

Assessment grid			
Subject: PSHRE		Year: 7	Topic/module: The Stoke Newington School Community
KS4 target direction	4	6	8(9)
Advanced	Enrichment/extension – reaching, or part of, next pathway → Features of work may include:	Enrichment/extension – reaching, or part of, next pathway → Features of work may include:	Enrichment/extension Features of work may include:
Secure <i>Students must achieve competence in all statements before being judged 'Secure'</i>	Secure The student can: <ul style="list-style-type: none"> • Use one or two persuasive techniques. • Describe who belongs to the SNS community. • Outline some of SNS's values and aims. • Describe rights and responsibilities (with an example) and state a rules that protect their rights. • Give examples of how students take care of the school. • Give an example of a sanction and a praise system in school. • Give examples of how the school takes care of students. • Provide examples of how a student can participate in their school community. 	Secure The student can: <ul style="list-style-type: none"> • Uses some persuasive techniques. • Describe who belongs to the SNS community and why it is important to be a part of a strong community. • Outline some of SNS's values and aims and give a reason for their importance to the school community. • Describe the relationship between rights and responsibilities (with examples) and state some rules that protect their rights. • Give examples of how students take care of the school and provide a consequence for not adhering to these expectations. • Give examples of how the school takes care of a range of students. • Provide examples of how a student can be an active citizen in their school. 	Secure The student can: <ul style="list-style-type: none"> • Can effectively use a range of persuasive techniques. • Describe who belongs to the SNS community and why it is important to be a part of a strong community. • Outline SNS's values and aims and explain why these values and aims are important to the school community. • Describe the relationship between rights and responsibilities (with examples) and a can clearly state how rules protect their rights. • Explain how students are expected to take care of the school and describe the consequences of not adhering to these expectations. • Clearly explain why students should take care of the school and how the school takes care of a range of students. • Explain how a student can be an active citizen in their school and why it is important.
Developing	Mostly secure – one or more gaps For example:	Mostly secure – one or more gaps For example:	Mostly secure – one or more gaps For example:



Beginning

Significant gaps

Significant gaps

Significant gaps

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