

Assessment Guidance for Key Stages 1, 2 and 3

Preface

Assessment is an essential part of the teaching and learning process. A good assessment framework raises the expectations of teachers and makes teachers aware of the potentially high standards that their pupils can achieve. It helps teachers to sharpen the focus on what is being taught and why. It enables them to identify strengths and weaknesses in pupils' attainments and to plan the next steps in their learning. It provides the means to chart progress, and makes pupils and their parents clear about particular achievements and targets for improvement.

Assessment should therefore enable pupil and teacher to recognise and celebrate achievement and should motivate the learner.

Effective assessment requires:

- identification of a clear focus for a unit or lesson;
- clear planning of objectives;
- careful consideration of learning experiences;
- opportunities to demonstrate achievement;
- regular evaluation.

Assessment Guidance for Key Stages 1, 2 and 3

The following types of assessment serve different purposes:

Formative Assessment

The process of making regular judgments about what has been achieved, so that pupils can be informed of their progress and encouraged to take the next step.

Diagnostic Assessment

The process of identifying what aspect of learning a pupil has mastered, so that teachers can plan for the future, deciding what aspects need attention.

Summative Assessment

Takes place at the end of a course or unit of work and sums up the achievement of a pupil to that point.

Evaluation

Involves judgments about the extent to which the learning experiences offered enable pupils to achieve the objectives. This will form the basis of regular planning reviews.

Assessment Guidance for Key Stages 1, 2 and 3

The Purpose of the Guidance

This guidance aims to support teachers and managers of RE and assessment in having effective whole school systems for assessing pupils' progress and achievement in relation to the Agreed Syllabus for Religious Education. Its purpose is two-fold; it is intended to be an assessment system that is both manageable and useful for teachers, and one that raises pupils' achievement in RE.

Assessment in the local and national context

The Qualifications and Curriculum Authority (QCA) and Department for Education and Skills (DfES) jointly publish "Assessment and Reporting Arrangements" booklets for Key Stages 1, 2 and 3. These are updated annually and state that:

"Schools are required to keep records on every child, including information on academic achievements, other skills and abilities and progress made in school. They must update these records at least once a year. There are no other requirements about how or in what form records should be kept and there are no other statutory requirements concerning record-keeping and the retention of evidence."

Therefore, schools need to ensure that, as minimum, annual reports to parents include a statement about the pupil's progress and achievement in religious education, and that a copy of the annual report is retained within the pupil's file.

The assessment methods described in this guidance enable teachers to write meaningful records that can inform discussions with parents and provide useful information for the pupil's next teacher and/or school. Any records retained will be the result of assessment through normal classroom activities which are purposeful for the pupils, rather than being a "bolt-on" to the taught curriculum.

The guidance also reflects the emphasis given to assessment in the OFSTED framework.

The overriding principles are that assessment informs teachers' planning and teaching in order to challenge and support all pupils, and that systems are in place to ensure that pupils reach the necessary standards of attainment.

Assessment Guidance for Key Stages 1, 2 and 3

In order to support teachers in judging attainment, the guidance utilises the latest national guidance on standards in RE from QCA, an 8-level scale of attainment in Religious Education, which is published as part of QCA's "Non-statutory National Framework for RE (2004) " document. This can be found starting at page 15 of this advice.

The scale is based on the two RE Attainment Targets of the Agreed Syllabus and describes the knowledge, skills and understanding that pupils are expected to have by the end of the key stage. The attainment targets consist of eight level descriptions of increasing difficulty, plus a description of exceptional performance above level 8. Each level description describes the type and range of performance that pupils working at that level should characteristically demonstrate.

In line with national expectations, the majority of pupils are expected to work at:

in **Key Stage 1** Levels 1-3 and attain level 2 at the end of the Key stage;

in **Key Stage 2** Levels 2-5 and attain level 4 at the end of the Key stage;

in **Key Stage 3** Levels 3-7 and attain level 5/6 at the end of the Key stage.

By indicating expectations at particular levels and by charting broad progression in the subject, the level descriptions can also inform planning, teaching and assessment

In summary, the approach to assessment described here is principally designed to:

- maximise the progress and achievement of all pupils;
- improve the quality of teaching and learning;
- inform and improve reports to parents;
- be manageable and effective for teachers in the classroom.

Assessment Guidance for Key Stages 1, 2 and 3

Identifying opportunities for summative assessment

An RE Scheme of work organises the Agreed Syllabus units of work across the year groups of each key stage.

Children should be given credit for achievement whenever it is demonstrated, whether informally or through planned activities. Each unit of work based on the Agreed Syllabus will provide a range of information about children's attainment. Any classroom activity can be seen as an assessment opportunity, though not necessarily for all pupils at the same time.

Therefore teachers will be frequently employing a range of formative and diagnostic assessment strategies throughout the syllabus units to ensure that the next steps of learning are pitched appropriately for each pupil.

Teachers will need to consider how often in the school year it is intended to make Summative assessments linked to the 8-level scale. At a minimum this should be once annually, but could be organised termly or twice a year to fit with the school's assessment practice.

Having made the decision about how often you wish to make these assessments, you will need to examine the units of work that have been developed for each year group in order to adjust the activities that provide suitable opportunities for assessment to the specific needs of pupils in the class. Your selection of where in each year to plan formal assessments will need to ensure coverage of both attainment targets and enable you to make a judgement annually about the levels of attainment at which pupils are operating.

Many schools will have adopted an Assessment for Learning (AFL) approach to assessment, and the approaches outlined in this document, for example formative and diagnostic assessments, are key elements of this approach. Teachers may also wish to include additional approaches to AFL, for example, asking pupils to 'traffic light' an end of unit assessment at the start of the unit in order to assess pupil progress, or teachers may exercise a 'no hands up' policy in the classroom to foster a less competitive atmosphere in which all pupils feel that their contributions are valued.

Assessment Guidance for Key Stages 1, 2 and 3

Planning assessment opportunities

The important principle to bear in mind is that assessment should be an integral part of planning and teaching, and should reflect pupils' achievements as they engage in their usual high quality activities.

Teachers will probably find that most activities lend themselves readily to assessment of the relevant objectives, whilst others may need some modification in order to provide sufficient evidence to make a judgement or to challenge pupils to achieve higher levels of attainment.

Possible assessment strategies

Most teachers will have a repertoire of assessment strategies from which to select ones that are appropriate. These might include:

- Listening to pupils: in either formal or informal settings, teachers can listen to pupils' questions, responses or presentations, all of which provide information about their depth of understanding, attitudes and ability to relate learning from one context to another;
- Questioning children: asking pertinent questions to elicit pupils' conceptual understanding, teachers can gain insight in order to make sound judgements;
- Involving pupils in assessment of their own learning: pupils play the most important part in their own learning. At the start of a unit of work, pupils can be encouraged to reflect on prior learning and use this as a baseline for charting their progress and achievement through the unit of work. Towards the end of the unit of work, pupils can reflect on their achievement and judge their progress in relation to their starting point. By doing this before the end of the unit the teacher still has opportunity to address any misconceptions that a pupil may have;
- Involving pupils in peer assessment activities;
- Marking: if teachers have clear learning objectives that are shared with the pupils, then these form the focus for marking, whether it is written or pictorial work. The teacher's comments can praise success and indicate ways to improve.

Feedback to pupils, either oral or written, needs to be supportive and sensitive. It needs to affirm success and challenge a pupil to improve in a context of trust. If feedback is focused on clearly defined learning objectives, pupils are able to become involved in the learning process and take control of their own progress and achievement.

Assessment Guidance for Key Stages 1, 2 and 3

Recordkeeping: gathering evidence over time

The most valuable forms of assessment will be those that provide useful information for pupils, teachers, head teachers or parents. Any evidence that is recorded needs to be both manageable to administer and inform the next steps in learning. With that in mind, the following systems of recordkeeping either are easily completed as part of pupils' on-going work or can consist of a brief summary by the teacher of observations made in relation to learning objectives.

Class Achievement Record Sheet

The following Class Achievement Record Sheet is particularly useful for teachers at the end of a unit of work.

It can be prepared in advance by filling in the names of all the pupils in the class and can then be photocopied so that the teacher has multiple copies available. One Sheet can then be completed for a given unit of work.

During on-going work within the unit, the teacher will set the activity which has been selected to enable a judgement to be made in relation to the level at which each pupil is working. This is recorded by ticking or making a brief comment in the appropriate column. Indeed, teachers in secondary schools may use their mark book in this way.

Share objectives with the children wherever possible and give them feedback on their attainment. Any variation in achievement across the Attainment Targets, either individual or class, should inform planning and target-setting.

The Class Achievement Record Sheet provides useful information not only for the class teacher, but also for the receiving teacher/s and subject manager; it also ensures that pupils' prior learning forms the basis of future work.

Assessment Guidance for Key Stages 1, 2 and 3

Making judgements

You will arrive at judgements by taking into account strengths and weaknesses in performance across a range of contexts and over a period of time, rather than focusing on a single piece of work.

A single piece of work will not cover all the expectations set out in a level description. It will probably provide partial evidence of attainment in one or two aspects of a level description. If you look at it alongside other pieces of work covering a range of contexts you will be able to make a judgement about which level best fits a pupil's overall performance.

Beginning and end of unit assessment

At the start (or before the start) of a new unit of work, it is invaluable for both teachers and pupils to be aware of what pupils already know and understand. In this way, pupils recognise when they are adding new learning to their existing knowledge and understanding; teachers are better informed of different pupils' starting points and can plan more effectively for every pupil. At the end of the unit both teacher and pupils are able to recognise and celebrate progress and achievement.

The following grids provide a simple format for pupils to record their knowledge and understanding both at the start and end of the unit of work.

Assessment Guidance for Key Stages 1, 2 and 3

Pupil self-assessment

The involvement of pupils through reflection and self-evaluation is an essential part not only of good assessment practice but also of reaching a deeper understanding of religious education.

The self-assessment frames (right) are designed to fulfil both these objectives, and are particularly useful in providing evidence for Attainment Target 2. Short response sheets like these can help pupils to record their reflections and responses to experiences.

At the end of the school year, the teacher can select from the range of evidence that exists, those pieces that provide the most useful evidence of achievement and progress for the next teacher. A class file may be set up for this purpose and could contain, for example:

- completed Class Achievement Record Sheets;
- representative samples of pupils' work illustrating the different levels of achievement;
- completed short response sheets
- indicative levels of attainment for each pupil.

We talked about.....

And at the end I thought...

We discussed.....

My opinion is.....

Assessment Guidance for Key Stages 1, 2 and 3

Developing consistency; moderating assessment outcomes with colleagues

In order to develop whole school consistency and raise standards in RE, teachers can share with each other pupils' work and achievements. This process of agreement trialling enables teachers to have shared expectations of pupils' progress and achievement, and be more informed about the next steps in pupils' learning. Examples of pupils' work at different levels can be kept in school to provide a portfolio of exemplification materials.

Using the assessment information for reporting

Reporting to parents

Schools are required to report annually to parents, including a brief comment on the child's progress in each subject and activity studied as part of the school curriculum, highlighting strengths and development needs. There should also be a comment on the child's general progress. The evidence collected from formative, diagnostic and summative aspects will provide the information needed for reporting.

In addition, some schools may consider reporting a level to parents at the end of Key Stage 2 and throughout Key Stage 3. This decision would be made in the context of the whole school policy on assessment and reporting.

Transferring information

a. Within a school

In order to ensure continuity and progression for pupils, teachers will need to transfer key pieces of information about pupils' achievements in relation to the school's assessment scheme. This also provides a picture of the cohort's achievements in relation to national expectations. As a minimum, it is suggested that the following be transferred to the next teacher:

Assessment Guidance for Key Stages 1, 2 and 3

- copies of pupils' annual reports;
- the class file, including the assessment record sheets, examples of a range of pupils' work or other evidence, record of pupils' indicative levels of attainment.

b. To the next school

Key Stage 1 to 2

If the whole cohort is transferring from the infant to the junior school, and curriculum and assessment planning has been shared between the two schools, then information can be transferred in the same way as (i) above. This will be in addition to information that must be transferred, namely each child's educational records and the Key Stage 1 statutory transfer form.

If a pupil is transferring to a new school, separately from the remainder of the cohort, then as a minimum, the school will need to transfer all educational records relating to the child, plus the relevant statutory transfer form. In addition, any samples of RE work and an indicative level of attainment in RE (if used) would be useful.

Key Stage 2 to 3

When a pupil is transferring to secondary school, it would be helpful if the school could transfer, alongside the Key Stage 2 statutory transfer form, an indicative level of attainment in RE based on assessment activities undertaken in the last year of Primary education. This information is in addition to all educational records relating to the child, which must also be transferred.

Assessment Guidance for Key Stages 1, 2 and 3

Principles of Assessment

Assessment should:

- be an integral part of the learning process;
- be built into the planning of units of work;
- be based on clear learning objectives;
- be based on clear criteria which are shared with and understood by pupils wherever possible;
- arise out of the learning experiences the pupils have had during a particular unit of work;
- include open-ended tasks which allow pupils to respond at different levels;
- be differentiated as appropriate;
- allow children to show what they know, understand and can do;
- take account of different learning styles;
- be used to inform future planning;
- provide comparative data as a focus for school improvement.

Assessment Guidance for Key Stages 1, 2 and 3

The attainment targets and level descriptions from the QCA national framework for RE

The attainment targets for religious education set out the knowledge, skills and understanding that pupils of different abilities and maturities are expected to have by the end of Key Stages 1, 2 and 3. As with the National Curriculum subjects, the attainment targets consist of eight level descriptions of increasing difficulty, plus a description for exceptional performance above level 8.

Each level description describes the types and range of performance that pupils working at that level should characteristically demonstrate. Apart from their summative use, these level descriptions can be used in assessment for learning.

The key indicators of attainment in religious education are contained in two attainment targets:

Attainment target 1: Learning about religion

Attainment target 2: Learning from religion.

Learning about religion includes enquiry into, and investigation of, the nature of religion. It focuses on beliefs, teachings and sources, practices and ways of life and forms of expression. It includes the skills of interpretation, analysis and explanation. Pupils learn to communicate their knowledge and understanding using specialist vocabulary. It includes identifying and developing an understanding of ultimate questions and ethical issues.

Learning from religion is concerned with developing pupils' reflection on, and response to, their own experiences and learning about religion. It develops pupils' skills of application, interpretation and evaluation of what they learn about religion, particularly questions of identity and belonging, meaning, purpose, truth, values and commitments, and communicating their responses.

The level descriptions provide the basis to make judgements about pupils' performance at the end of Key Stages 1, 2 and 3. In the foundation stage, children's attainment is assessed in relation to the early learning goals. At Key Stage 4, national qualifications are the main means of assessing attainment in religious education.

Range of levels within which the great majority of pupils are expected to work at the end of the key stages:

Key Stage 1 between levels 1–3
Key Stage 2 between levels 2–5
Key Stage 3 between levels 3–7

At age 7 the majority of pupils will be working at level 2
At age 11 the majority of pupils will be working at level 4
At age 14 the majority of pupils will be working at level 5/6

Assessment Guidance for Key Stages 1, 2 and 3

Assessing attainment at the end of a key stage

The two attainment targets, Learning about religion and Learning from religion are closely related and neither should be taught in isolation. Therefore, assessment needs to take place in relation to both attainment targets.

In deciding on a pupil's level of attainment at the end of a key stage, teachers should judge which description best fits the pupil's performance. When doing so, each description should be considered alongside descriptions for adjacent levels.

It is important to note that not all aspects of religious education can be assessed. For example, pupils may express personal views and ideas that, although integral to teaching and learning, would not be appropriate for formal assessment.

The level descriptions for Attainment target 1: Learning about religion, refer to how pupils develop their knowledge, skills and understanding with reference to:

- Beliefs, teachings and sources
- Practices and ways of life
- Forms of expression.

The level descriptions for Attainment target 2: Learning from religion, refer to how pupils, in the light of their learning about religion, express their responses and insights with regard to questions and issues about:

- Identity and belonging
- Meaning, purpose and truth
- Values and commitments.

Assessment Guidance for Key Stages 1, 2 and 3

Level Descriptors

Level 1

Attainment target 1

Pupils use some religious words and phrases to recognise and name features of religious life and practice. They can recall religious stories and recognise symbols, and other verbal and visual forms of religious expression.

Attainment target 2

Pupils talk about their own experiences and feelings, what they find interesting or puzzling and what is of value and concern to themselves and to others.

Level 2

Attainment target 1

Pupils use religious words and phrases to identify some features of religion and its importance for some people. They begin to show awareness of similarities in religions. Pupils retell religious stories and suggest meanings for religious actions and symbols. They identify how religion is expressed in different ways.

Attainment target 2

Pupils ask, and respond sensitively to, questions about their own and others' experiences and feelings. They recognise that some questions cause people to wonder and are difficult to answer. In relation to matters of right and wrong, they recognise their own values and those of others.

Level 3

Attainment target 1

Pupils use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. They make links between beliefs and sources, including religious stories and sacred texts. They begin to identify the impact religion has on believers' lives. They describe some forms of religious expression.

Attainment target 2

Pupils identify what influences them, making links between aspects of their own and others' experiences. They ask important questions about religion and beliefs, making links between their own and others' responses. They make links between values and commitments, and their own attitudes and behaviour.

Assessment Guidance for Key Stages 1, 2 and 3

Level 4

Attainment target 1

Pupils use a developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. They make links between them, and describe some similarities and differences both within and between religions. They describe the impact of religion on people's lives. They suggest meanings for a range of forms of religious expression.

Attainment target 2

Pupils raise, and suggest answers to, questions of identity, belonging, meaning, purpose, truth, values and commitments. They apply their ideas to their own and other people's lives. They describe what inspires and influences themselves and others.

Level 5

Attainment target 1

Pupils use an increasingly wide religious vocabulary to explain the impact of beliefs on individuals and communities. They describe why people belong to religions. They understand that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this. They explain how religious sources are used to provide answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expression, within and between religions.

Attainment target 2

Pupils ask, and suggest answers to, questions of identity, belonging, meaning, purpose and truth, values and commitments, relating them to their own and others' lives. They explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion.

Level 6

Attainment target 1

Pupils use religious and philosophical vocabulary to give informed accounts of religions and beliefs, explaining the reasons for diversity within and between them. They explain why the impact of religions and beliefs on individuals, communities and societies varies. They interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ultimate questions and ethical issues. They interpret the significance of different forms of religious, spiritual and moral expression.

Assessment Guidance for Key Stages 1, 2 and 3

Attainment target 2

Pupils use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues. They express insights into their own and others' views on questions of identity and belonging, meaning, purpose and truth. They consider the challenges of belonging to a religion in the contemporary world, focusing on values and commitments.

Level 7

Attainment target 1

Pupils use a wide religious and philosophical vocabulary to show a coherent understanding of a range of religions and beliefs. They analyse issues, values and questions of meaning and truth. They account for the influence of history and culture on aspects of religious life and practice. They explain why the consequences of belonging to a faith are not the same for all people within the same religion or tradition. They use some of the principal methods by which religion, spirituality and ethics are studied, including the use of a variety of sources, evidence and forms of expression.

Attainment target 2

Pupils articulate personal and critical responses to questions of meaning, purpose and truth and ethical issues. They evaluate the significance of religious and other views for understanding questions of human relationships, belonging, identity, society, values and commitments, using appropriate evidence and examples.

Level 8

Attainment target 1

Pupils use a comprehensive religious and philosophical vocabulary to analyse a range of religions and beliefs. They contextualize interpretations of religion with reference to historical, cultural, social and philosophical ideas. They critically evaluate the impact of religions and beliefs on differing communities and societies. They analyse differing interpretations of religious, spiritual and moral sources, using some of the principal methods by which religion, spirituality and ethics are studied. They interpret and evaluate varied forms of religious, spiritual and moral expression.

Attainment target 2

Pupils coherently analyse a wide range of viewpoints on questions of identity, belonging, meaning, purpose, truth, values and commitments. They synthesise a range of evidence, arguments, reflections and examples, fully justifying their own views and ideas and providing a detailed evaluation of the perspectives of others.

Assessment Guidance for Key Stages 1, 2 and 3

Exceptional performance

Attainment target 1

Pupils use a complex religious, moral and philosophical vocabulary to provide a consistent and detailed analysis of religions and beliefs. They evaluate in depth the importance of religious diversity in a pluralistic society. They clearly recognise the extent to which the impact of religion and beliefs on different communities and societies has changed over time. They provide a detailed analysis of how religious, spiritual and moral sources are interpreted in different ways, evaluating the principal methods by which religion and spirituality are studied. They synthesise effectively their accounts of the varied forms of religious, spiritual and moral expression.

Attainment target 2

Pupils analyse in depth a wide range of perspectives on questions of identity and belonging, meaning, purpose and truth, and values and commitments. They give independent, well-informed and highly reasoned insights into their own and others' perspectives on religious and spiritual issues, providing well-substantiated and balanced conclusions.

Assessment Guidance for Key Stages 1, 2 and 3

'pupil-speak' or 'can-do' statements

These 'pupil-speak' or 'can-do' statements have been written by Deborah Weston (Chair PcFRE) and Dave Francis (AREIAC). They have NOT been officially approved by QCA and are NOT a substitute for the full version of the levels in your syllabus or in the non-statutory national framework.

Nevertheless, they may prove useful for:

- sharing objectives for learning and assessment with pupils;
- constructing pupils' peer and self-assessment activities;
- record keeping;
- constructing a statement bank for reporting to parents;
- planning future work in relation to individual and class programmes of study in different areas of study (e.g. beliefs, practices, forms of expression, identity, meaning and values)

	AT1 Learning about religion How pupils develop their knowledge, skills and understanding with reference to:			AT2 Learning from religion How pupils, in the light of their learning about religion, express their responses and insights with regard to questions and issues about:		
Level	beliefs, teachings and sources	practices and ways of life	forms of expression	identity and belonging	meaning, purpose and truth	values and commitments
	I can	I can	I can	I can	I can	I can
1	remember a Christian (Hindu, etc.) story and talk about it	use the right names for things that are special to Buddhists (Jews, etc)	recognise religious art, symbols and words and talk about them	talk about things that happen to me	talk about what I find interesting or puzzling	talk about what is important to me and to other people
	e.g. talk about the story of Diwali	e.g. say "That is a Church", or "She's praying" when my teacher shows me a picture	e.g. say "That is a Star of David" when my teacher shows me a picture	e.g. talk about how I felt when my baby brother was born	e.g. say "I like the bit when Krishna helped his friend"	e.g. talk about how I felt when I gave a present to my friend and how I think that made my friend feel

Assessment Guidance for Key Stages 1, 2 and 3

2	tell a Christian (Sikh, etc.) story and say some things that people believe	talk about some of the things that that are the same for different religious people	say what some Christian (Muslim, etc) symbols stand for and say what some of the art (music, etc) is about	ask about what happens to others with respect for their feelings	talk about some things in stories that make people ask questions	talk about what is important to me and to others with respect for their feelings
	e.g. tell the story of the birth of Jesus say that Christians believe in God	e.g. say that Christians and Sikhs both have holy books	e.g. say that the cross reminds Christians that Jesus died on a cross; e.g. say that some people dance, sing, recite for God	e.g. say "Was Jonah hurt after being inside the big fish?"	e.g. say "It was mysterious when God spoke to Moses"	e.g. say "I agree with the rule about not stealing as stealing is not fair"
3	describe what a believer might learn from a religious story	describe some of the things that are the same and different for religious people	use religious words to describe some of the different ways in which people show their beliefs	compare some of the things that influence me with those that influence other people	ask important questions about life and compare my ideas with those of other people	link things that are important to me and other people with the way I think and behave
	e.g. make a connection between the story of the forming of the Khalsa and the need for Sikhs to be brave in times of trouble	e.g. note how Muslims and Sikhs both treat their holy books with respect by keeping them higher than other books e.g note that Muslims and Christians both pray but in different ways	e.g. label a picture of Shiva Nataraja to show links with Hindu beliefs about God	e.g. talk about how Jesus influenced his disciples and how friends influence them	e.g. ask why many people believe in life after death, give their view and compare with a particular religious view	e.g. talk about how listening to a story about generosity might make them behave when they hear about people who are suffering

Assessment Guidance for Key Stages 1, 2 and 3

Level	beliefs, teachings and sources	practices and ways of life	forms of expression	identity and belonging	meaning, purpose and truth	values and commitments
	I can	I can	I can	I can	I can	I can
4	make links between the beliefs (teachings, sources, etc.) of different religious groups and show how they are connected to believers' lives	use the right religious words to describe and compare what practices and experiences may be involved in belonging to different religious groups	express religious beliefs (ideas, feelings, etc) in a range of styles and words used by believers and suggest what they mean	ask questions about who we are and where we belong, and suggest answers which refer to people who have inspired and influenced myself and others	ask questions about the meaning and purpose of life, and suggest a range of answers which might be given by me as well as members of different religious groups or individuals	ask questions about the moral decisions I and other people make, and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs / values
	e.g. make links between Qur'anic and Biblical sources and Muslim and Jewish charities e.g. connect some sayings of Jesus with different Christian beliefs about animals	e.g. use some Pali or Sanskrit terms in describing two different Buddhist types of meditation e.g. compare the way that Hindus and Buddhists might meditate	e.g. draw and label the key features inside two churches, indicating their meaning for those who worship there	e.g. write an imaginary interview with a member of a minority religious community, referring to the beliefs which sustain them	e.g. write some questions about life after death and provide answers that refer to resurrection and reincarnation	e.g. write a report about the environment and suggest what might happen depending on different moral choices that could be made

Assessment Guidance for Key Stages 1, 2 and 3

Level	beliefs, teachings and sources	practices and ways of life	forms of expression	identity and belonging	meaning, purpose and truth	values and commitments
	I can	I can	I can	I can	I can	I can
5	suggest reasons for the similar and different beliefs which people hold, and explain how religious sources are used to provide answers to important questions about life and morality	describe why people belong to religions and explain how similarities and differences within and between religions can make a difference to the lives of individuals and communities	use a wide religious vocabulary in suggesting reasons for the similarities and differences in forms of religious, spiritual and moral expression found within and between religions	give my own and others' views on questions about who we are and where we belong and on the challenges of belonging to a religion and explain what inspires and influences me	ask questions about the meaning and purpose of life and suggest answers which relate to the search for truth and my own and others' lives	ask questions about things that are important to me and to other people and suggest answers which relate to my own and others' lives
	e.g. compare different Jewish beliefs about the Messiah and say how different interpretations may come about, using biblical and other texts to illustrate their answers	e.g. write an account of Hajj which explains why many Shi'a Muslims will go on to visit the tomb of Ali because they believe that he was the rightful successor to the Prophet Muhammad	e.g. produce a survey of different forms of creative religious expression and suggestions for similarities and differences between them	e.g. write a 'question and answer' style report on what it may like to be a member of a religious community in Britain today and outline what impresses them about this religious identity and community	e.g. write a short story which raises questions about what is 'true' and which relates to their own personal search for meaning in life	e.g. write a report on a moral issue in the news, interviewing key people in the debate and including religious views and the potential impact of those views on their own and others' lives

Assessment Guidance for Key Stages 1, 2 and 3

Level	beliefs, teachings and sources	practices and ways of life	forms of expression	identity and belonging	meaning, purpose and truth	values and commitments
	I can	I can	I can	I can	I can	I can
6	say what religions teach about some of the big questions of life, using different sources and arguments to explain the reasons for diversity within and between them	say what different practices and ways of life followers of religions have developed, explaining how beliefs have had different effects on individuals, communities and societies	use correct religious and philosophical vocabulary in explaining what the significance of different forms of religious, spiritual and moral expression might be for believers	consider the challenges of belonging to a religion today with reference to my own and other people's views on human nature and society, supporting those views with reasons and examples	use reasoning and examples to express insights into my own and others' views on questions about the meaning and purpose of life and the search for truth	use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues, focusing on things that are important to me
	e.g. complete a poster demonstrating two contrasting religious views on astrology and making reference to religious texts and teachings which support the alternative teachings	e.g. prepare a guide for Anglican Christians on the celebration of Easter in the Orthodox Church, showing how resurrection belief is expressed in different ways	e.g. produce a booklet illustrating and explaining different sorts of symbolic expression involved in the life of a Buddhist monk or nun	e.g. write a news report on different Sikh attitudes to aspects of 'British' culture, explaining how Sikh views of human nature and society affect their views	e.g. produce a booklet of ideas about the 'Good Life' with reference to religious and non-religious points of view and their own conclusions	e.g. produce an e-media presentation on religious views of 'terrorism' with reference to religious and non-religious points of view and their own conclusions
7	present a coherent picture of religious beliefs, values and responses to questions of meaning and truth which takes account of personal research on different religious topics and a variety of sources and evidence	show how religious activity in today's world has been affected by the past and by traditions, and how belonging to a religion may mean different things to different people, even within the same religion	use a wide religious and philosophical vocabulary as well as different forms of expression in presenting a clear picture of how people express their religious, spiritual and ethical beliefs in a variety of ways	give my personal view with reasons and examples on what value religious and other views might have for understanding myself and others	give my personal view with reasons and examples on what value religious and other views might have for understanding questions about the meaning and purpose of life	give my personal view with reasons and examples on what value religious and other views might have for understanding what is important to me and to other people

Assessment Guidance for Key Stages 1, 2 and 3

	e.g. using books and the internet, investigate Sikh beliefs about the importance of the Guru and do a presentation which coherently illustrates a variety of views	e.g. produce two 'pen-pictures' of Muslims from different communities and explain how history and culture have influenced the way they put their faith into practice in different ways	e.g. produce an illustrated guide to representations of Jesus from different times and cultures, explaining the Christian beliefs and values presented through the different media	e.g. produce a summary of my own personal and social relationships alongside an analysis of Hindu and other insights into human nature and community	e.g. following research into samsara and nirvana, produce a dialogue I might have with a(nother) Buddhist about the future of humanity	e.g. following research into Jewish and Humanist views on 'faith' schools, produce a report with my recommendations on an application for a new Jewish foundation school
--	--	--	--	--	--	--

Assessment Guidance for Key Stages 1, 2 and 3

Level	beliefs, teachings and sources	practices and ways of life	forms of expression	identity and belonging	meaning, purpose and truth	values and commitments
	I can	I can	I can	I can	I can	I can
8	analyse the results of different sorts of research and place different interpretations of religious, spiritual and moral sources in their historical, cultural, social and philosophical contexts	weigh up different points of view and come to a conclusion on how religions and beliefs make a difference to communities and societies in different times and places	use a comprehensive religious and philosophical vocabulary in weighing up the meaning and importance of different forms of religious, spiritual and moral expression	weigh up in detail a wide range of viewpoints on questions about who we are and where we belong, and come to my own conclusions based on evidence, arguments, reflections and examples	weigh up in detail a wide range of viewpoints on questions about truth and the meaning and purpose of life, and come to my own conclusions based on evidence, arguments, reflections and examples	weigh up in detail a wide range of viewpoints on questions about values and commitments, and come to my own conclusions based on evidence, arguments, reflections and examples
	e.g. research the internet and interview individuals to produce a contextual comparison of interpretations of the resurrection of Jesus	e.g. conduct a questionnaire and produce findings on whether religion has had a mostly good or bad effect on different local communities	e.g. select some items of Buddhist artistic expression for an exhibition and produce a booklet of explanations of the symbolism and impact of the items for Buddhist belief and practice over time	e.g. write an article entitled, 'What is a Jew?' making use of Jewish and non-Jewish points of view and coming to a conclusion that takes account of religious, cultural and philosophical perspectives	e.g. write a speech for or against the motion that 'science will one day remove all need for religion', and coming to a conclusion that takes account of religious, philosophical and historical perspectives	e.g. write a dialogue between a Muslim and Hindu on how religious insights might save us from environmental disaster and write a conclusion that takes account of religious and social perspectives

Assessment Guidance for Key Stages 1, 2 and 3

Level	beliefs, teachings and sources	practices and ways of life	forms of expression	identity and belonging	meaning, purpose and truth	values and commitments
	I can	I can	I can	I can	I can	I can
EP	provide a consistent and detailed analysis of religions and beliefs and of how religious, spiritual and moral sources are interpreted in different ways, with an evaluation of the different methods of study used to conduct the analysis	evaluate in depth the importance of religious diversity in a pluralistic society and demonstrate how religion and beliefs have had a changing impact on different communities over time	use a complex religious, moral and philosophical vocabulary in effectively synthesising my accounts of the varied forms of religious, spiritual and moral expression	analyse in depth a wide range of perspectives on questions about who we are and where we belong and provide independent, well informed and highly reasoned insights into my own and others' perspectives on religious and spiritual issues, with well-substantiated and balanced conclusions	analyse in depth a wide range of perspectives on questions about truth and the meaning and purpose of life, and provide independent, well informed and highly reasoned insights into my own and others' perspectives on religious and spiritual issues, with well-substantiated and balanced conclusions	analyse in depth a wide range of perspectives on questions about values and commitments and provide independent, well informed and highly reasoned insights into my own and others' perspectives on religious and spiritual issues, with well-substantiated and balanced conclusions
	e.g. write an article on 'mystical experience' which includes an evaluation of the research techniques used to gather information about it	e.g. write a report on a local religious community which analyses their place within wider society and evaluates the factors which have affected how relations with other local groups have changed over time	e.g. prepare a 'virtual' tour of a local place of worship which uses digital pictures of artefacts and architecture and includes consistent explanations of the symbolism employed in expressing religious, spiritual and moral beliefs ideas and feelings	e.g. research one 'Eastern' and one 'Western' religious view of human nature and write a report with conclusions on how far the two can be harmonised	e.g. research the history of human achievement and kindness within two religions / belief systems and write a message in defence of human beings to an alien species who think it would be better to wipe us off the face of the planet	e.g. conduct research on different attitudes to religious believers and write a report with conclusions on whether there should be a law against religious discrimination

Assessment Guidance for Key Stages 1, 2 and 3

Assessing Pupils with Learning Difficulties

With gratitude to Susan Hails, RE Adviser Bexley and Eileen Vamplew, Shenstone school, Bexley.

The P.Level guidance relates to all pupils aged between 5 and 16 who have a learning difficulty (moderate or severe) including pupils who may be working at age-related expectations in some subjects but are well below in others.

The Performance Descriptors outline early learning and attainment before level 1 of the National Curriculum, in 8 levels from P1 –P8.

These can be used in the same way as the QCA Level descriptors enabling a teacher to:

- Decide which description *best fits* a pupil's performance
- Develop relevant assessments
- Track linear progress towards level 1
- Record pupil's overall development and achievement at the end of a year or key stage

Performance description across subjects

The descriptions P1 –P3 are common across all subjects. They outline the types and range of general performance that some pupils with learning difficulties might demonstrate.

P1 (i) Pupils encounter activities and experiences. They may be passive or resistant. They may show simple reflex responses, *for example, startling at sudden noises or movements*. Any participation is fully prompted.

P1 (ii) Pupils show emerging awareness of activities and experiences. They may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects, *for example, becoming still in response to silence*. They may give intermittent reactions, *for example, vocalising occasionally during group celebrations and acts of worship*.

Assessment Guidance for Key Stages 1, 2 and 3

P2 (i) Pupils begin to respond consistently to familiar people, events and objects. They react to new activities and experiences, *for example, briefly looking around in unfamiliar natural and manmade environments*. They begin to show interest in people, events and objects, *for example, leaning towards the source of a light, sound or scent*. They accept and engage in coactive exploration, *for example, touching a range of religious artefacts and found objects in partnership with a member of staff*.

P2 (ii) Pupils begin to be proactive in their interactions. They communicate consistent preferences and affective responses, *for example, showing that they have enjoyed an experience or interaction*. They recognise familiar people, events and objects, *for example, becoming quiet and attentive during a certain piece of music*. They perform actions, often by trial and improvement, and they remember learned responses over short periods of time, *for example, repeating a simple action with an artefact*. They cooperate with shared exploration and supported participation, *for example, performing gestures during ritual exchanges with another person performing gestures*

P3 (i) Pupils begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities, *for example, prompting a visitor to prolong an interaction*. They participate in shared activities with less support. They sustain concentration for short periods. They explore materials in increasingly complex ways, *for example, stroking or shaking artefacts or found objects*. They observe the results of their own actions with interest, *for example, when vocalising in a quiet place*. They remember learned responses over more extended periods, *for example, following a familiar ritual and responding appropriately*.

P3 (ii) Pupils use emerging conventional communication. They greet known people and may initiate interactions and activities, *for example, prompting an adult to sing or play a favourite song*. They can remember learned responses over increasing periods of time and may anticipate known events, *for example, celebrating the achievements of their peers in assembly*. They may respond to options and choices with actions or gestures, *for example, choosing to participate in activities*. They actively explore objects and events for more extended periods, *for example, contemplating the flickering of a candle flame*. They apply potential solutions systematically to problems, *for example, passing an artefact to a peer in order to prompt participation in a group activity*.

Performance descriptions in religious education

Assessment Guidance for Key Stages 1, 2 and 3

From level P4 to P8, many believe it is possible to describe pupils' performance in a way that indicates the emergence of skills, knowledge and understanding in RE. The descriptions provide an example of how this can be done.

P4

Attainment Target 1

Pupils use single elements of communication, *for example, words, gestures, signs or symbols*, to express their feelings. They show they understand 'yes' and 'no'. They join in with activities by initiating ritual actions or sounds

Attainment Target 2

They begin to respond to the feelings of others, *for example, matching their emotions and laughing when another pupil is laughing..* They may demonstrate an appreciation of stillness and quietness.

P5

Attainment Target 1

Pupils respond appropriately to simple questions about familiar religious events or experiences and communicate simple meanings. They respond to a variety of new religious experiences, *for example, involving music, drama, colour, lights, food, or tactile objects*. They take part in activities involving two or three other learners.

Attainment Target 2

They may also engage in moments of individual reflection.

P6

Attainment Target 1

Pupils listen to, and begin to respond to, familiar religious stories, poems and music, and make their own contribution to celebrations and festivals. They carry out ritualised actions in familiar circumstances.

Assessment Guidance for Key Stages 1, 2 and 3

Attainment Target 2

Pupils express and communicate their feelings in different ways. They respond to others in group situations and cooperate when working in small groups. They show concern and sympathy for others in distress, *for example, through gestures, facial expressions or by offering comfort*. They start to be aware of their own influence on events and other people.

P7

Attainment Target 1

Pupils listen to and follow religious stories. They communicate their ideas about religion, life events and experiences in simple phrases. They evaluate their own work and behaviour in simple ways, beginning to identify some actions as right or wrong on the basis of the consequences. They find out about aspects of religion through stories, music or drama, answer questions and communicate their responses.

Attainment Target 2

They may communicate their feelings about what is special to them, *for example, using role play*. They begin to understand that other people have needs and to respect these. They make purposeful relationships with others in group activity.

P8

Attainment Target 1

Pupils listen attentively to religious stories or to people talking about religion. They are increasingly able to communicate ideas, feelings or responses to experiences or to retell religious stories. They communicate simple facts about religion and important people in religions. They begin to realise the significance of religious artefacts, symbols and places.

Attainment Target 2

They begin to understand that religious and other stories carry moral and religious meaning. They reflect on what makes them happy, sad, excited or lonely. They demonstrate a basic understanding of what is right and wrong in familiar situations. They are often sensitive to the needs and feelings of others and show respect for themselves and others. They treat living things and their environment with care and concern.

In response to the experiences and teaching offered in R.E. pupils can make progress by:

- Moving from a personal to a wider perspective
- Increasing their knowledge of religious beliefs, practices and experiences
- Developing understanding of the meaning of stories, symbols, events and pictures
- Developing and communicating their individual responses to a range of views