

## Effective Assessment of PSHE Education

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Subject Specialist

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This session will cover:

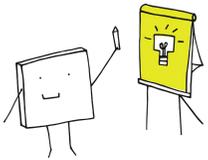
- ✓ the importance of meaningful assessment in PSHE
- ✓ the requirements and expectations for assessment in PSHE
- ✓ tips and strategies for assessing progress

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## Assessment and evaluation

### Assessment

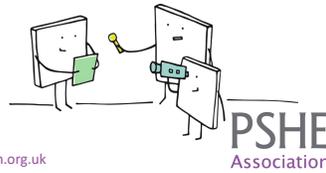
- Looks at the learning
- Measures progress
- Is the use of activities to gauge what has been learnt and what needs to be learnt



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### Evaluation

- Looks at the experience
- Considers how effective activities, approaches and materials have been in achieving the learning objectives



## Why assess PSHE education?

1. To give teachers, pupils and parents progression feedback and inform next steps.
2. To help pupils reflect on and identify what they have learnt.
3. To improve learning and increase pupils' motivation.
4. To monitor the effectiveness of provision.
5. To allow others to see the impact PSHE education is having for pupils and on whole-school outcomes.
6. To support teachers to demonstrate learning that has taken place, whilst identifying gaps and future learning



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## Assessment in the statutory guidance

Schools should have the same **high expectations of the quality of pupils' work** in these subjects as for other curriculum areas.

A strong curriculum will **build on the knowledge pupils have previously acquired**, including in other subjects, with regular feedback provided on pupil progress.

*[Delivery and teaching strategies guidance, 9/06/2020]*

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## Assessment guidance from Ofsted

- 195. [Inspectors] will also consider the way that the curriculum developed or adopted by the school is **taught and assessed in order to support pupils to build their knowledge and to apply that knowledge as skills** (we call this 'implementation'). Finally, inspectors will **consider the outcomes that pupils achieve** as a result of the education they have received (we call this the 'impact').
- 210. When used effectively, **assessment helps pupils to embed knowledge and use it fluently, and assists teachers in producing clear next steps for pupils**. However, assessment is too often carried out in a way that creates **unnecessary burdens for staff and pupils**. It is therefore important that leaders and teachers understand its limitations and avoid misuse and overuse.

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## Assessment guidance from Ofsted



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• 212. Inspectors will look at whether schools' **collections of attainment or progress data are proportionate, represent an efficient use of school resources, and are sustainable for staff.** The Teacher Workload Advisory Group's report, '[Making data work](#)', recommends [no] more than 2 or 3 data collection points a year, and that these should be used to inform clear actions.

• 211. Inspectors will therefore evaluate **how assessment is used in the school to support the teaching of the curriculum**, but not substantially increase teachers' workloads by necessitating too much one-to-one teaching or overly demanding programmes that are almost impossible to deliver without lowering expectations of some pupils. This will include considering **how the school responds to any gaps in learning that have arisen from the pandemic.**

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## Assessment in PSHE is...and isn't...



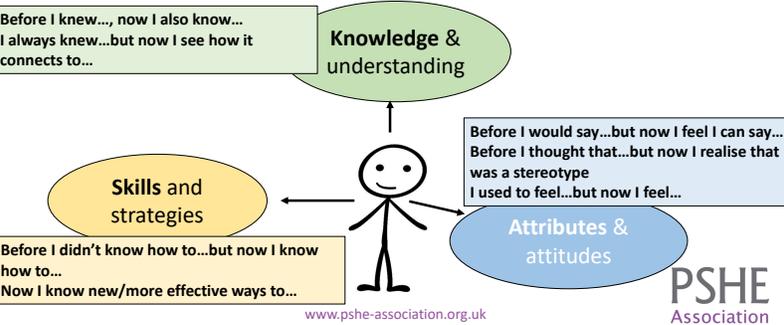
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## What does 'progress' in PSHE education look like?

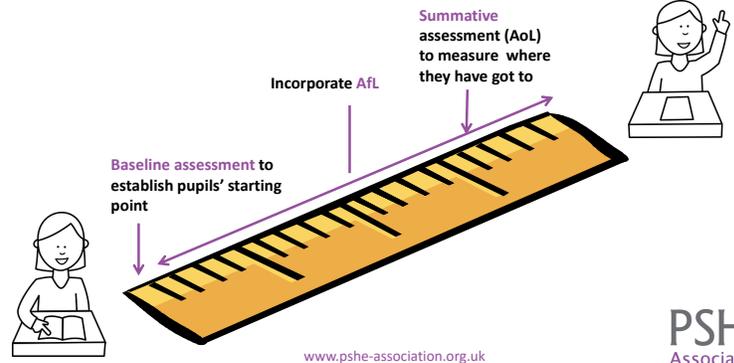
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A change **or** reconfirmation of...



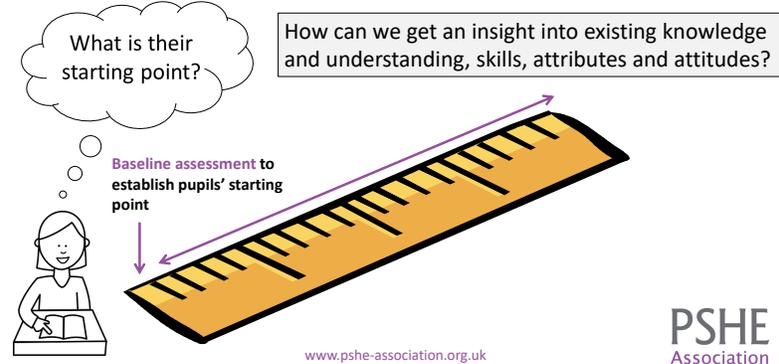
## Assessment in PSHE

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## Assessment of learning in PSHE

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## Discover pupils' starting points...

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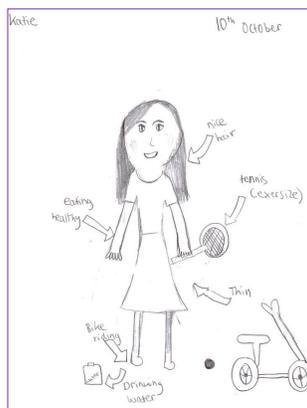
# Baseline assessment – activities

- Mind-map, graffiti wall
- Quiz
- Tell it to... / Explain to an alien
- Draw and write
- Leaflet/letter/diary writing

- Discussion, key question / questioning
- Role-play, freeze-frame, hot-seat
- Storyboards, script-writing
- Responding to a scenario, picture, video
- Card sort / ranking activity
- Surveys
- Continuum (recording/washing line)
- Self-assessment: 'I can...' statements
- Personal reflection/journal writing

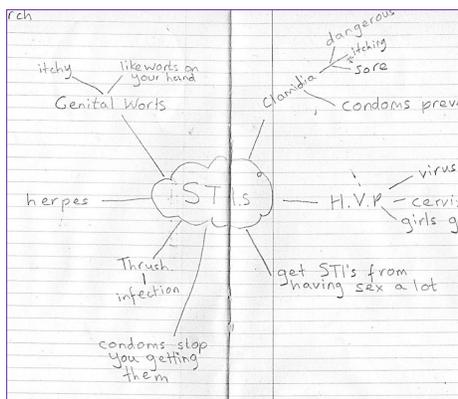


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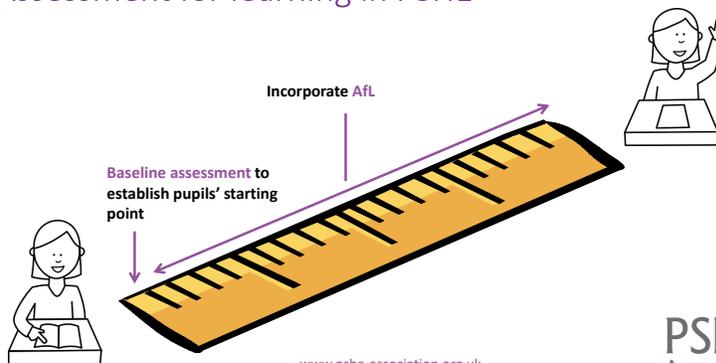
Look at the baseline assessment and decide on the pupil's:

- Strengths
- Misconceptions
- Gaps in their knowledge, skills, or understanding
- Next steps for planning/teaching



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# Assessment for learning in PSHE

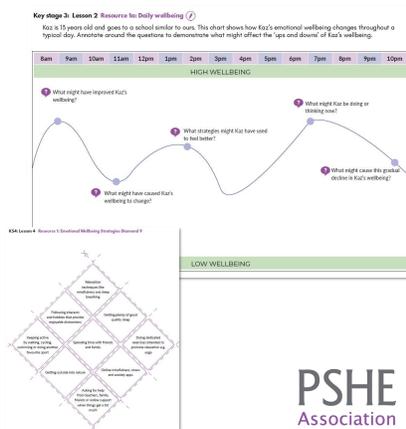


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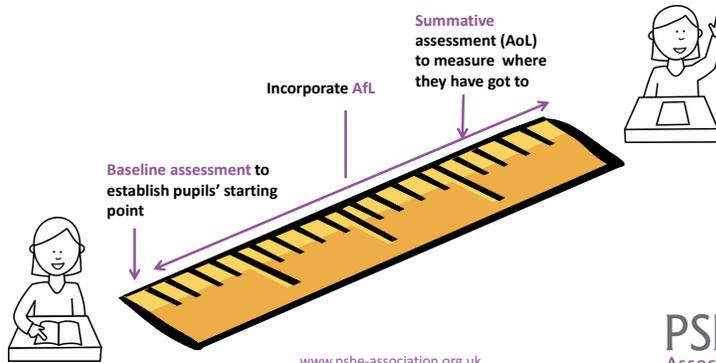
# Assessment for learning

- Key questions
- Mini-plenaries
- Opportunities for feedback

Alone describes...	Discs out that...	In the end...
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# Summative assessment



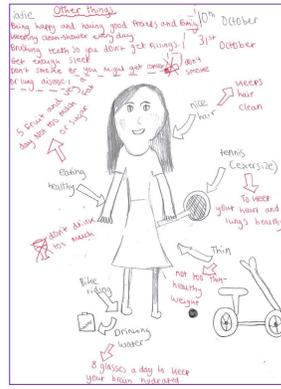
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# End-point assessment activities

- Repeat quiz, card sort or continuum and compare
- Revisiting mind-map, brainstorm, storyboard or script – add to or amend
- Repeat role-play or scenario using new strategies or repeat this activity with a related but more challenging situation
- Different planned activity to show progression
- Reflective sentence starters
- Presentations – blog / podcast
- Self-assessment: 'I can...' statements

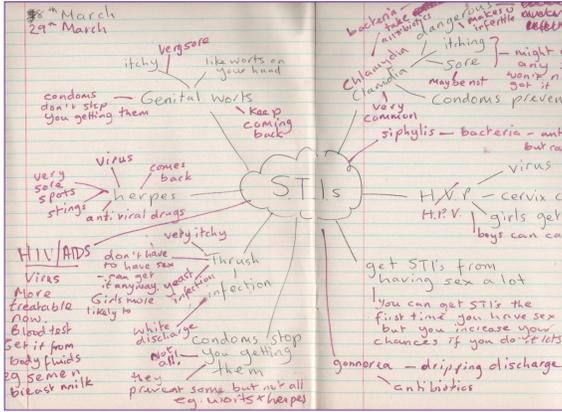


## End-point assessment



Look at the endpoint assessment and reflect on:

- Progress - what changes can you see in their knowledge and understanding, skills and attributes progressed?
- Any next further steps? Consider gaps and misconceptions



## Keeping records of pupils' learning

### Why?

- Assessment sheets kept together
- Individual pupil record
- Personal learning journey

### Who is it for?

- Pupils
- Parents
- Teachers
- PSHE Leads
- Senior Leadership Teams



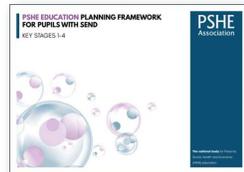
## Collating and measuring data - I can statements

Working Towards	Working At	Working Beyond
Can identify transitional stages in life and suggest ways of managing them	Can manage transitions between important stages in life, including physical, emotional and practical changes	Can manage transitional phases in life, anticipate a positive mindset in the face of different changes and challenges, and where relevant, anticipate obstacles
Can suggest ways to maintain a healthy self-concept	Can explain ways to maintain a healthy self-concept, and where relevant, promote self-confidence and self-esteem	Can confidently demonstrate strategies to maintain a healthy self-concept, and assess when and how it's appropriate to promote others' self-esteem
Can suggest ways to promote physical, mental and emotional health	Can describe ways to promote physical, mental and emotional health	Can maintain a range of techniques to promote physical, mental and emotional health
Can state and describe the evidence, the features of mental wellbeing, and who to ask for help	Can identify signs and symptoms of mental health and identify signs of help needed	Can confidently articulate evidence, explain the features of mental health and wellbeing, and evaluate different sources of support
Can identify some safe and secure places for health and wellbeing	Can identify places for health and wellbeing that are safe or available, and explain why	Can confidently demonstrate how to evaluate the safety of health and wellbeing choices and manage personal and influence others' choices
Can suggest some risks of substance misuse	Can explain the personal and social risks associated with substance misuse	Can confidently assess the relative risks of different personal and social harms associated with substance misuse
Can say what contraception is, give some examples and why they should be discussed with a partner	Can explain how different contraceptive methods, factors that can affect their efficacy and how to negotiate use of contraception with a partner	Can demonstrate how to negotiate contraceptive use with a partner, assessing how appropriate different forms of contraception might be in different situations, taking into account the relative efficacy

	Working Towards	Working At	Working Beyond
Health and Wellbeing	Can describe some ways to keep healthy and explain why it is important	Can describe some ways to keep healthy and explain why it is important	Can describe some ways to keep healthy and explain why it is important
Health and Wellbeing	Can give some examples of things that can make you feel good or bad	Can give some examples of things that can make you feel good or bad	Can give some examples of things that can make you feel good or bad
Health and Wellbeing	Can suggest ways to help myself and other people feel good, or feel better if not feeling good, such as sleep, regular exercise and breathing time in an office	Can suggest ways to help myself and other people feel good, or feel better if not feeling good, such as sleep, regular exercise and breathing time in an office	Can suggest ways to help myself and other people feel good, or feel better if not feeling good, such as sleep, regular exercise and breathing time in an office
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## Supporting pupils with SEND to demonstrate progress

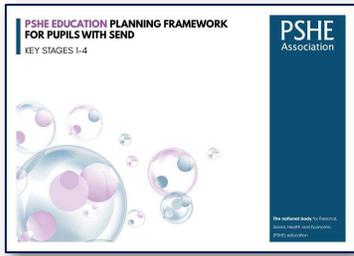
The Planning Framework for pupils with SEND breaks down learning in each PSHE topic area into six progressive stages, starting with the first stage 'Encountering', through to the final stage 'Enhancement'.



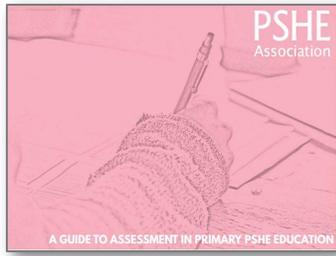
	Encountering	Foundation	Core	Development	Enrichment	Enhancement
Healthy Living	Respond to different stimuli about what it means to be 'healthy'.	Identify foods that we like and dislike to eat.	Identify some examples of healthy foods.	Explain why some foods are healthier than others.	Explain what it means to eat a healthy, balanced diet.	Describe which foods we should only eat, occasionally and explain why eating too much of them could harm our health.
Healthy Living	Respond to different stimuli about what it means to be 'healthy'.	Identify foods that we like and dislike to eat.	Identify some examples of foods that should only be eaten once in a while.	Explain why we might need to eat foods we might not like very much.	Give examples of occasions when we can make choices about the foods that we like to eat.	Identify some influences on our food choices, and when these might be positive or negative.
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## Assessment strategy case studies

### Resources to support you



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- School 1:**
- Small infant school
  - No assessment strategy for PSHE yet
  - Lack of consistency in recording work
  - Staff unsure about how to assess in PSHE

- Baseline and end-point assessment activities incorporated in to planning
- Class books are used for recording assessment and other PSHE work
- PSHE lead delivers training session on assessment strategy and provides exemplar models

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### Assessment strategy case studies

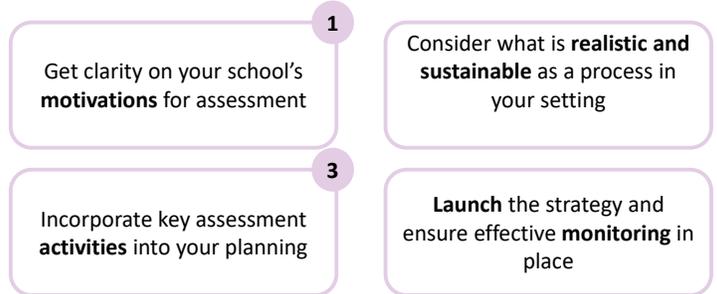
- School 2:**
- PSHE is treated the same as other subjects and grades are required
  - School assessment policy states that evidence of student progress must be collected at three points in the year
  - KS4 certification is expected
  - Taught by a specialist team of 6 teachers

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- Use strategies such as 'I can' statements which assess student progress according to a criteria
- Requirement to produce termly assessments at KS3 and potentially certificated coursework at KS4
- Specialists able to implement assessment into all lessons and schemes of work to produce reports using skills based terminology adapted from curriculum/programme of study

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### Developing an assessment strategy



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