


PSHE Assessment at Ballard


Assessment is as central to effective teaching and learning in PSHE education as it is in any other subject. It is therefore important to understand the process of, and reasons for, assessing learning in PSHE. It would be inappropriate for assessment in PSHE education to be about grades, or about passing or failing.


PSHE education covers issues and areas of life which children and young people will be affected by in different ways and at different times. As such we cannot make any assumptions based on pupils' age or year group about their existing knowledge, understanding, attributes, skills, strategies, beliefs and attitudes. So to assess learning and progress effectively, it is important to carry out a baseline assessment before teaching anything new.

The model of assessment that is most meaningful in PSHE education is ipsative assessment. Ipsative assessment compares where a pupil 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 pupil's own starting point, not the performance of others or the requirements of an exam syllabus.

At Ballard we use the following model for assessing any learning in PSHE education; baseline assessments, assessment for learning (AfL) and assessment of learning (AoL). At the end of modules, pupils will use the 'I can statements' to support assessment of pupil progress and attainment. The 'I can statements' suggest what pupils may be able to do in any key stage, allowing teachers to identify whether a pupil is working towards, at or beyond the intended learning outcome at each stage, across the three core themes; **Relationships and Sex, Health and Living in the Wider World.**

 Working towards: Pupils are starting their learning in this area and do not yet have secure understanding.

 Working at: Pupils: have met the intended learning outcome in this area and can demonstrate their understanding.

 Working beyond: Pupils have exceeded the intended learning outcome and can confidently demonstrate their learning or apply it to new contexts.