skills -teamwork skills
<b>Discussion</b>	Learners, working in pairs or small groups, are given a question to answer or an issue to consider, before giving feedback on their discussion to the whole group. If using small groups, it may be helpful to encourage individuals to take on specific roles such as scribe, timekeeper and spokesperson, so that everyone is actively involved.	Teacher led formative and/or summative assessment	-speaking, listening and co-operative skills -ability to reflect on and express a wide range of views
<b>Draw and Write</b> (originally devised as an illuminative	Learners are asked to draw and/or write in response to a question or series of questions based on a storyline or statement e.g.	Teacher, learner and/or group baseline, formative	-current levels of knowledge, understanding, attitudes, beliefs, feelings,

research strategy by Noreen Wetton)	<p>'How do you keep yourself healthy?', 'Who are the people who are special to you?', 'What changes do you think will happen to your body at puberty and how do you feel about them?', 'Can a drug be good for you?'</p> <p>Can be repeated at end of unit of work.</p>	and/or summative assessment	<p>misconceptions</p> <p>Levels of knowledge gain; attitude change- used to clarify future learning needs</p>
<b>Formal debate</b>	The activity can involve the whole class in the debate, or the group can be divided with some learners engaged in the debate while others observe the process and offer feedback afterwards on content and participation.	<p>Teacher, learner, and/or group formative assessment which may lead to further research and enquiry</p> <p>Summative assessment at the end of a piece of work</p>	-knowledge and understanding of a topic or issue -research, presentation and debating skills
<b>Graffiti boards/ sheets/ post-it notes</b>	Learners either complete sentences or key words about what they know and feel about a topic or issue, before embarking on a unit of work, or what they feel they have learnt and what impact this has had on their thoughts and actions, together with questions about future learning needs.	<p>Teacher led baseline assessment</p> <p>Teacher, learner, and/or group formative assessment</p>	-levels of knowledge and skill development -ability to engage with different attitudes and beliefs
<b>Leaflet design</b>	Learners are asked as individuals, pairs or in small groups to prepare a leaflet on a particular aspect of the work they have been engaged in e.g. healthy lifestyles: finding and accessing local sexual	<p>Teacher and/or peer summative assessment</p> <p>Can be used as evidence of</p>	-knowledge and understanding and its application -communication skills

	health-related services for young people. Leaflets can be sent to relevant people/organisations or displayed in a public place.	achievement	
<b>Mind map</b>	Learners write an issue, topic or problem in the middle of a page. They then branch out from the centre and record their thoughts on main themes or issues, and continue to branch out their ideas as far as possible. A useful techniques for planning and reviewing, and similar to the Word storm activity.	Teacher and learner baseline and/or formative assessment	-current levels of knowledge, understanding, attitudes, beliefs, feelings, misconceptions -used to clarify future learning needs
<b>Mock radio or TV interview on a 'hot topic'</b>	Learners are asked, in pairs or groups, to prepare and carry out a mock radio or TV interview about a topic that they have covered. This can be performed to peers or other interested parties and/or recorded.	Teacher, learner, and/or group summative assessment at the end of a piece of work	-knowledge and understanding, about a topic or issue -ability to express different values and beliefs -presentation and interview skills
<b>Open questions</b>	Useful when initiating any discussion, because the questions can not simply be answered 'yes' or 'no' and will therefore produce a wider range of responses.	Teacher led baseline and/or formative assessment	-knowledge, understanding, attitudes and beliefs on a topic or issue
<b>Presentations</b>	Can range from a carefully prepared formal presentation, to an impromptu one-minute presentation on something such as 'What I have found interesting today'. May require preliminary work and/or reminder about constructive feedback.  Feedback can be recorded by peers and the teacher and	Teacher and/or peer formative assessment  Summative assessment and can be used as evidence of achievement	-knowledge and understanding of a topic or issue -ability to work in a group -research skills -presentation skills

	given to the 'presenters' for their records.		
<b>Quizzes or Questionnaires</b>	Learners are asked to complete short quizzes or questionnaires on a specific topic e.g. Contraception, STIs, Gender expectations, Drugs and the law,	Teacher and learner baseline, formative and/or summative assessment	-current levels of knowledge, understanding, attitudes, beliefs -what learners have learnt - future learning needs
<b>Review sheet</b>	Learners are asked to complete a short self-review (see examples in Section 2).	Formative self- and summative assessment	-what has been learnt -the process of learning
<b>Role play/ Scenarios</b>	Learners explore attitudes and feelings in a practical, real-life situation by taking on the role of another person. It may be done in pairs, small or large groups and be teacher or learner led.  Requires careful preliminary work and/or a reminder to peers who are watching, on success criteria and how to give constructive feedback. Also requires careful debriefing and processing to draw out the learning.  Feedback can be video-recorded and/or subsequently written down and included in portfolios.	Teacher and/or peer formative or summative assessment on the content of the role-play and the effort made  Can be used as evidence of achievement	-development of skills -ability to communicate and engage with others -ability to consider different attitudes, values, feelings and beliefs
<b>Sentence stems or rounds</b>	Learners are asked to express a view or opinion on something e.g. I believe bullying is wrong because... If I had a problem I would go to.....  Or to summarise their learning e.g. Today I learnt about...	Teacher, learner, and/or group baseline, formative and/or summative assessment  Can contribute to	-levels of knowledge and understanding -effectiveness of the work/unit

	<p>I thought about ... I can now do .... Right now I feel... In the future I would like ....</p> <p>Can be verbal or written and can bring learners together in a circle where each person is invited to contribute.</p> <p>Useful at the beginning or end of a session.</p>	evaluation of the lesson/ unit of work	
<b>Song/rap, commercial, poem</b>	<p>Learners are asked, in pairs or groups, to develop a song, commercial/ditty or poem about a topic that is relevant to the work just completed. This can be performed to peers, parents and other interested parties and/or recorded.</p>	Teacher, learner, and/or group summative assessment at the end of a piece of work	<p>-knowledge and understanding of a topic or issue -ability to work with others -communication skills -creative skills</p>
<b>Team challenges e.g. crossing the swamp</b>	<p>Learners are asked to identify the skills needed for a group to work successfully together, in order to complete a given task e.g. how to all cross a 'swamp' using a limited number of small stepping-stones.</p> <p>It can involve the whole class and need not be a race.</p>	Teacher, learner and/or group baseline, formative and/or summative assessment	<p>-interpersonal and teamwork skills -decision-making skills</p>
<b>The story so far: (where have we got to?)</b>	<p>Teacher stops at a relevant point in the work and asks the learners, as individuals or small groups, to summarise the 'story so far' i.e. what they have learnt about, and what they have learnt to do e.g. within a topic of 'ways of keeping ourselves safe with medicines/alcohol' or 'the importance of a balanced diet' you might ask.... What is the most important thing we have thought about</p>	Teacher and learner formative and summative assessment	<p>-levels of understanding of a topic or issue - future learning needs</p>

	<p>so far?</p> <p>What are the two most important things you have learnt?</p> <p>What else do we need to learn?</p> <p>Reflect back what the learners say, clarify any misconceptions and identify future learning needs.</p>		
<p><b>Video diary</b> (with learners' consent and understanding of how the process will work and who will see the video)</p>	<p>Learners are recorded as they engage in an activity e.g. diamond nine, role-play, or they can speak in front of the camera about the activity or session they have just taken part in.</p> <p>The recording can form part of a portfolio of evidence for summative assessment.</p> <p>Effective assessment activity for learners not comfortable with reading and writing.</p>	<p>Teacher, learner, and/or group formative assessment</p> <p>Summative assessment at the end of a piece of work</p>	<p>-knowledge and understanding, about a topic or issue</p> <p>-ability to express different values and beliefs</p> <p>-ability to communicate, work and engage with others</p>
<p><b>Word/brain storm, thought shower</b></p>	<p>A quick activity in which learners offer spontaneous suggestions regarding a specific idea or issue. The suggestions are recorded but not discussed or challenged at the time.</p> <p>The recorded material can be used later.</p>	<p>Teacher led baseline and/or formative assessment</p>	<p>-current levels of knowledge, understanding, attitudes, beliefs, feelings, misconceptions</p> <p>-used to clarify future learning needs</p>

Activities within units of work on Drugs Education taken from 'Drug, alcohol and tobacco education curriculum guidance for schools at key stages 1 – 4', (QCA 2003)

Activities which can be used for assessment purposes are ***italicised*** in bold, and there may be others within the lessons that you could adapt.

<b>Key Stage 1</b> <b>Unit A Keeping ourselves and others safe - Feeling unwell and the role of medicines</b>
<b>Learning outcomes</b> Learners: <ul style="list-style-type: none"><li>• understand that medicines have different uses, and describe how medicines are taken</li><li>• know that medicines can be harmful if they are not taken correctly</li><li>• know which adults can give them medicines</li><li>• express their feelings and discuss ideas with other children</li><li>• understand simple rules about the safe use of medicines and some of the reasons why we need such rules.</li></ul>
<b>Teaching activities</b> <ul style="list-style-type: none"><li>• Establish and agree (or review) ground rules for talking about feelings.</li><li>• Read a short story or poem that expresses how it feels to be fit and well.</li><li>• In circle time the children talk about times when they have been well and when they have been ill or needed treatment. Discuss what steps were taken to make them feel better e.g. rest, talking about it, as well as whether they took medicines. What else made them feel better and who helped them?</li><li>• <b><i>Make a class list of medicines or treatments the children have heard about and add further examples (baseline assessment).</i></b> The list could include examples from different cultures and countries. Explain that medicines have a range of functions. Ask the children to work in pairs to categorise them e.g. whether they:<ul style="list-style-type: none"><li>- prevent illness (such as vaccinations)</li><li>- ease pain (such as headache pills)</li><li>- help the body fight illness (such as antibiotics)</li><li>- help the body work properly or better (such as insulin, inhalers).</li></ul></li><li>• Discuss alternatives to taking medicines, and explain that it can be harmful to use the wrong medicines or other people's medicines.</li><li>• With the children working in pairs, in groups or as a whole class, give them an outline of a human body. They decide whether the medicines they have discussed go inside or outside the body and then write or stick pictures of</li></ul>



them in the appropriate place.

- The children list all the ways that medicines get into the body e.g. swallowed, inhaled, injected, absorbed through the skin. Explain that medicines should be taken only in the way they are intended, or they could damage the body.
- Ask the children to consider who can give different types of medicine e.g. doctor, nurse, pharmacist, school nurse, parent. Explain that some medicines can be prescribed only by a doctor and must be obtained from a pharmacist.
- The children could make finger puppets of various characters or masks, or be given picture cards e.g. doctor, pharmacist, nurse, teacher, parent, friend, themselves. Talk about the role each of these people has and who can give different types of medicine. Avoid stereotypes by discussing a range of people.
- **The children could use their puppets, masks or pictures to role-play going to the doctor and then collecting a prescription** (formative assessment by teacher - through observation).
- **Review what the children have learnt by considering what rules apply to the safe use of medicines e.g. which adults can give out medicine, following the instructions, not taking other people's medicines** (formative assessment by teacher).
- Talk about the school's policy on medicines. Discuss why the rules are in place and what might happen if children did not follow the rules. **The children could produce a poster for display, drawing attention to the school's policy on medicines** (could be used for formative and summative assessment).

## Key Stage 1

### Unit A Keeping ourselves and others safe - How medicines can be harmful

#### Learning outcomes

Learners:

- understand that medicines must be used properly or they can be harmful
- explain some ways that people misuse medicines
- follow simple rules for keeping safe around medicines
- show they care about keeping themselves and others safe.

#### Teaching activities

- Tell a story about a child who, not knowing any better, decided to take some of a friend's medicine. **Ask the children to explain why taking someone else's medicine is dangerous** (baseline assessment).
- The children work in pairs or small groups to discuss simple scenarios about how medicines could be misused e.g.
  - forgetting to take a medicine
  - taking too much medicine in one go

- taking medicines too often.

Video clips or pictures may be useful triggers for the discussions.

- **Each pair or group feeds back their key points about one situation** (*lends itself to formative peer assessment*).
- Discuss some key points about using medicines safely. **The children design a short safety leaflet explaining what they have learnt about rules** (*summative assessment*).
- The children could invite a **primary care worker e.g. a GP, a nurse, to see their work and** talk in more detail about the role of medicines and of the different people who give them (*opportunity for formative assessment*).
- **Ask the children to find out where medicines are kept at home and to draw or write their findings** (*opportunity for formative and/or summative assessment*).

## Key Stage 2

**Unit C Building knowledge and understanding about drugs and alcohol: practicing skills to deal with situations – What do we already know and understand about drugs?**

### Learning outcomes

Learners:

- describe what is meant by the term 'drugs', including that it can be used for a range of legal and illegal substances, and give some examples of these
- work co-operatively in pairs or small groups to find information
- find answers to simple questions about drugs, using different sources of information, including ICT
- identify basic information about a drug, and understand the drug's effects and the risks of taking it
- communicate information to others in simple terms through a poster presentation or a leaflet.

### Teaching activities

- **Use a 'draw and write' activity to assess the children's current levels of knowledge and understanding about medicines and drugs** (*baseline assessment*). Display and discuss the children's answers. Explain that drugs can include medicines, alcohol, tobacco, illegal drugs, glues and other volatile substances, as well as everyday substances such as caffeine. Negotiate with children a definition of what is meant by the term 'drug'.
- Ask the children in small groups or pairs to think more about a particular drug. Supply each group or pair with a large sheet of paper divided into three. Ask the children to write in one section everything they know about the drug, including whether it is legal to have, sell or share it. In the second section they could write all the questions they have about the drug. **Ask the children to**

- present the sheet to another group or pair**, or to display the sheets around the room (*provides an opportunity for formative assessment by peers or teacher*).
- Let other children add to the appropriate columns what else they know about the drug, possible answers to the questions, or any additional questions they might have.
  - Explain that the children will now research some drugs to find the correct answers to their questions. Draw from the children any ideas they have about where they might find the information.
  - The children carry out the research in pairs or threes. They could investigate, for example, over-the-counter medicines, caffeine or tobacco, using a range of sources of information e.g. leaflets, other literature, ICT, people with appropriate knowledge such as primary care workers, the school nurse, the police. Children could consider:
    - what the drug looks like aware of this policy
    - how it is used
    - how it affects the user
    - whether it is legal to have or sell it.
  - **The children present their findings as a poster or leaflet that they will show to the class and then display for the rest of the school, and take home to discuss with their parents** (*opportunity for formative and/or summative assessment by teacher*). During presentations encourage the other children in the class to check that they have answered all the questions from their earlier activity, and to correct any misconceptions they had. **They could fill in a chart for this purpose** (*summative assessment*). Discuss ways the children could find further information.
  - **The children reflect on what they learnt, identifying new information they gained and the sources they found most helpful** (*opportunity for formative and/or summative self-assessment*).

<p><b>Key Stage 3</b></p> <p><b>Unit E Why do people use drugs? – Skills to deal with situations involving drugs</b></p>
<p><b>Learning outcomes</b></p> <p>Learners:</p> <ul style="list-style-type: none"> <li>• demonstrate ways of resisting unhelpful pressure</li> <li>• offer reasons for their views on drug, alcohol and tobacco use</li> <li>• reflect on what they have learnt, and how it could influence their own decision-making about substance use.</li> </ul>
<p><b>Teaching activities</b></p> <ul style="list-style-type: none"> <li>• <b>Ask the pupils to provide examples of real-life scenarios where people</b></li> </ul>

***their age might be faced with a decision about using drugs, alcohol or tobacco (baseline assessment).*** Alternatively, provide them with prepared scenarios. In small groups, the pupils discuss:

- the reasons the person/people in the scenario might want to use drugs
  - alternatives to using drugs, alcohol or tobacco in different situations e.g. how could the persons/people in the scenario enjoy themselves without using drugs, alcohol or tobacco? What could someone do to help them get through a difficult situation without using drugs, alcohol or tobacco?
  - what someone who did not want to use drugs could do to resist the pressure being put on them.
- The pupils develop their ideas into short role-plays, where they practise ways to refuse or resist drugs. ***The role-plays are then developed into dramas, which are presented to the class. Other pupils analyse the ideas for refusing/resisting the drugs portrayed, thinking about their realism and workability (formative self- and peer assessment).***
  - Discuss further ways in which the pupils might respond to pressure.
  - List the skills they think they would need in a situation involving drugs. ***Use this work, and the issues raised in the role-plays and dramas, to focus on meeting the specific needs of the pupils (formative assessment – self, peers, teacher).*** For example, they may need:
    - more assertiveness training
    - help with developing refusal skills
    - more information about different substances
    - skills to access the support that is available e.g. from Connexions personal advisers, school nurses, local drug and alcohol advisory services.
  - ***Ask the pupils to reflect independently on what they have learnt, and to look back at the opinions on drug, alcohol or tobacco use they had at the start of the unit. They should consider:***
    - ***whether their opinions have changed and, if so, why***
    - ***what or who influences their opinions on issues related to drugs, alcohol and tobacco***
    - ***whether they ever feel pressured to use drugs, alcohol or tobacco and, if so, by what/whom***
    - ***things they can do to resist unhelpful pressure (formative self-assessment which could feed provide evidence for summative assessment).***

#### Key Stage 4

**Unit F Managing risk – The consequences of using drugs and how to respond positively in drug-related situations**

**Learning outcomes**

Learners:

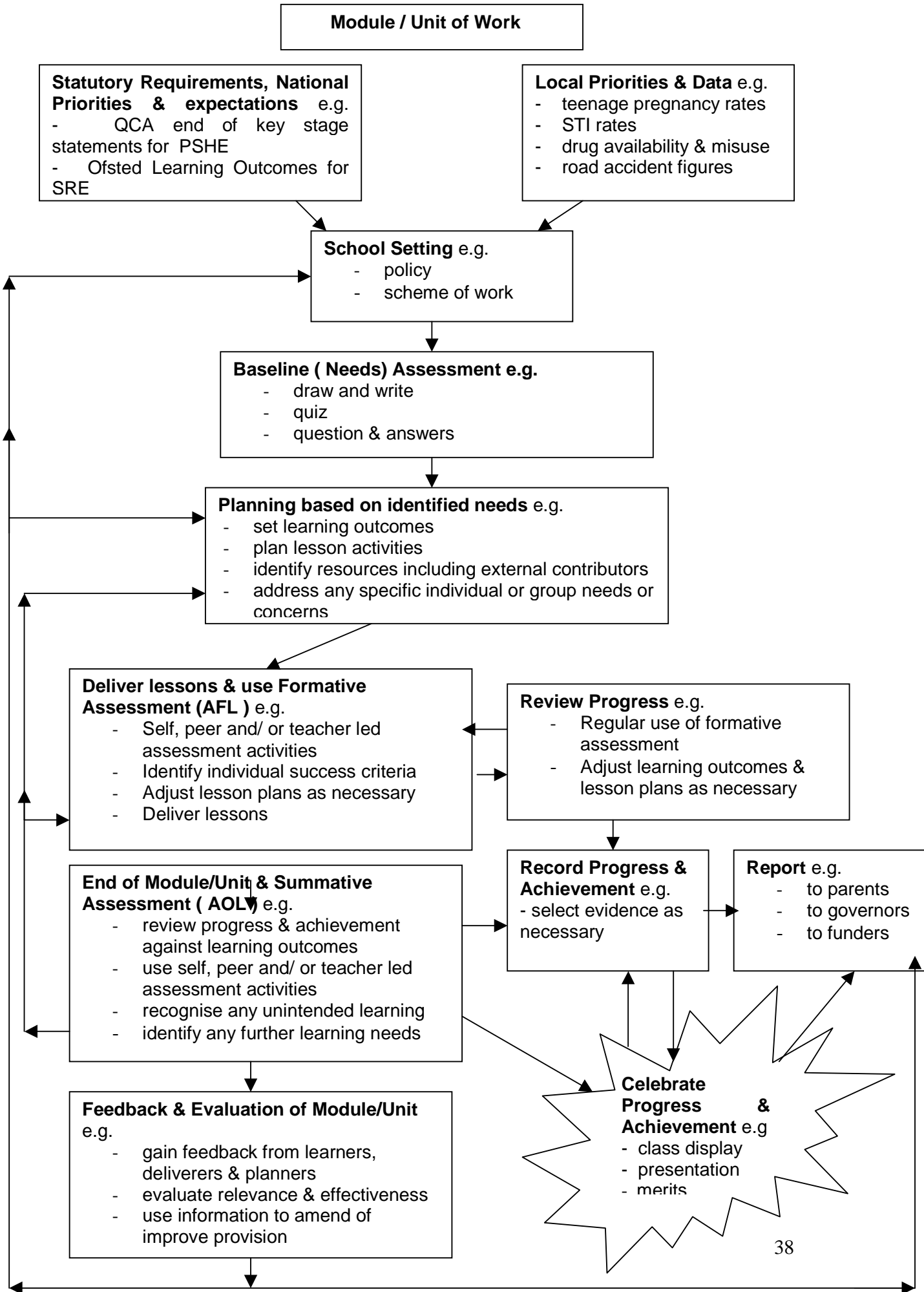
- know the risks and effects of taking different drugs
- draw on their own knowledge and use decision-making skills to make an informed choice in different situations
- recognise that sometimes drug-taking can be fatal
- know how to respond in an emergency situation
- know steps to reduce risks and demonstrate the use of resistance skills when under pressure from others.

### Teaching activities

- Give small groups of pupils, different scenarios relating to drug use e.g:
  - A has taken three ecstasy tablets and has been dancing for five hours without a break
  - B is having a party and, with a friend, has baked a cake with a large amount of cannabis in – but she hasn't told any of the guests
  - C has smoked cannabis and tried heroin (not injecting) once before. C's older boyfriend and his friends are all injecting and offer her a syringe
  - D is on medication to help control mental illness. Someone offers him ecstasy.
- Ask the pupils to identify what the potential bad consequences of each scenario are, what they think the person should do and what difficulties the person faces. The pupils may need to research accurate information, e.g. using leaflets, ICT, before deciding their response.
- In pairs, the pupils discuss the reasons why people might take such risks.
- The pupils may need to research the way the drug makes the user feel, and to consider the context of the use e.g. the role of drugs in clubbing or music culture.
- **The pupils report back through class presentations or group-to-group exchange** whereby members of each group move to another group and explain what they have learnt (*opportunity for formative peer or teacher assessment*).
- Explain that sometimes medical emergencies and deaths do occur as a result of drug use, and that whether or not the pupils themselves decide to use drugs there may be occasions where people around them do use them.
- **The pupils learn emergency aid techniques with a qualified instructor** (*opportunity for evidence of achievement and summative assessment*).

## Summary of a step-by-step process for using Assessment in PSHE

The following examples demonstrate how assessment (including baseline, formative and summative assessment) can be used throughout the development of small-scale projects or topics



## **Examples of Recording and Reporting**

The following pages include extracts taken from 'Education Leeds' scheme of work, which has been written by a group of practitioners from secondary schools in the LEA. The extracts are from the transition module and provide examples of how assessment outcomes and peer and self-assessment have been incorporated into the scheme of work.

## Resource: 'Education Leeds' scheme of work

### Year 7 Unit 1 - A new class and a new school

#### Rationale

This unit of work has been developed to assist students with the transition to secondary school. The lessons focus on the emotional health and well-being aspects of change and transition with a strong emphasis on active learning, esteem building and the development of group relationships.

Supporting the emotional health and well being of students at this point of transition is thought to lead to confident and motivated students, better relationships and is complimentary to high achievement.

The lessons promote the following values:

- respect for others
- compassion – caring and concern for others
- responsibility
- honesty – open and honest communication
- trustworthiness
- involvement.

#### Classroom management

Most year 6 students in Leeds LEA are familiar with the *circle time* model for discussion work, therefore, we recommend that, if possible, students sit in a conversation circle or horseshoe so that everyone can see everyone else. This helps promote student anticipation, a more relaxed atmosphere, and group cohesiveness.

We also recommend using different kinds of groupings throughout the programme so students form groups and pairs with people they don't know or don't know too well as this process can lead to a supportive learning environment that is relatively 'clique-free'.

Each lesson includes a game/energiser activity. These can be useful starter activities; however, they can also be used at different points in a lesson to establish the learning environment, to settle a group, to build confidence, or to energise a group. Wherever they are used in lessons it is necessary to make the objective of the game clear and to review this at the end otherwise the game may be seen as an isolated activity, not relevant to the rest of the lesson.

These lessons build a strong foundation and ethos for future PSE lessons.



## Resource: 'Education Leeds' scheme of work (cont)

### Year 7 Unit 1 - A new class and a new school

(This unit of work will take 6 weeks to deliver)

#### The aims are:

- to assist students in developing the confidence and skills needed to make a positive transition to high school
- to raise students awareness of the qualities necessary to create a supportive learning environment
- to explore what young teenagers have in common so that they will become more self aware and aware of the similarities and differences within the class
- to help develop group self-esteem so that students will be motivated to accept responsibility for themselves and others
- to identify, examine and practice the skills that help young people become capable individuals.

#### At the end of the unit of work students should be able to:

- begin to feel comfortable with the teacher and others in the class
- appreciate what makes other students comfortable in a classroom learning situation
- suggest ground rules for a secure learning environment
- feel a sense of classroom community through personal sharing
- begin to feel confident expressing personal views and opinions in a group situation.

#### Assessment outcomes:

- I understand the class ground rules and why we need them
- I'm beginning to feel confident talking to my new class
- I can show respect by:
  - following the class ground rules
  - listening carefully when others are speaking
  - contributing and asking questions.

**PUPILS' NOTES**

**Year 7 PSE Unit 1 A new class and a new school**

**Name .....**

**This unit of work aims to help you:**

- **Get to know other students and feel comfortable together**
- **Learn to work co-operatively as a class**
- **Begin to feel confident expressing personal views and opinions in a group situation**

**At the end of this unit you should:**

- **Understand the class ground rules and why we need them**
- **Begin to feel confident talking to my new class**
- **Be able to shows respect by:**
  - **following the class ground rules**
  - **listening carefully when others are speaking**
  - **contributing and asking questions**

## Resource: 'Education Leeds' scheme of work (cont)

### LESSON NOTES

<b>Year group:</b> 7 <b>PSHE topic:</b> Myself, a new school, a new class	<b>Lesson title:</b> Ground rules	<b>Lesson no. in scheme of work:</b> 3
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<b>Link to PSHE/Citizenship/CEG PoS:</b>	<ul style="list-style-type: none"> <li>• Human rights underpinning society</li> <li>• Consider other people's experiences</li> <li>• Negotiate, decide and take responsibly in school/community activity</li> <li>• Contribute to discussion</li> </ul>
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<b>Lesson objectives :</b> <ul style="list-style-type: none"> <li>• To establish a supportive class environment for PSE and agree a set of class ground rules</li> <li>• To understand the importance of ground rules</li> <li>• To develop individual self-confidence</li> </ul>	<b>Outcomes (students will be able to) :</b> <ul style="list-style-type: none"> <li>• Work co-operatively with others</li> <li>• Say what makes us comfortable when discussing personal issues with others</li> <li>• Suggest ground rules for PSE lessons</li> </ul>
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<b>Lesson Outline</b>
<p><b>Starter and intro:</b> Ice breaker game, Wink Murder.- co-operation and non-verbal communication.</p> <p>Standing so they are all facing each other, explain that no-one is allowed to speak in this game. All communication is by eye contact. Appoint one person as the detective and ask them to leave the room. Tell the rest of the class that you are going to appoint a murderer who has to try and kill everyone in the class by winking at each person individually without the detective seeing them wink. If class members are murdered they must sit down.</p> <p>Ask the detective to come in and explain the rules of the game to them. They have three guesses to find the murderer before everyone is killed. Repeat the game a few times. Debrief by asking the class what they did to make the game work well, clarify with them the importance of co-operation in PSHE lessons .and outline LO.</p> <p><b>Main activities:</b> Form mixed groups, each group to write down 5 things people do to make them feel comfortable in a new situation or when they have a concern they want to speak about. The focus should be on what people do, not what they say. Each group to appoint a spokes person to read out their list. How do we feel when people behave like this?</p> <p>Next ask them what people do to make them feel uncomfortable.</p>

Class discussion – how would it feel in a classroom if others make us feel uncomfortable? Explain the classroom climate needed for PSHE and ask groups to suggest 3 ground rules to help achieve it.  
Ask each group to read out their rules and give a reason for them. Develop a final set of rules and display them in the class at all times.

You may want to ask the class to determine what the consequences will be if the ground rules are broken (positives only).

**Plenary:**

Around the class – the most important ground rule is ..... because..... or the ground rule that will help me most is ..... because .....

<p><b>Assessment opportunities:</b></p> <p><b>Starter and plenary</b> <b>Outcomes of discussion</b> <b>Teacher’s observation</b> <b>Ground rules and how the class will monitor them</b></p>	<p><b>Inclusion:</b></p> <p>Group work tasks Q &amp; A Strategies for whole class contribution</p>
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## Resource: 'Education Leeds' scheme of work (cont)

### Evaluation and future planning

<b>Year group:</b> 7 <b>PSE topic:</b> Myself, a new school, a new class	<b>Lesson title:</b> Three items in my bag	<b>Lesson no. in scheme of work:</b> 5/6
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<b>Link to PSHE/Citizenship/Enterprise POS:</b>	<ul style="list-style-type: none"> <li>• Take part in discussions</li> <li>• Organise and present personal information</li> <li>• Manage change and transition</li> <li>• Diversity and mutual respect and understanding</li> <li>• Way of managing conflict</li> <li>• Communication with peers</li> <li>• Empathy with others different to self</li> </ul>
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<b>Lesson objectives :</b> <ul style="list-style-type: none"> <li>• To find out about each other</li> <li>• To follow ground rules</li> <li>• To encourage speaking and listening</li> <li>• To develop group support and co-operation</li> </ul>	<b>Outcomes (students will be able to) :</b> <ul style="list-style-type: none"> <li>• Develop skills of speaking, listening, asking questions</li> <li>• Follow ground rules</li> <li>• Appreciate what we have in common and what makes us unique</li> </ul>
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#### Lesson Outline

**Starter:**

A **quick** ice-breaker to build confidence and establish rules e.g. *wink murder*.

**Intro:**

Outline LO. Establish ground rules. Encourage others to ask questions of the speaker as this develops confidence and skills, and gives support to others.

**Main activities:**

For each lesson, half the class should bring their items to talk about. Teacher to record assessment. (See 'Teacher Observation' sheet)

**Plenary:**

At the end of each lesson process pupils' thoughts and feelings about the activity and assess the usefulness of ground rules. Give praise and positive feedback. Also see processing questions in SFA task.

<b>Assessment opportunities:</b> <ul style="list-style-type: none"> <li>• <b>Teacher's observations (summative)</b></li> </ul>	<b>Differentiation:</b> <ul style="list-style-type: none"> <li>• By outcome</li> <li>• Class support and rules</li> <li>• Teacher and pupil Q &amp; A</li> </ul>
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Resource: 'Education Leeds' scheme of work (cont)

**SELF ASSESSMENT**

Name

Date

**Year 7 Unit 1 A new class; working together**

Give yourself a rating between 10 the highest and 1 the lowest to show your learning in PSE so far.

I understand the class ground rules and why we need them	
I am confident speaking out in PSE	
I show respect by following the ground rules	
I can listen carefully when others are speaking	
I contribute and ask questions	
This course has helped build my confidence	
Our class is working well together	
I would like to do more	
The way PSE is taught is interesting	

About PSE so far:

I have learned .....

**I would like to do more about.....**

**What my friend thinks about my work .....**

**Teacher's comments .....**

**Something I would like to improve .....**

**Date.....**

### **Examples of self, peer and teacher led assessment and recording structures**

The following examples provide structures for end of unit, term and/or year assessment.

### **Assessing the development of personal and social skills in active challenges**

Planned outdoor activities, residential experiences and sporting challenges offer immense opportunities to develop personal and social skills. They also provide ideal opportunities for assessment, either by teacher observation or, particularly, through self- and peer assessment. The following three formats provide examples of structures for assessment of personal and social development through team-building games, including pre- and post- questions, as well as a mark system for the task itself.

#### **Questions to ask and things to think about**

##### **a. Before you do the activity:**

- How are you feeling about the session?
- Are you looking forward to it?
- Are you excited or nervous?
- Do you think it is safe?
- What sorts of targets will you set yourself?
- How could your partner support you while you are on the activity?

##### **b. Things to observe about your partner/group when they are on activities:**

- Is there a group leader? Did they keep the group on task?
- Do they seem confident?
- Do they respond well to support and instructions given by others?
- Did they achieve their target?
- Could they have done anything better?
- Any other questions?



**c. Interview after the activity (suggested questions):**

- How did you feel about the experience?
- Would you do it again?
- Did you achieve your target?
- Any other questions?

### AFL THROUGH TEAM BUILDING GAMES

Themes	<b>'GOOD' TEAMBUILDING</b>	<b>HOW DO WE RECOGNISE IT?</b>	<b>Marks out of 5</b>	<b>Marks out of 5</b>
	What this might look like?	Success factors	Self-ass'ment (Grp/ind)	External ass'ment
<b>WORKING TOGETHER</b>	<ul style="list-style-type: none"> <li>• Doing your best</li> <li>• Empathy</li> <li>• Helping others to do their best</li> <li>• Not giving up</li> </ul>	Team members seen to encourage one another - physical and verbal Do not give up		
<b>MOTIVATION</b>	<ul style="list-style-type: none"> <li>• Using 'good' communications</li> <li>• Being aware of others' strengths &amp; limitations</li> <li>• Providing support at all times</li> <li>• Utilising all skills &amp; abilities</li> </ul>	Everyone contributes ideas Team listen to all Team aware of abilities – is it discussed? Evidence of mutual support		
<b>THINKING</b>	<ul style="list-style-type: none"> <li>• Being creative</li> <li>• Safety</li> <li>• Trying new ideas</li> <li>• 'Plan- do – review'</li> </ul>	Number of possible solutions discussed No one injured New ideas used if appropriate Review process in evidence during planning and the activity itself		
<b>COMPLETING THE TASK</b>	<ul style="list-style-type: none"> <li>• Seeing through the task</li> <li>• Getting the job done</li> <li>• Everyone has to participate</li> <li>• Keeping focuses</li> </ul>	Task completed successfully and on time All contributed to completing it		

### Progression Statements

An example of a possible starting point when agreeing what 'Working towards' and 'Working beyond' an end of unit or year statement might look like.

### Assessing PSHE and Citizenship Progression Statements - Key Stage 2

	Towards	At	Beyond
<b>Developing confidence and responsibility and making the most of their abilities</b>			
You are confident in your own abilities		You know what you are good at	
You can present your point of view		You express your views confidently	
You take account of the views of others		You can listen to other people's views	
<b>Preparing to play an active role as citizens</b>			
You can discuss issues with others		You are able to discuss an issue from different viewpoints	
You understand about rights and responsibilities		You can explain what rights and responsibilities are	

<b>Developing healthy, safer lifestyle</b>			
You know how to make healthy choices		You can explain what a healthy diet is and why it is important to take regular exercise	
You understand about the importance of emotional health		You can explain what affects our mental health	
You understand how peer pressure affects your decisions		You know ways to resist peer pressure	
You know the effects and risks of substances on health		You can explain the effects and risks of different substances	
<b>Developing good relationships and respecting the differences between people</b>			
You understand about the effects of bullying		You can explain how to prevent and deal with bullying	
You understand about relationships		You are able to make good relationships with others	
You respect other people		You show respect for people different from yourself	

**Examples of end of module/unit/year self-assessment and reflection records**

Name:	Class/Year group:
Topic:	Date:
What I knew about this topic before the lessons:	
In this unit I have learnt:	
The skills I have developed and used are:	
Completing this unit has made me think about:	
What surprised or interested me was:	
I worked well when:  because:	
What I found difficult was:  because:	

I need/would like to know more about:

I learnt best by:

- discussion with my peers
- writing about my opinions
- visiting a local young people's drop-in/health service
- researching on the internet
- doing a quiz
- looking at leaflets
- watching a video
- drawing and art work
- drama activities
- listening to a speaker.

## Pupil Self-Assessment in PSHE and Citizenship

Pupil's Name..... Form.....

Teacher.....Term/Date.....

Topics covered in Year (tick the relevant topics below and add any others that you have covered during the year):

Bullying	Resolving Conflict	Team Building
Drugs	Healthy Eating	Keeping Safe
Others:		

***Underline the statement that you think most applies to you:***

### **Enthusiasm/involvement**

Lots of energy and involvement	Usually gets involved	Reluctant to get involved
--------------------------------	-----------------------	---------------------------

My reason for choosing that statement is.....

### **Attitude to others**

Tolerant & considerate	Usually aware of others' feelings	Room for improvement
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My reason for choosing that statement is.....

### **Presentation**

Written work well presented	Written work usually of a good standard	Written work needs more attention
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My reason for choosing that statement is.....

### **In my PSHE and Citizenship learning**

The topic (one from the above list) I have found most useful

is.....

because it has taught me.....

.....

and I am now able to.....

**Certificate of Involvement in  
PSHE and Citizenship**

Term..... Year .....

This certificate is awarded to

.....

Of ..... Class

**Attendance**

Attended every lesson	Excellent
Attended more than 75 % of lessons	Good
Attended 50% of lessons	Satisfactory
Attended less than 50% of lessons	Less than Satisfactory

**Punctuality**

Punctual every lesson	Excellent
Punctual more than 75 % of lessons	Good
Punctuality 50% of lessons	Satisfactory
Punctual less than 50% of lessons	Less than satisfactory

**Participation**

Lots of energy and Involvement	Excellent
Usually gets involved	Good
Sometimes gets involved	Satisfactory
Reluctant to get Involved	Less than satisfactory

***Teacher's Comments*** .....

***Pupil's comment.*** .....

This certificate is a record of your commitment to PSHE and Citizenship this term/year  
and should be placed in your personal records



## Evaluation

Self-assessment records can be extended to provide opportunity for reflection and feedback (Evaluation) on the PSHE programme or specific units – see example questions below. The results of this should be used to ensure that the programme is relevant, appropriate and effective, and improved where necessary.

<b>Reflection on the programme/unit</b>	
Name:	Class/Year group:
Programme/Unit:	Date:
What I felt about the programme/unit overall (e.g. content, delivery, timing):	
What I enjoyed most was:	
because:	
What I enjoyed least was:	
because:	
I would like more information on:	
What I think would improve the programme/unit:	

**For further information and guidance see:**

- Blake, S. and Muttock, S. (2004), Assessment, Evaluation and Sex and Relationships Education – A practical toolkit for education, health and community settings – for practical assessment activities
- Wetton, N. and Williams, T. (2000), Health for Life – for examples of Draw and Write activities
- SEF (2005), Effective learning methods: Approaches to teaching about sex and relationships within PSHE and Citizenship. Forum factsheet 34
- QCA (2003) Drug, alcohol and tobacco education: curriculum guidance for schools at key stages 1–4 – for the original version of the Drugs Education lessons

### **3: Training sessions for Assessment in PSHE**

The following section includes a suggested training programme and activities. The materials are designed for use with teachers and other staff who deliver PSHE, by subject leaders, advisers or anyone who has responsibility for training. The programmes and the activities have been informed by a variety of continuing professional development courses, and the materials are all based on participants' own practice.

Time for training, however valuable, can be difficult to find, so it is important that all provision is carefully targeted to the participants' needs. The ready-made sessions and suggested formats are intended as a guide only, as all the activities can be mixed and matched to best address the identified needs of a group and the time available. This may be a whole day, half day, twilight or a series of staff meetings.

## Training programme outline

Time	Focus	Power-point	Activity	Handouts/ Equipment	Outcome
9.15	<b>Introduction &amp; outline of the day</b>	Slides 1, 2, 3	Welcome, domestics  * Ice Breaker	H/O 'Find some one...'	Understand the purpose & outcomes of the day
	<b>Valuing the purpose of assessment</b>	Slide 4	* Sharing Practice – starting with what's already there.	Fruits (6/7 of each)	Identify opportunities for assessment within participants' current practice
		Slides 5, 6, 7			Be aware of current findings & guidance relating to Assessment in PSHE
		Slides 8, 9			Identify unique aspects of PSHE
			* Pre-course Assessment	H/O Pre-course Assessment	Understand how self-assessment can be used to establish a baseline and ensure needs are met
	<b>Using end of key stage statements</b>		*Draw & Write	H/O End of KS Statements  A3 Paper/Flip chart  Large felt pens	Be familiar with QCA end of key stage statements and ways in which they can be used
<b>10.30</b>	<b>Break</b>				
<b>10.50</b>	<b>Types of Assessment</b>	Slides 10, 11, 12 (1 <sup>st</sup> half only-double click to miss activity)	*Diamond 9 *Martians *Team working *Pre-course assessment	List of commonly used PSHE activities Set of cards for sorting (x5) Alcohol bottles Others TBC	Be able to identify opportunities for all types of assessment within common classroom activities
		Slides 10, 11, 12			
<b>11.40</b>		Slides 13, 14		KS1 Drug Ed Flow diagram Sample lessons	Be able to identify opportunities for all types of assessment within own planning
<b>12.00</b>	<b>Review</b>		* Reflections, observations & issues	Post it notes	Be able to identify learning from the session and identify unmet needs

<b>12.15</b>	<b>Lunch</b>				
<b>1.15</b>	<b>Assessing values</b>		*Attitude continuum	Continuum statements	Clarify thinking on the appropriate use of assessment with sensitive issues
	<b>Peer and Self-Assessment</b>	Slide 15		H/O Strategy Extracts	Understand the potential benefits of peer and self-assessment Recognise the need for preparation and have some strategies for implementation.
<b>1.35</b>	<b>Gathering Evidence</b>		*Assessing with End of Key Stage Statements	QCA End of Key Stage Statements Flip chart sheets	Know how the end of key stage statements may be used for reporting
<b>2.00</b>	<b>Recording Evidence</b>		*For, What, Why Evidence Grids	4 flip chart sheets: Pupils/Students Teacher Parents/ Community Others  Marker pens	Know that evidence of assessment is required for a variety of purposes and that the evidence needs to reflect the purpose
<b>2.15</b>	<b>Reporting to parents</b>		*Sample School Reports	Copies of anonymous PSHE reports	Be able to recognise the value and purpose of their own school's system
<b>2.30</b>	<b>Break</b>				
<b>2.45</b>	<b>Planning next steps</b>	Slides 16, 17, 18, 19, 21, 22			Have some strategies for developing assessment in PSHE with their own school setting
<b>2.55</b>	<b>Reflection and Evaluation</b>		*Post Course Assessment  *Evaluation Exercise	H/O Post-course assessment  3 Flip Chart Assessment sheets: Types of Assessment, Assessment Activities, Recording/ Evidence H/O Standard evaluation sheet	Be able to identify learning from the session Know the difference between assessment and evaluation
<b>3.15</b>	<b>End</b>				

The programme above falls into three main sessions or areas of focus.

The first session up to morning break outlines the theoretical background to why assessment in PSHE is necessary, examines current practice and begins to draw out learning outcomes related to the QCA End of Key Stage Statements.

The second session (from break until lunch) concentrates on defining and applying the three types of assessment (baseline, formative and summative), applying these to common classroom activities and participants' own practice.

The final session (from lunch onwards) focuses on identifying the why, what and when of evidencing learning outcomes, including recording and reporting.

Within the full day programme illustrated, these sessions are linked through a variety of exercises designed to illustrate assessment in all its forms, and there are numerous opportunities to refer back and reflect on previous work.

### **Half Day and Twilight**

The programme is easily adapted to meet any time constraints. The three blocks can be delivered separately as a complete programme, or an individually tailored programme can be built around identified need by selecting the relevant sections from the outcomes column. All the necessary resources and handouts are reproduced below.

Activity 1: **Find someone who.....**

Purpose: A standard ice breaker activity that can also be used as a broad shared baseline of knowledge and experience within the group.

Equipment:

- Hand Out: Find someone who ...
- Pens or pencils

Approx. time: 8-10 minutes depending on group size

Group size: Whole group

Process:

- All participants are asked to move around the room and find someone for whom each statement is true
- When a match is found their name can be written in the appropriate box
- If possible a different person should be found for each statement.

**Key Points:**

- ***The sheets may be customised to best reflect the likely make up of the group***
- ***Alternatively the statement may be read out and participants could be asked to stand if the statement applies to them. This may still act as a shared baseline but without the icebreaker function.***

Activity: **Sharing Practice – starting with what’s already there**

Purpose: To identify opportunities for assessment within participants’ current practice.

Equipment:

- Slide 4 ‘The purpose of assessment in PSHE. What do we value?’

Approx. time: 15 minutes

Group size: Small group (3 – 6) mixed key stage

Process:

- Each person shares their current practice with the group guided by the four prompt questions
- ‘What do you do?’ ‘Why do you do it and what is it assessing?’ ‘What do the pupils gain from it?’ and ‘What do you do with it?’

- Key points are taken from each group to identify common ground and issues to be addressed in the session
- A final summary of where the group is currently with assessment within their practice, should be fed back to end the exercise.

***Key Points:***

- ***The position of the group whilst mixed, is likely to reflect the common national trends as reflected in recent Ofsted reports***
- ***Common issues raised often include the difficulty of assessing skills and values. How the pupil benefits is often the most difficult question to answer.***



Activity 2: **Pre- and Post-Course Assessment**

Purpose: To understand how self-assessment can be used to establish a baseline and ensure needs are met.

Equipment:

- Hand Out: Personal Pre- and Post-Course Assessment

Approx. time: 5 minutes

Group size: Individual task

Process:

- Participants are invited to take a few moments to reflect on their own level of knowledge and confidence in relation to assessment
- They are asked to complete the 'Personal Pre-Course Assessment' sheet. This is purely for their own reflection and not for sharing unless they wish to do so
- Time should be given towards the end of the session for reflection and completing the 'Personal Post-Course Assessment'.

**Key Points:**

- ***Having time to reflect on, and record our own understanding and learning is a key part of assessment for learning. It is important to indicate how all these activities may be used within the classroom.***

Activity 3: **Draw and Write – A pupil in your class**

Purpose: To introduce end of key stage statements, to identify what is valued and compare this to what is assessed.

Equipment:

- Hand Out: QCA End of Key Stage Statements
- Flip chart paper
- Marker pens

Approx. time: 25 minutes (10 /10 / 5)

Group size: Small group (2 – 7) of the same key stage

Process:

- Draw a child in the centre of the paper - can be an outline or stick figure. This represents a pupil/student at your school
- Around the outside of the picture write all the things you would like this pupil/student to know, understand and be able to do at the end of the key stage as a result of your PSHE programme
- Look at the end of key stage statements – do they reflect the outcomes round the picture?
- Are the statements useful?

**Key Points:**

- ***If groups are from different key stages, comparing sheets often reveals surprisingly little difference***
- ***The sheets often specify very little specific knowledge and instead, are predominately skill based. As knowledge is more frequently assessed than skills, it is worth pointing this out and considering why this is. What do we value? What do we assess?***
- ***For assessment, clear learning outcomes are needed with evidence to support key outcomes and assessment criteria.***

Activity 4: **Types of Assessment**

Purpose: To explore the range and type of assessment we can use in PSHE that can be drawn on as evidence.  
To identify opportunities for all types of assessment within commonly used classroom activities.

Equipment:

- Selection of commonly used PSHE activities (as listed on pages 27 to 31 )
- Dependant on activities selected e.g. Cards for Diamond 9, carpet tiles for Cross the Swamp, cigarette packet for Martian Visit

Approx. time: 15 - 20 minutes (Dependant on activities)

Group size: Small group (3 – 5)

Process:

- Depending on the size of the group, different activities can be run simultaneously or fewer activities can be completed all together
- In each case the group should complete the activity, as their pupils/students would be asked to do
- Whilst completing the activity the groups should consider the type of assessment that it lends itself to, who could do the assessing, how it would inform planning and what evidence could be recorded.

**Key Points:**

- ***In all cases feedback should be given to the whole group to allow for maximum learning***
- ***Question which activities are familiar to participants. If some are unfamiliar are they ones they may consider using in the future***
- ***Slides 10 to 12 summarise the types of assessment with examples of suitable activities.***

Activity 5: **Identifying Opportunities**

Purpose: To apply learning to own practice and be able to identify opportunities for assessment within own planning.

Equipment:

- Participants' own lesson plans and programmes of study
- Spare sample lesson plans and schemes of work
- Slides 13 and 14 ('What does AfL look like in a lesson?' and 'Identifying opportunities for assessment in your planning')

Approx. time: 15 minutes

Group size: Individual, twos or threes of the same key stage or same school

Process:

- Using the prompt questions on the slides, participants should annotate their own plans identifying opportunities for baseline, formative and summative assessment as appropriate.

**Key Points:**

- ***Assessment shouldn't be something onerous done in addition to normal teaching. It should be useful, manageable and fit for purpose. The simplest way is to adopt what is already used in current teaching.***

Activity 6: **Attitude Continuum**

Purpose: To clarify thinking on the appropriate use of assessment with sensitive issues.

Equipment:

- Suitable continuum statements such as 'Smoking in public places should be banned', or, 'It's OK for boys to cry'

Approx. time: 15 minutes

Group size: Whole group

Process:

- Designate one side of the room as 'Agree strongly' and the other 'Disagree strongly'
- Explain that you are going to read out a number of statements. After each statement the participants need to think about their own response and go and stand between the two points at a place that best reflects their view
- There are no wrong answers, and everyone should respond individually
- Once everyone has moved summarise the range of responses you can see, then ask individuals or small groups why they chose to stand there
- Make it clear that everyone is free to change their position in response to anything they hear
- Do their responses mirror those of their pupils/students? If not, what would be different?
- After running a few statements return to the full group to debrief. How could this activity be used for assessment purposes? What type of assessment could it be used for? How could it be recorded?

**Key Points:**

- ***The aim is not to judge a person based on their values, rather the assessment process is to enable a judgement to be made about people's ability to discuss and engage with a range of beliefs and values***
- ***Whilst all opinions are valued, any offensive or racist language should be challenged as in any other lesson. This may provide an opportunity, however, to explore how our views are formed and what influences us***
- ***Teacher observation is usually seen as a good method of recording this activity. It is worth noting that it doesn't need to be just the teacher as long as there is clarity on what is being assessed and what indicators would evidence it***
- ***Ensure a mix of statements relevant for use with the participants' key stage(s).***

Activity 7: **Assessing with QCA End of Key Stage Statements**

Purpose: To know how the end of key stage statements may be used to help reporting.

Equipment:

- Hand Out: QCA End of Key Stage Statements
- Flip chart paper
- Marker pens

Approx. time: 25 minutes (20 / 5)

Group size: Small group (3 – 6) of the same key stage

Process:

- Each group should choose one or two statements from the relevant QCA End of Key Stage Statements
- The statement should then be re-written as an assessment outcome in learner friendly language, for example:

***They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way.***

I know that girls' and boys' bodies change during puberty.

I know that my feelings and emotions may change as I grow older.

I can talk about and understand the changes that happen to my body as I grow older.

- The group should then consider how they might evidence achievement – for example:

***Key Stage 2: Children can demonstrate that they recognise their own worth and that of others.***

I can say some things that I do well.

I can say some things that my friend can do well.

***Evidence – Identifying targets and how well they have worked towards them. Records of achievement. Gifts and Talents (SEAL – Good to be me)***

- Bring all the groups back together to debrief the activity. Each group is asked to present their outcomes and ideas for evidence.

***Key Points:***

- ***Does everything have to be recorded? Or just 'Ows and Wows', those working beyond and those working towards***
- ***How do the end of key stage statements help focus thinking?***

Activity 8: **For, What, Why Evidence Grids**

Purpose: To know that evidence of assessment may be required for a number of purposes.  
To consider the selection of appropriate evidence to fit the purpose.

Equipment:

- 4 Flip chart sheets
- 4 Marker pens

Approx. time: 15 minutes

Group size: 4 Small groups (4 – 7)

Process:

- Title each sheet with one of the following; Pupils/Students, Teachers, Parents/Local Community and Other (e.g. Governors, funding bodies, health partners etc.)
- Divide each of the sheets in two with a line down the middle. Mark one half 'Why' and the other 'Evidence'
- One sheet is given to each group. Ask each table to consider why the identified group on the sheet might need evidence of learning and to note this in the first column. Then consider the type of evidence they may require
- After 3 minutes swap sheets. Consider what the previous group has written and add to it as necessary. After 2 minutes, swap again, and again after 1 minute to complete the cycle.

**Key Points:**

- ***Not everything we assess needs to be recorded***
- ***When considering what assessment to record we must first ask who it is for, and why is it needed***
- ***In the same way that evidence should be fit for purpose, so must the evidence we produce***
- ***Quality is better than quantity. As with the driving test where a skill is only performed once, only one piece of evidence is required to show skill competence***
- ***If we rely on samples of written work as evidence we may be assessing literacy skills rather than what we wish to assess***
- ***One piece of evidence may sometimes be suitable for a variety of purposes.***

Activity 9: **Sample School Reports**

Purpose: To be able to recognise the value and purpose of participants' own school system.

Equipment:

- Copies of anonymous PSHE reports

Approx. time: 10 minutes

Group size: Small group (3 – 6) of the same key stage

Process:

- Divide the sample reports amongst the groups and ask them to consider what they tell you, as well as what they don't. Do they reflect the end of key stage statements at all? Is the level of information appropriate for the intended audience? What may improve them?
- Individuals in the group should then describe their own report system and reflect if any changes should or could be made. What is the purpose of the report? How else can parents be informed?

**Key Points:**

- ***Teachers are usually governed by their own school's adopted style of reports, therefore looking at effective practice is not helpful if it does not fit within their system.***



## Activity 10: **Reflection and Evaluation**

Purpose: To be used at the end of the session/programme to identify learning.

To know the difference between assessment and evaluation.

Equipment:

- Hand Out: Standard evaluation sheet
- 3 Flip chart sheets headed 'Types of Assessment', 'Assessment Activities', and 'Recording/Evidence' respectively. Each sheet divided into quarters; 'Most useful/interesting', 'Remaining Questions', 'Something New to You', 'Something You Will Use'
- Marker pens

Approx. time: 15 minutes

Group size: 4 groups

Process:

- Everyone should have a copy of the standard course evaluation (whatever format that is normally used)
- Three groups are given one of the flip chart sheets each
- The table without a sheet is asked to complete the evaluation form and consider what part of it may be assessment and of what type/use, and which bits are more about evaluation of the whole event
- The groups with a flip chart are asked to put comments in one or more of the four areas as appropriate
- After four or five minutes the sheets are passed round to the next table
- Circulation continues until all groups have completed all tasks
- Debrief key points from sheets and illustrate the difference between assessment and evaluation, and the purpose of the activities in terms of your evaluation of the session.

**Key Points:**

- ***Evaluation is about the effectiveness of the whole (the activities, the space, materials and approaches) in achieving the aims and the impact on the target audience. Assessment contributes to the evaluation***
- ***This time may also be used for completion of the Personal Post-Course Assessment Sheet***
- ***Before starting the activity it may be useful to return to the session objectives and summarise the activities undertaken.***

#### **4: Support Materials**

This section provides additional materials referred to within the training programme and a link to accessing the PowerPoint presentation:

- Find someone who...
- Assessment in PSHE: Personal pre-course assessment
- Assessment in PSHE: Personal post-course assessment
- Assessment, recording and reporting, PSHE key stages 1 – 4: PowerPoint presentation details.

Find someone who .....

... leads a specialist team of PSHE teachers	... has written school PSHE/SRE/Drugs policies	... has been for a run in the last week
... leads for the whole school in the delivery of the PSHE programme	... co-ordinates cross curricular PSHE	... is completing the National PSHE CPD Programme
... from a different local authority to you	... knows what these mean: CEG, QCA, SEAL	... has other responsibilities in school. What are they?
... teaches in a different phase from you (primary, secondary, special, PRU)	... is their school's Healthy Schools Co-ordinator	... is new to the teaching or leadership of PSHE

## Assessment in PSHE

Personal pre-course assessment	
I understand the range and type of assessment that can take place in PSHE  Agree / Disagree / Not sure	Comments
I know what we do well in my school and know what else we could be doing  Agree / Disagree / Not sure	
I can identify opportunities for assessment in planning  Agree / Disagree / Not sure	
I understand how assessment in PSHE reflects  Agree / Disagree / Not sure	
I have strategies for the management of assessment, recording and reporting in PSHE  Agree / Disagree / Not sure	
I support colleagues in developing their understanding and skills in assessment in PSHE  Agree / Disagree / Not sure	

I would like to know more about:

I want to know how to:

## Assessment in PSHE

Personal post-course assessment	
I understand the range and type of assessment that can take place in PSHE  <a href="#">Agree / Disagree / Not sure</a>	<a href="#">Comments</a>
I know what we do well in my school and know what else we could be doing  <a href="#">Agree / Disagree / Not sure</a>	
I can identify opportunities for assessment in planning  <a href="#">Agree / Disagree / Not sure</a>	
I understand how assessment in PSHE reflects  <a href="#">Agree / Disagree / Not sure</a>	
I have strategies for the management of assessment, recording and reporting in PSHE  <a href="#">Agree / Disagree / Not sure</a>	
I support colleagues in developing their understanding and skills in assessment in PSHE  <a href="#">Agree / Disagree / Not sure</a>	
<a href="#">Agree / Disagree / Not sure</a>	

<p>I said I wanted to know more about:</p> <p>and I now do: <a href="#">Agree / Disagree / Not sure</a></p>
<p>I said I want to know how to:</p> <p>and I now do: <a href="#">Agree / Disagree / Not sure</a></p>

I feel clearer about:

## Assessment, recording and reporting PSHE key stages 1 – 4

This presentation can be downloaded from [www.pshe-association.org.uk](http://www.pshe-association.org.uk)

<p style="text-align: center;"><b>Assessment, recording and reporting</b></p> <p style="text-align: center;">PSHE key stages 1 – 4</p>	<p style="text-align: center;"><b>Purpose of today</b></p> <ul style="list-style-type: none"> <li>• To gain a better understanding of assessing, recording and reporting in PSHE</li> </ul>
<p style="text-align: center;"><b>Objectives</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> To understand the range and type of assessment that can take place in PSHE</li> <li><input type="checkbox"/> To identify opportunities for assessment in everyday PSHE planning</li> <li><input type="checkbox"/> To explore strategies for recording and reporting achievement in PSHE</li> </ul>	<p style="text-align: center;">The purpose of assessment in PSHE. What do we value?</p> <ul style="list-style-type: none"> <li>• Group activity: <ul style="list-style-type: none"> <li>➤ What you do</li> <li>➤ Why you do it and what it is assessing</li> <li>➤ What the pupils gain from it</li> <li>➤ What you do with it</li> </ul> </li> </ul>
<p style="text-align: center;"><b>Why assess?</b></p> <ul style="list-style-type: none"> <li>❖ Sets clear expectations for standards and achievement</li> <li>❖ Ensures clear progression in teaching and learning and motivates pupils because they become partners in the assessment process</li> <li>❖ Pupils are clear about strengths and weaknesses in their learning</li> <li>❖ Teachers are clear about pupil achievement and how it might be improved</li> <li>❖ Provides an opportunity to raise the “value” and status of the subject by making the learning clear and explicit.</li> </ul>	<p>• <b>How are we doing?</b></p> <p>Achievement in PSHE should measure students’ ability to discuss, explore attitudes and values and develop skills as well as their gains in knowledge.</p> <ul style="list-style-type: none"> <li>❖ Assessment is frequently non-existent</li> <li>❖ Where there is assessment, it focuses on knowledge</li> <li>❖ Expectations of students’ achievement is low</li> <li>❖ Some schools are not reporting to parents on students’ progress in PSHE</li> </ul>
<p style="text-align: center;"><b>How are we doing?</b></p> <ul style="list-style-type: none"> <li>• <i>“In all schools, personal, social and health education (PSHE) played a positive role in promoting pupils’ health and well-being, but effective assessment of it, linked to clear learning objectives and outcomes, was absent. Little use have been made of the assessment guidance from the Qualification and Curriculum Authority (QCA)”</i> <ul style="list-style-type: none"> <li>• Key Findings: Ofsted ‘Healthy Schools, Healthy Children’ • July 2006</li> </ul> </li> </ul>	<p style="text-align: center;"><b>What’s different about teaching PSHE?</b></p> <ul style="list-style-type: none"> <li>❖ Active learning and participatory teaching methods</li> <li>❖ A classroom climate that clarifies boundaries, maintains respect and enables pupils to discuss sensitive issues</li> <li>❖ Often deals with unplanned issues</li> <li>❖ Teachers challenge prejudice and enable pupils to reflect on their own and other peoples’ views</li> <li>❖ Provision is based on identified needs (baseline assessment)</li> </ul>

<p style="text-align: center;"><b>Does this mean we should assess differently?</b></p> <ul style="list-style-type: none"> <li>• In PSHE there is an emphasis on:-</li> <li>❖ Baseline, formative and summative assessment</li> <li>❖ Involving other adults in the process</li> <li>❖ The assessment of knowledge, understanding and skills</li> <li>❖ Pupil involvement</li> <li>❖ Celebrating achievement and rewarding participation in school and community life</li> <li>❖ Monitoring and evaluating the assessment process</li> </ul>	<p style="text-align: center;"><b>Types of assessment: Baseline assessment</b></p> <ul style="list-style-type: none"> <li>❑ Determines where to start, and provides a guide to the content of lessons and the planning of learning objectives to meet the needs of the group</li> <li>➢ Brain storming</li> <li>➢ Questionnaires</li> <li>➢ Quizzes</li> <li>➢ Values continuums</li> <li>➢ Draw and write activities</li> <li>➢ Asking pupils to call out there ideas "Everything we know about....."</li> </ul>
<p style="text-align: center;"><b>Formative assessment (assessment for learning)</b></p> <ul style="list-style-type: none"> <li>❑ Occurs when adults and pupils work together to make a judgement about progress being made against agreed learning objectives</li> <li>❑ This is then used to identify the next teaching/learning step</li> <li>❑ It involves reviewing and reflecting and therefore relies on pupils' ability to self assess</li> <li>➢ Self assessment</li> <li>➢ Peer assessment, role plays, group reviews, plenaries, circle time</li> <li>➢ Informal teacher assessment, observations, questioning, giving feedback</li> <li>➢ Formal assessment – quizzes, work samples</li> </ul>	<p style="text-align: center;"><b>Summative assessment (assessment of learning)</b></p> <ul style="list-style-type: none"> <li>❑ Carried out at the end of a period of time or piece of work</li> <li>❑ Progress and achievement is judged against a set of criteria E.g. key stage indicators</li> <li>❑ The results are used to provide evidence to report to parents and in developing future learning goals</li> <li>➢ A recording of a talk or presentation</li> <li>➢ A display or website</li> <li>➢ A reflections diary, logbook or portfolio</li> <li>➢ Observation of taking part and contributing to discussion</li> <li>➢ A video of a role play</li> <li>➢ A quiz, card game or leaflet they have produced</li> <li>➢ Written work</li> <li>➢ Self- assessment sheets</li> <li>➢ Photographs of an event</li> <li>➢ A recording of an interview</li> </ul>
<p style="text-align: center;"><b>What does AfL look like in a lesson?</b></p> <ul style="list-style-type: none"> <li>✓ The learning objectives of the session are outlined?</li> <li>✓ What pupils know about the topic/issue is identified? (baseline assessment)</li> <li>✓ Learning outcomes are set; what do we want to achieve?</li> <li>✓ Learning activities are planned</li> <li>✓ Success is measured by assessing progress against learning outcomes – individual, peer, teacher, other adults (formative)</li> <li>✓ Feedback is given to pupils based on targets and goals -oral, written, peer (formative)</li> <li>✓ Evidence to show what has been learned is decided upon and collected? (Evidence will show progression)</li> <li>✓ Assessment outcomes are used to inform what to do next (set targets, plan the curriculum)?</li> <li>✓ Achievements are celebrated</li> </ul>	<p style="text-align: center;"><b>Identifying everyday opportunities for assessment in your planning</b></p> <ul style="list-style-type: none"> <li>❖ Annotate a lesson you have taught, identifying key points in teaching and learning, where you assess responses and work in order to help judge whether children were progressing</li> <li>❖ What strategies do you use most in the lesson?</li> <li>❖ How did you engage the children in the assessment?</li> <li>❖ Which strategies are the most effective?</li> <li>❖ What could you develop?</li> </ul>

### Peer and Self assessment

- ❖ Baseline or Summative activity that requires skill development
- ❖ Evidence of engagement
- ❖ Develops self-awareness and impacts on self-esteem
- ❖ Feedback to enhance learning requires skill development
- ❖ Ground rules and frameworks are essential
- ❖ Gradual introduction and development

#### ❑ Objectives

- What pupils will learn. "We are learning to ....."

#### ❑ Outcomes

- What pupils are able to do once they have learned
- it. "You will be able to know/understand/do....."

#### ❑ Success criteria

- Steps to success; provide prompts to support
- learning towards learning objectives. "Remember to....."

### The next step

- ❖ Where are you now and where do you want to be?
- ❖ What would you like to trial and how will you do it? What additional help do you need?
  - Remember, one step at a time!

#### Have a go. Using objectives and outcomes

- Ensure there is a clear focus in your planning on what you intend pupils to learn (objectives) and the evidence to demonstrate that pupils have achieved them (outcomes)
- Over 4 weeks introduce and focus lessons with objectives and outcomes
- Question pupils during the lesson to check that they understand the objective and can explain how they know they have achieved it
- Plan questions and plenaries to focus on outcomes
- Focus feedback on these objectives and outcomes

#### Have a go. Formative assessment strategies

- Next half term
- ❑ Step 1
  - Focus on 1 or 2 aspects of formative assessment and identify some strategies to trial in a series of lessons
- ❑ Step 2
  - After a few lessons, discuss with a colleague what went well and what did not
- ❑ Step 3
  - Consider what further support or training might help you embed these strategies

#### Have a go. Involving pupils

- Adapt end of KS statements into pupil friendly language to enable clearer feedback and involve pupils in assessment
- Develop regular and planned peer assessment opportunities
- Develop pupils' skills in group talk and peer assessment



### Have a go. Self and Peer Assessment

- With a colleague, identify existing and potential peer and self assessment opportunities from a SoW/module for a year group
- Within the next half term, plan opportunities and experiment with a range of strategies
- Observe pupils assessing their work and give feedback on what they did well and how they could improve
- Review the gains made by pupils with a colleague and decide how to embed these strategies

### Co-coordinating assessment, recording and reporting

#### Why?

Agree the purpose of assessment

#### What?

Identify activities that lead to effective learning and provide evidence of pupils' progress and achievement

#### Who?

Agree who will contribute, keep records, update portfolios

#### When?

Plan when and how frequently to record evidence

#### How?

Plan how achievement will be recorded, summarised, reported to parents, celebrated and rewarded.

Finally - plan monitoring and evaluation of the process.

## Recommended Reading

- QCA (2005), PSHE at Key Stages 1-4 Guidance on assessment, reporting and recording
- Blake, S. and Muttock, S. (2004), Assessment, Evaluation and Sex and Relationships Education – A practical toolkit for education, health and community settings
- The Association for Achievement and Improvement through Assessment (AAIA) website, [www.aaia.org.uk](http://www.aaia.org.uk)
- Assessment for Learning (on the QCA website, in ages 3 -14) [www.qca.org.uk](http://www.qca.org.uk)
- QCA (Feb 2007) The Secondary Curriculum Review, Organising the curriculum:
  - Peer assessment and self-assessment
  - Periodic assessment
  - Gathering evidence

## **Appendix 1**

### **Why Record evidence? (teachers' comments)**

- For the children, parents, outside agencies etc.
- To show progression
- To inform planning and evaluate learning
- To show the topic has been covered successfully (how?)
- Raise profile of PSHCE
- Government targets and OFSTED
- For the next teacher

### **When and how often should we record?**

- After a significant unit of work
- Beginning and the end of the year
- Annotated planning
- Overview of the year (pupil)
- Before and end of topic – pre/post assessment

### **What will a portfolio of recorded evidence look like?**

- Samples of children's work from each year group
- Photographs
- Videos
- Role-play scripts
- Newspaper reports
- Individual worksheets
- Teacher/ pupil evaluations and feedback
- Photos of displays
- School council minutes
- Health forum minutes
- Individual reports
- Pupil self-assessment based on learning outcomes

### **What should we record?**

- Progress with skills – how?
- Linked closely with learning outcomes for each module (need to be “can do” and “know about” type statements.
- Next steps? How to improve, set targets (for themselves)
- What students have achieved
- Peer assessment – targets achieved

- What they have enjoyed (pupils)
- IEP progress
- Specific, unplanned incidents
- Child Protection issues – disclosures

### **Who will do the recording?**

- Class teacher – Primary school – more emphasis
- Teaching assistant
- Pupils – secondary school – more emphasis and special schools
- Parents – reception year/class
- Other teachers – high school – non-teaching staff
- PSHCE coordinator
- Learning mentor
- P.D.C. Staff

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