**Assessment in RE**

**What do pupils get out of RE at this key stage?**

Pupils should develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should use basic subject specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

**Aims:** The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

For assessment to be most effective in RE, it requires a number of different assessment strategies to be used so that a holistic and accurate judgement of a child’s ability in the subject can be made.

**Strategies to be used:**

* Planned assessment opportunities to be identified at the beginning of a unit of learning.
* Ongoing formative assessment opportunities consisting of:

high quality teacher questioning

teacher observations particularly around children’s verbal contributions to class and group discussions

teacher observations of when children are engaging in collaborative learning opportunities

Teaching Assistants scribing children’s verbal responses during class discussions and debates.

quality verbal and written feedback

* Ongoing self and peer assessment
* Beginning and end of unit self-assessments
* Prior knowledge and understanding mind maps at the beginning of a unit and then

re-visited at the end of a unit thus offering a tool that evidences clearly a child’s progress of learning during a unit

* Summative assessment

**How to gather evidence:**

To effectively assess a child’s attainment and progress in RE, it is essential that a range of evidence is used so that holistic and accurate judgement can be made.

**Possible ways of gathering evidence:**

* Children’s individual books
* Children’s individual reflection diaries
* Class portfolios
* Photographs
* Records of class discussions/debates (flip charts)
* Group outcomes
* Class displays
* Teacher’s evaluations of their planning

**When to assess**

Assessment should always be in line with the school assessment policy and an integral part of teaching and learning process. Ongoing formative assessment will provide the best possible assessment outcome for a child. Summative assessment tasks can be used if the teacher feels they are appropriate. It is recommended that these take place either in the middle of a sequence of learning so that any misconceptions can be addressed or at the end of the unit which would provide evidence of what the pupil has learnt during the unit. It is key that all assessment feeds into future planning.

**How to track progress in RE:**

Tracking pupil progress over a course of a year is essential in RE so as to ensure that children make good or better progress from their starting point. This can be done in a number of ways and it is up to schools to decide how best to do this. What is essential is that pupil progress is tracked against recommended end of year expectations for RE that clearly outline the knowledge, understanding and skills a pupil is expected to achieve at the end of a key stage.

It is important that the leader of learning for RE has a good understanding of pupil progress and is able to demonstrate their understanding of the assessment criteria used by the school, and how assessment judgements are made. It is essential that leaders keep a tracking system that identifies the percentage of pupils working towards, at expectations and working at greater depth. This must be done on an annual basis. Schools may decide to do this termly so as to ensure that end of year targets are met.

**Moderation of standards in RE:**

To ensure that the teaching and learning of RE is pitched accurately and provides all pupils with learning tasks that give scope for children to meet greater depth expectations where possible, moderation of standards within a school and across a cluster of schools is important.

It is recommended that moderation meetings take place every term. End of year expectations should drive the moderation. A range of evidence should be considered when making a judgement about a child’s attainment in RE. It is encouraged that pupils’ English books are used as part of the moderation process to ensure that standards in RE are at least in line or above the English standards within the school and nationally. Excellent teacher subject knowledge is required to ensure teachers have a good understanding of what is expected for each year group.

Creating high quality exemplification documents of what each assessment criteria looks like within a year group would ensure standardisation of expectations across a school and cluster of schools.

**Pupil progress meetings:**

It is recommended that termly pupil progress meetings take place, providing teachers with the opportunity to discuss individual pupils’ progress in RE with the leader of learning and the senior leadership team. Such meetings provide the opportunity to identify areas of strengths and areas for further development for both individual pupils and for cohort specific needs, thus allowing for gaps to be closed and for every opportunity to be provided to ensure pupils meet or exceed their end of year target.

**End of Key stage outcomes for K.S 1:**

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| --- | --- | --- |
| **Know and understand**  **A. Know about and understand a range of religions and worldviews** | **Express and communicate**  **B. Express ideas and insights about the nature, significance and impact of religions and worldviews.** | **Gain and deploy skills**  **C. Gain and deploy the skills needed to engage seriously with religions and worldviews.** |
| **A1:**   * I can recall and name different beliefs and practices, including festivals, worship, rituals and ways of life. * I can explain the meanings behind different beliefs and practices. | **B1:**   * I can ask and respond to questions about what individuals and communities do. * I can ask and respond to questions about why communities do different things. * I can identify what difference belonging to a community might make. | **C1:**   * I can explore questions about belonging, meaning and truth. * I can express my own ideas and opinions in response using words, music, art or poetry. |
| **A2:**   * I can retell and suggest meanings to some religious and moral stories. * I can explore and discuss sacred writings and sources of wisdom. * I recognise the traditions and communities from which the stories come from. | **B2:**   * I can observe and recount different ways of expressing identity and belonging. * I can respond sensitively. | **C2:**   * I can find out about and respond with ideas to examples of cooperation between people who are different. |
| **A3:**   * I recognise some different symbols and actions which express a community’s way of life. * I can explain and appreciate some similarities between communities. | **B3:**   * I can notice and respond sensitively to some similarities between different religions and worldviews. | **C3:**   * I can find out about questions of right and wrong. * I can begin to express my ideas and opinions. |

**End of Key stage outcomes for K.S 2:**

|  |  |  |
| --- | --- | --- |
| **A. Know about and understand a range of religions and worldviews.** | **B. Express ideas and insights about the nature, significance and impact of religions and worldviews.** | **C. Gain and deploy the skills needed to engage seriously with religions and worldviews.** |
| **A1:**   * I can describe different features of religions and worldviews. * I can make connections between different religions and worldviews. * I can explain more about celebrations, worship, pilgrimages and the rituals which mark important points in life. * I can reflect on my ideas. | **B1:**   * I can observe and describe varied examples of religions and worldviews. * I can explain, with reasons, the meanings and significance to individuals and communities. | **C1:**   * I can discuss and represent thoughtfully my own views on challenging questions about belonging, meaning and truth. * I can represent the views of others about belonging, meaning, purpose and truth. * I can apply my own ideas thoughtfully in different forms including, e.g. reasoning, music, art and poetry. |
| **A2:**   * I can describe and understand links between stories and other aspects of the communities I am investigating. * I can respond thoughtfully to a range of sources of wisdom and to beliefs and teaching that arise from different communities. | **B2:**   * I understand the challenges of commitment to a community of faith or belief. * I can suggest why belonging to a community may be valuable. | **C2:**   * I can consider and apply ideas about ways in which diverse communities can live together for the well-being of all. * I respond thoughtfully to ideas about community, values and respect. |
| **A3:**   * I can explore and describe a range of beliefs, symbols and actions. * I understand different ways of life and ways of expressing meaning. | **B3:**   * I can observe and consider different dimensions of religion. * I can explore and show understanding of similarities and differences between different religions and worldviews. | **C3:**   * I can discuss and apply my own and others’ ideas about ethical questions, including ideas about what is right and wrong and what is just and fair. * I can express my own ideas clearly in response. |

**End of Key Stage age-related expectations**

**Summary**

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| **Attainment related to end of KS statements** | **A. Know about and understand a range of religions and worldviews** | **B. Express ideas and insights about the nature, significance and impact of religions and worldviews.** | **C. Gain and deploy the skills needed to engage seriously with religions and worldviews.** |
| **End of K.S 1**  **Year 2 (Age 7)** | **Retell,** recognise and find meaning | **Explore and respond sensitively** | **Begin to express** ideas and opinions |
| **End of lower K.S 2**  **Year 4 (Age 9)** | **Describe,** discover more and respond thoughtfully  **Make connections** between ideas | **Observe** and **suggest** reasons. | **Suggest reasons** and **respond thoughtfully** |
| **End of K.S 2**  **Year 6 (Age 11)** | **Show understanding** and **explain** | **Consider, compare and contrast**  Similarities/differences | **Apply and express own ideas** and views clearly |

More in-depth overview:

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| --- | --- | --- | --- |
| **Attainment related to end of KS statements** | **A. Know about and understand a range of religions and worldviews** | **B. Express ideas and insights about the nature, significance and impact of religions and worldviews.** | **C. Gain and deploy the skills needed to engage seriously with religions and worldviews.** |
| **End of K.S 1**  **Year 2 (Age 7)** | * I can recall facts about the religions/beliefs I have studied, begin to use the religious vocabulary and start to explain the significance and meaning of the facts, practices etc. | * I can tell you/talk about what concepts like belonging, commitment, kindness, forgiveness means to me in my world. * I can verbalise and/or express my own thoughts. | * I can start to think through the enquiry   question using some facts and am beginning to see there could be more than one answer. |
| **End of lower K.S 2**  **Year 4 (Age 9)** | * I can recall facts about religions I have studied, select and describe the facts that are most significant for the enquiry and start to explain the relevance/   importance.   * I can begin to make connections between religions and worldviews and respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from different communities. | * I can tell you/talk about the concept/belief e.g belonging, commitment and start to relate this to the people I am studying e.g Jews. * I can begin to observe and suggest why belonging to a community may be valuable and consider different dimension to a religion. | * I can discuss and represent my own views on challenging questions. * I can suggest reasons and respond thoughtfully. * I can begin to apply my own and others’ ideas to a given question and support my view point with facts. |
| **End of K.S 2**  **Year 6 (Age 11)** | * I can describe, connect and explain different features of religion and worldviews in terms of celebration, worship, pilgrimage and the rituals which mark important points in life. * I can reflect on my own ideas. * I can explore and describe a range of beliefs, symbols and actions. * I understand different ways of life and ways of expressing meaning. | * I can show understanding and explain how concepts/belief e.g forgiveness, resonates in my own life and can also see this might be different for other people because of their religious beliefs. * I can explore and show understanding of similarities and differences between different religions and worldviews. | * I can apply and express my own ideas and others’ ideas about ethical questions, including ideas about what is right and wrong and what is just and fair. * I can express my ideas clearly in response and support them with evidence/rationale. |