

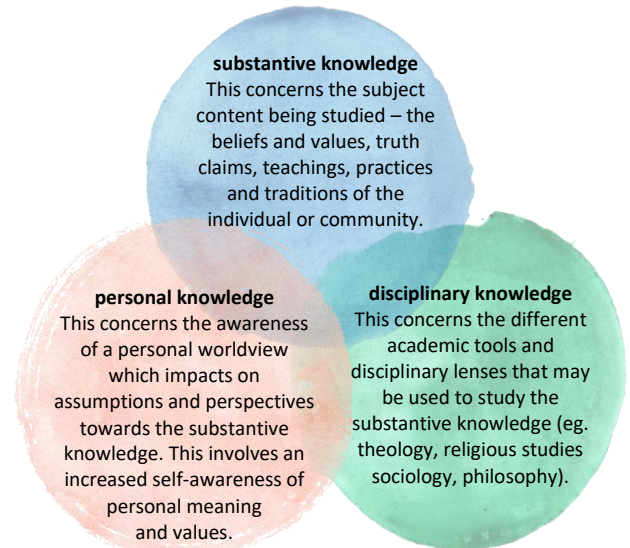


ASSESSMENT IN RELIGIOUS EDUCATION

Rationale: What is the purpose of assessment in KS3 RE?

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

Assessment is not just a straight dichotomy between knowledge and competencies; instead, we are looking at the quality of substantive knowledge (the content taught through the curriculum) and disciplinary knowledge (specialised knowledge and application of the tools of RE). We do not formally assess the ability to express personal knowledge.



The three strands of knowledge identified in the Ofsted research review for RE

Assessment is a part of every lesson. Teachers routinely assess that pupils are learning, understanding and remembering the components of the curriculum through recall tests, whiteboard activities, questioning etc. Additional assessment tasks are built into selected units of work and have been designed to assess if pupils are learning the curriculum and able to piece together the components – Do they know what we want them to know? Can they remember this knowledge over time? Can they select, apply and use this knowledge?

These assessment questions are carefully constructed as composite tasks to assess pupils' knowledge and understanding of the RE curriculum.

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 learning the curriculum and making progress

Implementation: What does assessment look like in KS3 RE?

Key tasks are formally assessed to check that pupils are working at the 'expected standard' (for curriculum related expectations) in terms of knowledge and their developing skills of analysis and evaluation. We look for depth of knowledge and use of specific keywords to show their understanding of the content they've been taught.

We also use recall tests to assess retention of knowledge. These check that pupils are remembering information over a period of time and so questions will cover a range of content from the curriculum. Multiple-choice questions are carefully devised so that the tests can be used diagnostically to identify misconceptions and aspects of the curriculum that individuals or groups have found difficult.

KS3 RE Assessment overview					
Y7 over-arching question: Where do we belong?					
What do we mean by religion and worldviews?	What is the Hindu Dharma?	Caused or chance?	How might holy days remind communities of their beliefs and values?	Who was Jesus?	What does it mean to belong?
	Extended writing: Why is Diwali important to many Hindus?	knowledge test (cumulative)	Extended writing: Are the Ten Commandments relevant in the 21 st century?	Extended writing: Who was Jesus?	knowledge test (cumulative)
Y8 over-arching question: Where can we find guidance?					
How might the covenant impact the lives of people today?	How do the teachings of Jesus guide Christians today?	What is the ultimate purpose of existence?	Does religion encourage or hinder equality?	Why might people seek guidance in different places?	
Extended Writing: What covenants are made in the Old Testament? What do Christians mean when they refer to Jesus as the 'new covenant'?		Written task: Explain symbolic aspects of imagery and stories about Krishna.	Presentation: Does religion encourage or hinder equality?	knowledge test (cumulative)	
Y9 over-arching question: What really matters?					
What makes a good life?	Why do we suffer?	What really matters in the journey of life?	What is faith?	How have religious and non-religious beliefs inspired people to make a difference?	
Extended writing: Is suffering an essential part of human life?		Written task: How might beliefs about life after death have an impact on how a person lives?	knowledge test (cumulative)	knowledge test (cumulative)	

Impact: How is information from assessment tasks used?

For these identified tasks pupils receive feedback about what they have done well and what they need to do to improve. Pupils are expected to improve work as a result of teacher feedback. Teachers use the information gathered from assessments to review teaching and learning so that any misconceptions are addressed.

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

- **not meeting** curriculum expectations - no evidence of relevant knowledge
- **working towards** curriculum expectations - relevant knowledge is partially demonstrated, but in need of further development in order to achieve the expected standard
- **working at** curriculum expectations - relevant knowledge and understanding are clearly demonstrated and applied to the task
- **working at greater depth (excelling)** than curriculum expectations - knowledge and understanding demonstrated at a particularly high and insightful level