

Guide to assessment and the use of assessment tools in RE

In religious education, just as in other subjects of the curriculum, it is important to let pupils know how they are doing and what they must do next to make progress. As well as acquiring *knowledge* and *skills*, it is a key part of religious education that pupils' *positive attitudes to study* should be encouraged and praised. The core of this agreed syllabus is for all pupils to be able to **explore** religions, **engage** with their knowledge, and **reflect** on their learning and their lives. So it is important for both teachers and pupils to recognise that;

- Assessment is most effective when it leaves pupils clear about their attainment, their progress and their strengths and weaknesses. The giving of personalised, oral and written feedback is an important part of this.
- The most effective RE teachers use the evidence from assessment to focus teaching more closely on the individual needs of pupils and the development of the enquiry.
- Pupils' chances of achieving well in RE are improved when teachers set clear, focused objectives for lessons and learning outcomes for tasks.
- Good quality RE comes from lessons that are stimulating and enjoyable for both the pupils and teacher.
- Not every piece of work needs to be assessed
- Pieces of work suitable for assessment come in many different forms
- Formative assessment can be just as valuable as summative

How to use this assessment document in Key Stage 1 and 2;

As the 2018 RE agreed syllabus does not prescribe what schools should teach and the same approach has been adopted for assessment. Each Key Stage builds upon the one before, so that by the time pupils reach the end of KS3, they should have had the opportunity to receive a broad, inclusive religious education. Teachers should consider the religious experience of the pupils in the classroom and the whole school when planning which religions to look at and in which order and the assessment tool has been devised to be flexible enough to support this.

The 'Assessment tool' for key stage 1 and 2 is generic and allows for different forms of assessment to take place across the RE curriculum and the pupils' experiences in RE. The 'Assessment tool' offers criteria for assessment for each year group and should inform all assessment in RE. Assessment for each pupil should be made against the parameters that have set for the unit or topic being taught. The statements support the progression and attainment and the key expectations for pupils in a particular year group. Alongside everyday marking and Assessment for Learning (AFL), one key assessment piece per unit or enquiry would be appropriate. Over the year there should be a variety of AT1 and AT2 pieces in different styles and genres should be assessed.

To stay in line with current best educational practice we suggest that three categories of attainment are needed. Different schools use different terms for these categories along the lines of the 'emerging – expected – exceeding', or 'working towards', 'working at' or 'working beyond', to achieve 'mastery'. SACRE will be asking for data at the end of KS1 and KS2 and this will be asked for using the vocabulary of;

Working towards,

Working at,

Exceeding,

The data required and requested will be for both AT1 and AT2 and based on the end of Key Stage Statements for KS1 and KS2.

Assessment in KS3

With national removal of assessment levels in Key Stage 3, there is now a greater focus on knowledge development, along with the opportunity to study the 'big ideas' of RE in greater depth. This development now allows the opportunity to provide a more appropriate Key Stage 3 curriculum which builds the important foundations for Key Stage 4. KS3 and KS4 should no longer be seen as separate courses, but rather as a continuum. There is now an opportunity to develop better assessments practices and opportunities which highlight specific strengths and areas for development within those 'big ideas' and support the development of pupils' understanding over the whole secondary phase.

As KS3 should be a continuum into KS4 and not all schools follow the same GCSE syllabus. This syllabus does not specify a particular model of assessment; schools are encouraged to take into account the expectations of the RE GCSE syllabus they are following for assessing at both KS3 and KS4. Included are exemplars of good practice which schools are encouraged to follow along with the guidelines below;

A KS3 curriculum and assessment model which:

- Is focused on developing the key concepts, knowledge and skills needed for success in KS4
- Is based on high expectations and challenge for all
- Adopts a mastery approach to teaching and learning, and uses proven effective teaching methods.
- Uses regular assessment and feedback which gives all students the chance to develop a secure understanding of the key ideas.
- Incorporates high quality end of topic assessments which help students develop the skills needed to tackle GCSE examination questions.
- Data from assessments reliably identifies what students have/have not understood and informs future teaching and learning, including intervention needs.