


SUBJECT Assessment and Feedback Overview

Termly Assessment: This is one deeply assessed piece of work with clear next steps feedback per half term.						
Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	<p>Assessment is as central to effective teaching and learning in PSHE education as it is in any other subject. However, as the PSHE Association points out, it would be inappropriate for assessment in PSHE education to be about grades, or about passing or failing. The model of assessment that is most meaningful in PSHE education is ipsative assessment. 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. This gives us the following model for assessing any learning in PSHE education:</p>  <p>1. Baseline assessment Carry out a baseline assessment before starting a new 'piece of learning' (which might be a single lesson or series of lessons constituting a 'module' or 'topic').</p> <p>2. Assessment for Learning (AfL) Build AfL into the lesson(s) to gauge understanding, adapt teaching, promote and maximise learning. Strategies might include building on the baseline assessment, structured questioning, mini-plenaries between activities, feedback and feed forwards.</p> <p>3. Assessment of Learning (AoL) At the end of the 'piece of learning', measure progress from the starting point (AoL). Use this to evidence progress and inform future teaching.</p> <p>Assessment is carried out through a range of approaches, as set out in this document: PSHE Association: A Guide to Assessment in Secondary PSHE Education</p>					
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There is no prep work for PSHE. Teachers will check exercise books/students' work regularly to monitor student understanding, but they are not expected to write in them. Students use their Learning Journeys to indicate their confidence levels prior to the lessons and afterwards so they can self-assess the impact of the learning on their understanding of each topic.

Other forms of feedback in the department	Our approach to developing literacy	Our approach to developing reading
See above statement	PSHE is very discussion led, and there is therefore a focus on improving oracy skills through learning how to discuss and argue appropriately and present their opinions persuasively. Students are encouraged to develop their spoken literacy, constructing arguments and learning how to form and share their opinions with others. Students learn 'the art of disagreeing well' and how to adopt a tone that enables disagreement without it descending into conflict.	Students are provided with opportunities to read newspaper articles on relevant topics, as well as extended non-fiction information, argumentative and persuasive texts. Students are expected to read aloud in class and opportunities for wider reading on each topic are shared with students, with more challenging age-appropriate, thought provoking texts suggested as students move through the key stages.