

Review Unit 19 Assessing progress and recognising achievement at the end of key stage 3

About the unit

This unit contains activities to promote participatory assessment of pupils' progress and recognition of their achievements during key stage 3. Pupils will demonstrate teamworking as well as their understanding that teams need members with a range of different skills and attributes. They will also review, evaluate and demonstrate their knowledge, skills and understanding of citizenship. It is helpful if they have compiled a portfolio with a record of their citizenship activities and achievements.

It is not necessary for these activities to be used all at once, nor are they the only way of assessing progress. Teachers and pupils can select particular activities from the examples given or use others they have developed. To undertake them, pupils will draw on knowledge and skills gained throughout the key stage. Pupils should be familiar with the programme of study and should have agreed criteria with teachers against which to judge their progress and achievements. The effectiveness of this unit depends on everyone involved having a clear understanding of what constitutes progression and what the agreed criteria are.

Where the unit fits in

This unit is intended for use at the end of key stage 3. It enables pupils to: review the progress they have made during the key stage in each strand of the citizenship programme of study; reflect on the sum of their experiences across the curriculum and school/community life; and demonstrate some of the knowledge, skills and understanding they have acquired. It provides teachers with evidence for the end of key stage assessments and relates to the key stage 3 attainment target. The ideas in the unit could, however, be adapted for use at other times in this and other key stages.

End of key stage assessment

From 2002, teachers and pupils (through self-assessment and peer assessment) will be assessing progress and achievement in citizenship as part of the overall teaching and learning process. There is a statutory requirement for end of key stage 3 teacher assessment when each pupil's attainment should be judged in relation to the end of key stage 3 description (citizenship attainment target). This statutory requirement will come into effect in 2003/04. Schools will *not* be required to submit summary data for citizenship to the national data collection agency. Schools are required to report pupils' progress to parents, as for other non-core subjects from August 2002. Further guidance on the assessment of citizenship is being developed.

Expectations

Pupils will be working towards, achieving or working beyond the end of key stage 3 description for citizenship.

At the end of key stage 3

most pupils: have a broad knowledge and understanding of the topical events they study; the rights, responsibilities and duties of citizens; the role of the voluntary sector; forms of government; provision of public services; and the criminal and legal systems. They show understanding of how the public gets information and how opinion is formed and expressed, including through the media. They show understanding of how and why changes take place in society. They take part in school and community-based activities, demonstrating personal and group responsibility in their attitudes to themselves and others.

Resources

Resources include:

- *Assessment and reporting arrangements*, 2002, QCA 2001
- useful websites, eg
 - www.qca.org.uk/ca/5-14/afl/ (*Assessment for learning*)
 - www.dfes.gov.uk/progfile/ (*for information about progress file*)

NB: care should be taken when encouraging pupils to access websites

Literacy and language

References to the Key Stage 3 National Strategy *Framework for teaching English, Years 7, 8 and 9* (NSE) are given in brackets and are indicated in appropriate sections of this unit.

Speaking and listening – through the activities pupils learn to:

- make a formal presentation (year 7 S&L3, year 8 S&L3, year 9 S&L1)

Links with other subjects

PSHE: this unit also offers opportunities to assess broad aspects of pupils' personal and social development, including progress in specific aspects of PSHE. The details of these opportunities may vary with the contexts and issues selected by the pupils. However, the activities in this unit are likely to contribute to 1a, 1c, 2d, 3a, 3k, 4a, 4b, 4c, 4e, 4f, 4g, 4h, 4i in the non-statutory guidelines.

Other subjects: this unit may incorporate evidence of achievement in other subjects that contribute to citizenship and may offer opportunities to review specific aspects of other programmes of study depending on the activities selected.

Future learning

Pupils use this opportunity to summarise their key stage 3 achievements and begin to take responsibility for building on their learning to key stage 4.

The use of a portfolio or Progress File/action planning approach is introduced and maintained.

Pupils should learn:

Pupils:

Presenting individual and group achievements

- to identify the most significant achievement of the key stage
- to assess their progress as individuals and as members of a group
- to produce a display/presentation as evidence of their achievements as a class/year group
- to make a formal presentation (NSE)
- In pairs, pupils spend a short time discussing the things they remember most about citizenship during the previous three years. Individually, they complete the sentence 'My greatest citizenship achievement so far has been ...'. The results are recorded on a board or flip chart and displayed.
- In small groups, pupils could reflect in more detail on their progress during key stage 3. They review how they have participated in decision-making within the school and other contributions they have made to the school and the wider community. They identify what they value most about their progress and why, reflecting on a wide range of projects or initiatives in which they have been involved, individually and as members of a group or class.
- In their small groups, pupils discuss and decide how best to communicate their progress and achievements to others, ensuring that each group member's achievements and skills are presented and the active nature of their work illustrated.
- Encourage pupils to think about the needs of a specified audience, drawing on their previous experience of presenting to audiences. They list the issues to be considered, *eg the audience's likely prior knowledge of citizenship; what will need to be explained; ways of engaging the audience; appropriate level of literacy, including vocabulary within the presentation.*
- Pupils decide how to present their information, *eg a display, piece of drama, magazine, video, collage, website.* They decide what evidence of achievement to include, *eg photographs, written reports, copies of letters or e-mails, survey results, quotes from people they have worked with.*
- Pupils use individual portfolios as prompts for the process, and as sources of evidence. They review their portfolios' effectiveness for this purpose.
- The presentations/displays could form part of a day for prospective year 7 pupils, with year 9 pupils taking responsibility for explaining the progress and achievements displayed.
- demonstrate reflection skills while identifying progress and achievements as individuals and group members
- work as a team, recognising that the differences in their strengths and achievements are as important as the similarities
- communicate and present to others those aspects of their citizenship knowledge, skills and understanding they are most proud of
- communicate the nature of citizenship learning (knowledge, skills and understanding) to a specified audience, engaging and motivating them
- demonstrate skills of participation and responsible action
- Remind pupils that they will have experience of citizenship through other subjects and activities.
- Agreed ground rules should be restated at the start of the unit.
- The achievements could be collected by using *graffiti* sheets (large sheets of paper pinned to the wall around the room – pupils write on them in marker pen) or by passing large sheets of paper round the room with each pupil adding their contribution to the sheet.
- It is important that pupils have already developed skills of self- and peer assessment and that they know the criteria against which to judge progress and achievements.
- The display could include photographs, written reports, copies of letters or e-mails, survey results, quotes from people they have worked with, audio or video clips, PowerPoint presentations or websites.
- Pupils will need access to their own and other sources of evidence of progress and achievements, including those of their teachers. They can use questioning and other methods such as brainstorming and discussion, *eg what did you know/believe/think about this issue in year 7? How have your knowledge and understanding of this issue changed? What changed your ideas about this issue? Participation in activities? Progress in curriculum subjects? Support from others? How have you behaved differently as a result? What skills have you developed? Communication? Teamwork? Organisational? Presentation?*

Learning objectives

Pupils should learn:

Possible teaching activities**Learning outcomes**

Pupils:

Points to note

Presenting individual and group achievements (continued)

- Link with NSE: year 7 S&L3, year 8 S&L3, year 9 S&L1.
- Opportunities for assessment include observation of group/team processes and reviewing evidence presented in group displays and individual portfolios.
- Teachers and other adults assess by observing group/team processes and reviewing evidence presented in group displays and individual portfolios.
- Links with Progress File – the recording of achievement and action planning approach supports this process and the links with key stage 4.

Other ways of assessing progress and recognising achievement at the end of key stage 3

Pupils and staff could also choose from the following:

Demonstrating enquiry and communication skills

- to demonstrate their ability to identify and research a topical issue, problem or event; to define the reasons for its importance, and to consider a variety of perspectives related to the issue
- to reflect on the relevance and meaning of an issue for themselves and consider personal and collective responsibilities
- to present their findings to a relevant audience
- to make a formal presentation (NSE)
- In groups, pupils choose a topical issue, problem or event of concern to them (political, spiritual, moral, social or cultural), at a local, national or global level. They identify the issue's implications for human rights, criminal and legal systems, local or national governments, the media, etc. They research relevant facts and a variety of viewpoints, *eg from different generations, different community members, other pupils/adults in the school, people from other parts of the country/world (through e-mail links, the media and websites).*
- Pupils consider their personal views and opinions in the context of their findings, *eg What does this have to do with me? Do I have any responsibility? Is there anything I could do to influence the situation?*
- Pupils present their findings to a selected audience, *eg other pupils, teachers, other adults, members of the wider community, local councillors, MPs, employers, other organisations.* The presentation could be verbal, audio-visual, ICT-based or written (letter/report to an MP, local authority, health authority, etc).
- display enquiry and communication skills, and express and present views that are not their own
- clearly and effectively communicate a balanced picture of the issue, verbally and in writing, and demonstrate an awareness of their audience's needs
- demonstrate knowledge of a topical event or issue and show ways of obtaining and using information, including from the media, to form and express an opinion
- demonstrate reflection skills and the ability to identify personal and group responsibility
- Pupils' responses to the task will help teachers in their assessments, through observation of the research processes and the final presentation and supporting materials, and in discussions with individual pupils and groups.
- The views of other pupils and relevant adults could be incorporated into the assessment process.
- Community members and others involved in the assessment process should know and understand the learning objectives and agreed criteria.
- Link with thinking skills: enquiry, reasoning.
- Link with NSE: year 7 S&L3, year 8 S&L3, year 9 S&L1.

Learning objectives

Pupils should learn:

Possible teaching activities**Learning outcomes**

Pupils:

Points to note**Debating social and moral issues**

- to organise and take part in a debate about a social or moral issue of concern to them
- Pupils review their agreed ground rules for discussion. In groups or as a whole class, they brainstorm local, national or global issues that concern them. They use democratic decision-making processes to choose one as a debate topic.
- Pupils and teachers discuss and agree the criteria to be used for assessing planning, organising, collaborative working and debating skills.
- Pupils identify and allocate roles and responsibilities for researching the issue and establishing opposing viewpoints. They invite people from the rest of the school, from the local community, the council and other local or national organisations to attend and participate in the debate. A video could be made of the debate and this could be used to support review and assessment.
- Pupils reflect on the debating process and identify whether it has confirmed or changed their own beliefs and opinions, and if so, why and how.
- know the importance of ground rules in discussion
- use democratic decision-making processes
- present information and viewpoints (not necessarily their own) related to a social or moral issue
- communicate confidently with a variety of community members
- demonstrate knowledge and understanding of the issue debated
- reflect on the process in order to make meaningful observations about the importance and value of public debate
- Assessment criteria must be agreed by all those involved before the activity takes place.
- The rules of brainstorming should be observed. The session should continue for a short time, around five minutes; all contributions must be accepted and recorded, and there should be no discussion of issues until the brainstorm is over.
- This section could build on the previous one by inviting pupils to identify two perspectives of the issue to debate further. Teachers or pupils could also frame moral and social issues into 'dilemmas', in order to enhance pupil access, understanding and engagement, eg *Should we be allowed to warm up the world? Should images of women be used to sell products?*
- Link with thinking skills: evaluation.

Organising a conference for other pupils, staff and members of the community

- to plan, organise and evaluate a citizenship conference
- Ask pupils to plan and organise a conference for other pupils and members of the school and wider community (a different theme can be selected each year). This could incorporate activities described above – displays, debates, presentations – as well as involving a range of invited speakers to ensure balance between different views. It could involve having displays/exhibitions from community organisations and support agencies, such as the Police or health service, as well as access to the internet and advice for participants on how to obtain information, search websites, etc. Pupils evaluate how the conference went and identify ways of improving their contribution to the organisation of the event.
- illustrate their knowledge and understanding through the materials they select for display; through the groups and organisations they choose to invite; and through their awareness of appropriate websites and how to access them
- This section builds on pupils' earlier experience of organising events (see *Teacher's guide*), unit 16 'Celebrating human rights – citizenship activities for the whole school' and unit 15 'Crime and safety awareness – a whole-school multi-agency approach'.
- Older pupils (year 9) can help younger pupils with this, on the understanding that their role is to facilitate, support and give positive and effective feedback rather than to take the lead.
- The assessment opportunities are as described above.
- Link with thinking skills: creative thinking.