



How to Use these Sheets

The sheets contained in this document are intended to help you focus your intervention programme.

This Document contains:

- 1 - This sheet of 'Instructions'
- 2 - Student Tracker
- 3 - Teacher Tracker

The PiXL Process

At the heart of the PiXL process is the concept of **DIAGNOSIS - THERAPY - TESTING**.

If **DIAGNOSIS** is thorough and systematic then we are much more likely to be effective in targeting intervention than relying upon a series of general revision sessions. It is crucial that objective **TESTING** takes place for where insecurity has been converted into a learning security.

This **PERSONALISED LEARNING CHECKLIST** will enable you to conduct a thorough and systematic **DIAGNOSIS** of their target status:

The diagnostic judgement results in 1 of 3 conclusions:

- An individual student is '**Secure**' in this topic. 'Secure' means they can recall this knowledge or skill: score 100%
- A student is '**Insecure**' in this topic. 'Insecure' meaning that they have some grasp of the topic between 50% and 100%
- A student has '**No Understanding**' of this topic, meaning that they are scoring less than 50% and therefore have no understanding of the topic

The sheets contained in this document are **conditionally formatted**. Therefore, if you enter a '**1**' for '**Secure**' and the cell will turn **Yellow**. Enter a '**3**' for '**No Recall**' and the cell will turn **Red**.

This exercise will identify two vital elements which will enable you to target intervention with laser precision:

- The specific individual learning needs of each student in the target group which can be addressed through intervention
- The topics which need to be taught to whole groups. This may be because they have yet to be taught

Testing (**Diagnosis**) should be regular and systematic:

Knowledge tests

Recall questions at the start or end of the lesson

Short topic tests

The emphasis will be on carefully **PLANNING** opportunities for testing throughout the lessons followed

How to Use these sheets

- 1- Enter student names and target grades into the Teacher Tracker sheet
- 2 - Enter topic and knowledge into the Student Tracker - these will automatically feed into your Teacher Tracker sheet

intervention, **THERAPY**, according to identified need, rather than following interventions to confirm that what was a learning

NOSIS for your remaining target students according to

score 80% +
between 50% & 79%
before cannot demonstrate secure understanding of that

secure', the cell will turn Green; enter a '2' for 'Insecure'

Decision:
through small group intervention
or because they have been taught but not learned.

Handled by systematic intervention.

Refer Tracker Sheet

Personalised Learning Checkl

Course and Examining Board:	AQA Psychology		
Unit of Work:	Social Influence		
Topic	Knowledge		
Conformity	Define 'social influence'		
	Define 'conformity'		
	Explain why people conform – social and dispositional factors		
	Describe a piece of research into majority influence – group pressure (Asch)		
	Evaluate research into majority influence		
	Apply knowledge to a recent example of conformity		
Obedience	Define 'obedience'		
	Explain why people obey		
	Outline the differences between conformity and obedience		
	Describe a piece of research into obedience to authority (Milgram)		
	Evaluate research into obedience to authority		
	Describe and evaluate 'Agency theory'		
	Apply knowledge to a recent example of obedience		
Pro social behaviour	Describe and evaluate the 'authoritarian personality'		
	Define 'prosocial behaviour'		
	Define 'bystander behaviour'		
	Describe and evaluate a piece of research into prosocial behavior (Piliavin)		
	Explain why some people do and some people don't help others – social factors		
	Apply knowledge to a recent example of bystander behaviour		

	Define 'antisocial behaviour'		
	Describe 'deindividuation 'using a piece of research		
	Describe and evaluate a case study on crowd and collective behavior (Reicher)		
	Examine social and dispositional factors in explaining crowd behaviour		
	Apply knowledge to a recent example of crowd and collective behaviour		
Crowd and Collective behaviour			

Obedience	Pro social
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Outline the differences between conformity and obedience	
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