



PSD Assessment policy

Why do we assess in PSD and what does the PSHE Association say about assessment?

- “Pupils need opportunities to reflect on their learning and its implications for their lives.
- Teachers need to know that learning has taken place, be able to demonstrate progress and identify future learning needs.
- Assessment increases pupils' motivation and improves learning, as their raised awareness of their progress illustrates the value of this learning.
- Assessment allows the leadership team, parents, governors and school inspectors to see PSHE education's impact on pupils and whole school outcomes, such as Ofsted judgements on personal development, safeguarding, spiritual, moral, social and cultural (SMSC) development and the promotion of fundamental British values. Without assessment, all a school can do is describe its PSHE provision, not show its impact.
- The DfE also states in the statutory guidance for Relationships, Sex and Health education that “schools should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas” — therefore assessment for and of learning should be central to any PSHE education provision.”

PSHE Association (2020). *Programme of Study for PSHE Education Key Stages 1-5*. Available at: [PSHE Association Programme of Study for PSHE Education \(Key stages 1-5\), Jan 2020 1.pdf \(pshe-association.org.uk\)](https://www.pshe-association.org.uk/wp-content/uploads/2020/01/PSHE-Association-Programme-of-Study-for-PSHE-Education-Key-stages-1-5-Jan-2020-1.pdf) (Accessed: 30/07/2021)

In this policy, the ‘teacher’ refers to the PSD class teacher who is responsible for their own class.

Pink - PSD Half-Termly Reflection Sheet **(Referred to 3 times during the half term)**

At the start of each half term pupils are to be given a pink ‘PSD Half- Termly Reflection Sheet’.

The ‘PSD Half-Termly Reflection Sheet’ is to be stuck flat into pupils’ books and indicates that a new topic has started.

At the beginning of each topic pupils will write what they already know about the topic in the ‘Baseline’ box. Pupils will also write the date when they completed this. This information will then be used by the teacher to inform them on the class’ prior knowledge and the support and challenge required by pupils for this half term.



PSD Half-Termly Reflection Sheet

Topic: Drugs and alcohol

Baseline: What do I already know about this topic? Date: 08/06/2021

There are different classes
They are illegal
You can inject drugs or swallow pills.
Legal highs
Little plastic bags

Money
Drug cartels
White lines

Ganja
Herb
Cocaine
Snow
Pills
E - Pills
Puff
Poppers
Heroin

Cannabis
Weed
Spliff

Names

On the 3rd lesson of the half term, pupils are to complete the 'Mid-point review' box in **green pen**. Pupils will also write the date when they completed this to show what they have learnt since completing the 'Baseline' box. Pupils will also tick the relevant box for behaviour, effort and presentation in **green pen**.

Baseline: What do I already know about this topic? Date: 08/06/2021

There are different classes
They are illegal
You can inject drugs or swallow pills.
Legal highs
Little plastic bags

Money
Drug cartels
White lines

Ganja
Herb
Cocaine
Snow
Pills
E - Pills
Puff
Poppers
Heroin

Cannabis
Weed
Spliff

Names

Mid-point review. What do I now know? Date: 25/06/2021

There are 3 classes
In jobs you get a drugs test: sport, driving even at Jaguar Land Rover.

A ← The highest. You can get up to life in prison for supplying/making it.
B ← Cannabis was a C but now a B. Medicinal cannabis is different to what you get on the street because of the strength and THC.
C ← Anabolic steroids by body builders is a class C.

Paracetamol and drugs that make you better are still drugs but are 18 for legal if they are medically prescribed. In shops you can only buy alcohol. 2 packs of paracetamol at a time because people can misuse them you have to be 16. The same with solvents too because of abuse.

My behaviour in PSD so far this half term is:	My effort in PSD so far this half term is:	My presentation of my work in PSD so far this half term is:
<input type="checkbox"/> Outstanding <input checked="" type="checkbox"/> Good <input type="checkbox"/> Requires improvement <input type="checkbox"/> Cause for concern <input type="checkbox"/> Serious cause for concern	<input type="checkbox"/> Outstanding <input checked="" type="checkbox"/> Good <input type="checkbox"/> Requires improvement <input type="checkbox"/> Cause for concern <input type="checkbox"/> Serious cause for concern	<input type="checkbox"/> Outstanding <input checked="" type="checkbox"/> Good <input type="checkbox"/> Requires improvement <input type="checkbox"/> Cause for concern <input type="checkbox"/> Serious cause for concern

At this point, teachers will then mark pupils' books (please follow the PSD Literacy and Marking policy) and tick the behaviour, effort and presentation boxes in **pink pen** to see if the pupil's reflection and the teacher's feedback correlates.



Baseline: What do I already know about this topic? Date: 08/06/2021

There are different classes
They are illegal
You can inject drugs or swallow pills.
Legal highs Money Drug cartels White lines
Little plastic bags

Names: Ganja, Cannabis, Weed, Spliff, Puff, Heroin, Rippers, Snow, Cocaine, E-Pills, Herb.

Mid-point review. What do I now know? Date: 25/06/2021

There are 3 classes
In jobs you get a drugs test: sport, driving even at Jaguar Land Rover.
Paracetamol and drugs that make you better are still drugs but are legal if they are medically prescribed. In shops you can only buy alcohol. 2 packs of paracetamol at a time because people can misuse them you have to be 16. The same with solvents too because of abuse.

My behaviour in PSD so far this half term is:

- ☒ Outstanding
- ☒ Good
- ☐ Requires improvement
- ☐ Cause for concern
- ☐ Serious cause for concern

My effort in PSD so far this half term is:

- ☒ Outstanding
- ☒ Good
- ☐ Requires improvement
- ☐ Cause for concern
- ☐ Serious cause for concern

My presentation of my work in PSD so far this half term is:

- ☒ Outstanding
- ☒ Good
- ☐ Requires improvement
- ☐ Cause for concern
- ☐ Serious cause for concern

On the last lesson of each half term, pupils will then complete the 'End-point review' box in **green pen**. Pupils will also write the date when they completed this to show what they have learnt since completing the 'Mid-point review' box. Pupils will also tick the relevant box for behaviour, effort and presentation in **green pen**.

My behaviour in PSD so far this half term is:

- ☒ Outstanding
- ☒ Good
- ☐ Requires improvement
- ☐ Cause for concern
- ☐ Serious cause for concern

My effort in PSD so far this half term is:

- ☒ Outstanding
- ☒ Good
- ☐ Requires improvement
- ☐ Cause for concern
- ☐ Serious cause for concern

My presentation of my work in PSD so far this half term is:

- ☒ Outstanding
- ☒ Good
- ☐ Requires improvement
- ☐ Cause for concern
- ☐ Serious cause for concern

End-point review. What do I now know? Date: 13/07/2021

People can get highly addicted to drugs and may turn on their family or friends to fuel their addiction. Sometimes people are involved in drugs but don't actually take the drugs like in county lines. If buy alcohol for someone under 18 even if you are 18 that is illegal. Need to call police, tell teacher, fearless.org. Vulnerable people targeted to carry drugs or money from one place to another. May be robbed by the gang they are working for so then they are in debt to the gang. Hard to leave. People feel trapped. Family could be threatened.

My behaviour in PSD overall this half term was:

- ☒ Outstanding
- ☐ Good
- ☐ Requires improvement
- ☐ Cause for concern
- ☐ Serious cause for concern

My effort in PSD overall this half term was:

- ☒ Outstanding
- ☐ Good
- ☐ Requires improvement
- ☐ Cause for concern
- ☐ Serious cause for concern

My presentation of my work in PSD overall this half term was:

- ☒ Outstanding
- ☒ Good
- ☐ Requires improvement
- ☐ Cause for concern
- ☐ Serious cause for concern

At this point, the teacher will then mark pupils' books (please follow the PSD Literacy and Marking policy) and tick the behaviour, effort and presentation boxes in **pink pen** to see if the pupil's reflection and the teacher's feedback correlates.



My behaviour in PSD so far this half term is: <input checked="" type="checkbox"/> Outstanding <input checked="" type="checkbox"/> Good <input type="checkbox"/> Requires improvement <input type="checkbox"/> Cause for concern <input type="checkbox"/> Serious cause for concern	My effort in PSD so far this half term is: <input checked="" type="checkbox"/> Outstanding <input checked="" type="checkbox"/> Good <input type="checkbox"/> Requires improvement <input type="checkbox"/> Cause for concern <input type="checkbox"/> Serious cause for concern	My presentation of my work in PSD so far this half term is: <input checked="" type="checkbox"/> Outstanding <input checked="" type="checkbox"/> Good <input type="checkbox"/> Requires improvement <input type="checkbox"/> Cause for concern <input type="checkbox"/> Serious cause for concern
End-point review. What do I now know?		
Date: <u>13/07/2021</u> People can get highly addicted to drugs and may turn on their family or friends to fuel their addiction. Sometimes people are involved in drugs but don't actually take the drugs like in county lines. If you buy alcohol for someone under 18 even if you are 18 that is illegal. Need to call police, tell teacher, fearless.org. Young people are targeted as they are working for the gang. They are trapped. Family could be threatened.		
My behaviour in PSD overall this half term was: <input checked="" type="checkbox"/> Outstanding <input type="checkbox"/> Good <input type="checkbox"/> Requires improvement <input type="checkbox"/> Cause for concern <input type="checkbox"/> Serious cause for concern	My effort in PSD overall this half term was: <input checked="" type="checkbox"/> Outstanding <input type="checkbox"/> Good <input type="checkbox"/> Requires improvement <input type="checkbox"/> Cause for concern <input type="checkbox"/> Serious cause for concern	My presentation of my work in PSD overall this half term was: <input checked="" type="checkbox"/> Outstanding <input checked="" type="checkbox"/> Good <input type="checkbox"/> Requires improvement <input type="checkbox"/> Cause for concern <input type="checkbox"/> Serious cause for concern

Teachers will then log behaviour, effort and presentation onto the BromCom PSD tracker. The reason for this, is that teachers will be required to give a grade and description of Behaviour for Learning during data capture for PSD. By logging this data onto a tracker, it will support teachers in inputting accurate data at these key points.



Yellow – KS3 and KS4 PSD Skills Progress Sheet

(Used once at the end of each half term)

On the last lesson of the half-term, pupils are to be given a yellow 'PSD Skills Progress Sheet'. If pupils are in Year 7 – 9 they will complete the KS3 PSD Skills Progress Sheet. If pupils are in Year 10 – 11 they will complete the KS4 PSD Skills Progress Sheet.

The 'PSD Skills Progress Sheet' is to be stuck flat in pupils' books and indicates that the topic has been completed.

Using **green pen**, pupils will tick whether they think they have shown each of the Personal, Learning and Thinking Skills at a Pass, Merit or Distinction grade.

KS3 (Years 7 – 9) PSD Skills Progress Sheet	
Topic: <u>Drugs and alcohol</u>	
Personal, Learning and Thinking Skill	
Independent enquirer <ul style="list-style-type: none"> ○ Distinction - I can initiate research and question its validity (Evaluate). ✓ Merit - I can recognise and understand different people have different views and values and how this has an effect on a situation. ○ Pass - I can put forward a case or argument backed up with some evidence. 	
Creative thinker <ul style="list-style-type: none"> ○ Distinction - I can regularly and confidently ask questions and think about how different ideas would work. ✓ Merit - I can confidently question my own beliefs and ideas and understand why others might not share my view. ○ Pass - I can sometimes try out new ideas or try to solve problems in an imaginative way. 	
Reflective Learner <ul style="list-style-type: none"> ✓ Distinction - I can seek the feedback of others and respond very positively to criticism and setbacks in a wide range of situations. ○ Merit - I value the feedback of others so I know how to improve my work. I can handle praise and criticism in settings I am comfortable but less so in unfamiliar settings. ○ Pass - I can learn from experiences I have had. 	
Team Worker <ul style="list-style-type: none"> ✓ Distinction - I can take more responsibility in group tasks and have taken the lead role at times. I am one of the regular contributors in class. ○ Merit - I can take part in discussions and help the group come to an agreement in familiar settings and in some unfamiliar settings. ○ Pass - I treat other people with respect and fairness most of the time with little support. 	



Using **green pen**, pupils will then circle the relevant smiley face to show how confident they feel about this skill.

KS3 (Years 7 – 9) PSD Skills Progress Sheet

Topic: Drugs and alcohol

<u>Personal, Learning and Thinking Skill</u>	<u>How confident do you feel about this skill?</u> (Circle the relevant smiley face)
Independent enquirer <ul style="list-style-type: none"> Distinction - I can initiate research and question its validity (Evaluate). Merit - I can recognise and understand different people have different views and values and how this has an effect on a situation. Pass - I can put forward a case or argument backed up with some evidence. 	
Creative thinker <ul style="list-style-type: none"> Distinction - I can regularly and confidently ask questions and think about how different ideas would work. Merit - I can confidently question my own beliefs and ideas and understand why others might not share my view. Pass - I can sometimes try out new ideas or try to solve problems in an imaginative way. 	
Reflective Learner <ul style="list-style-type: none"> Distinction - I can seek the feedback of others and respond very positively to criticism and setbacks in a wide range of situations. Merit - I value the feedback of others so I know how to improve my work. I can handle praise and criticism in settings I am comfortable but less so in unfamiliar settings. Pass - I can learn from experiences I have had. 	
Team Worker <ul style="list-style-type: none"> Distinction - I can take more responsibility in group tasks and have taken the lead role at times. I am one of the regular contributors in class. Merit - I can take part in discussions and help the group come to an agreement in familiar settings and in some unfamiliar settings. Pass - I treat other people with respect and fairness most of the time with little support. 	

Using **green pen**, pupils will then give a specific example of where they have shown this skill in their PSD lessons that half term.

KS3 (Years 7 – 9) PSD Skills Progress Sheet

Topic: Drugs and alcohol

<u>Personal, Learning and Thinking Skill</u>	<u>How confident do you feel about this skill?</u> (Circle the relevant smiley face)	<u>How have you demonstrated this skill in this topic?</u> (Give a specific example from your PSD lesson this half term.)
Independent enquirer <ul style="list-style-type: none"> Distinction - I can initiate research and question its validity (Evaluate). Merit - I can recognise and understand different people have different views and values and how this has an effect on a situation. Pass - I can put forward a case or argument backed up with some evidence. 		When we looked at why people take drugs I was able to understand that if a relative smoked cannabis that young people's view may be more lenient even though it is still illegal. People can be addicted to legal drugs from an operation.
Creative thinker <ul style="list-style-type: none"> Distinction - I can regularly and confidently ask questions and think about how different ideas would work. Merit - I can confidently question my own beliefs and ideas and understand why others might not share my view. Pass - I can sometimes try out new ideas or try to solve problems in an imaginative way. 		I am able to give a 2 sided argument and use evidence to support both sides even if I do not agree with it.
Reflective Learner <ul style="list-style-type: none"> Distinction - I can seek the feedback of others and respond very positively to criticism and setbacks in a wide range of situations. Merit - I value the feedback of others so I know how to improve my work. I can handle praise and criticism in settings I am comfortable but less so in unfamiliar settings. Pass - I can learn from experiences I have had. 		When presenting our presentation to the class we acted on our feedback and made sure everyone had a fair share of talking and was loud enough for people at the back to hear.
Team Worker <ul style="list-style-type: none"> Distinction - I can take more responsibility in group tasks and have taken the lead role at times. I am one of the regular contributors in class. Merit - I can take part in discussions and help the group come to an agreement in familiar settings and in some unfamiliar settings. Pass - I treat other people with respect and fairness most of the time with little support. 		I regularly put my hand up in class and get involved in group discussions. I was team leader for our presentation.



The teacher will then **highlight in pink** whether they think they have worked at a Pass, Merit or Distinction grade for each Personal, Learning and Thinking Skill.

KS3 (Years 7 – 9) PSD Skills Progress Sheet

Topic: Drugs and alcohol

Personal, Learning and Thinking Skill	How confident do you feel about this skill? (Circle the relevant smiley face)	How have you demonstrated this skill in this topic? (Give a specific example from your PSD lesson this half term.)
Independent enquirer <ul style="list-style-type: none"> Distinction - I can initiate research and question its validity (Evaluate). Merit - I can recognise and understand different people have different views and values and how this has an effect on a situation. Pass - I can put forward a case or argument backed up with some evidence. 		<p>When we looked at why people take drugs I was able to understand that if a relative smoked cannabis that young people's view may be more lenient ^{because} even though it is still illegal. People can be addicted to legal drugs from an operation.</p>
Creative thinker <ul style="list-style-type: none"> Distinction - I can regularly and confidently ask questions and think about how different ideas would work. Merit - I can confidently question my own beliefs and ideas and understand why others might not share my view. Pass - I can sometimes try out new ideas or try to solve problems in an imaginative way. 		<p>I am able to give a 2 sided argument and use evidence to support both sides even if I do not agree with it.</p>
Reflective Learner <ul style="list-style-type: none"> Distinction - I can seek the feedback of others and respond very positively to criticism and setbacks in a wide range of situations. Merit - I value the feedback of others so I know how to improve my work. I can handle praise and criticism in settings I am comfortable but less so in unfamiliar settings. Pass - I can learn from experiences I have had. 		<p>When presenting our presentation to the class we acted on our feedback and made sure everyone had a fair share of talking and was loud enough for people at the back to hear.</p>
Team Worker <ul style="list-style-type: none"> Distinction - I can take more responsibility in group tasks and have taken the lead role at times. I am one of the regular contributors in class. Merit - I can take part in discussions and help the group come to an agreement in familiar settings and in some unfamiliar settings. Pass - I treat other people with respect and fairness most of the time with little support. 		<p>I regularly put my hand up in class and get involved in group discussions. I was team leader for our presentation.</p>

Self-Manager <ul style="list-style-type: none"> Distinction - I can predict problems and deal with them across a wide range of different situations. Merit - I can plan for a wide range of tasks outlining a list of jobs that need completing in priority order. Pass - I know how and where to ask for help in school. 		<p>In our group task I made a list of jobs each person had to do for the following week so we met the deadline.</p>
Effective Participant <ul style="list-style-type: none"> Distinction - I can confidently and regularly balance a wide range of views to come up with a workable solution in lots of situations. I am developing good negotiation skills. Merit - I can represent other people's views and put their case forward even if it differs from my own. Pass - I can think of some practical steps to solve a fairly straightforward problem. 		<p>I suggest different ideas in class discussions.</p>

The teacher will then give an overall grade for that topic based on a best fits all. For example, if a pupil has achieved 3 Merits, 2 Passes and 1 Distinction for the skills for that topic; overall the grade would be a Merit.

Teacher Feedback	
Overall grade <ul style="list-style-type: none"> Distinction Merit Pass 	Progress <p>Please see the highlighted Personal, Learning and Thinking Skills.</p>



The teacher will then give 1 clear target based on one of the skills. This is to be written in **pink pen**. This target then needs to be the focus for that pupil for the next half term.

Self-Manager <ul style="list-style-type: none">Distinction - I can predict problems and deal with them across a wide range of different situations.✓ Merit - I can plan for a wide range of tasks outlining a list of jobs that need completing in priority order.Pass - I know how and where to ask for help in school.		In our group task I made a list of jobs each person had to do for the following week so we met the deadline.
Effective Participator <ul style="list-style-type: none">Distinction - I can confidently and regularly balance a wide range of views to come up with a workable solution in lots of situations. I am developing good negotiation skills.✓ Merit - I can represent other people's views and put their case forward even if it differs from my own.Pass - I can think of some practical steps to solve a fairly straightforward problem.		I suggest different ideas in class discussions.
Teacher Feedback Overall grade <ul style="list-style-type: none">Distinction✓ MeritPass	Teacher Feedback Progress Please see the highlighted Personal, Learning and Thinking Skills.	Teacher Feedback PSD Skills Target for next half term: <i>You are great at giving a 2 sided view and presenting other people's views in class.</i> <i>Now start conducting research on a topic we are studying. Is this research reliable? How can this impact on different people's views? ← Independent enquirer.</i>

Put a line of glue here. Then stick neatly in your book.

A positive comment was written here as the pupil ticked 'Pass' for 'Effective participator' whereas the teacher thought that the pupil was working at a 'Merit'. Here the teacher has explained why.

If the pupil/pupils are consistently off with their self-assessment, then the teacher may have to work with specific pupils 1-1 or go through the categories as a class to ensure that this self-assessment task is accurate.

Teachers will then log the Pass, Merit or Distinction grade, behaviour, effort and presentation onto the BromCom PSD tracker. The reason for this, is that teachers will be required to give a grade and description of Behaviour for Learning during data capture for PSD. By logging this data onto a tracker, it will support teachers in inputting accurate data at these key points.