

## Assessment, Monitoring, Recording And Reporting

At the time of writing, we are in uncertain times with reference to the future of Personal, Social and Health Education in schools. Nevertheless, we acknowledge that we have both a professional and a moral obligation to provide the very best for the young people that we teach. Thus we need to know how well our pupils are developing the knowledge, attitudes and skills they need for happy, healthy and productive lives. We also need to know the strengths and weaknesses of the teaching and learning in our schools, so that we can improve our provision. Where possible, we would like to build on current best practice in assessment in other subjects.

The resources provided are easily adaptable to suit school's individual needs. It is acknowledged that many class teachers feel somewhat overwhelmed with individualised assessment, particularly in large classes. Feedback from trials using the approaches described below has been positive - teachers have found them both useful and manageable.

In every lesson there is an opportunity to undertake some sort of **Assessment for Learning**. In many cases, specific examples are given in the lesson plan. Where this section has been left blank, class teachers should consider what approach would best suit their class and personalise as appropriate.

Learn 4 Life incorporates different aspects of assessment. At the end of each module, there are **self-assessment** opportunities for pupils. These encourage learners to reflect on how well they are developing skills, knowledge and attitudes and can be completed individually, or as a result of dialogic partner work. They have been written in a way that should be accessible to most pupils independently, or with a little help in reading or writing responses, and should be easily achievable within the final lesson of the module. Pupils are encouraged to reflect on how well they are developing through using a simple "traffic light" system

- Red – I am still finding this difficult
- Amber – I am doing well with this
- Green – I feel confident and ready for new challenges.

It should be emphasised to pupils that there are no "right and wrong" answers to these statements, and that the importance lies in how well they begin to know themselves as learners. For teachers, these will also provide a useful visual overview of pupil perceived progress for each module.

There is an opportunity for the teacher to add a personalised comment to support or challenge the pupil's self-assessment. These could also provide useful comments when writing annual reports to parents. Schools can choose to use these electronically with pupils, or to print off and create yearly "I can" sheets, or complete booklets for years 1-6, building up individual profiles as pupils progress through the school.

In addition to these self/peer assessments, each module also includes a **teacher assessment** of learning through the "Remark on the Remarkable" sheets. These allow the teacher to assume that most pupils have made expected progress throughout the unit and have developed knowledge, attitudes and skills as would be anticipated.

Pupils who have not made expected progress (either well above or below the class norm) are identified and recorded. This information should then be used when planning subsequent learning opportunities. Some of these pupils may need additional support (for example through using Silver Set SEAL small group activities), additional support in lessons (e.g. Teaching Assistant support, peer support) or through more specific differentiated activities or modified learning outcomes. It is possible that this information could be used in reviewing Individual Education Plan targets if applicable. Over the year, it will be possible to track whether pupils have low levels of attainment in all modules, or just in a specific area and support can be targeted accordingly.

Pupils who have achieved above and beyond their peers should also be identified and recorded. These are pupils for whom further opportunities to develop these skills should be provided. This could be through the school's Gifted and Talented provision, or through, for example, being given opportunities to develop skills in group leadership /facilitating in later lessons or in other ventures such as peer support/buddy programmes.

Subject Leaders should consider this information when making judgements about the quality of Teaching and Learning in Personal, Social, Health and Economic Education. In addition, lesson observations, scrutiny of planning, pupil interviews and scrutiny of examples of learning (draw and write activities, annotated photos, video clips etc.) should help Subject Leaders build a clear picture of provision and standards throughout the school.

At the time of publication (June 2011) there are no national levels of attainment for PSHEE. Teachers should familiarise themselves with the End of Key Stage statements which describe broadly expected outcomes at age 7 and 11. The learning that contributes to these outcomes takes place not just in discrete PSHEE lessons, but across the whole range of experiences the school offers.

The accompanying Learning Map is a useful tool for identifying and evidencing the opportunities the school provides for achieving these End of Key Stage outcomes.

The third strand of assessment information is to be found in the Pupil Discussion Forums. These are a very useful way of gathering an informed impression of pupils' achievement in a way that other evidence often cannot. For each termly theme there is an exemplar evidence-gathering sheet suggesting the questions that could form the basis of the discussion. It is suggested that around 6 pupils is a good number to form a discussion group. These could be, for instance, a boy and a girl from high, middle and lower achieving 'levels' within a class.

To make this process manageable, subject co-ordinators could for example focus on one year group per term over a 2 year period. It is likely that each discussion group will take around 15 to 20 minutes, and it should give a snapshot of pupils' knowledge, skills and attitudes and the vocabulary they use to describe these.

The composition of the groups can be varied to accommodate whatever a whole school focus might be, for example looking at the learning experience and the achievement of various groups such as Looked After Children, Gifted and Talented, or children with Social and Emotional Difficulties.