

## Principles for Assessment in Religious Education (RE) September 2019

The school leader of RE has put in place systems for assessment that result in teachers and pupils being able to gauge progress and attainment in RE. Assessment informs planning, securing accurate challenge and supporting pupils to gain a clear understanding of how to make progress.  
(SIAMS Evaluation Schedule 2018)

### **The school leader of RE has put in place systems for assessment that result in teachers and pupils being able to gauge progress and attainment in RE.**

What this system looks like is school dependant, but there must be one! It can follow an existing model used by other curriculum areas in your school, or use the excel assessment grid provided by Canterbury Diocese.

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.

However, **progress** through these units is harder to show and measure. Whilst the Understanding Christianity concepts are taught as part of a spiral curriculum, the in-unit objectives are only covered once. Therefore, children could make huge progress within a particular unit, but then find the following unit harder. Does that mean they have made negative progress?

So, think of progress in line with skills linked to RE learning, 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.  
(See Appendix A – progression of skills grid)

- Is the assessment system you are using for RE, purposeful to teachers and their planning and teaching? If not, why are you doing it? What could you do differently?
- How will you as subject leader, monitor progress of pupils in RE across the school?
- Does the system allow teachers to gauge progress and attainment?
- Is it allowing teachers and pupils to flourish?

### **Assessment informs planning, securing accurate challenge.**

- How do you know this? What will you be looking for?
- What strategies could you use to monitor whether assessment is informing planning.
- Is there accurate challenge within lessons and tasks set?

### **Assessment supports pupils to gain a clear understanding of how to make progress.**

- Do the pupils know how they can make progress in their RE learning and skills? If not, what strategies could you put in place to enable this?
- Do the pupils know how well they are doing in RE? How could you capture this and monitor it?
- Do RE plans and tasks set, promote independent learning and thought and therefore, enable pupils to make progress in their RE skills?

Below is a model of good practice for assessment in RE, which is taken from the current RE model policy).

As you read the statements reflect on:

- Are these statements a reflection of what is happening in your school?
- What actions do you need to put in place to ensure assessment in RE is having an impact on teaching and learning and then therefore progress and attainment of all pupils?

Assessment in religious education will:

- Involve identifying suitable opportunities in schemes of work such as Understanding Christianity.
- Be directly related to the expectations of the .....*Diocesan syllabus or Locally Agreed Syllabus (add appropriate details)*
- 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.
- 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.
- Enable effective reporting to parents.

*(Taken from the model RE policy June 2019)*

<https://www.canterburydiocese.org/childrenandschools/policies-and-guidance/>

### **Something else to ponder ...**

When is it best to make an assessment judgement about each child; to say whether they working at the expected standard in RE or not?

- During each lesson?
- At the end of the unit?
- At the end of a long term?
- At the end of each year?

### **Attainment**

This can be measured at the end of each lesson, through various activities and questions, which will inform future planning.

But, if we ultimately want to know if they can answer the unit big question making links with the knowledge learnt within the unit, then when is best to make an attainment judgement about each child?

### **Progress**

The skills listed in Appendix A, progression of skills grid, are listed in key stages, so are we able to accurately make judgements about progress in RE skills each week or even unit? I wonder how and when might be best to make a judgement against these skills?

## Assessment in EYFS

Learning in EYFS is covered within many areas of the early learning goals. However, many schools want to collate specific information on the progress and attainment of their pupils in RE, in addition to the early learning goals data.

This is an individual school decision.

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 now 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 EYFS will be linked to the knowledge building blocks for the Understanding Christianity units (God / Creation, Incarnation and Salvation) and Outcomes listed at the front of the other 3 units.

- 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?

Attainment in RE in EYFS can be collated in a form that is outside the early learning goals data as it is subject specific. This information must be purposeful and have a direct impact on planning and therefore teaching and learning. If it doesn't, why are you collecting it?

Measuring **progress** in RE in EYFS, will encounter the same issues as measuring progress across the rest of school. Progress needs to be 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.

For example, last term Billy was able to recall a story from the Bible when given prompts from an adult, but now he is able to recall the story independently when engaging with the story related objects in the tough spot. This shows his progress in RE skills, but will also inform other areas of the early learning goals. (See Appendix A – progression of skills grid)

Therefore, progress in RE could be collected in a separate form in addition to the early learning goals data, but as these skills are so entrenched in all other areas of the curriculum is it purposeful?