

## Assessment: What does it mean to get better in RE?

Assessment is used to check pupils' understanding in order to inform future learning. Pupils are assessed both on their substantive knowledge (through multiple-choice diagnostic testing) and their ability to apply this knowledge in key tasks and extended writing, demonstrating both substantive and disciplinary knowledge.

Assessment is not just a straight dichotomy between knowledge (substantive knowledge) and skills (disciplinary knowledge); instead, we are looking at substantive knowledge (the content taught through the curriculum) and disciplinary knowledge (specialised knowledge and specialised skills).

We do not formally assess the ability to express personal knowledge.

Formative assessments are built into selected units of work and have been designed to assess if pupils are learning the curriculum – Do they know what we want them to know? Can they remember this knowledge over time? Can they select, apply and use this knowledge?

We assess learning for three key reasons:

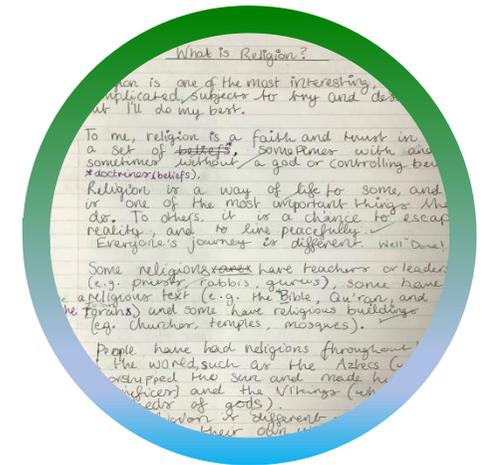
1. To check our curriculum design is appropriate (the curriculum model is the progression model)
2. To check our teaching and learning is effective
3. To check that all our pupils are making progress

Key pieces of extended writing are assessed in this way – is the pupil working at the 'expected standard' (for curriculum related expectations)?

For these identified tasks pupils receive written feedback about what they have done well and what to do to improve. Pupils are expected to improve work as a result of teacher feedback.

This work is tracked by the teacher/department using a RAG marking system which will inform teachers in deciding if pupils are on track when completing reviews.

-  no evidence of relevant knowledge
-  relevant knowledge is partially demonstrated, but in need of further development in order to achieve the expected standard
-  relevant knowledge and understanding are clearly demonstrated and applied to the task
-  knowledge and understanding demonstrated at a particularly high and insightful level



**KS3 RE Assessment overview**

**Y7 over-arching question: Where do we belong?**

<b>What do we mean by religion and worldviews?</b>	<b>What is the Hindu Dharma?</b>	<b>Caused or chance? (Christianity and Humanism)</b>	<b>How might holy days remind people of their faith? (Judaism)</b>	<b>Who was Jesus? (Christianity, Islam and non-religious perspectives)</b>	<b>What does 'belonging' mean to a young Muslim in the UK?</b>	<b>What does it mean to belong to the Church family?</b>
	Formative assessment: Why is Diwali important to many Hindus?	knowledge test (cumulative)	Formative assessment: Are the Ten Commandments relevant in the 21 <sup>st</sup> century?	Formative assessment: Who was Jesus?	knowledge test (cumulative)	knowledge test (cumulative)

**Y8 over-arching question: Where can we find guidance?**

<b>How does the covenant impact the lives of Jewish people today?</b>	<b>How do the teachings of Jesus guide Christians today?</b>	<b>What is the ultimate purpose of existence? (Hindu Dharma and Humanism)</b>	<b>Does religion encourage or hinder equality? (Islam and Sikhi)</b>	<b>How do Christians believe that God is active in the world? (Christianity)</b>	<b>Is suffering a necessary part of the human experience? (Buddhism and Humanism)</b>
Formative assessment: What covenants are made in the Old Testament? What do Christians mean when they refer to Jesus as the 'new covenant'?		knowledge test (cumulative)	Formative assessment: Does religion encourage or hinder equality?	knowledge test (cumulative)	knowledge test (cumulative)

**Y9 over-arching question: What really matters?**

<b>What are the different academic approaches to studying religion? What is Philosophy and Ethics? (thematic)</b>	<b>What really matters in the journey of life? (Hindu Dharma)</b>	<b>How have religious and non-religious beliefs inspired people to make a difference? (thematic)</b>	<b>What is faith? (Christianity)</b>
Formative assessment: What is a 'good' life?	Formative assessment: How might beliefs about life after death have an impact on how a person lives?	knowledge test (cumulative)	knowledge test (cumulative)