PSHE Assessment Policy

Royds Hall

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Record of Alterations
Version 1.0 Original
Version 2.0 Updated tracking information based on new thematic approach

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1. Rationale

At Royds Hall, our teaching philosophy is that regular, purposeful assessment which is used to inform future input is the foundation of what makes good teaching.

It is therefore essential that learning in PSHE education is assessed for several reasons:

- Pupils must be given opportunities to reflect on their learning, especially when it regards their personal qualities, attitudes, skills, attributes, achievements and influences.
- Tutors and curriculum leaders must feel confident that learning has taken place and must be able to identify future learning needs.
- Assessment increases students' motivation and improves learning.
- We must be able to measure the impact of the curriculum and adjust where necessary.
- The Department for Education (DfE) states in the statutory guidance for Relationships, Sex and Health education that "schools should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas", and assessment contributes to a feeling of high expectation among both pupils and staff.

At the same time, it is important to be aware that the staff delivering PSHE are not subject specialists and already have marking demands in their substantive teaching roles. It is therefore incumbent upon the marking policy to ensure that assessment does not require additional marking from form tutors.

2. Identifying Learning Assessment Needs for PSHE

In PSHE, we have identified two core strands of the curriculum which must be assessed for KS3 and 4. The first strand is Personal Attributes, Beliefs, and Strategies such as empathy, communication, risk assessment, resilience, honesty, self-worth, kindness and courage are not easily measured or assessed. This is why the PSHE association states that "It would be inappropriate for assessment in PSHE education to be about grades or about passing or failing." The second strand is Knowledge and Understanding, including factual knowledge of topics and the vocabulary necessary to express ideas appropriately within the sensitive topics discussed in PSHE.

These strands require very different forms of assessment, both of which are equally important to the overall assessment of progress and impact within PSHE. In this policy, the two strands will be treated individually to clearly outline where and when assessment takes place.

3. Strand 1: Personal Attributes, Beliefs and Strategies

In line with the PSHE Association advice, the model of assessment used to measure progress in this strand of the curriculum is ipsative assessment. As described by the PSHE Association, "Ipsative assessment compares where a student is at the end of a lesson or series of lessons against where they were before the lesson(s), in a similar way to an athlete measuring today's performance against their own previous performance. So, the benchmark against which progress is measured is the student's own starting point, not the performance of others or the requirements of an exam syllabus."

Ipsative assessment is weaved throughout the curriculum for all year groups for both baseline and endpoint activities. Some strategies used to assess development in this area include:

Questioning → Revisiting key questions, extending with higher order questions
Discussion → Revisiting discussion topics and noting down changes in prior thinking
Mind-mapping → Repeating the activity at the end of the series of lessons, demonstrating the comparatively larger wealth of ideas / beliefs / attitudes the pupil is aware of
Role-play → Repeating the activity with a more challenging situation to show how pupils have developed their skills
Responding to scenarios → Revisiting earlier scenarios, or new scenarios with multiple elements, to show improved skills and strategies
Points on a scale / Continuum / Washing Lines → Re-rating at the end of learning to see how students view their own personal development over time

Ipsative assessment is measured by the pupils themselves and their form tutors. Pupils are encouraged to reflect on how their skills, personal attributes, beliefs and strategies have developed over time. No assessment grading is applied to this strand as the learning is not measurable through quantitative data, and therefore any grading would add unnecessary workload to Personal Development teachers which could not be used to inform further teaching. Instead, overall progress is measured through targeted student voice (focusing on key cohorts, as well as boys, girls, and LGBTQ+ students), where students are asked to explain how their personal attributes, beliefs and strategies have developed over time, using their booklets to demonstrate how they know this. The results of student voice are then used to inform next steps in teaching, including early revisiting of topics through responsive tutor resources and assemblies.

4. Strand 2: Knowledge and Understanding

Fact-based knowledge in this strand is more easily assessable through standard strategies such as quizzes, questionnaires, full class live feedback, and self/peer assessed work.

At the start of the year, and then at the end of each term, students complete a cumulative knowledge assessment where all data is correlated and tracked. The Knowledge checks, check understanding of key vocabulary, concepts, and ideas within the topic. For example, in Year 9, students are asked to name the Fundamental British Values, to define Democracy, to identify who is protected under the Equality Act, and similar factual knowledge. Each assessment covers 3 themes RSHE, Careers & Finance and Religious Studies), ensuring that prior learning is regularly revisited as well as the most recent topics.

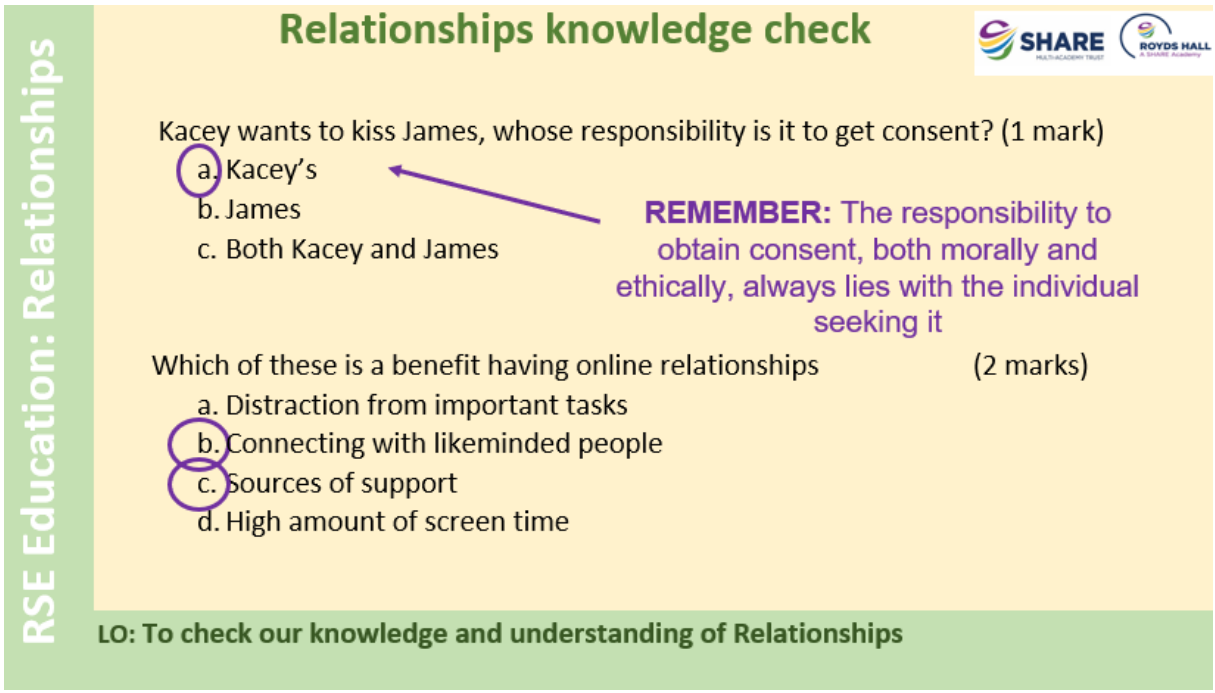
Students receive immediate feedback on the knowledge check through a purple pen improvement slide which explains each answer. The slides clearly explain common misconceptions so that students can understand where they went wrong. This way, students receive feedback without additional marking workload for Personal Development teachers who already have marking demands within their substantive teaching role. Teachers then input the information onto a tracker which is organised by theme. This is then used to inform next steps in teaching through a responsive tutor resource if the majority of students did not know, or misunderstood, an aspect of the module. The curriculum is also adapted based on the weakest themes in each year group to ensure that they are revisited through, for example, Retrieve 2 Remember activities.

When the module is revisited and developed within the spiral curriculum, the weakest questions of the knowledge checks for the year group are then used to develop baseline activities. For example, if the weakest question on the knowledge check was naming the Fundamental British Values, this question would reappear as a baseline activity the next time that this Year Group visit that topic.

5. Strand 2: Case Study

Step 1: Quiz provided at start of lesson.

Step 2: Teachers click through slides with corrections, e.g.:



Step 3: Teachers input results on the tracker, organised by theme:

		HT2 Careers and Finance				HT3 Religion & Worhsip				HT4 Risk			
	Class	Section A - RSE (10)	Section B - Careers & Finance (20)	Section C - Religious studies (10)	Total (40)	Section A - RSE (10)	Section B - Careers & Finance (10)	Section C - Religious studies (20)	Total (41)	Section A - RSE (20)	Section B - Careers & Finance (10)	Section C - Religious studies (10)	Total (40)
	8a/Pd	10	19	7	36	11	8	17	36	15	7	9	31
	8a/Pd	9	17	10	36	0	0	0	0	20	9	10	39
	8a/Pd	9	10	9	28	10	8	16	34	14	8	8	30
	8a/Pd	8	17	7	32	11	10	18	39	14	8	7	29
	8a/Pd	6	12	6	24	10	7	19	36	16	7	6	29

Step 4: Curriculum Leader correlates results and identifies gaps.

Step 5: The curriculum leader designs a Responsive Resource which re-teaches gaps in learning.

Step 6: The next time the year group visit the topic, questions about gaps are used to form the baseline activity.