



PSD Assessment Rationale – 2021 – 2022

What grading criteria are we using for PSD and why?

It has been recommended by the PSHE Association that PSHE is assessed due to the following reasons:

- " It is important for students to have opportunities to reflect on their learning, especially when that learning relates directly to the individual's identity – their personal qualities, attitudes, 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 students' 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 students and for whole-school outcomes, such as Ofsted and ISI judgements on personal development, safeguarding, SMSC development and the promotion of fundamental British values. Without assessing PSHE education all you can do is describe provision; you cannot show its impact.
- The Department for Education (DfE) 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"

(Accessed from <https://www.pshe-association.org.uk/system/files/Secondary%20assessment%20guide.pdf> on 13/05/2021)

However the PSHE Association has stated that the most effective form of assessment is ipsative assessment, as pupils are measuring their performance against their own starting point rather than according to an exam syllabus. (Accessed from <https://www.pshe-association.org.uk/system/files/Secondary%20assessment%20guide.pdf> on 13/05/2021)

A suggested model for assessment in PSHE is the use of 'I can' statements. However we will be adapting this further and using the Personal Learning and Thinking (PLT) Skills to frame ipsative assessment in PSD.

The PLT skills have been chosen as they are recognised by the Qualifications and Curriculum Authority as the '...essential skills... that will enable young people to enter work and adult life as confident and capable individuals.'

(http://archive.teachfind.com/qcda/curriculum.qcda.gov.uk/uploads/PLTS_framework_tcm8-1811.pdf)

This corresponds to the PSD mission statement and therefore links to the vision of the subject.

The PLT skills are used by the Next Generation Project which is a Citizenship project that encourages pupils to become entrepreneurs. This project focuses and recognises these skills and uses activities to build on these qualities.



Since March 2020 with the lockdown restrictions, pupils have had to work independently at home and have not been given the opportunity to work in teams and develop team working or effective participator skills in particular. However, by focusing on these skills in pupils' PSD lessons, it is giving pupils the opportunity to develop these skills further in lesson.


What will assessment look like in PSD?

In PSD we will be using Pink - PSD Half-Termly Reflection Sheets and Yellow – KS3 and KS4 PSD Skills Progress Sheets to monitor pupils' progress over time.

The PSD Half-Termly Reflection Sheets focus on pupils' knowledge at the beginning of each topic, at a mid-point review and end-point review. With the use of green pen and clearly dating when these reviews have been completed, it will be evident what pupils have learnt in the lesson and how their ideas and opinions have transformed over time. As this is our ipsative assessment in PSD all pupils across the school will use this sheet. The sheet will be printed on pink paper so that it is clear in books, for both pupils and teachers, when a new topic has started.

Example of a PSD Half- Termly Reflection Sheet which will be printed on pink paper.

PSD Half-Termly Reflection Sheet



Topic: _____

Baseline: What do I already know about this topic? Date: _____		
Mid-point review. What do I now know? Date: _____		
My behaviour in PSD so far this half term? <input 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 so far this half term? <input 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 so far this half term? <input 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
End-point review. What do I now know? Date: _____		
My behaviour in PSD overall this half term? <input 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? <input 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? <input 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



The KS3 and KS4 PSD Skills Progress Sheets focus on the development of pupils' Personal, Learning and Thinking Skills. The success criteria for these six Personal, Learning and Thinking Skills follows a Pass, Merit and Distinction format at Key Stage 3 and then builds on these skills at Key Stage 4. This means that the Merit and Distinction at Key Stage 3 overlaps and becomes the Pass and Merit at Key Stage 4. However, the new more challenging, yet age appropriate curriculum at Key Stage 4 ensures that pupils' skill sets are being stretched and applied to new and unfamiliar topics.

By structuring the success criteria in this way it ensures that pupils are consistently building on these skills and forming a solid foundation at Key Stage 3 in preparation for Key Stage 4. It is also focusing on the notion of a depth before breadth curriculum for skills in PSD.

Example of the Pass, Merit and Distinction success criteria for KS3 and KS4 Personal, Learning and Thinking Skills.

	Independent Enquirer	Creative Thinker	Reflective Learner	Team Worker	Self-Manager	Effective Participator
KS4 Distinction	I can regularly ask complex questions and set myself problems to solve as well as in a personal activity.	I can confidently try out a range of ideas, learning styles and thinking tools to solve a problem, especially in a familiar setting.	I can regularly assess my own/friends work in detail and can identify clear areas for improvement and areas of good work.	I have successfully adapted to different roles across familiar and unfamiliar situations.	I can successfully and independently produce my best work within a deadline. I can show initiative and do not stop until I am satisfied with my efforts.	I can independently and confidently create a persuasive case for action for a wide range of familiar and unfamiliar topics.
KS4 Merit KS3 Distinction	I can initiate research and question its validity (Evaluate).	I can regularly and confidently ask questions and think about how different ideas would work.	I can seek the feedback of others and respond very positively to criticism and setbacks in a wide range of situations.	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.	I can predict problems and deal with them across a wide range of different situations.	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.
KS4 Pass KS3 Merit	I can recognise and understand different people have different views and values and how this has an effect on a situation.	I can confidently question my own beliefs and ideas and understand why others might not share my view.	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.	I can take part in discussions and help the group come to an agreement in familiar settings and in some unfamiliar settings.	I can plan for a wide range of tasks outlining a list of jobs that need completing in priority order.	I can represent other people's views and put their case forward even if it differs from my own.
KS3 Pass	I can put forward a case or argument backed up with some evidence.	I can sometimes try out new ideas or try to solve problems in an imaginative way.	I can learn from experiences I have had.	I treat other people with respect and fairness most of the time with little support.	I know how and where to ask for help in school.	I can think of some practical steps to solve a fairly straightforward problem.



Example of a KS3 PSD Skills Progress Sheet.

KS3 (Years 7 – 9) PSD Skills Progress Sheet

Topic: _____

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. 		
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. 		

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. 		
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. 		
Teacher Feedback Overall grade Distinction Merit Pass	Teacher Feedback Progress Please see the highlighted Personal, Learning and Thinking Skills.	Teacher Feedback PSD skills target for next half term: _____ _____ _____ _____

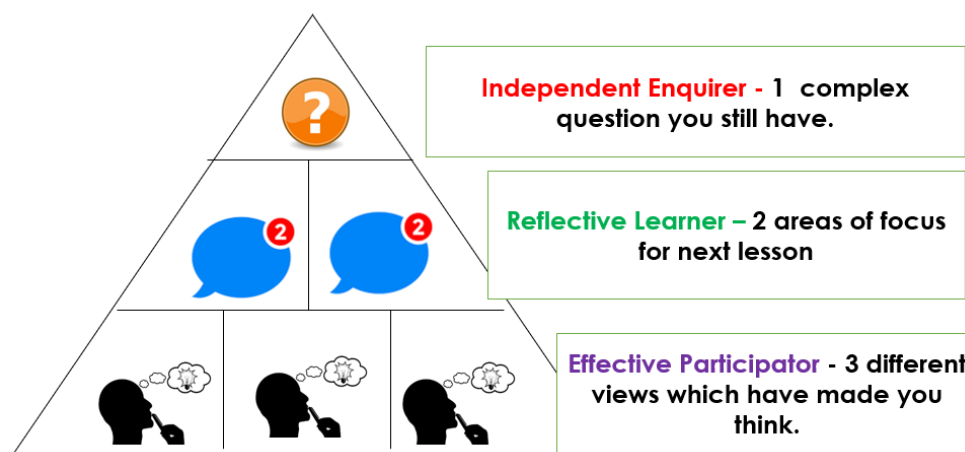
Put a line of glue here. Then stick neatly in your book.

Assessing PSD using Pass, Merit and Distinction is a new concept which will start in September 2021. This data, alongside the PSD Half- termly Reflection Sheets will be recorded on BromCom in PSD Trackers and at Data Captures. By doing this it elevates the subject within the school thus giving the subject more meaning and purpose for pupils. The KS3 and KS4 PSD Skills Progress Sheet will be printed on yellow paper so that it is clear in books, for both pupils and teachers, when a topic has been completed and reflected upon. The KS4 PSD Skills Progress Sheet is presented in the same way as the KS3 sheet, however, the success criteria for Pass, Merit and Distinction is more challenging showing the progression between KS3 and KS4.

In addition to these forms of feedback, pupils' skills and knowledge will be assessed through assessment for learning such as differentiated targeted questioning by the class teacher, class discussions, debates, group activities and skill/ knowledge specific starter and plenary tasks.

For example:

PLT Skills Reflection: 3 – 2 - 1



Please see the PSD Assessment Policy for further details on how teachers will be assessing pupils' work in PSD.