

## 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%
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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

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- 1- Enter student names and target grades into the Teacher Tracker sheet
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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% +  
score 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.

by systematic intervention.

or Tracker Sheet





# Personalised Learning Checklist

Course and Examining Board:	GCSE SOCIOLOGY								
Unit of Work:	<b>Education</b>								
Topic 1: Role	<b>Knowledge</b> (*=key study)	<b>RAG</b>							
What is education?	Describe formal and informal education								
	Describe a difference between education in the past and today								
	Name 3 different types of school								
	Define 'secondary socialisation'								
	Identify 3 skills education teaches you								
	Identify 3 types of qualifications you can achieve								
Functionalist view	Identify 4 key functions								
	Explain how school produces social cohesion								
	*Describe in detail Parsons study*								
	Describe particularistic and universalistic standards								
	Describe the process of role allocation* Davis and Moore*								
	Outline an evaluation of the functionalist view								
Marxist view	Describe how education benefits capitalism								
	Define and give an example of the hidden curriculum								
	Define the correspondence principle* Bowles and Gintis*								
	give an example of the correspondence principle								
	Outline an evaluation of the Marxist view								
Compare and contrast	Identify a similarity between the two theories								
	Identify a difference between the two theories								
	outline another function education may perform.								
	Identify factors which affect educational achievement								
	Describe how class affects educational achievement								









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Decision:  
through small group intervention  
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Handled by systematic intervention.

Refer Tracker Sheet



# Personalised Learning Checklist

Course and Examining Board:	GCSE SOCIOLOGY paper 1								
Unit of Work:	<b>FAMILIES &amp; HOUSEHOLDS</b>								
Topic 1: Family types	<b>Knowledge</b> (*=key study)	<b>RAG</b>							
What is a Family?	Describe a broad definition of Family.								
	Describe the difference between a family and a household.								
	Define 'the nuclear family'.								
	Define an extended family.								
	Define lone parent family.								
	Define same sex family.								
Family Diversity	Define reconstituted/blended family.								
	Explain a Beanpole family.								
	*Describe in detail The Rapoports study* - 5 types								
	Describe a criticism of the Rapoports study								
	Define Life cycle								
	Describe the difference between: monogamy, polygamy and polyandry								
Reasons for Family diversity	Identify 3 legal changes that have influenced family types								
	Identify a change in social values and attitudes								
	Explain how gender roles have changed								
	Explain how a decline in religion has shaped family life								
	Explain how immigration has influenced family diversity								
The Nuclear family	Identify * Ann Oakley's* features of the nuclear family								
	Analyse how the media portray the family								
	Explain what the family life cycle is.								
Alternatives to the family	Describe a 'single-person household'.								
	Identify 3 types of communal living								









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