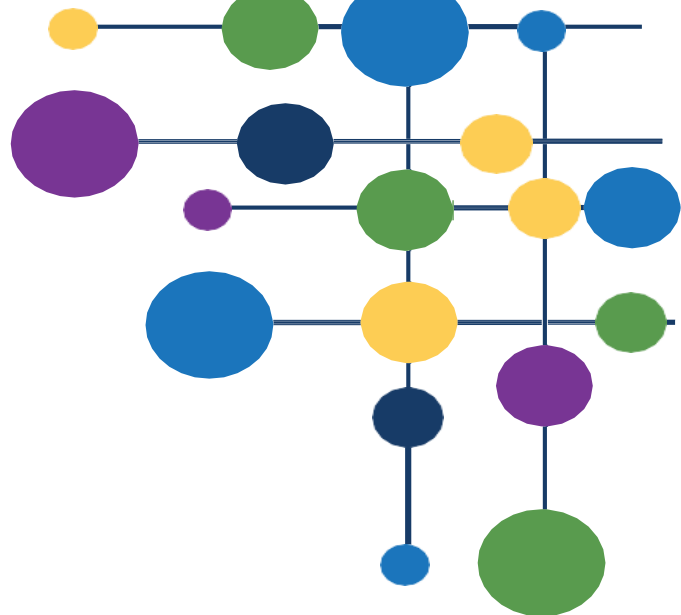




Shelley College

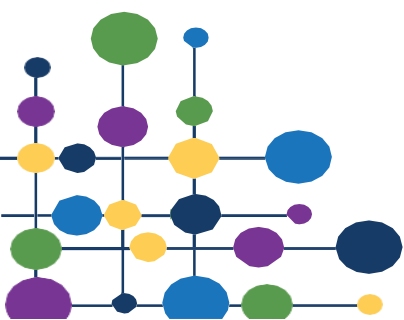
PSHE Assessment Policy

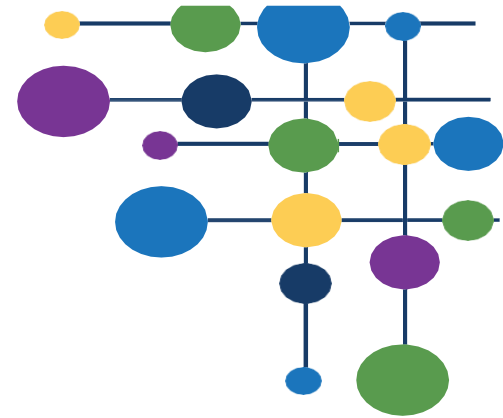
MAT Version	2.0
Name of policy writer	Lewis Day
Review Date	September 2025

Record of Alterations

Version 1.0 Original

Version 2.0 Updated tracking information based on new thematic approach





Contents

1. Rationale.....	2
2. Identifying Learning Assessment Needs for PSHE	2
3. Strand 1: Personal Attributes, Beliefs and Strategies.....	2
5. Strand 2: Knowledge and Understanding.....	3
6. Strand 2: Examples of Best Practice	4

1. Rationale

At Shelley College, our teaching philosophy is that regular, purposeful assessment which is used to inform future input is the foundation of what makes good teaching.

It is therefore essential that learning in PSHE education is assessed for several reasons:

- Pupils must be given opportunities to reflect on their learning, especially when it regards their personal qualities, attitudes, skills, attributes, achievements and influences.
- Tutors and curriculum leaders must feel confident that learning has taken place and must be able to identify future learning needs.
- Assessment increases students' motivation and improves learning.
- We must be able to measure the impact of the curriculum and adjust where necessary.
- 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", and assessment contributes to a feeling of high expectation among both pupils and staff.

At the same time, it is important to be aware that the staff delivering PSHE are not subject specialists, and already have marking demands in their substantive teaching roles. It is therefore incumbent upon the marking policy to ensure that assessment does not require additional marking from form tutors.

2. Identifying Learning Assessment Needs for PSHE

In PSHE, we have identified two core strands of the curriculum which must be assessed for KS3, 4 and 5. The first strand is Personal Attributes, Beliefs, and Strategies such as empathy, communication, risk assessment, resilience, honesty, self-worth, kindness and courage are not easily measured or assessed. This is why the PSHE association states that "It would be inappropriate for assessment in PSHE education to be about grades, or about passing or failing." The second strand is Knowledge and Understanding, including factual knowledge of topics and the vocabulary necessary to express ideas appropriately within the sensitive topics discussed in PSHE.

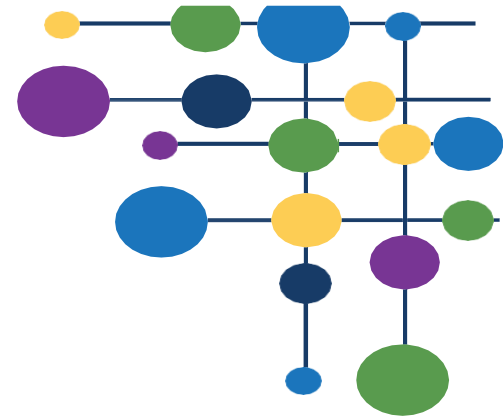
These strands require very different forms of assessment, both of which are equally important to the overall assessment of progress and impact within PSHE. In this policy, the two strands will be treated individually in order to clearly outline where and when assessment takes place.

3. Strand 1: Personal Attributes, Beliefs and Strategies

In line with the PSHE Association advice, the model of assessment used to measure progress in this strand of the curriculum is ipsative assessment. As described by the PSHE Association, "Ipsative assessment compares where a student is at the end of a lesson or series of lessons against where they were before the lesson(s), in a similar way to an athlete measuring today's performance against their own previous performance. So, the benchmark against which progress is measured is the student's own starting point, not the performance of others or the requirements of an exam syllabus."

Ipsative assessment is weaved throughout the curriculum for all year groups for both baseline and endpoint





activities. Some strategies used to assess development in this area include:

Questioning → Revisiting key questions, extending with higher order questions

Discussion → Revisiting discussion topics and noting down changes in prior thinking

Mind-mapping → Repeating the activity at the end of the series of lessons, demonstrating the comparatively larger wealth of ideas / beliefs / attitudes the pupil is aware of

Role-play → Repeating the activity with a more challenging situation to show how pupils have developed their skills

Responding to scenarios → Revisiting earlier scenarios, or new scenarios with multiple elements, to show improved skills and strategies

Points on a scale / Continuum / Washing Lines → Re-rating at the end of learning to see how students view their own personal development over time

Ipsative assessment is measured by the pupils themselves and their form tutors. Pupils are encouraged to reflect on how their skills, personal attributes, beliefs and strategies have developed over time. No assessment grading is applied to this strand as the learning is not measurable through quantitative data, and therefore any grading would add unnecessary workload to form tutors which could not be used to inform further teaching. Instead, overall progress is measured through targeted student voice (focusing on key cohorts, as well as boys, girls, and LGBTQ+ students), where students are asked to explain how their personal attributes, beliefs and strategies have developed over time, using their booklets to demonstrate how they know this. The results of student voice are then used to inform next steps in teaching, including early revisiting of topics through responsive tutor resources and assemblies.

5. Strand 2: Knowledge and Understanding

Fact-based knowledge in this strand is more easily assessable through standard strategies such as quizzes, questionnaires, full-class live feedback, and self/peer assessed work.

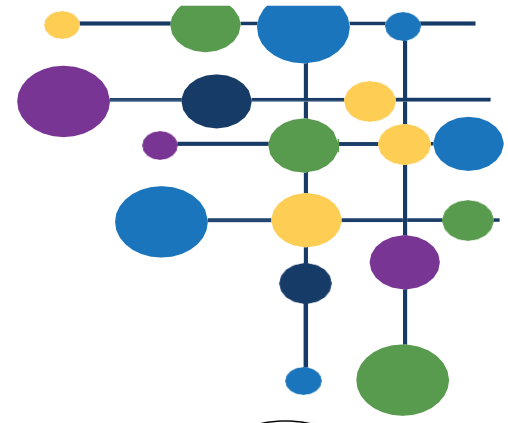
At the start of the year, and then at the end of each term, students complete a cumulative knowledge assessment where all data is correlated and tracked. The quiz tests students' knowledge of key vocabulary, concepts, and ideas within the topic. For example, in Year 9, students are asked to name the Fundamental British Values, to define Democracy, to identify who is protected under the Equality Act, and similar factual knowledge. Each assessment covers 4 themes, ensuring that prior learning is regularly revisited as well as the most recent topics.

Students receive immediate feedback on the quiz through a green pen improvement slide which explains each answer. The slides clearly explain common misconceptions so that students can understand where they went wrong. This way, students receive feedback without additional marking workload for Form Tutors who already have marking demands within their substantive teaching role. Tutors then input the information onto a tracker which is organised by theme. This is then used to inform next steps in teaching through a responsive tutor resource if the majority of students did not know, or misunderstood, an aspect of the module. The curriculum is also adapted based on the weakest themes in each year group to ensure that they are revisited through, for example, Retrieve 2 Remember activities.

When the module is revisited and developed within the spiral curriculum, the weakest questions of the quiz for the year group are then used to develop baseline activities. For example, if the weakest question on the quiz was naming the Fundamental British Values, this question would reappear as a baseline activity the next time that this Year Group visit the Wider World module.



6. Strand 2: Case Study



Step 1: Quiz provided at start of lesson.

Step 2: Teachers click through slides with corrections, e.g.:

SECTION 1: BRITISH VALUES

1. Which of these best describes what Respect and Tolerance means?

- a) The need to respect and tolerate people you don't like
- b) The right to expect that people will respect and tolerate you no matter what you say
- c) The law of the Equality Act and what it represents
- d) The right for everyone in society to expect a basic level of respect, and the need for everyone to be tolerant of different beliefs, so long as they fall within the law.



Remember, beliefs which infringe on the rights of others are **not protected** under this British Value.

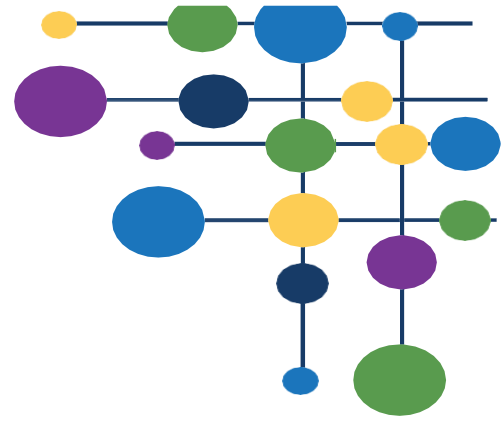
2. Which of these best describes what Democracy means?

- a) The right for every adult to have a say in how the country is run, through a democratically elected government
- b) The right to have the country run the way you want it to be
- c) The right to vote
- d) The right to decide who will run the country and vote for the prime minister

Democracy is about more than just voting - though this is a big part of it!

Step 3: Tutors input results on the tracker, organised by theme:

Registration form	Gender	SEN sta	DA	A	B	C	D	Total	% Total
9G	Male	No Specia	No	4	10	8	8	30	73%
9G	Male	No Specia	No	6	7	8	13	34	83%
9G	Female	No Specia	No	11	7	7	8	33	80%
9G	Male	SEN Supp	Yes	4	6	7	10	27	66%
9G	Female	No Specia	No	10	4	7	21	42	102%
9G	Male	No Specia	No	5	4	6	11	26	63%
9G	Female	Education	Yes	8	7	6	10	31	76%
9G	Male	No Specia	Yes	3	8	9	18	38	93%
9G	Male	No Specia	No	5	8	8	5	26	63%
9G	Male	No Specia	No	6	5	6	7	24	59%
9G	Female	No Specia	No	7	5	7	6	25	61%
9G	Female	No Specia	No	7	6	9	21	43	105%
9G	Female	No Specia	No	8	8	8	21	45	110%
9G	Female	No Specia	No	10	3	9	11	33	80%
9G	Male	SEN Supp	Yes	2	4	9	7	22	54%
9G	Female	No Specia	Yes	5	9	9	10	33	80%
9G	Female	Education	Yes	5	6	8	10	29	71%
9G	Female	No Specia	No	5	8	8	16	37	90%
9G	Female	Education	No	3	8	9	15	35	85%
9G	Female	No Specia	No	7	5	9	15	36	88%
9G	Male	No Specia	No	4	9	9	16	38	93%
9G	Female	No Specia	No	6	4	7	13	30	73%
9G	Female	No Specia	No	8	6	9	19	42	102%



Step 4: Curriculum Leader correlates results and identifies gaps.

Step 5: The curriculum leader designs a Responsive Tutor Resource which re-teaches gaps in learning. For example, in response to the quiz above, the Tutor Resource included a video about different types of government, and an activity matching government types to their definitions.

Step 6: The next time the year group visit the topic, questions about gaps are used to form the baseline activity. In the example below, the task is given at the start of the next Wider World module in order to ensure all pupils are given opportunity to revisit and close gaps in knowledge.

