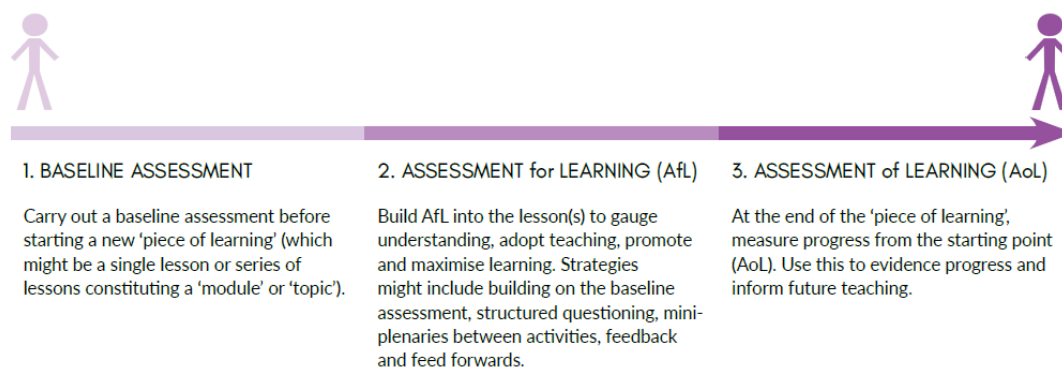


## Assessment in Health Education

Assessment in Health Education at George Stephenson High School is important to evidence progress and in order to identify future learning needs. For some students this may entail very small steps which are consolidated and reinforced by re-visiting original learning. Other students may be able to progress through the four stages of DISE (Developing, Improving, Securing and Excelling) managing increasing levels of challenge. We need consider each student's own starting point against which progress is measured rather than that of an exam syllabus. This gives us the following assessing for learning in PSHE:



### Examples of Baseline and Endpoint Assessment Activities

Carrying out a baseline assessment activity at the beginning of each new topic will ensure that subsequent learning starts where students are, is matched to their individual needs and allows progress to be demonstrated and measured.

### Examples of baseline activities are outlined below:

Baseline activity	Useful for assessing	End point activity to demonstrate progress
Role play Teacher/adult and pupil(s) take part in role play using puppets, dolls, costumes.	Skills applied, strategies recalled and deployed.	Repeat role play showing how strategies or skills have been retained/recalled/developed/used. A role play/conversation on a related but more challenging situation could be used.
Responding to a picture, photograph, drawing, film clip, story board, cartoon strip or any other kind of sensory stimuli.	Knowledge, understanding, attitudes, beliefs, strategies.	Photographs could be taken of the pupil's initial physical response or notes made of their verbal response/communication at both the beginning and the end of the lesson.  If written down, revisit in a different colour; discuss or write down any changes to their original response as a result of the learning.
Graffiti wall/working wall Pupils select from a pool of pictures, images, widgets, photographs and add to their wall. Pupils who are able to write can add their ideas to the wall.	Starting point of an individual pupil or group of pupils' knowledge, understanding, beliefs, questions related to the topic, identifying misconceptions.	Change/move/add more pictures to the arrangement of images originally created.  If written work, revisit in a different colour—add, amend, expand, change, discuss or write down any changes in their responses as result of the learning.
Draw & write/draw & talk/point & talk Pupils respond in pictures (or pictures and words) to an open-ended, neutral instruction: e.g. draw a healthy person.	Knowledge, understanding, attitudes, beliefs, simple concepts, identifying misconceptions.	Re-visit in a different colour — add, amend, expand.  If oral work, repeat same prompts, add in additional information/pictures, ask to justify choices of pictures.
Continuum/washing line	Attitudes, beliefs, attributes, identifying misconceptions.	Repeat the activity, asking pupils if they have moved along the continuum (this can be using point and talk, pencil and paper or by asking pupils to physically move along a standing continuum if appropriate) and to give their reasons for doing so; photograph new continuum or washing line positions and compare with photograph of baseline positions.

Additional ideas for activities could include:

- Creating a mindmap at the start of the unit about everything you know about that topic. In a different colour add on any new information.
- Pupil presentations to the rest of the class or group (prompted/ supported by teacher or peer if necessary)
- Producing images/ pictures/ photographs/ storyboards/ diversitree/ blog of work completed displayed in classrooms/ classbook/ assemblies/ newsletters
- Filming/ audio recording of work when they have demonstrated a particular skill or attribute
- Photographs of continuum or confidence lines
- Question boxes to inform future planning
- CSI recommended activities

All the activities above provide assessment evidence in their own right and where a baseline activity has been revisited it is usually very easy to demonstrate the nature and extent of progress made. The different methods of gathering evidence of progress set out above can be incorporated into a more formal method of recording attainment if desired by assessing against certain criteria.