

## 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 3

Pupil assessment area	Early	Developing	Secure
<p><b>Ideas of poverty</b> Developing perceptions of what being poor means, and 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.</p>	I know being 'poor' can be understood in different ways, and can compare income, quality of life and opportunity/choice ideas of poverty.	I understand that being 'poor' can be understood in different ways, and can compare income, quality of life and opportunity/choice ideas of poverty. I am aware of what relative poverty means.	I am aware of the difference between 'absolute' and 'relative' poverty, can compare and contrast income, quality of life and opportunity/choice ideas of poverty, and describe how people have needs beyond basic or essential things, such as expressing their identity.
<p><b>Global poverty</b> 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.</p>	I can describe a number of global poverty issues, and know there has been progress and also challenges meeting a number of them, using one or two examples.	I can describe the scale of a number of global poverty issues, and can describe progress and also challenges meeting a number of them, using examples from different countries.	I can describe the scale of a number of global poverty issues using some data, and can describe progress and also challenges meeting a number of them, using examples from a range of countries including higher-income ones.
<p><b>Developing countries</b> Understanding more about developing countries; including similarities with the UK, differences between/within developing countries, and understanding of varied and rich histories.</p>	I can describe a range of similarities and differences between the UK and low-income countries, and can describe some differences within and between low-income countries.	I can explain some geographic, cultural or historical similarities and differences between the UK and low-income countries, and can describe some differences within and between them.	I can explain a range of geographic, cultural or historical similarities and differences between the UK and low-income countries, and can explain a number of differences within and between them.
<p><b>Development</b> Understanding different ideas of 'development', including 'linear' ideas focussed on economic growth, and alternative perspectives such as rights based approaches.</p>	I can describe development as non-linear and complex, and can compare development as economic growth with development as improved quality of life.	I can explain why development is complicated, and can compare development as economic growth in a country with development as improved quality of life for citizens.	I can explain why development is complicated, can compare and contrast development as economic growth with development as improved quality of life for citizens related to their rights, using one or two examples.

<p><b>Human rights</b> Being aware of what human rights are, why they are important and how they link to essential services.</p>	<p>I can describe why human rights are important, and describe some, including being healthy and having a good education.</p>	<p>I can explain why human rights are important, know their origin and describe some, and recognise that many relate to 'essential services' like health and education.</p>	<p>I can explain why human rights are important, know their origin and describe some, recognising that many relate to essential services (health, education) meant to be provided by the government as 'duty bearer'.</p>
<p><b>Inequality</b> 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 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>I can explain what inequality means, using the idea of comparing incomes within countries. I can name two or three countries where it is very high, and can link this with high poverty in these countries.</p>	<p>I can explain what inequality means, using the idea of comparing incomes or other quality of life indicators within countries. I can name two or three developing or developed countries where it is very high, linking this with high poverty in these countries.</p>
<p><b>Sustainability</b> 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 explain what sustainability means, describe a number of sustainability challenges for the environment and for people (e.g. not being healthy).</p>	<p>I can explain what sustainability means, and explain a number of sustainability challenges for the environment and for people (e.g. not being healthy), making links between them and the future.</p>	<p>I can explain what sustainability means, and explain a number of present and future sustainability challenges for the environment for people and for economies, making links between them, and linking them to poverty and development challenges.</p>
<p><b>Interdependence</b> 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, e.g. colonial relationships.</p>	<p>I can describe a range of ways in which people are connected across countries, including by trade, migration and communication, and can give some historical examples.</p>	<p>I can describe a range of ways in which people are connected across countries, including by trade, migration and communication, and how this is increasing with globalisation, with some historical examples.</p>	<p>I can explain ways in which people are connected across countries, including by trade, migration and communication, describe and begin to explain how this is increasing with globalisation, give some historical examples and know how historical interdependence effects patterns today.</p>

<p><b>Relevance to me</b> 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 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>I recognise myself as a 'global' citizen, know this raises moral questions, and can compare and contrast ways my actions link positively or negatively to people in developing countries, e.g. shopping or using energy.</p>	<p>I understand different ways I am a 'global' citizen economically, culturally and politically, understand how this raises moral questions, and can evaluate ways my actions link positively or negatively to people in developing countries, e.g. shopping, using energy or supporting certain ideas.</p>
<p><b>Why is there global poverty</b> 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 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>I can explain a number of ideas of why people may be poor related to their situation in both poorer and richer countries, including having less resources or opportunity, or facing discrimination.</p>	<p>I can compare and contrast reasons why people may be poor in both poorer and richer countries, including having less resources or opportunity, facing discrimination and uneven power relations between people, using evidence to form my own opinion.</p>
<p><b>Development challenges</b> 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 can explain one or two reasons why a country might be 'less developed' than others, for example governments having less resources/ capacity or not being able to trade fairly.</p>	<p>I can explain a number of reasons why a country might be 'less developed' than others, including governments having less resources/ capacity and not being able to trade fairly.</p>	<p>I can evaluate a number of reasons why a country might be 'less developed' than others, including governments having less resources/capacity, not being able to trade fairly, the actions of large global businesses and uneven global power.</p>
<p><b>What can be done</b> 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 can explain a few ways in which poverty and development can be tackled, including giving more aid, and helping countries to trade more fairly.</p>	<p>I can explain a number of ways in which poverty and development can be tackled, including direct things like giving aid, and less direct things like helping countries to trade more fairly.</p>	<p>I can compare and contrast a number of ways in which poverty and development can be tackled, including direct things like giving aid, and less direct things like supporting government and citizens to act, or helping make global relations fairer. I can use evidence to form my own opinion.</p>

<p><b>Who can act</b>          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 explain why a few different people can act to improve poverty and development, including governments and citizens.</p>	<p>I can explain why a number of different people can act to improve poverty and development, including governments, citizens in both low- and high-income countries, with some examples of each.</p>	<p>I can evaluate the actions that a number of different people can take to improve poverty and development, including governments and citizens in both low- and high-income countries working together, and recognise the support they need, with some examples.</p>
<p><b>What can I do</b>          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 can explain a few ways my and other peoples' actions can impact on poverty and development, for example buying fairer goods or raising awareness of the issue.</p>	<p>I can explain a range of ways my and other peoples' actions can impact on poverty and development, including buying fairer goods, raising awareness or money, or political actions.</p>	<p>I can evaluate a range of ways my and other peoples' actions can impact on poverty and development, including buying fairer goods, raising awareness or money, or political actions, and recognise the benefits of working together.</p>