

GLP Pupil Assessment Framework notes

Purpose

The GLP Pupil Assessment Framework shows what the GLP Pupil Assessment Tool is measuring. The Tool is designed to measure how well pupils have understood the key areas of the GLP pupil outcomes. Therefore, the Framework focuses on the key areas of these outcomes. It does not, however, cover all of the outcomes, as they are only meant as a guide to teachers to *what sort of* areas of learning they *could* cover with pupils; they are not meant to be prescriptive.

Key areas of the GLP pupil outcomes

The pupil assessment framework has chosen to focus on the key themes outlined below. These focus on global poverty and development as these are the core aspects that teachers are encouraged to engage their pupils in through the GLP. These have been chosen as we would expect that any teacher delivering quality global learning would support pupils engaging with such themes, regardless of which particular topic focus they chose.

- **Ideas of poverty:** Developing perceptions of what being poor means, and knowing there are different ways to think about it; including 'absolute' and 'relative', and relating to income or other important things like essential needs, quality of life and being able to participate.
- **Global poverty:** Understanding the range and scale of global poverty, with some idea of where progress has been made and what challenges remain, including in developed countries.
- **Developing countries:** Understanding more about developing countries; including similarities with the UK, differences between/within developing countries, and understanding of varied and rich histories.
- **Ideas of development:** Understanding different ideas of 'development', including 'linear' ideas focused on economic growth, and alternative perspectives such as rights-based approaches.
- **Human rights:** Being aware of what human rights are, why they are important and how they link to essential services.
- **Inequality:** Understanding what inequality means, both between and within countries, where it is high and how this links to poverty and development challenges, including in developed countries.
- **Sustainability:** Understanding the meaning of sustainability, for the environment, people and the economy, the present and the future, and recognising the link to poverty and development challenges.
- **Interdependence:** Recognising the range of connections between people in different countries (e.g. trade, migration and communications), how this has increased through globalisation and that strong historical links existed, for example through colonial relationships.
- **Relevance to me:** Recognising how poverty and development challenges relate to me through every day connections (e.g. shopping, culture, ideas) and as being a global citizen in a global society.

- **Why is there global poverty:** Developing ideas about why people are poor, moving from simple ideas to more complex issues like discrimination, lack of capacity or lack of resources.
- **Development challenges:** Starting to explain the complex reasons for development challenges, including internal and external factors like government capacity, trade rules and actions of businesses.
- **What can be done:** Understanding the range of ways poverty and development challenges can and are tackled, through simple things like aid but also more complicated ideas like increased and fairer trade, supporting governments and supporting active citizens.
- **Who can act:** Developing ideas around the range of people who can and have acted on poverty and development challenges, including things governments, citizens and global partnerships can do.
- **What I can do:** Recognising the potential positive impact of my actions, and being aware of a range of things I can do myself and with others to help overcome poverty and development challenges.

Teachers could therefore use wider areas of the GLP pupil outcomes to support pupils developing the core ideas above.

Progression

We would expect that, as pupils move through KS2 to KS3, on each of the above themes broadly pupils would progress in their understanding loosely following Bloom's Taxonomy of Learning; therefore, broadly moving from knowledge of to comprehension, application, analysis, synthesis and then evaluation.

Skills and values

The progression highlighted above begins to bring together some of the skills aspects of the GLP pupil outcomes with the knowledge themes, highlighting that the knowledge, skills and values should be considered as things which are developed in unison.

Therefore, the assessment framework will also explore pupils' progression on the eight skills and values outlined in the GLP pupil outcomes.

GLP Pupil Assessment Framework: progression criteria for Key Stage 2

Pupil assessment area	Early	Developing	Secure
Ideas of poverty Developing perceptions of what being poor means, knowing there are different ways to think about it; including 'absolute' and 'relative', and relating to e.g. income, essential needs, quality of life and being able to participate.	I can describe what being 'poor' means using the idea of not having money and/or things.	I can describe what being 'poor' means using the idea of not having money or things, and also not being able to use important things like schools or hospitals.	I know being 'poor' can be understood in different ways, and can compare ideas of poverty related to not having money or things, not being able to use important things like schools or hospitals, and not being able to do things that other people can do.
Global poverty Understanding the range and scale of global poverty, with some idea of where progress has been made and what challenges remain, including in developed countries.	I know of one or two global poverty issues, and that there has been progress on poverty targets.	I can describe one or two global poverty issues, and know that there has been progress on a number of poverty targets.	I can describe a number of global poverty issues, know that there has been progress on a number of poverty targets, and know a number of poverty targets not being met.
Developing countries Understanding more about developing countries; including similarities with the UK, differences between/within developing countries, and understanding of varied and rich histories.	I can describe a number of ways in which developing countries differ from the UK.	I can describe a number of ways in which developing countries are similar and different to the UK, including geography, culture and history.	I can describe a range of similarities and differences between the UK and developing countries. I can also describe how developing countries differ within and from each other, including geography, culture and history.
Ideas of development Understanding different ideas of 'development', including 'linear' ideas focused on economic growth, and alternative perspectives such as rights-based approaches.	I can describe development in a country as linear progress related to people getting richer.	I can describe development as not always linear and related to money, but also things like better schools or hospitals.	I can describe development as a complex process that is not always linear, and can compare the idea of development as countries getting richer with development as more people with a better quality of life.
Human rights Being aware of what human rights are, why they are important and how they link to essential services.	I recognise that all people should be treated equally.	I know that all people have human rights, and can name one or two.	I can describe why human rights are important, and can describe some, including being healthy and having a good education.

<p>Inequality Understanding what inequality means, both between and within countries, where it is high and how this links to poverty and development challenges, including in developed countries.</p>	<p>I know that there are richer and poorer people in a country, including the UK.</p>	<p>I can describe the idea of there being a bigger or smaller difference between what richer and poorer people have.</p>	<p>I can describe what inequality means, comparing how much the richest and poorest people in a country have. I can name two or three countries where it is very high.</p>
<p>Sustainability Understanding the meaning of sustainability, for the environment, people and the economy, the present and the future, and recognising the link to poverty and development challenges.</p>	<p>I can describe the problem of things we use every day running out, and give some examples.</p>	<p>I can describe what sustainable means, and can describe some environmental challenges e.g. climate change.</p>	<p>I can explain what sustainability means, can describe a number of sustainability challenges for the environment and for people (e.g. not being healthy).</p>
<p>Interdependence Recognising the range of connections between people in different countries (e.g. trade, migration and communications), how this has increased through globalisation and that strong historical links existed, for example through colonial relationships.</p>	<p>I know that people are connected across countries.</p>	<p>I can describe some ways people are connected across countries, e.g. through trade and migration.</p>	<p>I can describe a range of ways in which people are connected across countries, including trade, migration and communication, and can give some historical examples (e.g. through colonial relationships).</p>
<p>Relevance to me Recognising how poverty and development challenges relate to me through every day connections (e.g. shopping, culture, ideas) and as being a global citizen in a global society.</p>	<p>I know one or two examples of how my actions link to people in developing countries, e.g. shopping.</p>	<p>I can describe a number of ways my actions link to people in developing countries, e.g. shopping, using energy.</p>	<p>I can recognise myself as a 'global' citizen, and can explain ways my actions link positively or negatively to people in developing countries, e.g. shopping or using energy.</p>
<p>Why is there global poverty Developing ideas about why people are poor, moving from simple ideas to more complex issues like discrimination, lack of capacity or lack of resources.</p>	<p>I know one or two reasons why people might be poor.</p>	<p>I can describe one or two ideas of why people may be poor, related to their situation.</p>	<p>I can explain one or two ideas of why people may be poor related to their situation, including having less resources or opportunity than other people.</p>

<p>Development challenges Starting to explain the complex reasons for development challenges, including internal and external factors like government capacity, trade rules and actions of businesses.</p>	<p>I know one or two simple reasons why a country might be 'less developed'.</p>	<p>I can describe one or two reasons why a country might be 'less developed' than other countries.</p>	<p>I can explain one or two reasons why a country might be 'less developed' than other countries, for example governments having less resource/capacity or not being able to trade fairly.</p>
<p>What can be done Understanding the range of ways poverty and development challenges can and are tackled, through simple things like aid but also more complicated ideas like increased and fairer trade, supporting governments and supporting active citizens.</p>	<p>I know of one or two simple ways in which poverty and development challenges can be tackled.</p>	<p>I can describe one or two simple ways in which poverty and development challenges can be tackled, for example giving aid.</p>	<p>I can explain a few ways in which poverty and development challenges can be tackled, including giving more aid, and helping countries to trade more fairly.</p>
<p>Who can act Developing ideas around the range of people who can and have acted on poverty and development challenges, including things governments, citizens and global partnerships can do.</p>	<p>I can identify one or two people, or groups, who can act to improve poverty and development.</p>	<p>I can describe one or two people, or groups, who can act to improve poverty and development, for example governments.</p>	<p>I can explain why a few different people, or groups, can act to improve poverty and development, including governments, and citizens.</p>
<p>What can I do Recognising the potential positive impact of my actions, and being aware of a range of things I can do myself and with others to help overcome poverty and development challenges.</p>	<p>I know of one or two ways my actions can impact on poverty and development.</p>	<p>I can describe one or two ways my actions can impact on poverty and development, for example buying fairer goods.</p>	<p>I can explain a few ways my and other peoples' actions can impact on poverty and development, for example buying Fairtrade goods or raising awareness of the issue.</p>