Assessment

and PSHE Education in Staffordshire & Stoke-on-Trent

2022

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CONTENTS

INTRODUCTION

"Tell me and I forget. Teach me and I remember. Involve me and I learn." Benajmin Franklin

Assessment is a crucial component of PSHE education but consistently does not have a good record. In 2013 OFSTED published "Not Yet Good Enough: PSHE Education in Schools" stated:

"By far the weakest aspect of teaching was the assessment of pupil's learning which was often less robust for PSHE education than for other subjects"

Local data across Stoke on Trent and Staffordshire show that the area that professionals would like most support around is assessment. As assessment is central to effective teaching and learning within PSHE education as is it for any other subject. It is important to understand the process and reasons for assessing learning in PSHE education. This guide has been collated using best practice guidance from PSHE Association, the National College and experience shared by both local and national subject experts.

Assessment can be carried out in a number of ways and educators are given flexibility within the statutory guidance on how this can be achieved, this can lead to confusion and concern about what and how assessment is carried out. The aim of this guidance is to support organisations to embed assessment into the planning of the curriculum and session plans and to state why assessment is a crucial component of PSHE education.

Assessment is most impactful within a culture that:
- Values attitudes to learning and promotes trusting relationships.
- Believes that all children and young people can improve.
- Provides support, guidance and appropriate training for educators.
- Encourages review and self-reflection at individual, subject and organisational level.

SEVEN STEPS TO DEVELOPING ASSESSMENT

1 What knowledge, understanding, experience, skills and attitudes do the participants have already?

2 What are the learning objectives - what will the participants learn?

3 What are the learning outcomes - what will the participants be able to do as a result of the session?

4 Which learning activities will best achieve the outcomes?

5 What outcomes do I want/need to assess?

6 How can this be measured?

7 What does success look like?

WHY DO WE NEED TO ASSESS?

The Department of Education's Statutory Guidance states that:

- Schools should have the same high expectations of the quality of pupil's work in these subjects as for other curriculum areas. A strong curriculum will build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress.
- Lessons should be planned to ensure that pupils of differing abilities, including the most able, are suitably challenged. Teaching should be assessed, and assessments used to identify where pupils need extra support or intervention.
- Whilst there is no formal examined assessment for these subjects, there are some areas to consider in strengthening quality of provision, and which demonstrate how teachers can assess outcomes. For example, tests, written assignments or self-evaluations, to capture progress.

The PSHE Association says that learning in PSHE education should be assessed as:

- It is important for pupils to have opportunities to reflect on their learning, especially when that learning relates directly to an individual's identity - the personal qualities, skills, attributes, achievements and influences.
- It is important for teachers to feel confident that learning has taken place, to be able to demonstrate progress, and to identify future learning needs.
- Assessment increases pupils' motivation and improves learning, as their increased awareness of their own progress, and development illustrates the value of their learning.
- It allows the leadership team, parents, governors, and school inspectors to see the impact PSHE education is having for pupils and for whole-school outcomes, such as OFSTED and ISI judgments on personal development, safeguarding, SMSC Development and the promotion of fundamental British values.

Without assessment all you can do is describe the provision; you cannot show its impact.

EFFECTIVE PSHE EDUCATION

Effective PSHE education does not just focus on improving knowledge for children and young people. Knowing that using drugs is harmful is not enough to stop people trying or using drugs. Children and young people also need to be equipped with skills to enable them to respond to the situation and have had the opportunity to explore their own attitudes towards taking substances.

Effective PSHE education should be balanced and increase or enable reflection on knowledge, skills and values connecting strongly with personal, social and emotional development.
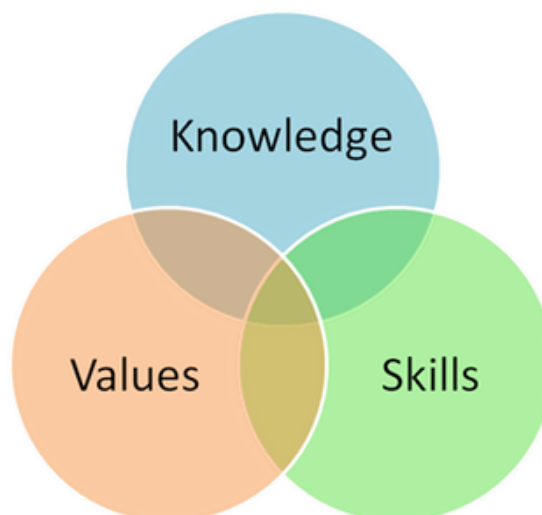
The definition of each of these is:

Knowledge: gaining new information on a topic

Skills: gaining new skills on a topic

Values: reflecting on, and potentially altering, your own values in relation to a topic

This is discussed in more depth within the Good Practice Guide for learning aims and objectives.

CHALLENGES

Values and personal attributes which are critical to PSHE education are difficult to assess. It can be hard to quantify if someone is kinder as a result of receiving PSHE education - but just because something is difficult does this mean that we should not teach it? Children and young people are able to assess for themselves if they feel more confident, or have a stronger sense of their own beliefs and opinions than before they received the education. Personal reflection is essential, and a useful life-long skill to hold. Educators should provide the time and space to develop this skill , either through discussion or privately. Assessment within PSHE education should be assessed by the educator, the learner and peers.

Using learning outcomes that are measurable and resources that support the learning outcomes ensure that assessment is built into planning.

Learning Objectives:
All programmes and sessions should have clearly written aims and learning outcomes. Learning outcomes support the planning of learning for both the facilitator and the participant, ensuring that the session is needs-led.
Learning outcomes enable alignment between different sessions and elements, for example assessment strategy and learning and teaching approach. They provide evidence of compliance with OFSTED Personal Development judgement and should be linked to the curriculum to show purpose of the resource and session.

Aims:
An aim is a broad statement of intent of what you want your participants to achieve.
Examples:
- To reduce the number of young people affected by knife crime
- To reduce the number of false calls made to the emergency services

Outcomes:
An outcome is a statement which describes learning that participants would have achieved once the activity has been completed. It can be demonstrated at the end of the activity to prove that the outcome has been met. Placing a numerical value in the outcome makes it easy to demonstrate if the participants have achieved that outcome or not.

HOW DO WE ASSESS?

Unlike other subjects taught within school there is not always a wrong or right answer. The education system regularly tests children and young people, PSHE education does not, naturally, lend itself to passing or failing or the giving of grades - although there are commercial companies who provide vocational qualifications in PSHE education which can be of particular benefit to Alternative Provision and Special Education settings as a way to recognise success.

The model of assessment which is most meaningful in PSHE education is ipsative assessment. Ipsative assessment enables the participants' progress to be measured against their starting point, not the performance of their peers or the requirement of a syllabus. This model can be used either at the end of a session or programme of work.

| 1. Baseline Assessment	2. Assessment for Learning	3. Assessment of Learning
Carry out a baseline assessment before starting a new piece of work (single lesson or programme of lessons)	Build into lesson(s) to gauge understanding, adopt teaching, maximise and promote learning	At the end of the piece of learning measure progress from the starting point.

Ipsative Assessment Model, PSHE Association (2021)

BASELINE ASSESSMENT

All children and young people, regardless of age, have some existing knowledge, understanding, beliefs and misconceptions relating to many of the topics explored within the PSHE education curriculum.
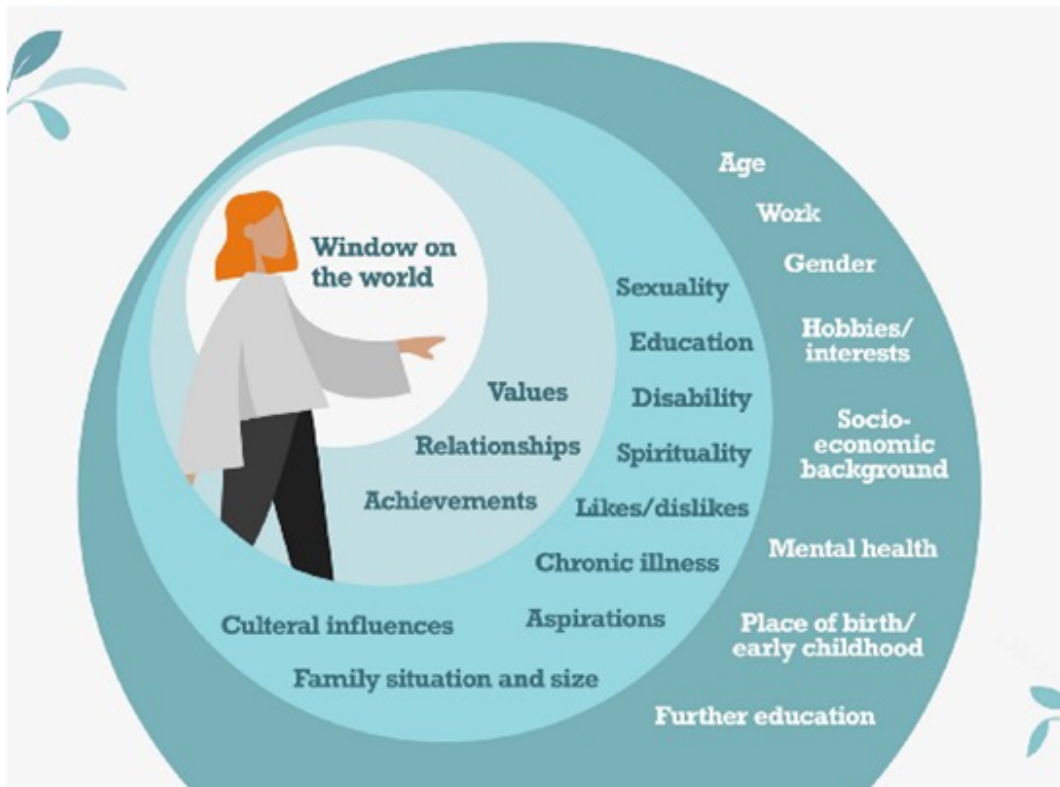
Schiff, J & Schiff A. (1975) Frame of Reference Model

Everyone has a frame of reference, a way in which they view the world around them. Our individual frame of reference is influenced by our experiences, interactions and feelings as well as external factors such as family and their upbringing. Finding out participants' starting point is crucial to ensuring that the learning is pitched appropriately, particularly to tackle any misconceptions held within the group.

Having an understanding of where the child or young person's starting point is, prior to any teaching or learning, will enable us to see the progress made.

Knowledge and understanding are easier to assess than skills and values, but there are activities that can provide insight into their starting point.

FORMATIVE ASSESSMENT

Formative assessment (assessment for learning) occurs when children and young people work together to make judgements about progress being made against agreed learning objectives. This can then be used to identify the next teaching/learning steps. It is a dynamic, collaborative process that enhances the learning experience.

Formative assessment enables children and young people I to understand what they are expected to learn, how well they are doing and what they need to do to improve.

It encourages active participation in learning and provides opportunities for self and peer assessment

An ongoing process of assessment and evaluation occurs continuously with everyone considering, either individually or in a group, the effect that the process is having on them. Reflective practitioners pick up information by observing those they are working with and by gauging the general level of understanding through asking questions.

Formative assessment involves both reviewing and reflecting on progress and therefore relies on the child's ability to engage in self-assessment – to reflect on and analyse personal responses to the work.

END ASSESSMENT

Participants should have the opportunity to demonstrate their progress they have made from their starting point assessed in the baseline assessment activity. One of the simplest, more effective ways to achieve this is to repeat the activity, or most effectively is to revisit the original baseline activity. Some assessment activities lend themselves to this more easily than others e.g., mind-mapping, "draw and write" and "explain to an alien".

When using assessment tools please be wary of not just creating something to mark. It needs to be useful to you and the participants.
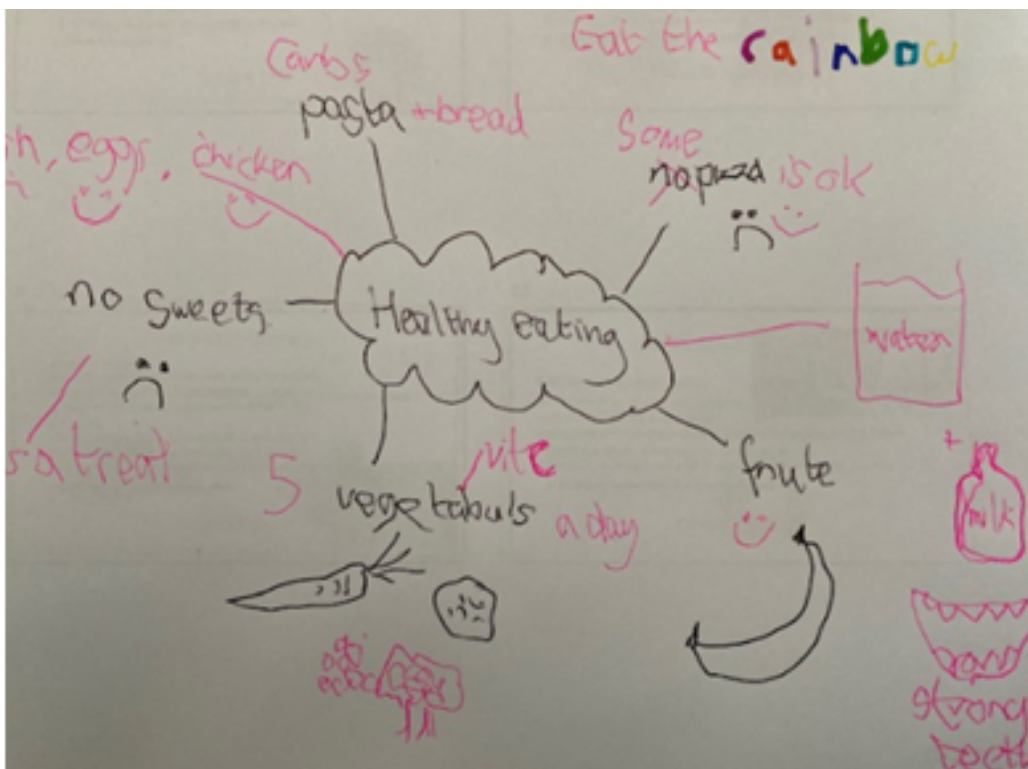
An example of a mind map that has been used as a baseline assessment (black pen) and then revisited at the end of the session/programme (pink pen to show the learning achieved.

REPORTING ON PARTICIPANT'S ACHIEVEMENTS

PSHE Education should be a partnership between parents/carers and education providers. Utilising "I Can" Statements that are completed by the child or young person and also Educators giving an overview of the learning, how the child or young person is progressing and their attitude towards learning.

EVALUATION

Evaluation is different from assessment and is critical over the next few years as PSHE education continues to develop. Evaluation enables the refinement and improvement of the statutory elements of PSHE education.

Evaluation

Considers how effective the activities, approaches and resources have been in achieving the learning outcomes and how engaged the participants were with the learning. It is important to gather the views of the participants this can be through school council, conversations with Year 6/Year 11 students about their thoughts now they are at the end of the education phase and what they wished they'd learnt before this point. It can also be through observation of lessons to ensure that best principles are being adhered to.

More often than not current practice is to evaluate rather than assess due to the personal nature of the topics. However both are equally important - assessment ensures that the learning objectives have been achieved and identifying learning needs and evaluation is about the process undertaken to achieve this - how well the activities worked, how useful the resources were, how interesting the participants found the lesson.

Both help to reflect and adapt the lesson to meet the needs of the children or young people but a session can be really enjoyable, but nothing was learnt which is not effective PSHE education.

ASSESSMENT AND EVALUATION OF PSHE EDUCATION PROVISION

This table illustrates how the approach and methodology to PSHE education can be applied:

Step	Apporach	Methodology
1.	Identifying need	• Formal review of PSHE education curriculum • Findings from children and young people voice activities • Evaluation of previous sessions • School governors' expectations
2.	Responding to need	• Curriculum review • Development of new session plans • Identification of new resources • Identification of external providers • Identification of CPD needs
3.	Delivering PSHE education	• Educators • Tutors/other staff • Class teachers • Peer groups • External agencies
4.	Assessment of children/young peoples' learning as an ongoing process	• Self assessment • Peer assessment • Educator assessment- both informal and formal
5.	Evaluation of programme	• Range of techniques and activities • Views from participants, educators and external providers • Peer education review • PSHE Lead review
6.	Reporting and recording progress	• Marking • Parent/carer consultation • Samples collected for portfolio • Displays

SUGGESTED RESOURCES

EXAMPLES OF ASSESSMENT MATERIALS

Assessment Activity	Method/ Evidence	Strengths	Weaknesses	Method to revisited for end assessment
Questioning	Educator uses open, closed and probing questions with the group about a particular topic. Activity could be recorded according to setting's policy.	Good at accessing knowledge, understanding, attitudes, beliefs . Gives participants the change to develop clear thinking skills and speaking and listening skills.	Less good at assessing skills and attributes.	Revisit key questions, extending with higher order questions
Discussion	Educator gives a statement or question and asks the group for their thoughts. Activity could be recorded according to setting's policy.	Good at accessing knowledge, understanding, attitudes, beliefs. Encourages critical thinking.	Less good at assessing skills and attributes.	Revisit main arguments from baseline discussion.

Assessment Activity	Method/ Evidence	Strengths	Weaknesses	Method to revisited for end assessment
Role-play, freeze frame, hot seating	Speaking activity where participants put themselves in the shoes of another. Can also be used with visiting Theatre in Education groups. Activity could be recorded according to setting's policy.	Good at assessing skills, strategies, attributes and attitudes. Helps participants to move to the outside of the classroom in a safe, controlled way.	Less good at assessing knowledge and understanding. Can be influenced by educators' own perceptions of role-play.	Repeat activity, showing how strategies have developed/changed and demonstrating new skills; script a conversation or role- play on a related but more challenging situation.
Script-writing, cartoon strip, storyboards	Participants create their own script, cartoon or storyboard about a topic. If participants have worked in groups, photocopy and give individuals a copy.	Good at assessing skills, strategies and attitudes. Creative way to explore a character's thoughts, feelings, actions or responses.	Less good at assessing knowledge, understanding and attributes.	Evaluate effectiveness of baseline strategies/ideas through discussion; revisit in a different colour - add, amend, expand, change; role play their revised script.

Assessment Activity	Method/ Evidence	Strengths	Weaknesses	Method to revisited for end assessment
Scenario, picture or video clip	Educator provides a scenario, picture or video clip and participants respond.Written responses, or discussion.	Good at accessing knowledge, understanding, attitudes, beliefs and strategies. Gives opportunity to learn from real life examples.	Less good at assessing skills and attributes.	If written down, revisit in a different colour - add, amend, expand; discuss or write down any changes to their response as a result of the learning.
Mind-map or spider diagram	Gives participants the opportunity to visually represent their ideas and thoughts about a topic. Written evidence or collate and make a group word cloud	Good for assessing knowledge, understanding, attitudes and beliefs. Can be used as a form of peer learning.	Less good at assessing skills, strategies and attributes.	Revisit in a different colour - add, amend, expand.

Assessment Activity	Method/ Evidence	Strengths	Weaknesses	Method to revisited for end assessment
"Graffiti" Sheets	Participants write down their comments or questions about the topic on post-it notes, large sheets of paper or whiteboard.Take photographs of activity or collate and make a group word cloud.	Good at assessing the starting point of the whole group and the knowledge, understanding, attitudes, beliefs of participants . Provides an opportunity to find out participant's questions relating to the topic.	Less good at assessing the starting point at an individual level and at assessing skills, strategies and attributes.	Revisit in a different colour – add, amend, expand; answer questions written on the wall at the beginning and think of key questions for future learning.
Quiz	Participants answer questions based on current knowledge to questions provided by the educator.Quiz sheets.	Good at assessing knowledge and understanding.	Less good at assessing skills, strategies and attributes.	Repeat the activity; ask participants to create a new quiz for their peers to answer.

Assessment Activity	Method/ Evidence	Strengths	Weaknesses	Method to revisited for end assessment
Questionnaire	Participants answer a questionnaire using closed questions. Copies of the questionnaire	Good at assessing knowledge, understanding, attitudes and beliefs	Less good at assessing skills, strategies and attributes.	Repeat the activity; ask participants to create a new questionnaire for their peers to answer.
Continuum	Participants position themselves upon a line depending on their response. Photograph to record.	Good at assessing attitudes, beliefs and attributes.	Less good at assessing knowledge, understanding, skills and strategies.	Repeat the activity. Ask participants whether - and if so how far- they have moved along the line and why. Photograph continuum to compare to baseline positions.
Scaling	Participants are given a statement and have to decide which point they are at.Written evidence, scaling, traffic light colour in, or photographs of activity.	Good at assessing attitudes, beliefs and attributes.	Not as good at assessing knowledge, understanding, skills and strategies.	Participants rate themselves after the session.

Assessment Activity	Method/ Evidence	Strengths	Weaknesses	Method to revisited for end assessment
Draw and Write	Participants respond to an open ended question by drawing a picture about a particular situation or issue and then writing around the picture explaining it. Written paperwork.	Good at assessing knowledge, understanding, attitudes, beliefs, complex concepts.	Less good at assessing skills, strategies, and attributes.	Revisit in a different colour – add, amend, expand.
Explain to an alien	An alien has no prior knowledge of life on Earth. Participants have to explain a topic to the alien. Written paperwork.	Good at assessing knowledge, understanding, attitudes, beliefs, strategies and complex concepts. Develops communication and presentation skills.	Not as good at assessing skills and attributes.	Revisit in a different colour – add, amend, expand; think of additional questions for the alien to ask to explore the concept further and answer each other's questions.

Assessment Activity	Method/ Evidence	Strengths	Weaknesses	Method to revisited for end assessment
Card Sort	Participants are given a set of cards and are required to sort through them e.g true/false, top ten, diamond 9.	Good for assessing attitudes, beliefs, understanding.	Not as good for assessing skills, knowledge and attributes.	Repeat the activity. Photograph and compare to a photo of the original; justify verbally or in writing any changes to the order resulting from the new learning.
Presentation	Use as an end-assessment only. Working in small groups, participants create a presentation on a particular topic/theme.Print out presentation or record.	Good for assessing knowledge and understanding	Not as good at assessing skills and attributes.	

Assessment Activity	Method/ Evidence	Strengths	Weaknesses	Method to revisited for end assessment
Leading a discussion or producing resources for younger people	Use as an end-assessment only. Working in small groups, participants create resources on a particular topic/theme for younger people to learn from.Take copies of the created resources.	Good for assessing knowledge and understanding	Less good at assessing beliefs, attributes and attitudes.	
3 stars and a wish	What three things does the participant already know about (stars) and what is something they would like to know more about (wish) - can also be used as a peer assessment tool	Good for assessing knowledge, beliefs. Good for peer assessment with a predetermined criteria that enable participants to practise giving and receiving feedback and developing interpersonal skills.	Not as good at assessing skills, attributes, attitudes, strategies.	

EXAMPLES OF "I CAN" STATEMENTS – PRIMARY

The following examples demonstrate how adapted "I can" statements can be used for self or peer assessment in Primary Settings.

PEER ASSESSMENT

You can...	Not this time	You did it quite well	You did an amazing job!
... describe what changes happen to someone's body as they grow			
.... identify similar and different changes for girls and boys			
... state what changes happen to someone's emotions as they grow			
.... say what someone could do to manage these changes			
What went well?			
What would make it even better?			

SELF-ASSESSMENT

I can...	Working Towards	Working at	Working beyond
.... name different types of relationships, for example family, friendship, online			
...state what makes a good friend, what loneliness is, how to include others and suggest some ways to resolve disagreements			
....describe what pressure might look like or feel like in a friendship or in situations with other children and ways to resist it			
.... Talk about things that matter to me, and say how to play and work with others			

EXAMPLES OF "I CAN" STATEMENTS - SECONDARY

The following examples demonstrate how adapted "I can" statements can be used for self or peer assessment in Secondary Settings.

PEER ASSESSMENT

You can…	Not this time	You did it quite well	You did an amazing job!
… explain what contraception is and how it stops conception			
…. describe the different methods of contraception			
… give accurate advice the pros and cons of different methods of contraception			
…. suggest support services/people who can give help and advice around contraception			
What went well?			
What would make it even better?			

SELF-ASSESSMENT

I can…	Working Towards	Working at	Working beyond
…. identify features of a healthy relationship			
…identify features of an unhealthy relationship			
….demonstrate how to use negotiation skills			
…. list organisations that could support someone if they had concerns about a relationship			

OBSERVATION:

This process is about supporting the facilitator and sharing good practice. Observe the core skills and techniques used by the facilitator and write short notes in the spaces available. Please ensure you spend more time observing than completing the form.

Name of Facilitator	
Name of Observer	
Topic	
Age Range of Participants	
Number of Participants	
Other relevant information about group	

Outcome	Strengths	Areas for Development
Session plan has clear learning outcomes, activities and key messages		
Learning outcomes for the session are appropriate to the developmental stage of the participants		
Places the learning within a context for participants to understand why the topic is included		

Outcome	Strengths	Areas for Development
Resources and activities are appropriate and well-prepared for the session (including meeting any additional learning needs of the group)		
Ensures an appropriate balance of activities including knowledge, skills and values within the session		
Creates a safe and stimulating learning environment for all participants by establishing a strong foundation of mutual respect and by maintaining boundaries of acceptable behaviour		
Enables participants to work cooperatively and listen to / respect one another		
Accurately assess the learning needs of the groups		
Recognises and challenges prejudice and stereotyping around relationships, sex and sexual health (including racist/sexist/ homophobic comments or behaviour)		

Outcome	Strengths	Areas for Development
Keeps participants engaged by using a range of active-learning techniques		
Adapts educational activities and programmes during delivery according to changing and developing needs of participants		
Answers questions from the participants confidently and appropriately		
Uses positive messaging to challenge social norms		
Ensures that all information and knowledge to be imparted to participants is accurate and credible		
Assessment is built into the session		
Effectively evaluates the work they deliver verbally and using a range of feedback methods		

DEBRIEF

Find a quiet place to complete the debrief. Ask the facilitator for their thoughts on how the session went. Were the learning outcomes achieved?
Work through the observation framework, use any feedback by the participants. Is there any learning by the facilitator and what could be done to put this learning into practice.

Highlight 3-4 areas where the facilitator did really well:

1.

2.

3.

4.

Chose 1-2 areas for development:

1.

2.

Comments by observer:

Comments by facilitator:

SASCAL
STRONGER TOGETHER

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