

Adapted from the Scheme of Work Planning Toolkit for PSHE Education: **Lesson planning tool**



Notes

There is a wealth of material 'out there' that is relevant to PSHE education, ranging from text books to TV programmes, and PSHE education coordinators are frequently bombarded with information about the latest resources, DVDs, theatre groups, campaigns and visiting speakers. This can mean that too often the starting point for our lesson planning is an activity or particular resource that appeals to us, rather than starting with a clear picture of what we want the learners to learn and then finding activities and resources that help us achieve our objectives. If we do take our lesson objectives and intended learning outcomes as our starting point, it is much easier to ensure a progressive, coherent programme, as well as ensuring that appropriate assessment *for and of* learning is incorporated and not an 'add-on'.

The '**Lesson Planning Tool**' (below) is intended to clarify your thinking (*before* you write your detailed lesson or session plan) in terms of your aim, lesson objectives, intended learning outcomes and how best to assess the learning, which in turn will help you to choose the most appropriate activities. We're not suggesting that you complete the form in writing for every single lesson you plan for ever more but do it to start with and soon, like repeating 'Mirror, signal, manoeuvre' when learning to drive, it will become an automatic process that will ensure you plan meaningful, relevant learning that is part of a coherent scheme of work, where the learning is enhanced by integral assessment.

Incorporating Assessment

Assessment should be an integral part of teaching and learning, rather than a 'bolt-on' and you will see that the '**Lesson Planning Tool**' encourages us to think about assessment at various points in the session planning process. But we cannot and need not assess *everything*, so it is important that when we are planning lessons we think about our priorities for assessment, why we are assessing a piece of learning, who is the most appropriate person to measure the learning and what evidence we need to make judgements about the learning. The following notes provide a brief summary of the key points to bear in mind before using the '**Lesson Planning Tool**' below.

It is important that we assess learning and progression in PSHE education because:

- young people have a right to know how they are doing and how to improve in *every* subject;
- teachers need to know how learners are progressing, in order to inform future teaching and learning;
- used effectively, assessment for learning improves teaching and learning;

- assessment results in higher expectations of teaching and learning;
- it raises standards in and status of the subject;
- the school leadership team, parents, governors and Ofsted inspectors need to see the *impact* PSHEe is having for learners. If we do not assess learning in PSHEe, then all we can do is *describe* what we do but *not* what impact it has.

When integrating assessment into our planning, we need to bear in mind what assessment in PSHE education needs to achieve. It needs to:

- measure all learning that has value in PSHE education, and *not* value only those aspects that are easy to measure;
- reflect evidence of progress in skills (key processes) as well as knowledge and understanding;
- not judge the worth, personality or value of an individual or their family;
- involve learners as partners in the assessment process;
- reflect the learning and achievements of *all* learners and the range of learners' learning styles.

What type of assessment do we need?

One way we can divide assessment is into 'Baseline (or needs) Assessment', 'Assessment of Learning' (summative) and 'Assessment for Learning' (sometimes used interchangeably with 'Formative Assessment' although these are not exactly the same). There is a place for all three types of assessment in PSHE education, although it is important that 'Assessment for Learning' is built into and forms a central part of everything we do as PSHE education teachers.

Assessment for learning is used in PSHE education to **promote learning**. It:

- actively involves learners in their own assessment;
- involves sharing learning objectives with learners;
- helps learners know and recognise what they are aiming for;
- uses effective questioning techniques;
- involves both teacher and learner reviewing and reflecting on collected assessment information;
- provides feedback, which leads to learners recognising their next steps and how to take them;
- promotes confidence so that everyone can improve.

Assessment of Learning (Summative assessment) is used in PSHE education to:

- summarise what has been learnt at a given point in time and is generally carried out at the end of a piece or unit of work;
- tell us where learners are (although it doesn't identify the source of any learning difficulty or suggest strategies for improving);
- provide evidence for reporting to parents and others and in developing future learning goals;
- celebrate achievement and success for learners and schools.

Starting from where the learners are is a key principle of effective PSHE education. Baseline assessment is therefore extremely important aspect of AfL for us.

Baseline assessment is used in PSHE education to:

- identify what is already known;
- clarify learning needs;
- identify any special educational needs;
- determine where to start;
- decide how the work should be developed, including selecting appropriate language and resources.

Who should assess: the teacher, the learner, or their peers?

Teacher-assessment:

- involves the teacher identifying, monitoring and making judgements about aspects of each learner's learning;
- is about teacher observations and reviews of written work and pupils' contributions to discussions and end-of-unit tasks;
- may involve baseline, formative and/or summative forms of assessment and be done formally or informally.

Self-assessment:

- involves learners in taking responsibility for making judgements about aspects of their own learning, setting targets relating to specific goals, and understanding what they need to do to make progress: skills we aim to develop through PSHE education, so a self-assessment is an effective learning activity in its own right;
- is the only appropriate form of assessment in some aspects of PSHE education (for example, the learner them self will be the only person able to accurately assess whether they feel more confident as a result of a piece of learning)
- can be both formative and summative.

Peer-assessment:

- provides a useful way of encouraging learners to make judgements about the knowledge, understanding, skills, confidence and participation of their peers: again important skills for PSHE education to develop;
- helps individuals to clarify their own ideas and understanding of both the learning intention and the assessment criteria, and provides opportunities for them to give constructive feedback to their peers;
- offers one of the deepest learning experiences (especially if the learners have helped construct the success criteria).

This lesson planning tool is part of our more comprehensive 'Scheme of Work Planning Toolkit for PSHE Education', available to delegates attending our ['Planning Your School's PSHE Education Programme'](#) training day.

© PSHE Association 2013. As the national subject association for PSHE education, there are many ways we can support your school. www.pshe-association.org.uk

Lesson Planning Tool - adapted from the Scheme of Work Planning Toolkit for PSHE education

Planning steps	Thought process	Specific lesson notes
Aim of this series of lessons	<ul style="list-style-type: none"> What are we trying to achieve in this series of lessons? 	
Baseline assessment	<ul style="list-style-type: none"> What knowledge, understanding, experience, skills, beliefs and attitudes do the learners already have? Do they have any special needs? What implications does this have for my planning? 	
Learning objectives	<ul style="list-style-type: none"> What do I intend the learner to learn? Is this developing a skill, exploring, challenging, confirming or clarifying attitudes, beliefs or values, expanding a concept or increasing knowledge? 	
Learning outcomes	<ul style="list-style-type: none"> What will the learner be able to do as a result of the learning? List..? Describe..? Manage...? Analyse..? Evaluate..? Which learning activities will best achieve this? 	
Assessment	<ul style="list-style-type: none"> How will I incorporate Assessment <i>for Learning</i> and give opportunities for reflection? How will we know that we have achieved the objectives? How can we <i>demonstrate</i> progress? Do we need to <i>measure</i> progress? How can we measure this? Is self-, peer- or teacher assessment the most appropriate and useful in this case? What will 'good' look like (what are our success criteria)? 	