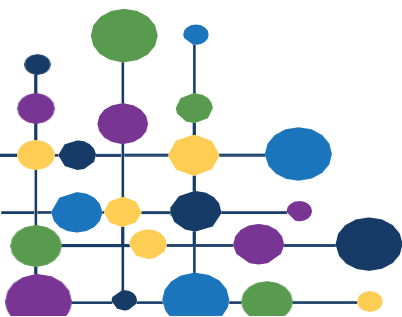


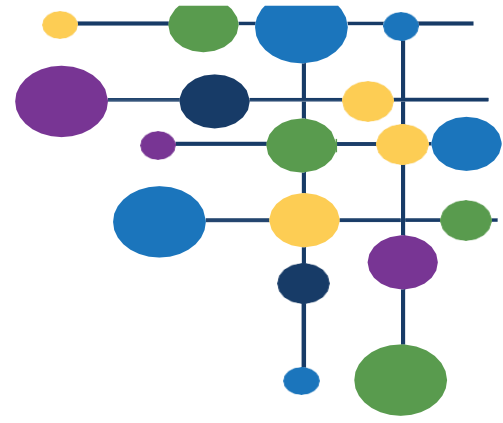
Whitcliffe Mount Learning for Life Assessment Policy

MAT Version	2.0
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Record of Alterations

Version 1.0 Original
Version 2.0 To update in September (2026)





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1. Rationale

Formal assessment has been recently introduced to Learning for Life and is still being developed. However, it is our teaching philosophy that regular, purposeful assessment is used to inform future input which is the foundation of what makes good teaching.

It is therefore essential that learning for life 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 Learning for Life 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 Learning for Life teachers or PD tutors.

2. Identifying Learning Assessment Needs for Learning for Life

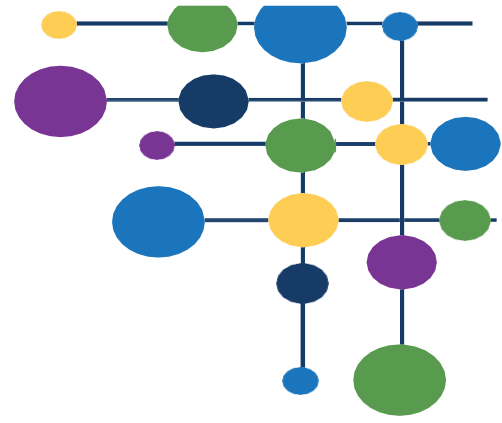
In Learning for Life, we have identified two core strands of the curriculum which must be assessed for KS3 and KS4. The first strand is Personal Attributes, Beliefs, and Strategies (such as empathy, communication, risk assessment, resilience, honesty, self-worth, kindness and courage) which are not easily 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 Learning for life.

These strands require very different forms of assessment, both of which are equally important to the overall assessment of progress and impact within Learning for Life. 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 at the end of a topic

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

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

Points on a scale / Continuum → 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 the PD 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 BELONG 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.

4. Strand 2: Knowledge and Understanding

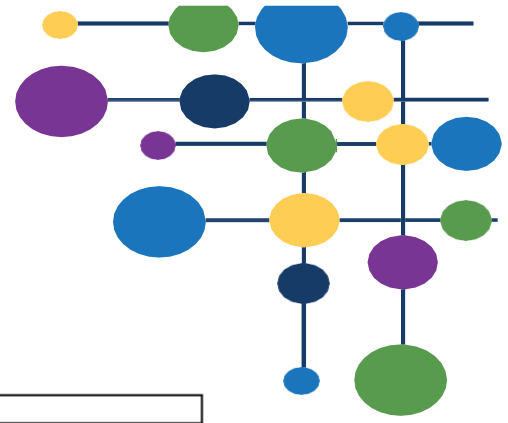
Fact-based knowledge in this strand is more easily assessable through standard strategies such as quizzes, questionnaires, whole class live feedback, and self/peer assessed work.

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 10, 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 the main golden knowledge that has been taught, not just in the last few lessons but previous terms as well, 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 PD Tutors who already have marking demands within their substantive teaching role. Tutors then input the information onto a tracker. This is then used to inform next steps in teaching either through PD time, in assemblies or in the lessons.



5. Strand 2: Case Study



Step 1: Quiz provided in PD time, e.g.:

Year 10 Learning for Life HT1 Quiz

Name

1	Which of the following best describes what respect and tolerance is? 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, as long as they fall within the law
2	Which of the following best describes what democracy is? 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 as 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
3	What is a constituency? a) A constituency is a geographical area that is represented by an MP in the house of commons b) A constituency is a person who lives in an area that is eligible to vote for their local MP c) A constituency is a political party that the people can vote for d) A constituency is how laws are introduced, made and amended in Parliament

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.

2. Which of these best describes what Democracy means?

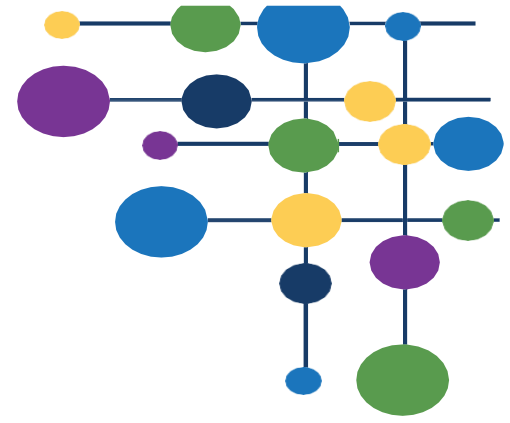
- a) The right for every adult to have a say in how the country is run, through a democratically elected government
- b) The right to have the country run the way you want it to be
- c) The right to vote
- d) The right to decide who will run the country and vote for the prime minister



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

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





Step 3: Tutors input results on the tracker:

B	C	D	E	F	G
PD Grp	LFL Class Cod	PP	SEND	HT1	HT2
7Clough1	7I/Lf			10	8
7Clough1	7D/Lf			10	7
7Clough1	7I/Lf			10	10
7Clough1	7B/Lf			9	9
7Clough1	7H/Lf			9	6
7Clough1	7D/Lf	Yes		9	7
7Clough1	7G/Lf	Yes		9	8
7Clough1	7I/Lf	Yes		9	7
7Clough1	7F/Lf	Yes		9	5
7Clough1	7F/Lf			8	7
7Clough1	7C/Lf			8	8
7Clough1	7E/Lf	Yes	Yes	8	7
7Clough1	7F/Lf	Yes		8	9
7Clough1	7F/Lf	Yes	Yes	8	9
7Clough1	7E/Lf			8	4
7Clough1	7F/Lf			8	7
7Clough1	7I/Lf			7	6
7Clough1	7F/Lf			7	6
7Clough1	7A/Lf		Yes	7	6
7Clough1	7G/Lf		Yes	7	3
7Clough1	7F/Lf			6	8
7Clough1	7G/Lf	Yes		6	3

Step 4: Curriculum Leader analysis results and identifies gaps.

Step 5: The curriculum leader decides where any gaps in learning are and plans appropriately. This could be in the lessons themselves, in PD time or through an assembly

Step 6: If some of the questions on CCE were not answered well there could be an additional PD time spend on this or a whole year group assembly to reinforce key content.

