Ravensden Church of England VA Primary School
Principles for Assessment in Religious Education

At Ravensden Primary there are systems in place for assessment in R.E. that result in teachers and pupils being able to gauge progress and attainment. Assessment informs planning, securing accurate challenge and supporting pupils to gain a clear understanding of how to make progress. Our pupils are aware of the progress they are making in R.E. and understand the next steps in their learning journey.

Assessment in religious education teachers, with the support of the subject lead, will:

- Identifying suitable assessment opportunities in our schemes of work -Understanding Christianity and the Bedfordshire Agreed Syllabus.
- Be directly related to the expectations of the Understanding Christianity and the Bedfordshire Agreed Syllabus units being taught.
- Seek to identify development in the different areas of learning in the subject and not only in the acquisition of factual knowledge.
- Recognise the range of skills and attitudes which the subject seeks to develop using the expected outcomes for each unit of study.
- Employ well defined criteria for marking and assessment which identifies progress and achievement as well as effort, following the school's marking policy.
- Include pupil self-assessment.
- Enable effective tracking of pupil progress to identify areas for development in pupil's knowledge and understanding, as well as whole school areas for development.
- Report effectively to parents.

Teachers will consider knowledge and understanding of their pupils during each lesson in order to inform their planning. An assessment judgement about each child, to determine whether they working at the expected standard in RE or not, will be made at the end of each unit of work (ie each half term). These unit assessments will be monitored throughout the year by the RE Lead and will be linked with pupil's attainment in Reading and Writing to ensure that their attainment in RE is equivalent or better than their English skills. Each half termly assessment will help the teacher make an overall judgement of the standard reached for each pupil at the end of the academic year and key stage. Pupils will be aware of the attainment level they have achieved through each stage. The results will be reported to Parents and given to the child's receiving teacher.

To ensure assessment informs planning and pupils are appropriately challenged the RE lead will ensure that:

- Pupil's knowledge and understanding are monitored and any misconceptions are recognised and challenged by the class teacher. Evidence for this will be seen in adaptations to unit plans and progression in pupil's work (book scrunities) and pupil's ability to discuss their learning when questioned e.g. pupil voice.
- Book scrutinies, pupil voice and pupil questionnaires will be used to ensure that pupils are accurately challenged within lessons and tasks set.
- Depending on the age group and/or unit of learning, the class teacher will use either an assessment task or a collection of pieces of work (including verbal responses to group and

whole class discussions) to form a basis for the end of unit judgement for each pupil. These will be recorded as assessed tasks in their R.E. books/folders.

- End of unit judgements will be analysed by the RE lead and findings discussed with class teacher. Any recommendations for individual pupil progress or subject focus will be monitored throughout the next unit. The process will be repeated at the end of the following unit.

The progress each child has made will not be just linked to knowledge, but to the skills they use to apply and connect the knowledge learnt. To ensure assessment supports pupils to gain a clear understanding of how to make progress the RE lead will ensure that:

- Teachers ensure that pupils know how they can make progress in their RE learning and skills by making learning outcomes and success criteria clear so that pupils understand what the expectations for each lesson are.
- Teachers to ensure that children know what their next steps for learning are – strategies for this will depend on the year group being taught and will follow strategies used in other curriculum areas this will include verbal, as well as, written feedback. Older children will be given a copy of the outcomes as they work in each unit so that can see what has been covered and how they have shown evidence of this learning in their work.
- Pupils will be made aware of their progress and next steps. At the end of the unit of work pupils will be told the standard they are working within and what areas they need to focus on in order to progress to the next stage.
- R.E. planning and tasks set will promote independent learning and thought enabling pupils to flourish and make progress in R.E. skills.
- Progression grids of skills from Understanding Christianity scheme and the Bedfordshire Agreed Syllabus are used to make accurate judgements about progress in RE skills. Teachers are mindful of these as they teach the unit and are used at the end of each phase.

  <u>Bedfordshire Agreed Syllabus</u> have end of phase outcomes which will be used to make judgements at the end of Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2 under three headings Making Sense of Beliefs, Understanding Impact and Making Connections (Agreed Syllabus pages 12 – 14 and p17)

  > 'Most pupils will be able to show that they can meet the outcomes for the end of the stage at each age group, aged 7, 9 and 11. Some pupils will not reach all of these expected outcomes, and others will achieve the outcomes in earlier age groups. The proportions of pupils who achieve the outcomes will depend upon the quality of teaching and learning and the prior knowledge of pupils. Teachers should collect evidence in simple and lightweight ways to show what the class is achieving.'

  <u>Understanding Christianity</u> have end of phase outcomes which will be used to make judgements at the end of Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2 under three headings Making Sense of the Text, Understanding the Impact and Making Connections (Understanding Christianity Teachers Handbook pages 36 and 37). The Building Blocks for each concept (pages 20 – 33) 'show the kind of theological understanding and its application to Christian living that the resources expect pupils to begin to grasp as they make progress through the school'

Evidencing attainment at the end of each unit can be decided by asking the question, 'has the child met each outcome, learnt the relevant knowledge and is able to answer the overall question

independently making links to knowledge and learning from within the unit or not?' If yes, they are working at the expected standard, if not then they are working below this standard.

Data drops
Data drop will occur every half term i.e. at the end of each unit. The data will be analysed against individual pupil progress in reading and writing as well as individual progress across the year in R.E. Results and next steps will be discussed with teaching staff

The purpose of comparing R.E. with English skills is to ensure that pupil progress and achievement across similar subjects is consistent. It can also be used to highlight a need to close the gap for some pupils.

A sample of individual pupils, spanning different ability ranges, including SEND, will be regularly monitored during their learning journey at Ravensden. This involves R.E./English school Governor and R.E./English lead teacher. The aim will be to ensure pupils are achieving standards required, that they are making progress and that strategies are put in place where and when needed.

Assessment in EYFS

Learning in EYFS is covered within many areas of the early learning goals.

Assessing RE in the Foundation stage may look different to other year groups, but the fundamental principles of why and how you are assessing the progress and attainment of each child will be the same.

- What have the children learnt?
- What are the children finding challenging, how will I address this in my planning?
- What do they know and can do know that they couldn't at the start of this unit?
- Is the information I have collated helpful to me as the teacher and to the child, by making them aware through questioning their next steps?

Attainment in RE in EYFS will be collated in a form that is outside the early learning goals data as it is subject specific. This information has a direct impact on planning and therefore teaching and learning.
Attainment in EYFS will be linked to the outcomes in the Bedfordshire Agreed Syllabus and knowledge building blocks and end of phase outcomes for the Understanding Christianity units (God/Creation, Incarnation and Salvation)

- Do the children know these pieces of information and can they begin to link them together?
- How will you know this?
- What information will you need to collect and how?
- Is the information I have collected having an impact on my future planning?

Progress

> Bedfordshire Agreed Syllabus ' Progress is viewed as more than just acquisition of knowledge, especially as every unit and learning outcome across the year is different, but as a development of RE specific skills.
> The value of checking pupils' knowledge, and planning for increasing knowledge and understanding, is built into every unit of the syllabus. Good teaching is not

repetitive, but uses, reinforces and expands the knowledge taught to increase understanding. Learning processes such as reminding, recapping, checking facts, identifying misunderstandings and inviting learners to name what they know and what they need to know are a part of all good RE teaching.'

Understanding Christianity This is the same across our whole school, the conceptual Building Blocks 'show the kind of theological understanding and its application to Christian living that the resources expect pupils to begin to grasp as they make progress through the school'

Data drops

Progress in RE is collected in addition to the early learning goals data, and is given to R.E. lead who will monitor the progress of each child and discuss the next steps in developing R.E. skills with the class teacher.