**Weald CPS: Assessment in RE**

**Overview**

* What can we do to **embed** and **measure** RE so that pupils ‘know more, remember more and can do more?’ (Ofsted 2021)
* How can we reflect the growing interest in the RE community in different kinds of knowledge including **substantive, ways of knowing and personal knowledge**.
* How can **assessment practices raise attainment**?

**Start with the end in mind.**

* Know what you want the pupils to know at the end of a unit of work.
* Know how to assess that they know it.
* The Weald CP School RE curriculum is structured so that there are common threads that link units from Reception through to Year 6. This is clearly illustrated on the school’s curriculum plan. By the end of Year 6 the children should be aware of the impact of major religions on the world around them and should be able to explain how different religions affect the communities in which they live.

**Top three reasons for Assessment**

* Inform future lessons: identify gaps in learning; starter task focussed on correcting previous mistakes or misconceptions.
* Measure knowledge and understanding: meaningful assessment leading to summative judgements.
* Share with and include pupils: verbal & subject-specific feedback.

**Assessment in Primary RE**

Ofsted acknowledges that it is ‘important to recognise that there is no single way of achieving high quality RE.’ Weald CPS has a well sequenced curriculum that prepares pupils with prior knowledge. Teachers need to have an array of tools at their disposal to monitor the curriculum coverage, carry out reliable formative assessment, track progress and ensure progression year on year.

**Prior knowledge assessment -start of unit brain dump.**

* Differentiated response to the new unit question depending on the year group. For example, children in KS1 might draw a picture or write single words that respond to the question, whereas children in KS2 will be expected to respond in full sentences.

**Formative assessment**

* Verbal questioning at the beginning of every lesson to show knowledge recall. Verbal questioning throughout each lesson as well as written or pictorial response to the individual lesson’s Learning Objective. Talk partners and quizzes, including ‘RE Flashback 4’ used as a low stakes true or false prior knowledge quiz to review learning across the whole year at the discretion of each teacher; usually used once a term.

**Summative assessment - end of unit brain dump**

* Differentiated response to the unit question depending on the year group, as noted above. Responses should show knowledge acquired throughout the unit.

**Benefits**

* Pupils’ active involvement in the learning process.
* Improved awareness of pupil performance at all stages of a unit.
* Increased reflection and a chance to correct previous inaccuracies.
* Pupils more likely to seek assistance.
* Better prepared for high stakes tasks.

**Marking Policy**

* There is a standardised approach across all year groups which is as follows:
* Work stamped across applicable subjects with a 3 sided stampers denoting independent, supported or verbal feedback.
* Work stamped across applicable subjects with a smiley face stamper for self-assessment (green, amber, red).
* Staff can provide written feedback if necessary, using a green pen for praise or a pink pen for further comments.
* Children respond to marking or peer edit using purple pens.
* Staff will highlight sections of written material in a highlighter pen to show areas of a child’s work where the learning objective has been achieved.

**SEND assessment.**

* Teachers scaffold verbal and written assessment in RE as appropriate to the prior attaining level of each pupil. The aim is that all students can access the school’s RE curriculum and acquire the same level of knowledge.

**Formative Assessment techniques/tools:** promote practice, retrieval, recall and rehearsal.

* Key questions withing the lesson.
* talk partners
* post-it notes
* two truths and a lie
* KWL grids
* Mind/concept maps
* Quizzes - low stakes.
* working walls
* Retrieval practice challenge
* Verbal feedback – addressing misconceptions.
* Test style activities.
* Pupil observations whilst solving activities.
* Plenary style questions
* Quick check routines like whiteboard held up or thumbs up.
* Book looks and sharing with other professionals.

**Assessment via pupil voice**

* What have you been studying in RE?
* Do you enjoy RE lesson (1-10. Why/why not?)
* What is your favorite aspect of RE?
* How often do you do RE?
* I saw you learning about Islam in lesson. Tell me/explain to me the differences/similarities with the other religions that you have studied?
* How would you find out more about a subject?

**Character Education**

* Weald CPS’ characterqualities which will engender high quality RE enquiry are:

**Curiosity; Respect; Enthusiasm; Social Intelligence; Teamwork; Resourcefulness; Empathy and Responsibility.**