

## 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.

Questions	A	B	C
1) "Strong opinions are often 2/3 part, who are the other 1/3?"	A teacher who campaigned for human rights	A famous politician	A young man, mentioned in a recently published article
2) The term "confidence" means...	Confidence means a person's worth or ability	Looking for the best or others	Always being positive
3) The term "confidence" means...	Confidence means a person's worth or ability	Looking for the best or others	Always working hard
4) True or False: Having your self-confidence or low self-esteem is always obvious?	True	False	Not sure
5) Which is a well-known strategy for boosting self-esteem?	Being told of how good you are	Having an afternoon nap	Working on skills, activities you are good at or want to improve on
6) What is another well-known strategy for boosting self-esteem?	Going to the cinema	Being proud in your own unique talents	Feeling a part
7) The term "confidence" means...	Not trying if you feel upset	The ability to adapt to change or challenges positively	Being hard working/ambitious
8) The term "confidence" means...	How someone reacts in difficult situations	Not being fit	The state of being comfortable, healthy and happy
9) What are some of the areas we explored that can affect someone's confidence?	All options are correct	Life changes and relationships	Accidents and embarrassment
10) What does the term "media" refer to?	A shortened further way to refer to social media platforms	The main means of mass communication through which we give news/information	Another word for newspapers
11) Media includes...	Tv, film, advertising, books, magazines, emails, short stories and music	TV, film, advertising, social media, blogs, websites	Tv, film, advertising, websites, newspapers, social media, blogs, websites
12) True or False: A study found that use of Instagram had a negative impact on the body image of young people.	Not sure	True	False

13) How can images be edited and made less realistic when presented by the media?	Filters and enhancing	Software images merged together	The media doesn't do this.
14) Learning new skills is said to boost mental and emotional health.	True	Sometimes	False
15) Why should we recognise our own personal strengths?	To build self-confidence and wellbeing	So we can tell everyone we know how amazing we are	So we know what we're not very good at
16) Which is the correct spelling?	Resilience	Resilience	Resilience
17) What does it mean to "setback goals"?	To score in sports	To set targets for things you want to achieve	To pass your exams
18) What did England cricketer suffer from which affected his body image and self-esteem?	Anxiety	Depression	Resilience
19) True or False: The media contributed to Pistorius's poor self-esteem?	Not sure	True	False
20) If you are worried about anything we have covered in this unit, what does Broughton have available to help you?	self@broughton	Pastoral support (form tutors, head of year, Mr's Bamford/Mrs Cross), school nurse and counsellor	Self A and B are correct

Overall score: 13/20

Purple pen - Write a paragraph giving a detailed personal response (your own opinion) on how to 'build confidence' and why it is important. What were the key bits of information? Why is it important that we learn about these things? What would you advise one of your peers if they were struggling with one of these issues?

You need to convince someone that you are happy and your relationship with people show strong - you can convince someone that they are better by talking to them - you are good at it - want to improve and being resilient by rising yourself up and do whatever challenges come your way - it is important to learn about this so we can help others if they are struggling. If someone is happy, kind, forgiving, I would tell them to use social media like Instagram for it makes themselves use filters to hide their features and make you feel bad about yourself. I would tell them to keep going even when things are tough.

through trust and consent is made in any kind of relationship, the most important part is consent. Consent is the act of giving permission to somebody for something to happen or be done.

There can be many types of relationships; such as platonic, friendship, parental, colleagues, family, romantic and many others. All of these relationships can be displayed in different ways.

★ - A good start. You make clear reference to different types of relationships.

DIRT - Develop and extend one of your paragraphs. Ensure that you include as much detail as possible and have a developed and detailed personal response to the issue you are writing about.

✖

Different ways. However, in all relationships consent is needed. Consent can be for many things such as a picture, message or even a hug. Consent can only be given when sober and over sixteen. Consent is to give permission for something to happen.

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

- **not meeting** curriculum expectations - no evidence of relevant knowledge
- **working towards** curriculum expectations - relevant knowledge is partially demonstrated, but in need of further development in order to achieve the expected standard
- **working at** curriculum expectations - relevant knowledge and understanding are clearly demonstrated and applied to the task
- **working at greater depth (excelling)** than curriculum expectations - knowledge and understanding demonstrated at a particularly high and insightful level