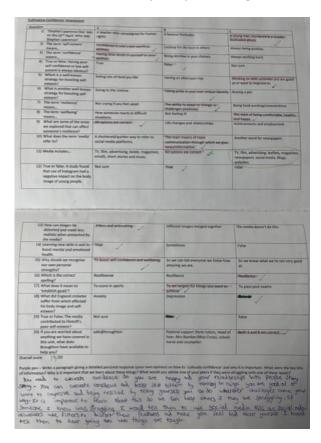


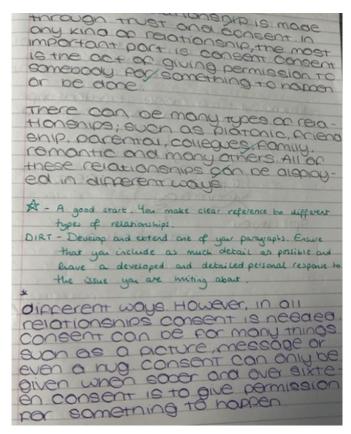


ASSESSMENT IN CPSHE

Rationale: What is the purpose of assessment in KS3 CPSHE?

Assessment is used to check pupils' knowledge and understanding in order to inform future teaching and learning. In addition, assessment in CPSHE aims to consolidate and develop skills, knowledge and understanding in order to benefit pupils both within other lessons and in the wider world. Pupils are assessed both on their substantive knowledge (through multiple-choice diagnostic testing), a range of presentations to enhance their skills of oracy and unit over-arching questions. Pupils must demonstrate their ability to apply this knowledge in identified tasks and extended writing, demonstrating both substantive and disciplinary knowledge.





The CPSHE curriculum has been designed following detailed consultation with Heads of Department in other subjects so that it effectively complements those subjects and can therefore support aspects of their assessments in other curriculum areas as well.

Within all assessment tasks, CPSHE staff routinely adopt the whole-school approach to DIRT. Pupils are given the opportunity to improve their work, based on teacher feedback. There are good examples of this in pupil exercise books. Pupils are encouraged to improve their work each lesson by adding new information they have learnt and incorporating a mature and articulate personal response to issues explored. Homework also supports this, with one 'Wider Reading Homework' set for each unit, which encourages pupils to be more independent, proactive learners and incorporate their findings in their responses.

We assess learning for a number of key reasons:

- 1. To check our curriculum design is appropriate (the curriculum model is the progression model)
- 2. To check our teaching and learning is effective
- 3. To check that all our pupils are learning the curriculum and making progress
- 4. To ensure that pupils understand the value of CPSHE and can demonstrate their understanding.

Formative Assessment

The term 'formative assessment' refers to a wide range of methods used by teachers, to evaluate how well pupils understand the learning, what the learning needs of pupils might be and the academic progress during a lesson. These strategies are consistently embedded in CPSHE lessons and enable teachers to identify any concepts that pupils are struggling to understand and to adjust delivery and support accordingly. Consequently, regular formative assessment in CPSHE ensures that teachers are consistently perceptive and responsive to the needs of their pupils. Below are examples of formative assessment that you would regularly see in a CPSHE lesson:

- Low stakes knowledge quizzes
- Use of whiteboards
- Cold calling
- Homework tasks
- Retrieval practice
- Multiple choice questions
- Listening to and participating in discussions

Summative Assessment

In contrast to the more frequent and 'in the moment' formative assessment which occurs in CPSHE lessons, the term 'summative assessment' refers to the evaluation of student learning at the end of unit and identifies whether the 'goals' of each unit studied have been achieved.

For the three units studied in each year group, a different type of assessment is implemented. Each unit includes a unit over-arching question, a knowledge quiz or a spoken assessment and each has clear parameters to indicate whether a pupil is 'Not Yet meeting', 'Working Towards', 'Working At' or 'Exceeding Expectations', followed by DIRT opportunities to consolidate and develop learning.

Implementation: What does assessment look like in KS3 CPSHE?

Year 7	Unit 1 – 'This is Me!'	Unit 2 – 'Looking After You!'	Unit 3 – 'Change and Identity'
	End of unit knowledge quiz	End of unit knowledge quiz	End of unit knowledge quiz
	DIRT Activities	DIRT Activities	DIRT Activities
Year 8	Unit 1 – 'Looking After You!'	Unit 2 – 'Cultivating Confidence'	Unit 3 – 'Identity and Equality'
	Extended written response to unit over- arching question	End of unit knowledge quiz	Group presentation
	DIRT Activities	DIRT Activities	DIRT Activities
Year 9	Unit 1 – 'Choices and Consequences'	Unit 2 – 'Positive Relationships'	Unit 3 – 'Moving Forward'
	End of unit knowledge quiz	Extended written response to unit over- arching question	Individual Presentation
	DIRT Activities	DIRT Activities	DIRT Activities

Impact: How is information from assessment tasks used?

For these identified tasks pupils receive feedback about what they have done well and what they need to do to improve. Pupils are expected to improve work as a result of teacher feedback. Teachers use the information gathered from assessments to review teaching and learning so that any misconceptions are addressed.

This work is tracked by the teacher/department using a RAG marking system which will inform teachers in deciding if pupils are meeting curriculum expectations when completing reviews.

