

Section Two

Assessment

Assessment

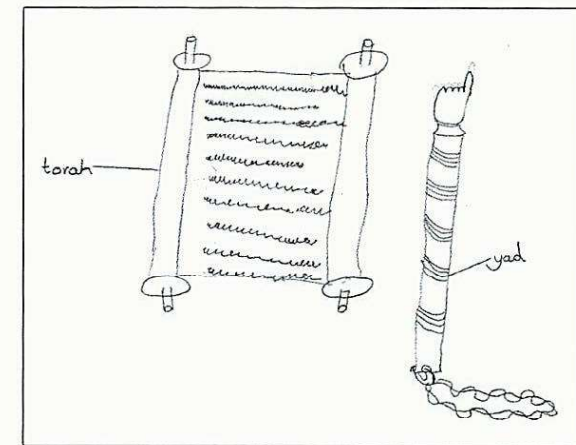
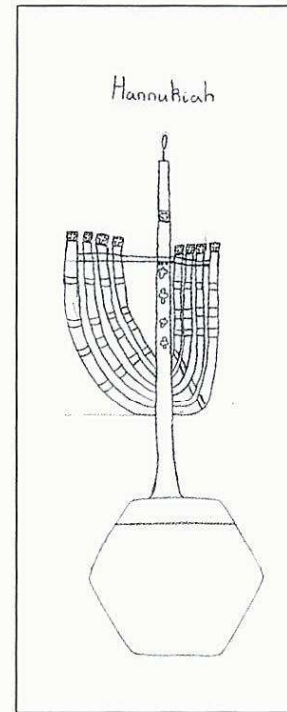
It has taken a long time in Solihull to come to a consideration of assessment in Religious Education. There are many reasons for that, not least the amount of ground that had to be covered in preparation, including all the developments in planning previously outlined. It is only now that the agreed syllabus is embedded and, with the help of the handbooks, is being implemented more rigorously, that the issue of assessment can be contemplated.

The approach to assessment outlined here is intended, above all, to be purposeful and manageable. So much has been written and read about assessment generally across all areas of the curriculum that it is not the intention of this document to offer a theoretical perspective, rather to attempt to give practical help of a specific and concrete nature.

This book offers a strategy for designing assessment opportunities. Some examples of activities that can be used to evaluate pupils' progress are included with a frame of reference for confirming teachers' decisions about individuals' attainment. It is a model which could be used to supplement teacher assessments or indeed, be used to formalise them. It is intended as a model of good practice. Suggestions are made as to the ideal but the reality may be far from that. The process is not designed to be burdensome but to take teachers another step forward in offering quality learning experiences for primary pupils in religious education. Decisions about the balance of assessment activities, frequency of opportunities and timing are all still to be made within individual schools.

Why assess in RE?

Although there is no statutory requirement to assess pupil's progress in Religious Education, it is nevertheless a justifiable and necessary part of the learning experience which must be included in the planning process.



Assessment is a key tool in monitoring standards of achievement and the pace of pupils' progress. It also provides opportunities for evaluating the curriculum and gives an indicator of the quality of teaching and the extent to which pupils benefit from and enjoy their RE.

Whether it is part of the day-to-day evaluation of children's responses to learning opportunities or the use of a structured assessment activity, assessment may be used by the teacher to inform future learning, especially in making decisions about the need for differentiation, whether by task, questioning, resource or support. It will certainly be needed to inform the reporting process, to ensure that statutory obligations are fulfilled in a meaningful and appropriate manner.

Principles of assessment

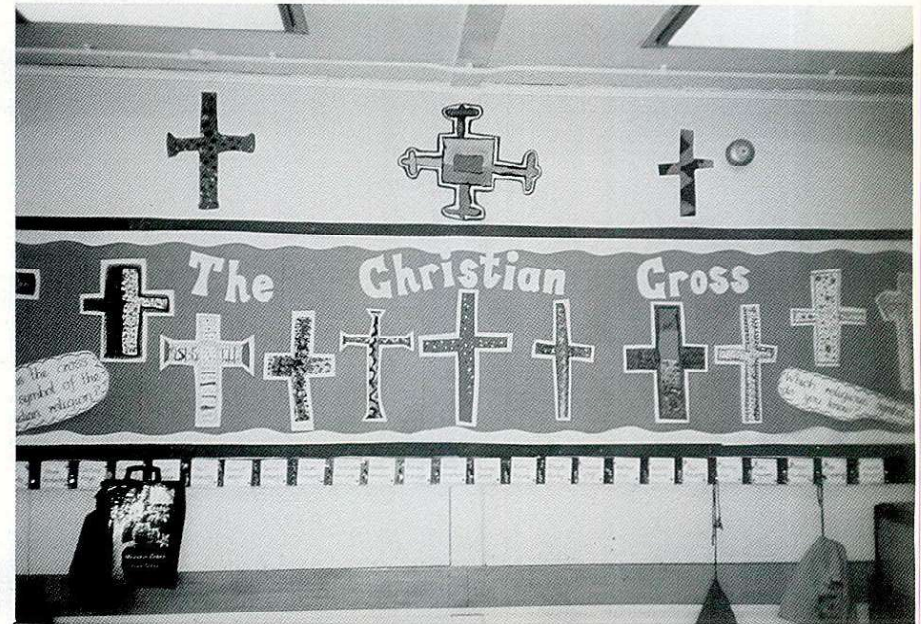
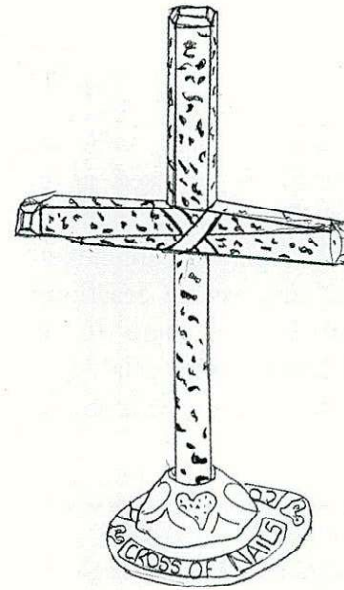
During the course of the development of this work, several principles have emerged from practical classroom experience and discussion. Following the model of the handbooks, the overview has evolved from detailed scrutiny of pupils' responses to concrete and specific assessment opportunities.

Assessment should therefore:

- be focused on the evaluation of what pupils **can** do.
- be inclusive and open, giving every child the opportunity to succeed in a preferred response style.
- make use of a variety of methods and be as creative as possible.
- be purposeful and specific, meeting learning objectives.
- be manageable for teachers.
- help children to be aware of their strengths and to identify targets for improvement.
- inform meaningful reporting to parents.

A framework for attainment

The context for evaluating pupils' progress in Religious Education must be the agreed syllabus. It has to be asked how far pupils are gaining the knowledge, developing the concepts, skills and attitudes and exploring human experience as set out in the statutory document.



The Framework for Attainment (see page 73) is an attempt to translate these requirements into the practical classroom situation. It identifies what might be expected of pupils in each key stage in relation to all the statutory requirements. In order to inform the assessment of pupils' responses in the light of those expectations, three indicators of achievement are offered. These are intended to be used as best-fit judgements where appropriate. They are deliberately not numbered to avoid the notion of levels to be worked through, but are nonetheless presented in ascending order of complexity, as possible descriptions of individual children's responses. The symbols used here to identify statements are intended to signify greater fullness as they relate to higher order responses. The grids are organised in key stages, with one page to each objective.

<i>Framework for Attainment:</i>		<i>KS1</i>	
		<i>Exploration of Human Experience</i>	
	Statutory Requirements	Expectations	Indicators of Achievement
E1	Spiritual Experiences: To respond to spiritual experiences and to examine questions derived from human experience. Self-awareness and Responsibility to Others: To seek to give practical expressions to experiences of self-awareness and responsibility to others and building relationships in the wider world.	Pupils should: <ul style="list-style-type: none"> recognise that people have a variety of life experiences. 	The pupil can: <ul style="list-style-type: none"> <input type="checkbox"/> listen thoughtfully to other people's accounts and stories of life. <input type="checkbox"/> respond appropriately to other people's life experiences. <input type="checkbox"/> respond through discussion or actions to the spiritual experiences of others.
E2	Emotions: To appreciate the range of human emotions as experienced by the children.	Pupils should: <ul style="list-style-type: none"> be able to recognise a range of emotions in themselves and others 	The pupil can: <ul style="list-style-type: none"> <input type="checkbox"/> identify their own emotions. <input type="checkbox"/> explore their own emotions. <input type="checkbox"/> acknowledge and describe a range of emotions in themselves and others.

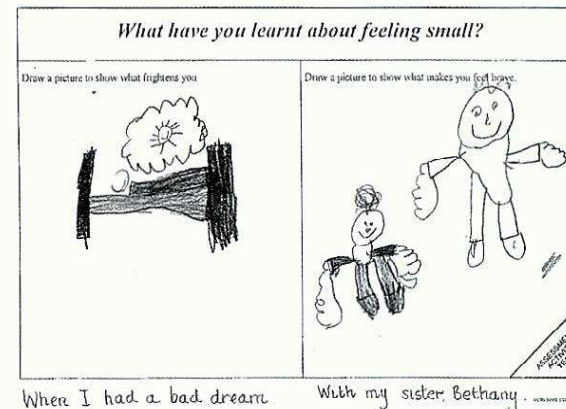
The indicators are intended to help teachers clarify their observations of pupils' responses and root their evaluation in the agreed syllabus, through the Framework. They could be seen as end of key stage statements but are also intended to be used to inform the reporting process annually. Where this is the case, they will need to be made more specific.

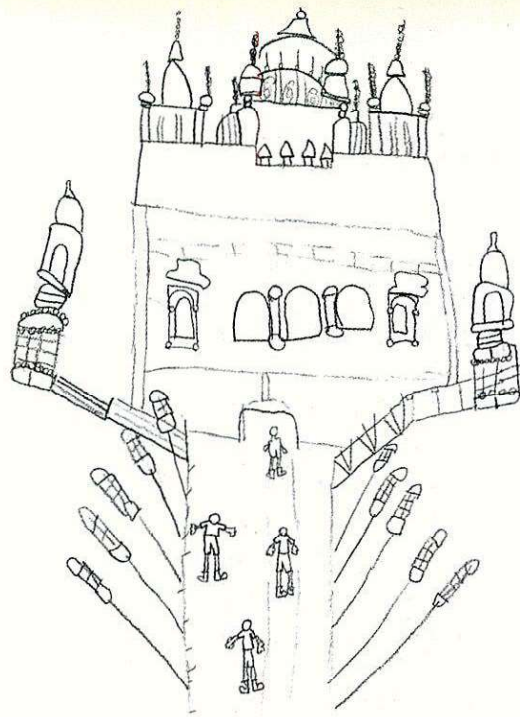
A step by step guide to assessment

Assessment is an on-going process enabling teachers to build up a picture of each pupil's progress throughout the year/key stage from a variety of activities in a range of contexts. This will involve teacher observation, marking of pupils' work and some form of useful recording.

To supplement this, it is important to have certain opportunities for structured assessment. This could be some form of individual task, teacher-led activity or a self-assessment opportunity. Whatever form these take, they need to be grounded in the learning objectives of a particular strand (see the section on mid-term planning on page 20). This ensures that the assessment is an integral part of the planning process and that pupils' achievements reflect the requirements of the agreed syllabus.

At the long-term planning stage, decisions have to be made about the timing and frequency of structured assessment opportunities over each year. The ideal would be to create such an opportunity once each term which would mean, in practice, assessing pupils' responses to three strands each year. To give as full a picture of the child as possible, it would be helpful if one of these were to take the form of a self-assessment.





Structuring assessment opportunities

All assessment tasks or activities must relate directly to one or more of the learning objectives to ensure that assessment is an integral part of the learning process. The assessment opportunity should serve to show how far the learning objectives have been met.

In constructing an assessment task or activity, the teacher needs to consider what would be appropriate for children to do, which will show how much they know, understand or can reflect upon, depending on which learning objective is chosen. The task has to be sufficiently structured to be focused and to make all pupils feel secure, whilst also remaining as open as possible in order to allow all children to show what they can do.

In the examples of assessment opportunities that are related to particular strands in this book (see page 85) distinction is made between individual **tasks** and group or whole class **activities** which depend on teacher involvement. These tasks and activities are intended to be purposeful in their own right, extending pupils' experiences rather than repeating what has been covered during the strand.

In designing an assessment task:

1. Identify the learning objective(s) to be targeted.
2. Locate that learning objective in the **Statutory Requirements** column of the *Framework for Attainment*.
3. Once this has been done, consider the **Expectations** statement and focus the assessment task on fulfilling all or part of it.

A reminder:

The medium-term planning process (see page 22) relates learning objectives to the demands of the agreed syllabus in the following way:

•	To know	→	Knowledge
•	To understand	→	Concepts (Attitudes) (Skills)
•	To reflect upon	→	Attitudes Skills Exploration of Human Experience

Tasks designed to address more than one objective can be used to give pupils choice, or to increase the range of information available to teachers, or to create differentiated assessments.

For example, in the Year 6 strand on **Human Rights**,

the first learning objective is:

To give pupils opportunities to know about the lives of four outstanding people of faith and their individual fight against injustice.

This is located in the framework as K3, **Faith**.

The lives of outstanding people of faith and the actions of such people as expressions of faith.

The expectation from this requirement is that pupils should:

be able to identify a number of people of faith

The assessment task therefore asks pupils to

Choose one of the men you have been learning about and explain the difference he made to an unjust world.

the second learning objective is:

To give pupils opportunities to understand that discrimination, unjust imprisonment and a denial of human rights are immoral.

This is located in the framework as C2, **Morality**:

To recognise and understand the difference between right and wrong.

The expectation from this requirement is that pupils should:

be able to discuss moral questions.

The assessment task therefore asks pupils:

Why are some people treated so badly?

Why should we care?


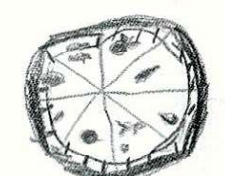
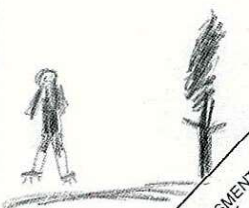
It may be that the moral reasoning objective is the priority for assessment but K3 is more straightforward for some pupils so if a child has not performed well on C2, that can be recorded. However, responses to the first objective can provide a more positive opportunity for that child to show what he or she can do. The emphasis is always on what pupils know, understand and can do.

I have a dream

We have a dream that we could stop violence, hatred and change peoples attitudes towards others. We have a dream that one day there will be no more murders, and people could walk the streets without being scared. We have a dream that cruelty to animals would stop for it causes pain and suffering. We have a dream that pollution would not be in the air, rivers and seas. We have a dream that all racism and rape would stop. We have a dream that hospitals, one day will be nicer, more pleasant places to be. We have a dream that one day, people will not spend all of their money on stupid things like cigarettes, drugs and alcoholic spirits. We have a dream that starvation would be no more and people will have enough food to feed their families for a whole lifetime. We have a dream for a better future.

By Gemma and
Miranda

David **What have you learned about the Passover?**

<p>Draw a picture to show something that happened to Moses in the story.</p> 	<p>Draw a picture to show how Jewish people remember and celebrate what Moses did.</p> 	<p>Draw a picture to show how you celebrate.</p> 
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ASSESSMENT TASK YEAR 1

Emma **What have you learned about the 'Upside-down World'?**
Peter, Stephen or Father Damien: choose one of them and write his obituary

<p>Say something about:</p> <ul style="list-style-type: none"> his life the sort of person he was the difference Jesus made to his life 	<p>→ He was a fisherman and lived near the sea of Galilee. He had a lot of other fishermen friends and most of them were chosen as disciples including him. Peter has been with Jesus for 3 years now.</p> <p>→ Peter was the sort of person that thought a lot, easily hurt, scared, impulsive. Jesus said to Peter that Peter was a rock. In the garden of Gethsemane he cut off a soldier's ear while they were taking Jesus away. Jesus was angry with Peter. he let them take Jesus away.</p> <p>→ Finally Peter found Jesus "Peter do you love me?" "of course I do Lord" 3 times the same question and 3 times the same answer "Feed my sheep Peter" after Pentecost Peter and the disciples had a meal together to talk suddenly the room was filled with a bright light everyone was filled with a new feeling.</p>
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ASSESSMENT TASK YEAR 4

Interpreting pupils' responses

Once the task has been completed, pupils' responses can be considered in the light of the **Indicators of Achievement**. The 'best fit' statement is then recorded.

It is useful to establish which responses meet which indicator by identifying what the expectation for each one is in the light of the task and the material that has been taught. Once there are some 'model' responses, all the others can be evaluated alongside them.

This process is illustrated in the following examples. Pupils' responses to the particular assessment task are discussed and matched to the appropriate 'indicator' statement. The sample includes at least one strand from each year group and covers the range of responses exemplified by the work of three individual children.

The sample for year 3 uses two assessment task sheets with pupils' responses. The second sheet is included to show how assessment might be differentiated; the tasks evaluating the 'understanding' objective are more difficult than the two which address the other learning objectives. The notes show how these have been used.

The format for conveying the information relating to the interpretation of pupils' responses identifies where in the agreed syllabus and the *Framework for Attainment* the assessment is focused and outlines the process by which the evaluations have been made. It is not envisaged that this sheet would have any further use.

Example of pupil's work interpreted

Year: R

Name: Emma

Strand: Feeling Small

Learning objective to be assessed:

To reflect upon what frightens them and who protects them.

Framework for Attainment reference:

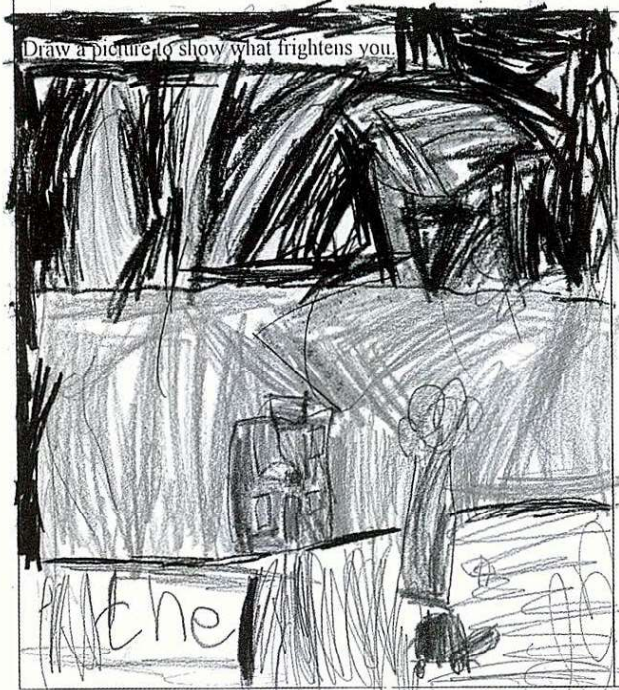
E2

Expectation:

Pupils should be able to recognise a range of emotions in themselves and others.

EMMA What have you learnt about feeling small?

Draw a picture to show what frightens you.



the thunder

Draw a picture to show what makes you feel brave.

a cuddle



ASSESSMENT
ACTIVITY
YEAR R

Notes:

All children in the group able to relate to the 2 questions about fear and bravery. Emma is definite about her ideas which are boldly presented.

Statement:


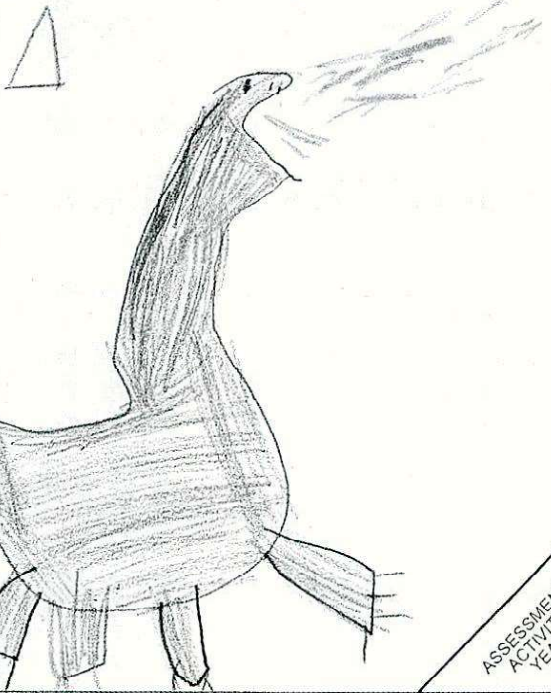
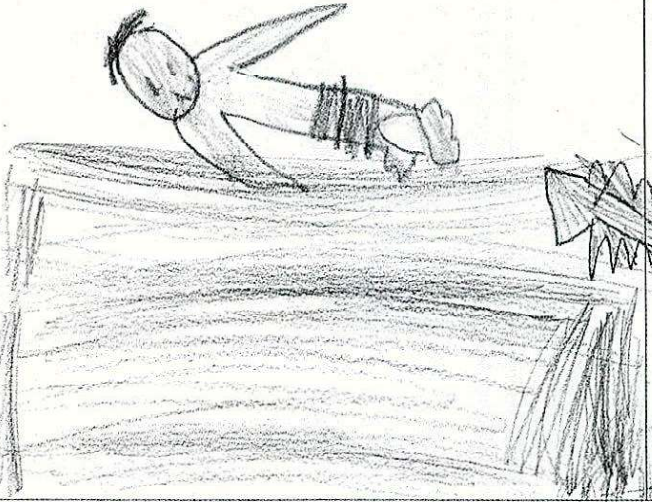
Can identify her own emotions

Example of pupil's work interpreted

Year: R

Name: Dexter
Strand: Feeling Small
Learning objective to be assessed: To reflect upon what frightens them and who protects them.
Framework for Attainment reference: E2
Expectation: Pupils should be able to recognise a range of emotions in themselves and others.

~~Dexter~~ Dexter
What have you learnt about feeling small?

Draw a picture to show what frightens you. ←	→ Draw a picture to show what makes you feel brave.
	
	
ASSESSMENT ACTIVITY YEAR R	

Notes:

Dexter has his responses the wrong way round but recognises he is frightened by stories about dragons and comfort is found in his mum.

Statement:

Can identify his own emotions

Example of pupil's work interpreted

Year: R

Name: Joe

Strand: Feeling Small

Learning objective to be assessed:

To reflect upon what frightens them and who protects them.

Framework for Attainment reference:

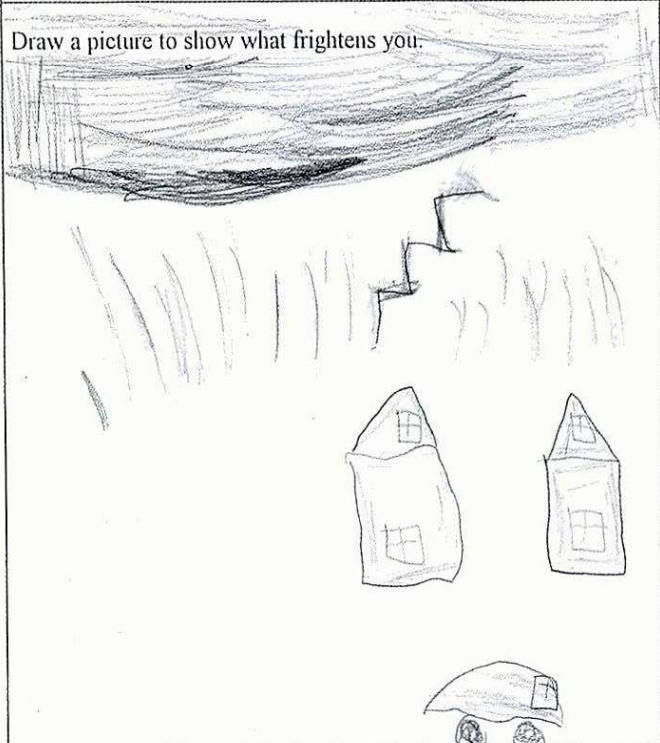
E2

Expectation:


Pupils should be able to recognise a range of emotions in themselves and others.

Joe *What have you learnt about feeling small?*

Draw a picture to show what frightens you.



Draw a picture to show what makes you feel brave.



ASSESSMENT
ACTIVITY
YEAR R

Notes:

Joe, like many children, is frightened by thunder and knows that his bed gives him safe feelings but he goes further by recognising it is because he feels 'cosy' there. Joe was able to talk about these feelings while he was drawing.

Statement:

Can explore his emotions

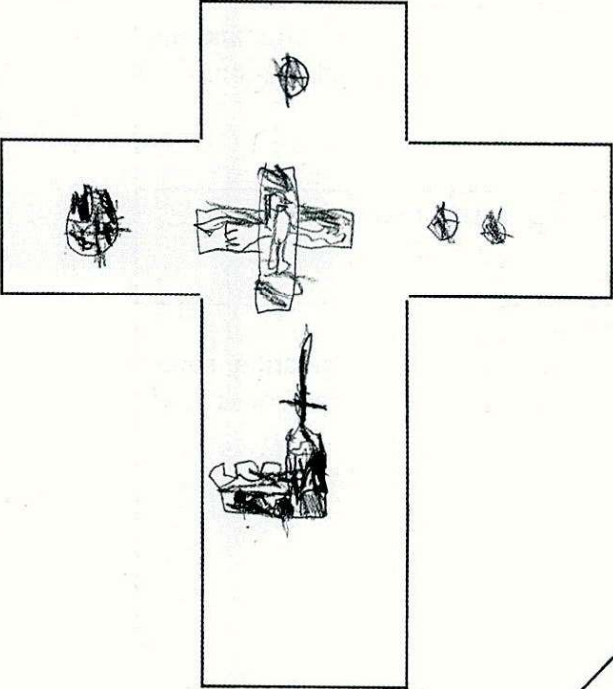
Example of pupil's work interpreted

Year: 1

Name: Michael
Strand: Easter
Learning objective to be assessed: To know about the events of Easter and the place of the Cross in Easter celebrations.
Framework for Attainment reference: K2
Expectation: Pupils should be able to describe some specific religious festivals, practices and symbols.

Michael **What have pupils learned about Easter?**

- > *Whole class activity:*
 - * *show pupils an outline of a cross and invite them to suggest why the shape is important to Christians*
 - * *invite them to identify the crosses they have learned about (palm cross, cross in ashes & Jesus' cross)*
- > *Individual activity:*
 - * *Give pupils an enlarged outline of the cross shape and invite them to draw inside it all the pictures they can think of to show why the cross is important.*



ASSESSMENT
ACTIVITY
YEAR 1

Notes:

Has picked up crosses in hot cross buns, above a church and in the crucifixion. All reflecting the material in the strand. A little oral evidence of further understanding.

Statement:

Can recall religious practices and symbols associated with Easter.

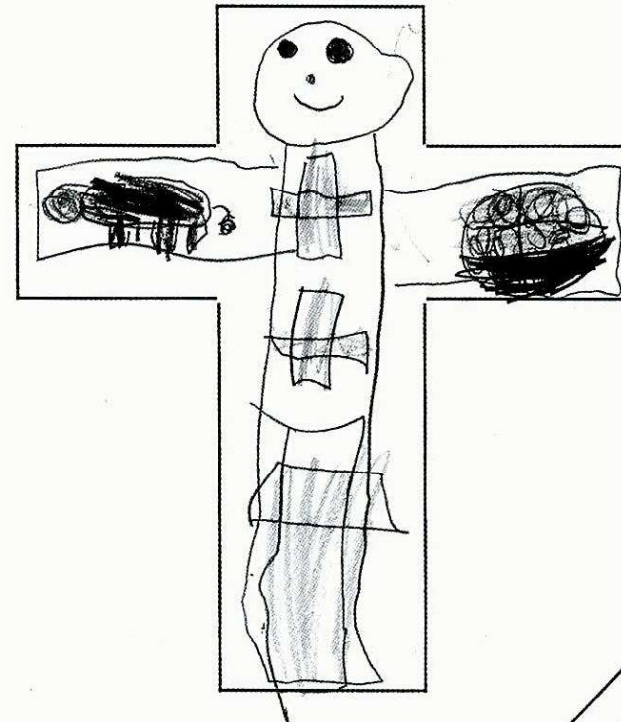
Example of pupil's work interpreted

Year: 1

Name: Sophie
Strand: Easter
Learning objective to be assessed: To know about the events of Easter and the place of the Cross in Easter celebrations.
Framework for Attainment reference: K2
Expectation: Pupils should be able to describe some specific religious festivals, practices and symbols.

Sophie. *What have pupils learned about Easter?*

- > *Whole class activity:*
 - * *show pupils an outline of a cross and invite them to suggest why the shape is important to Christians*
 - * *invite them to identify the crosses they have learned about (palm cross, cross in ashes & Jesus' cross)*
- > *Individual activity:*
 - * *Give pupils an enlarged outline of the cross shape and invite them to draw inside it all the pictures they can think of to show why the cross is important.*



ASSESSMENT
ACTIVITY
YEAR 1

Notes:

Has represented the crucifixion in the cross shape, also importance of cross on hot cross buns. Has recalled sheep from earlier lesson. Able to talk about cross shape.

Statement:

Can describe significant details of practices and symbols associated with Easter.

Example of pupil's work interpreted

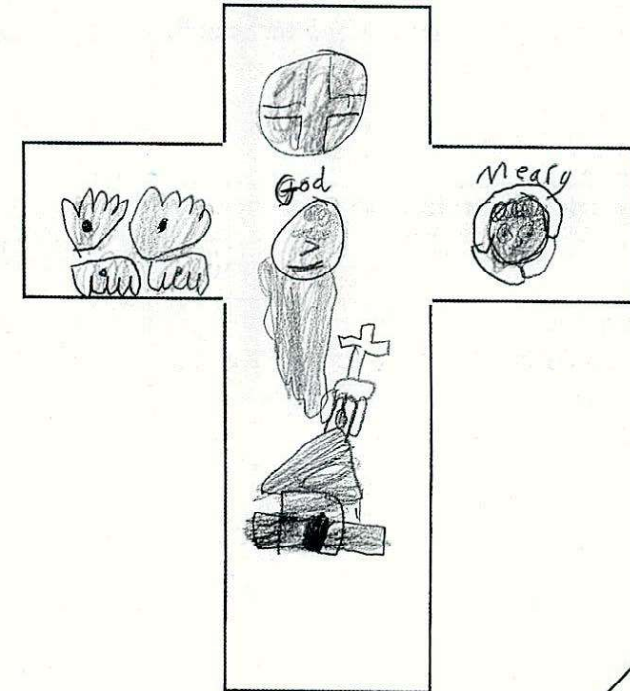
Year: 1

Name: Alex
Strand: Easter
Learning objective to be assessed: To know about the events of Easter and the place of the Cross in Easter celebrations.
Framework for Attainment reference: K2
Expectation: Pupils should be able to describe some specific religious festivals, practices and symbols.

alex

What have pupils learned about Easter?

- > *Whole class activity:*
 - * *show pupils an outline of a cross and invite them to suggest why the shape is important to Christians*
 - * *invite them to identify the crosses they have learned about (palm cross, cross in ashes & Jesus' cross)*
- > *Individual activity:*
 - * *Give pupils an enlarged outline of the cross shape and invite them to draw inside it all the pictures they can think of to show why the cross is important.*



ASSESSMENT
ACTIVITY
YEAR 1

Notes:

Detailed response. Variety of images including hot cross bun, cross on church, Mary, God and hands and feet with nail marks. Able to talk about all the pictures, especially nails.

Statement:

Able to express ideas about religious symbols and practices associated with Easter.

Example of pupil's work interpreted

Year: 2

Name: Scott

Strand: Light

Learning objective to be assessed:

To reflect on how the light of the candle makes them feel inside.

Framework for Attainment reference:

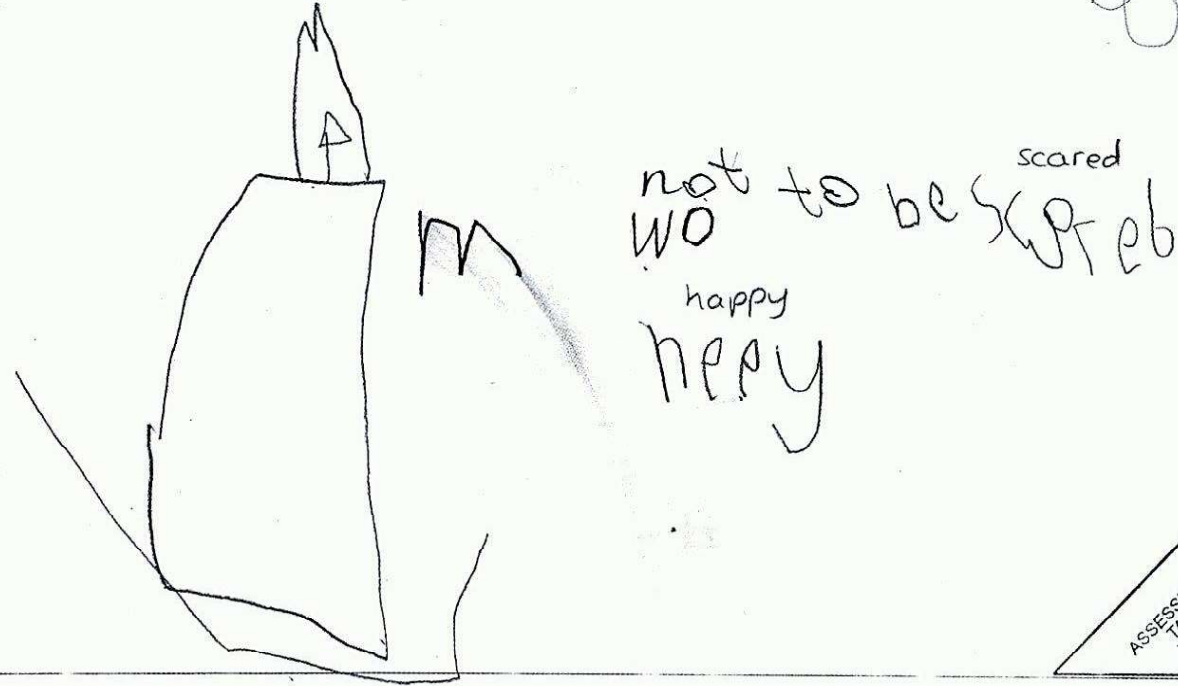
E2(S1)

Expectation:

Pupils should be able to recognise a range of emotions

What have you learned about Light?

Draw the candle and write around it all the words that it makes you think of and say how it makes you feel:



Notes:

Has drawn candle and recorded words 'happy' and 'not to be scared'.
Good response for child.
No religious words.

Statement:

Is beginning to identify his own emotions in response to the candle flame.

Example of pupil's work interpreted

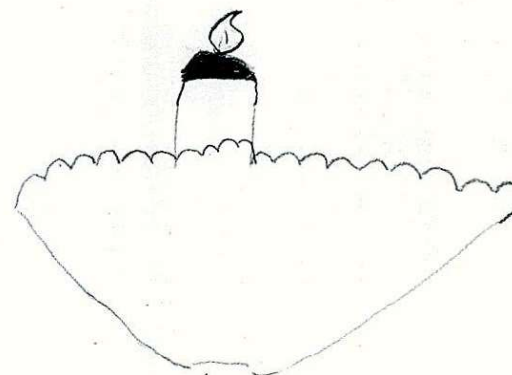
Year: 2

Name: Cherelle
Strand: Light
Learning objective to be assessed: To reflect on how the light of the candle makes them feel inside.
Framework for Attainment reference: E2(S1)
Expectation: Pupils should be able to recognise a range of emotions

What have you learned about Light?

Draw the candle and write around it all the words that it makes you think of and say how it makes you feel:

It takes away fear it reminds me of God
it makes me feel happy



ASSESSMENT
TASK
YEAR 2

Notes:

Has drawn candle and identified 'happy' and 'takes away fear' from song. Also mentions God.

Statement:

Is beginning to recall simple religious words and can identify her own emotions in response to the candle flame.

Example of pupil's work interpreted

Year: 2

Name: Bethan

Strand: Light

Learning objective to be assessed:

To reflect on how the light of the candle makes them feel inside.

Framework for Attainment reference:

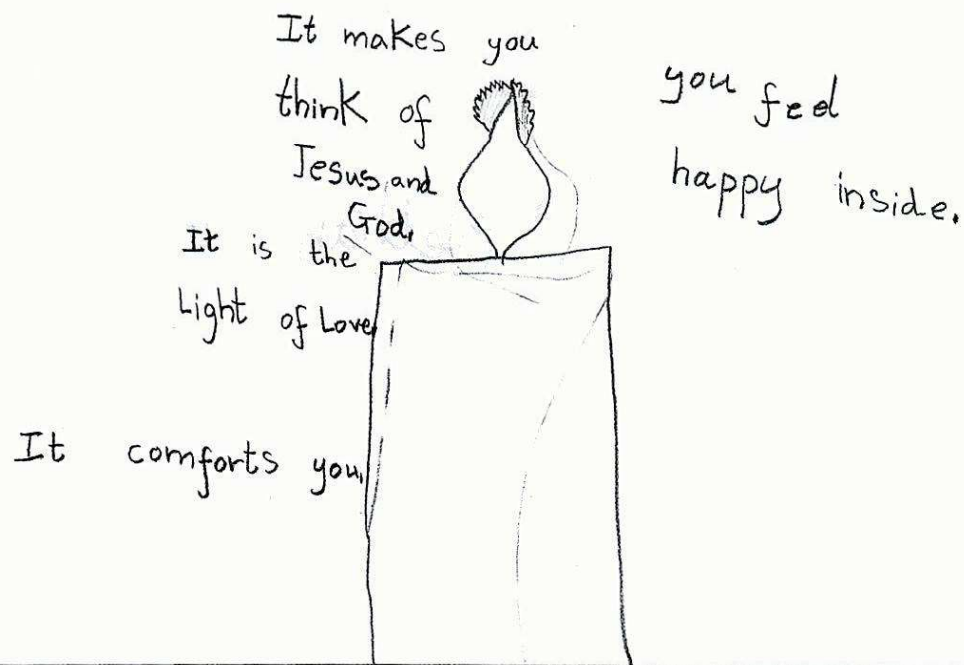
E2(S1)

Expectation:

Pupils should be able to recognise a range of emotions

What have you learned about Light?

Draw the candle and write around it all the words that it makes you think of and say how it makes you feel:



Notes:

Has drawn candle and recorded word 'happy' Also includes idea of comfort. Uses religious language confidently.




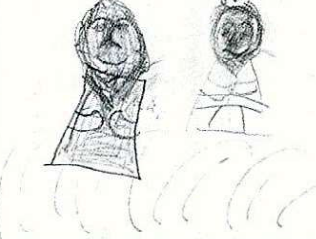
Statement:

Can use religious words in the context of the material and is able to explore her own emotions.

Example of pupil's work interpreted

Year: 3

Name: James
Strand: Christian Baptism Sheet 1
Learning objective to be assessed: <ul style="list-style-type: none"> To know about the life of John the Baptist and his part in the story of Jesus. To reflect on what they would like to change about themselves.
Framework for Attainment reference: K3/S3
Expectation: Pupils should be able to: <ul style="list-style-type: none"> identify a number of people of faith and reflect upon their own experience and that of others and express their thoughts with confidence.

What have you learned about Baptism?		James
<i>James is dyslexic</i>		
<p>Find a way to record what you remember about John the Baptist. You can use words or pictures or both:</p>  <p>John and men are by the river</p>	<p>Tell me what you would like to change about yourself, if you had the chance:</p> <p>to be better to my brother</p>	
 <p>Jesus comes</p>	<p>to be better to my brother</p>	
<p>he gets in the river</p> 	<p>Good is my boy</p> 	

ASSESSMENT
TASK
YEAR 3

Notes:
Identifies John the Baptist and has some details of story but does not relate John to Jesus. No reference to John's importance. Detailed drawing including a halo over Jesus. Response may be limited by dyslexia. Simple statement about own experience.

Statement:
Can identify some people of faith and is beginning to make statements about his own experience.

Example of pupil's work interpreted

Year: 3

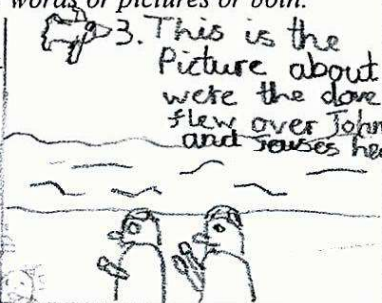
Name: Dean
Strand: Christian Baptism Sheet 1
Learning objective to be assessed: <ul style="list-style-type: none"> To know about the life of John the Baptist and his part in the story of Jesus. To reflect on what they would like to change about themselves.
Framework for Attainment reference: K3/S3
Expectation: Pupils should be able to: <ul style="list-style-type: none"> identify a number of people of faith and reflect upon their own experience and that of others and express their thoughts with confidence.

What have you learned about Baptism?

Find a way to record what you remember about John the Baptist. You can use words or pictures or both:

Tell me what you would like to change about yourself, if you had the chance:


John told people to get ready for Jesus, and he ^{John} wasn't the son of God.



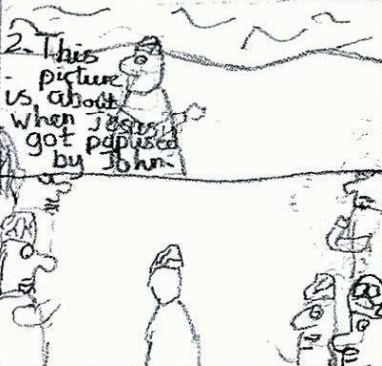
3. This is the picture about were the dove flew over John and Jesus head.

I would like to change my life by not eating animals when I'm older, and to be careful what I say.

4. This picture is about when Mary and Elizabeth were talking about their baby.



2. This picture is about when Jesus got baptized by John.



ASSESSMENT TASK YEAR 3

Notes:
Has remembered a lot of detail from story and describes John's actions in relation to Jesus.
Mature response to reflection although does not explain reasons for wanting to change.

Statement:
Can describe some people of faith and their actions and is able to make statements about his own experience.

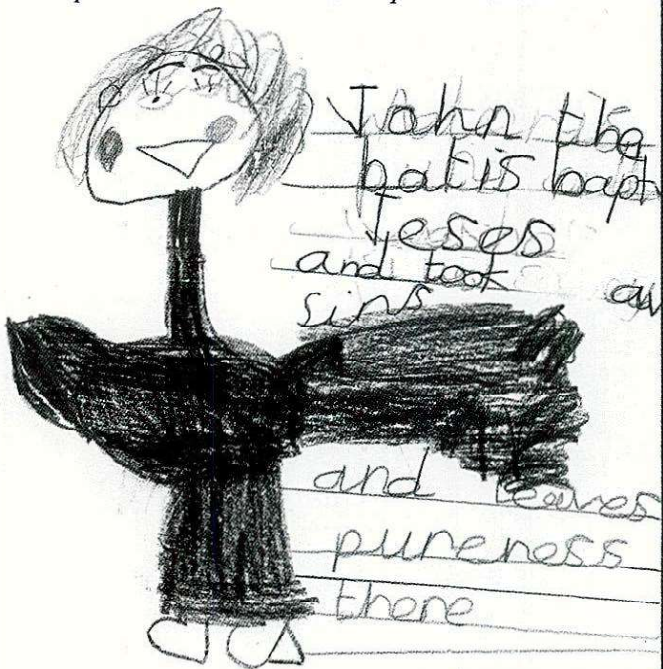
Example of pupil's work interpreted

Year: 3

Name: Katie
Strand: Christian Baptism Sheet 1
Learning objective to be assessed: <ul style="list-style-type: none"> To know about the life of John the Baptist and his part in the story of Jesus. To reflect on what they would like to change about themselves.
Framework for Attainment reference: K3/S3
Expectation: Pupils should be able to: <ul style="list-style-type: none"> identify a number of people of faith reflect upon their own experience and that of others, and express their thoughts with confidence.

Katie

What have you learned about Baptism?

<p>Find a way to record what you remember about John the Baptist. You can use words or pictures or both:</p> 	<p>Tell me what you would like to change about yourself, if you had the chance:</p> <p>I would like to change my whole self and my life and live in China where the sun is hot</p>
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ASSESSMENT TASK YEAR 3

Notes:
Mature recall of John story including idea that he "takes away sins and leaves pureness there" Gives explanation for reasons to change herself.

Statement:
Can discuss people of faith and their significance, and is beginning to discuss her own experiences and those of others.

Example of pupil's work interpreted


Year: 3

Name: Dawn
Strand: Christian Baptism Sheet 2
Learning objective to be assessed: To understand the symbolism of water and light in the ritual of Baptism.
Framework for Attainment reference: C3
Expectation: Pupils should be able to identify and discuss the significance of symbols.

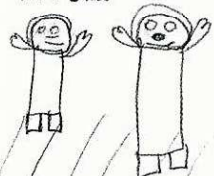
What have you learned about Baptism?

*Why do Christians use candles and water in baptism?
Write your ideas inside the shapes:*

John is with his friends
By the river




John is in the whorl
with Jesus




Water and light are both symbols in baptism. Draw another Christian symbol:

Jesus is coming down from heaven
Beth Ley hem



The dove is flying in the sky



ASSESSMENT
TASK
YEAR 3

Notes:

Missed the significance of the symbols. Has recalled some of the story and remembered the dove but only as element in story. Meets the knowledge objective.

Statement:

Can describe some people of faith but is not yet able to recognise that particular shapes have symbolic meaning.


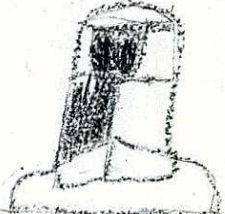
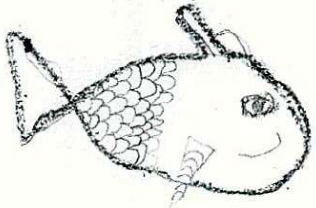

Example of pupil's work interpreted

Year: 3

Name: George
Strand: Christian Baptism Sheet 2
Learning objective to be assessed: To understand the symbolism of water and light in the ritual of Baptism.
Framework for Attainment reference: K3/S3
Expectation: Pupils should be able to identify and discuss the significance of symbols.

George

What have you learned about Baptism?

<p><i>Why do Christians use candles and water in baptism? Write your ideas inside the shapes:</i></p> <p><i>we use water to wash and clean ourselves from all our sins</i></p>	<p><i>Water and light are both symbols in baptism. Draw another Christian symbol:</i></p> 	
<p><i>We use water to wash and clean our selves. The candles take us from evil to good.</i></p>		

ASSESSMENT TASK YEAR 3

Notes:
Has some understanding of the significance of the symbols but they are not explained. Has drawn the cross and the fish.

Statement:
Can identify some religious symbols associated with Baptism.

Example of pupil's work interpreted

Year: 3

Name: Kara
Strand: Christian Baptism Sheet 2
Learning objective to be assessed: To understand the symbolism of water and light in the ritual of Baptism.
Framework for Attainment reference: K3/S3
Expectation: Pupils should be able to identify and discuss the significance of symbols.

What have you learned about Baptism?

Why do Christians use candles and water in baptism?

Water is pure and it cleanses you and it washes away your sins.

Candles they show Jesus is the light of the world.

Water and light are both symbols in baptism. Draw another Christian symbol:

I chose the cross because Jesus died for us and it is a holy shape.

I chose the dove because it is a symbol of peace and forgive ness. and that the dove is white.

ASSESSMENT TASK YEAR 3

Notes:
Understands the significance of both water and the candle in mature way. Identifies two more Christian symbols and explains them. Very capable.

Statement:
Can identify and explain some religious symbols associated with Baptism.

Example of pupil's work interpreted

Year: 4

Name: Sam
Strand: The Upside-down World
Learning objective to be assessed: <ul style="list-style-type: none"> To know about the lives of 3 outstanding men of faith. To understand something of the impact of the Jesus event on the lives of followers.
Framework for Attainment reference: K3/C1
Expectation: Pupils should be able to <ul style="list-style-type: none"> identify a number of people of faith talk about God, and identify the influence of religion in the lives of believers.

What have you learned about the 'Upside-down World'?
Peter, Stephen or Father Damien: choose one of them and write his obituary

Say something about:

- his life → He was a fisherman and he was chose to be live in Galilee and he was discipette
- the sort of person he was → He was easy hart and he spoke be for ho thought and his name meant rock and he was a good frind of Jesus.
- the difference Jesus made to his life → Jesus change his life by giving him a important Job.

ASSESSMENT
TASK
YEAR 4

Notes:

Shows some insight into Peter's character and has some understanding of the importance of Peter's role. Little detail.

Statement:

Realises that religious beliefs make a difference to people's lives.

Example of pupil's work interpreted

Year: 4

Name: Emma
Strand: The Upside-down World
<p>Learning objective to be assessed: To know about the lives of 3 outstanding men of faith. To understand something of the impact of the Jesus event on the lives of followers.</p>
<p>Framework for Attainment reference: K3/C1</p>
<p>Expectation: Pupils should be able to</p> <ul style="list-style-type: none"> • identify a number of people of faith • talk about God, and identify the influence of religion in the lives of believers.

What have you learned about the 'Upside-down World'?

Peter, Stephen or Father Damien: choose one of them and write his obituary

Say something about:

- *his life*
- *the sort of person he was*
- *the difference Jesus made to his life*

→ He was a fisherman. He fished at the sea of galilee. He was chosen to be a disciple some of his friends were chosen to be disciples also.

→ He was thoughtful, easily hurt and before he met Jesus he spoke 1st and he looked after Jesus a lot. He got a sword and chopped a ear off to protect Jesus.

→ Jesus made Peter obey him. He gave Peter a complicated life After Pentecost he got filled with a new strength.

ASSESSMENT
TASK
YEAR 4

Notes:

Considerable detail recalled about Peter. Something of the impact of Jesus noted. Pentecost mentioned as a turning point.

Statement:

Can recognise ways in which religion influences people's lives.

Example of pupil's work interpreted

Year: 4

Name: Lorna
Strand: The Upside-down World
<p>Learning objective to be assessed:</p> <ul style="list-style-type: none"> To know about the lives of 3 outstanding men of faith. To understand something of the impact of the Jesus event on the lives of followers.
<p>Framework for Attainment reference: K3/C1</p>
<p>Expectation: Pupils should be able to</p> <ul style="list-style-type: none"> identify a number of people of faith talk about God, and identify the influence of religion in the lives of believers.

<p>What have you learned about the 'Upside-down World'? <i>Peter, Stephen or Father Damien: choose one of them and write his obituary</i></p>	
<p>Say something about:</p> <ul style="list-style-type: none"> his life the sort of person he was the difference Jesus made to his life 	<p>→ He was a fisherman who lived in Galilee. He had many friends. He was chosen as a disciple. When he was chosen, a lot of the disciples made friends with him. He was always close to Jesus.</p> <p>→ He was a kind, gentle person who could be hurt easily. He had feelings that could be broken easily. He always spoke without thinking. He was very impulsive. He was a scared and petrified man. He wasn't very strong. When he was chosen to be a disciple, he missed fishing.</p> <p>→ Jesus changed Peter's life. He made him unordinary. Jesus commanded him to feed his sheep. Jesus made Peter think. He challenged him.</p>

ASSESSMENT
TASK
YEAR 4

Notes:

Insight into Peter's character. Shows understanding of impact of Jesus on Peter's life. Succinct.

Statement:

Can describe ways in which religious beliefs make a difference to people's lives.

Example of pupil's work interpreted

Year: 5

Harry

Name: Harry
Strand: Christian Belief
<p>Learning objective to be assessed:</p> <ul style="list-style-type: none"> To know about the Creed and what it states about Christian belief. To reflect on what they believe and how their beliefs about themselves and the world are expressed.
<p>Framework for Attainment reference:</p> <p>K2/S3</p>
<p>Expectation:</p> <p>Pupils should:</p> <ul style="list-style-type: none"> know significant elements of Christian teaching be able to reflect upon their own experience and that of others, and express their own thoughts with confidence.

What have you learned about believing?		
What do you believe?		
<p>Write down 3 statements that you think are most important about:</p> <ul style="list-style-type: none"> yourself I believe <u>my life can be better</u> other people I believe <u>I think every person should have a home</u> the world I believe <u>the world should not be polluted</u> 	<p>What does this belief make you do?</p> <p>It makes my a better life</p> <p>People should have a home</p> <p>The world should not be polluted</p>	<p>What does a Christian believe?</p> <p>Christians believe:</p> <ul style="list-style-type: none"> people are some times horrible people should be nice God our mitey

ASSESSMENT TASK YEAR 5

Notes:
A struggle to complete sheet. Knowledge of Creed limited, acknowledges God only. 3 good statements of his own beliefs. Links with action not understood.

Statement:
Can make statements about his own beliefs but is not yet able to identify the basic elements of Christian teaching.

Example of pupil's work interpreted

Year: 5

Name: Christopher
Strand: Christian Belief
Learning objective to be assessed: <ul style="list-style-type: none"> To know about the Creed and what it states about Christian belief. To reflect on what they believe and how their beliefs about themselves and the world are expressed.
Framework for Attainment reference: K2/S3
Expectation: Pupils should: <ul style="list-style-type: none"> know significant elements of Christian teaching be able to reflect upon their own experience and that of others and express their own thoughts with confidence.

What have you learned about believing?		
What do you believe?		
Write down 3 statements that you think are most important about: <ul style="list-style-type: none"> yourself I believe <u>I should respect my mum my dad and my sister.</u> other people I believe <u>other people should look after the wildlife, and disabled people.</u> the world I believe <u>there should be peace on earth.</u> 	What does this belief make you do? <ul style="list-style-type: none"> Help them with housework If I see an old lady who drops something I will pick it up. Give money to help the people who were injured and died. 	What does a Christian believe? <p>Christians believe:</p> <ul style="list-style-type: none"> Christians believe <u>God is the father</u> Christians believe <u>God is the son.</u> Christians believe <u>God is the Holy Spirit.</u>

Notes:
 Knows the 3 aspects of the Trinity but does not use the word. No other references to the words of the Creed. Can see a relationship between his own beliefs and actions.

Statement:
 Knows some basic elements of Christian teaching and can discuss his own experiences and those of others.

ASSESSMENT
TASK
YEAR 5

Example of pupil's work interpreted

Year: 5

Name: Sarah
Strand: Christian Belief
<p>Learning objective to be assessed:</p> <ul style="list-style-type: none"> To know about the Creed and what it states about Christian belief. To reflect on what they believe and how their beliefs about themselves and the world are expressed.
<p>Framework for Attainment reference:</p> <p>K2/S3</p>
<p>Expectation:</p> <p>Pupils should:</p> <ul style="list-style-type: none"> know significant elements of Christian teaching be able to reflect upon their own experience and that of others and express their own thoughts with confidence.

What have you learned about believing?		
What do you believe?		
<p>Sarah</p> <p>Write down 3 statements that you think are most important about:</p> <ul style="list-style-type: none"> yourself <p>I believe <u>that when people die they go to heaven</u></p> <hr/> <ul style="list-style-type: none"> other people <p>I believe <u>that robbers and burglars and murders should stop doing what they do</u></p> <hr/> <ul style="list-style-type: none"> the world <p>I believe <u>that all people in the world should have at least a little food</u></p>	<p>What does this belief make you do?</p> <p>When people are dying and in pain when they are dying, I want to not cry because it was the best thing for them</p> <p>Help my Mum and Dad to vote for the right party when the national voting time</p> <p>Give a lot at harvest time and encourage other people to do the same</p>	<p>What does a Christian believe?</p> <p>Christians believe:</p> <ul style="list-style-type: none"> In god In the Holy spirit In the Communion of the saint <hr/> <hr/> <hr/> <hr/> <hr/>

ASSESSMENT
TASK
YEAR 5

Notes:

Has recalled 3 ideas from the Creed. Responses to first part of sheet very mature and logical. Understands impact of what she believes in her actions.

Statement:

Knows some of the significant elements of Christian teaching and can reflect and express insights into her own experiences and those of others.

Example of pupil's work interpreted

Year: 6

Name: Thomas
Strand: Human Rights
Learning objective to be assessed: <ul style="list-style-type: none"> To know about the lives of 4 outstanding people of faith and their individual fight against injustice. To understand that moral questions are raised by discrimination, unjust imprisonment and a denial of human rights.
Framework for Attainment reference: K3/C2
Expectation: Pupils should be able to <ul style="list-style-type: none"> identify a number of people of faith discuss moral questions

What have you learned about injustice?	
<i>In the stories you have heard, some people were treated badly. Why are some people treated so badly.</i>	Choose one of the men you have been learning about and explain the difference he made to an unjust world.
Martin Luther King Terry Waite	
Martin Luther King - because of his coloured skin.	Martin Luther King bought peace for black people and stopped a lot of N.F.'s.
Terry Waite - because he believed in religion.	As he died with a bullet in his neck he died with love and peace.
<i>Why should we care?</i>	
We should care because.....	
1. Martin made us all equal.	
2. Terry was innocent.	

ASSESSMENT
TASK
YEAR 6

Notes:
 Response limited to the material. Does not generalise or apply reasoning.

Statement:
 Can identify moral questions within the stories of Martin Luther King and Terry Waite.

Example of pupil's work interpreted

Year: 6

Name: Mandy
Strand: Human Rights
Learning objective to be assessed: <ul style="list-style-type: none"> To know about the lives of 4 outstanding people of faith and their individual fight against injustice. To understand that moral questions are raised by discrimination, unjust imprisonment and a denial of human rights.
Framework for Attainment reference: K3/C2
Expectation: Pupils should be able to <ul style="list-style-type: none"> identify a number of people of faith discuss moral questions

Mandy

What have you learned about injustice?

<i>In the stories you have heard, some people were treated badly. Why are some people treated so badly.</i>	Choose one of the men you have been learning about and explain the difference he made to an unjust world.
Some people are treated badly because of the colour of their skin.	Malx Martin Luther King tried to change the world he tried to make people understand that there's nothing wrong with coloured people, there's no difference between us be friends with us.
<i>Why should we care?</i>	
Because people should not be judged by the colour of their skin or what they like inside that makes	

ASSESSMENT TASK YEAR 6

Notes:
 Response limited to question of race but does apply some reasoning to the issue. More general than the specific material.

Statement:
 Can apply reasoning about moral questions to immediate and concrete situations.

Example of pupil's work interpreted

Year: 6

Name: Eleanor
Strand: Human Rights
Learning objective to be assessed: <ul style="list-style-type: none"> To know about the lives of 4 outstanding people of faith and their individual fight against injustice. To understand that moral questions are raised by discrimination, unjust imprisonment and a denial of human rights.
Framework for Attainment reference: K3/C2
Expectation: Pupils should be able to <ul style="list-style-type: none"> identify a number of people of faith discuss moral questions

What have you learned about injustice?	
<i>In the stories you have heard, some people were treated badly. Why are some people treated so badly.</i>	Choose one of the men you have been learning about and explain the difference he made to an unjust world.
<i>People are prejudiced</i>	<i>Martin Luther King made people who weren't</i>
	<i>had realise that black people should be treated</i>
	<i>the same as white, because they were no</i>
	<i>different.</i>
<i>Why should we care?</i>	
<i>Because it's not right to watch other people</i>	
<i>suffer</i>	

ASSESSMENT
TASK
YEAR
6

Notes:

Short answers but very succinct and relevant. Applies ideas in the material to abstract generalisations. Also good recall of impact of story.

Statement:

Can apply reasoning about moral dilemmas to abstract situations.

Self Assessment

Pupils' capacities to reflect on their own learning can be enhanced by opportunities for self-assessment. This would also increase the variety of forms of assessment over the year and gives the teacher a different perspective and new insights on the child.

A basic format can be used with a number of appropriate questions from the following list. Pupils' responses can be written, oral or presented as drawings.

- What did you like best in your RE this half-term year? Explain why.*
- What interested you most? Why?*
- What did you not like? Explain why.*
- Which part would you like to do again?*
- What would you like to know more about?*
- What questions would you like to ask now?*
- What does it make you wonder about?*
- What does it make you question?*
- If you were in the story, who would you like to be? Why?*
- If you were in the story, who would you not like to be? Why?*
- Where can you see bits of yourself in the story?*
- What would you like to change in the story? Why?*
- What have you learned about yourself from the work on _____?*
- How have you been changed by learning about _____?*

SELF ASSESSMENT IN RE

Name Richard Date 27 September Strand _____

What did you enjoy most about your RE work this half-term/year? Why? <u>I enjoyed the story of Jonah</u>	What puzzles you? <u>why do different people believe in other religions?</u>
What would you like to know more about? <u>the Burnt Granth Sahib</u>	What questions would you like to ask? <u>why did people fear God?</u>

SELF ASSESSMENT IN RE

Name Sabina Date 21.9.96 Strand _____

What did you enjoy most about your RE work this half-term/year? Why? <u>I enjoyed the work about William Tyndale the most because he believed that all English people should be able to read the Bible as well as the rich.</u>	What puzzles you? <u>What puzzles me is why the people who crucified Jesus did because he was not bad, but good.</u>
What would you like to know more about? <u>I would like to know more about Yom Kippur.</u>	What questions would you like to ask? <u>I would like to ask how Jesus was so amazing? and how he could do miracles?</u>

Where appropriate, the pupil planning and evaluation sheet might provide a useful context for self assessment. Here the strand is framed in pupils' books, and hopefully also in their minds, by the process of setting objectives and then evaluating learning, and recording both on the sheet.

Reporting to Parents

Along with all the subjects of the National Curriculum, it is a statutory requirement that schools report to parents on pupils' progress in Religious Education. There has long been a need in the primary school to undertake some structured form of assessment in order to inform the reporting process, if nothing else. The strategies for assessment outlined here are an attempt to raise the comment in the RE box from the level of 'John listens well in class', or 'Jane has heard a variety of Old and New Testament stories', to something meaningful in terms of a child's response to learning opportunities in the light of agreed syllabus expectations.

Whilst it is not designed simply to be a bank of statements for use on reports, the *Framework for Attainment* offers a resource when formulating comments. Over the course of a year, if the formal and informal assessment suggestions presented here are taken up, in principle at least, and each one is evaluated against the *Framework for Attainment*, there will be a series of statements for each child. These can be used as a foundation for the report by combining the statements and personalising the final comment. The materials would then form the basis of a pupil profile or a school portfolio.

In one Y2 class this was done during the development of this work. The assessment task sheets are the early drafts used in the trialling process, long before they were formalised and typed. In the autumn term the class covered two strands: 'Jewish Beliefs about God' and 'Light'. This was followed in the spring by a strand called 'Muslims'. (The plans for the first two strands are on pages 98 and 100). The formal assessment sheets completed by three pupils in this class are used here to illustrate how statements in the framework can be utilised in reports.

The coverage of agreed syllabus objectives in this example is not ideal since two of the tasks address the same aspect of concept development. This is simply because the trialling of these assessment ideas, predated the framework itself. It would be ideal if the formal assessments over the year focused on different aspects of the various objectives and included reference to **skills, attitudes** or the **exploration of human experience** as well as the more frequently used **concepts and knowledge**. The former are more difficult to evaluate and may be addressed by a self-assessment activity as well as being covered by teacher observation, recorded as jottings. With the framework now in place, and with hindsight, it would have been more productive to challenge children in the third task to say what questions they would like to ask a Muslim, which would have addressed an attitude, A2.

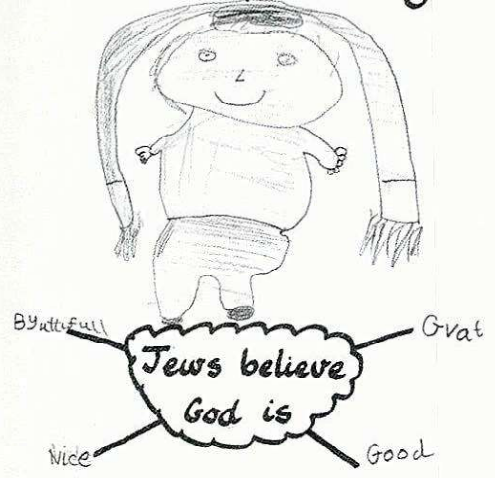
<p>A2 Enquiry: To develop an enquiring approach to life generally and in particular to the fundamental and religious questions life poses.</p>	<p>Pupils should:</p> <ul style="list-style-type: none"> • be able to raise questions to show that they are developing an enquiring approach to life. 	<p>The pupil can:</p> <ul style="list-style-type: none"> △ ask relevant questions □ ask relevant questions in the context of religious material ○ ask searching questions
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The three children chosen here were initially identified from their responses to the first task as: able (Danny), average (Helen) and less able (Lewis). Subsequent activities showed Danny to be achieving less well and Helen more so. This will clearly be the case with a subjective rather than analytical form of assessment which depends on 'best-fit' indicators. However, at the end of the period, usually two-and-a-half terms of a year, the individual statements can be put together in the following way and supported by teacher knowledge of the child.

Each of the three profiles is presented as a double page spread with the pupil's work on one side, supported by background notes about the child and the assessments and final report statement on the facing page.

Task 1: 17.10.95 C1

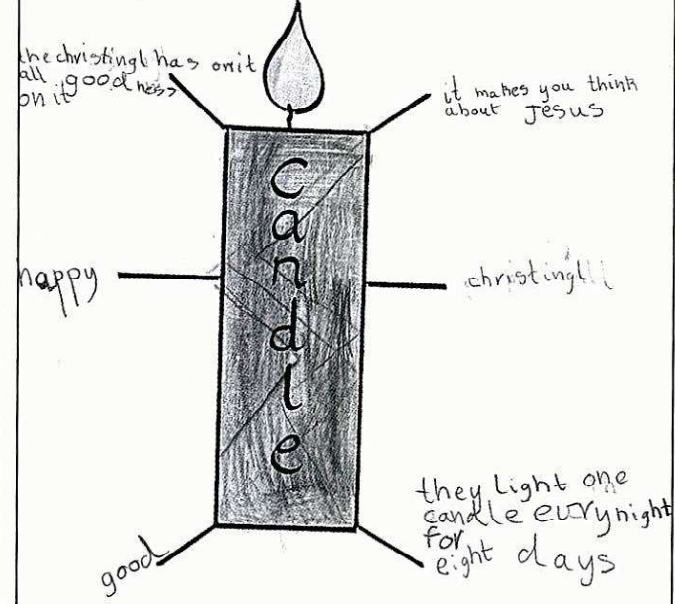
Draw a picture showing something that a Jewish person might do.



I can feel: - 1. happy 2. sad
 3. Happy 3. Good 4. love 5. Beautiful
 6. cross 7. bow 8. Great 9. unhappy

Task 2: 15.12.95 K2

What does the candle make you think of? How does it make you feel? Helen



After work completed.

Task 3: 14.2.96 K2

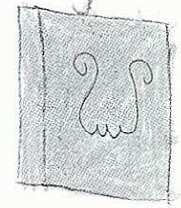
Muslims
Draw or write about 1 symbol muslims use.



Why is it a symbol? what does it make muslims think about?
 Becos it is on there! flag to glide them.

Draw and write about something that muslims do to show their faith.

to pray to them it makes them think of ala



Name:

Helen

Background:

shy in large groups; more confident in one-to-one situations. Chatty with friends. Lacks confidence and is more able than she appears to be.

Task 1

has drawn the
tahit;
no explanation;
recorded word
'great!'

can describe ways
in which people
show they believe
in God

Task 2

detail of lighting
8 candles;
mention of
Christingle;
link to Jesus.

can describe
significant details
of religious practices
and symbols assoc.
with festivals of Light

Task 3

detail of symbol
and of calligraphy;
has recognised
importance and
purpose of symbols.

can express ideas
about the symbols
and practices of
Islam

Teacher jottings:

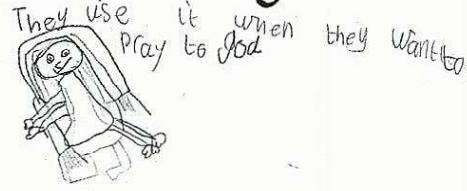
Needs reassurance to
complete tasks. Listens
well in discussion but
needs some encouragement
to participate.

No apparent involvement
in a faith community.

Report statements. Helen can describe
significant details of religious
practices and symbols to do
with work on 'Light'. She
can also describe ways in
which religious people show
they believe in God and is
beginning to understand how
those beliefs influence actions.

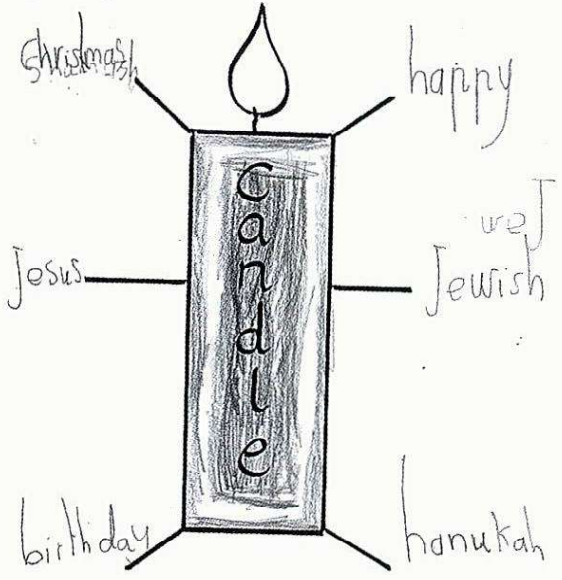
Task 1: 17.10.95. C1 Task 2: 15.12.95. K2 Task 3: 14.2.96. K2

Draw a picture showing something that a Jewish person might do.



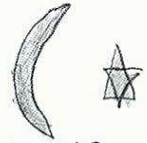
I can feel: - 1. happy 2. Jesus d' tired
4 sad 5 unhappy 6 sunny 7 sorry

What does the candle make you think of? How does it make you feel? Danny



After work completed.

Muslims
Draw or write about 1 symbol muslims use.

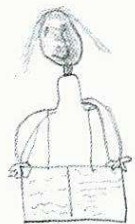


Why is it a symbol? What does it make muslims think about?

because they remind of god it makes them think about Alla

Draw and write about something that muslims do to show their faith.

they read the holy Quran



back words

Name: Danny
Background: Quietly confident child; sensitive and easily embarrassed. A good listener who concentrates well and is highly motivated. Always tries his best.

PUPIL'S PROFILE

Name: Danny

Year: 2

Task 1

has drawn the tallit; associated with prayer; has recorded word 'great'.

can identify the religious beliefs that influence people's actions

Task 2

has remembered names of festivals
no detail

can recall religious festivals associated with Light

Task 3

has recorded detail of symbol and name of Allah; recognises importance of reading Qur'an

can describe significant details of religious practices and symbols of Islam

Teacher jottings:

Offers some participation in class discussions. Good at remembering and repeating but is not yet developing his own thoughts as expected. No obvious personal experience of religion.

Report statements. Danny can recall some religious festivals, eg: Christmas and Hanukkah. He can describe ways in which religious people show they believe in God and how those beliefs influence their actions.

Task 1: 17.10.95. C1

Draw a picture showing something that a Jewish person might do.



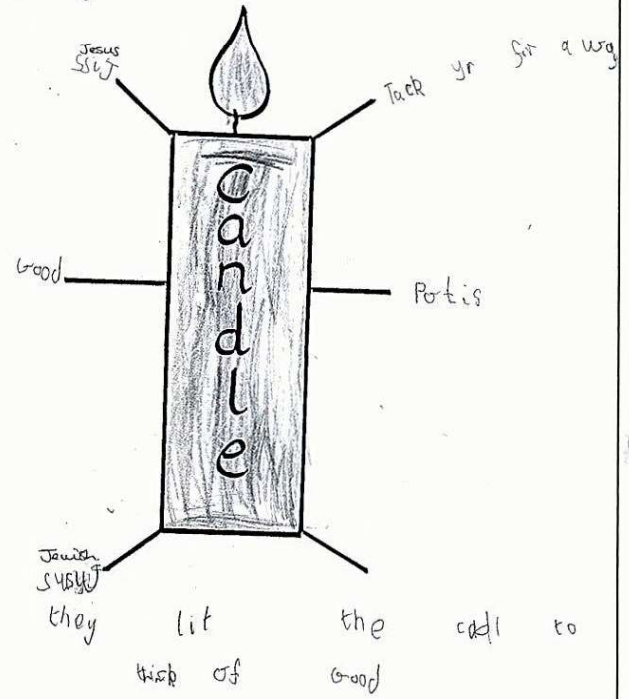
Jews believe God is
Jews pipl kbr Gude
reyl

I can feel: - 1. happy 2. happy

3 4 5

Task 2: 15.12.95. K2

What does the candle make you think of? How does it make you feel?
Lewis



After work completed.

Task 3: 14.2.96. K2

Muslims Lewis
Draw or write about 1 symbol muslims use.

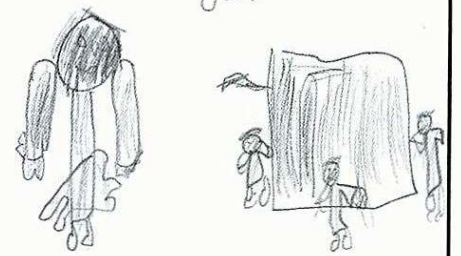


Why is it a symbol? What does it make muslims think about?

God sow they can read the book how they can read book in God

Draw and write about something that muslims do to show their faith.

No because they dont know Gods soon is god



Name: Lewis

Background: SEN Level 1. Generally finds concentration difficult. Often unable to understand and repeat questions. Little recall:

PUPIL'S PROFILE

Name: Lewis

Year: 2

Task 1

has drawn the tallit

...
can recognise that some people do things to show they believe in God

Task 2

candle associated with thinking about God

can recall some religious practices associated with festivals of Light

Task 3

some detail in symbol; recall of book; link with earlier learning about Jesus

can recall some of the practices and symbols of Islam

Teacher jottings:

Needs lots of encouragement to participate in discussions and help in understanding and recording work. Finds oral responses to questions difficult. Poor concentration and listening skills. No religion in personal experience.

Report statements. Lewis tries hard and can recall some religious practices to do with celebrations of Light. He can recognise that some people do things that show they believe in God.

Recording

It may seem incongruous to follow a section on 'Reporting' with suggestions about useful ways to record, since reporting has to be informed by the records teachers keep. During the process of trialling assessments and analysing pupils' responses, the *Pupil's Profile* sheet was developed as a format to present data about individual children in this book. It became apparent that it might have a classroom use.

The sheet has been found to be useful as a means of recording pupils' achievements throughout the year. Comments about the child's responses to each of the structured assessment opportunities can be recorded in the boxes *Task 1* etc. These might include the 'best fit' statements from the *Framework of Attainment* and anything significantly noteworthy that the child has included. This might relate to vocabulary, eg a specifically religious word high-lighted in the 'Language' box of the *Potential CASE Developments* table, or particular details, such as the knots on the tassels of the Tallith in a child's drawing. If it is helpful, the symbols for each of the 'best fit' statements can be used as a quick recording system.

The box for 'Teacher jottings' can be used to note any pertinent comments made by the child in the context of lessons or at any other time. Jottings may refer to any class work.

The preliminary work for report-writing can be done in the box headed 'Report Statements'. This adaptation of the *Pupil's Profile* sheet is illustrated here. It is offered as a useful but manageable form of recording, and is intended to be used with maximum flexibility to meet the needs of individual situations.



Recording is not limited, however, to keeping pupil records for the purpose of reporting. It may be worthwhile to consider a whole school recording system in the form of an RE portfolio. This might include examples of pupils' work for each year group and photographs of displays or events the school puts on that relate to RE. Collecting work from colleagues can be very time consuming and for some co-ordinators, it is the icing on the cake. The task seems enormous at first but gets easier year on year as staff get into the habit of saving work and sending it to the RE Co-ordinator. If a portfolio of work seems too challenging a task, it is worth just keeping a photographic record.

For the benefit of NQTs or staff who move year group, such a portfolio is invaluable. Experience in the writing group is mixed; one school has gone on to develop a second portfolio of assessed work, another co-ordinator is struggling to do all the rest without contemplating a portfolio.