

SUMMATIVE ASSESSMENT

Department: PSHE

Purpose <ul style="list-style-type: none">● To provide information about student performance/progress at key points in the year or course.● To generate reliable data for tracking and reporting progress.● To give students reflection points for their own progress through the curriculum	Subject-specific details <p>Within our department , this will look like:</p> <ul style="list-style-type: none">● Using an Ipsative style model for PSHE is critical allowing students to view their own progress as comparisons across students are not as informative in a PSHE environment. Scores, marks and grades are not as important as understanding of experience and therefore personal comments of progress are key.● Students will complete “I can statements at the start of topic which can be easily compared to their end reflection I can statements”.● Teachers will be able to provide a comment on the progress students have made and give fast direct feedback through an online platform.● Homework will consist of a set of key vocabulary to be learned. These will be provided at the start of each topic and will support students access to the “I can statements”.
Features <ul style="list-style-type: none">● Structured at the beginning and end of each topic● Tasks will be consistent across year groups/classes.● Online responses allow for immediate feedback of progress and provide staff with key information	

FORMATIVE ASSESSMENT

Department: PSHE

Purposeful feedback for learners, a manageable workload for teachers.

Purpose <ul style="list-style-type: none">● Provides students with advice about what they have done	Subject-specific variation
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<p>well, gaps in their learning and how to move forwards.</p> <ul style="list-style-type: none"> • Enables teachers to judge how effective instruction has been by seeing what students understand and can do. • Informs future teaching. 	<p>Within our department, this will look like:</p> <ul style="list-style-type: none"> • Using an Ipsative style model for PSHE is critical allowing students to view their own progress as comparisons across students are not as informative in a PSHE environment. Scores, marks and grades are not as important as understanding of experience and therefore personal comments of progress are key.
<p>Features</p> <ul style="list-style-type: none"> • Feedback can take a variety of forms (live, sampling, Whole Class, use of codes, verbal comments, written comments) • Effective feedback is specific and focused on learning intentions. • It has an emotional impact on students which should be carefully considered. • Students are its primary audience and it is designed to move them forwards. <p>Effective feedback is not</p> <ul style="list-style-type: none"> • always written • generic comments about effort or work completion (“good work,” “well done” or ticked pages) 	<ul style="list-style-type: none"> • This will be represented in the form of a two tailed ILZ approach. Students will receive a baseline ILZ at the beginning of each lesson to assess their prior understanding of the concept. Students will then compare their progress at the end of the lesson in an ILZ task. • Critically these ILZ tasks provide an opportunity to see a student’s own prior and post learning. The expectations of the ILZ environment provide challenge and reduce the opportunity for students to confer and display peers thoughts and ideas. This ensures students have an opportunity to consider their own progress. • Teachers will have opportunity to circulate during these ILZ tasks to observe and at times live mark to direct students thought processes further.