



St. Bridget's Catholic Primary School

Mission Statement

As a family, we learn, support and care for one another in God's love.

We reach for the stars.

May your life in this world be a happy one.

Policy for assessment, recording and reporting in Religious Education

Rationale

We recognise that assessment, recording and reporting are a natural part of teaching and are integral to the learning process. They are continuous processes requiring a close partnership between teachers and pupils, and the involvement of others as appropriate. They are the responsibility of all teachers.

We believe that assessment is at the heart of good teaching and does not require highly complex procedures. We further believe that the unnecessary recording of assessments can stifle the creativity of the teacher and thereby hamper the learning process.

We therefore acknowledge that our approach to the assessment, recording and reporting of Religious Education will be broad in character and will recognise the innate dignity and worth of each individual while adhering to the guidelines set out by the archdiocese.

Practice

Good assessment strategies will be rooted in effective planning.

All planning will take account of the concepts, attitudes, skills and knowledge highlighted in the 'Religious Education Directory for Catholic schools' 1997 (p10). *see annexe A

Teachers' long-, medium- and, where applicable, short-term planning will be a collaborative process which assists continuity and progression.

Teachers will use the planning format provided by the archdiocese, including agreed key information.

All planning will identify specific assessment strategies for each topic, which will be integrated into our teaching. *see annexe B

Marking pupils' work will be approached positively and constructively so that it affirms and celebrates success and encourages future learning and will follow the specific guidelines for Come and See set out in the schools marking policy.

Recording will recognise the distinct nature of Religious Education. *see annexe C

Records will provide evidence of what people have done and can achieve.

*see annexe D

The process of recording will enable us to provide evidence of the quality of teaching and learning for ourselves as teachers and governors, and for parents and inspectors. A school portfolio containing examples of pupils' work from each year group, together with teacher's comments, will be developed and maintained by the R.E Team. In addition each year group will update their classes assessment folder with the once a term assessments which will progress through school with the class.

Reporting in Religious Education will provide feedback to pupils on their achievement and progress. It will be a means of information for parents, which contributes to our partnership with them. It will offer opportunities for discussion and collaboration developing the part played by both in the child's education.

Review

The R.E Team will be responsible for monitoring and evaluating the success of the policy.

Annexe A

Planning in Religious Education is about:

1. Identifying the key CONCEPT(S) we hope to develop through a topic. This will enable us to be clear about the key idea which supports the learning experiences.
2. Considering the ATTITUDES we hope the learning experiences will promote. This is of great importance in Religious Education since we find ourselves dealing with subjective, sensitive and sometimes controversial issues.
3. Deciding if there are particular SKILLS which pupils need to develop, to help them to assimilate the concepts and attitudes we are considering. In some cases it will be necessary to give time to help children to develop such skills, but these will always be related to, and based on, Religious Education content.
4. Selecting from the wide range of content which is available to us in Religious Education, the Knowledge (or information or content) which will best help to develop the concepts, attitudes and skills we have identified.

Planning - (i) Concepts

The primary concepts in Religious Education are those as laid out in the Come and See scheme of work that we as a school in Liverpool Archdiocese follow.

Search

The human search for meaning addresses such concepts as:

Origin - Identity - Purpose - Values - Celebration

Suffering- Good and Evil- Death Mystery - Destiny

Community - Dignity

Revelation

In our Catholic school this search for meaning takes place in the light of Christian Revelation so that a growing and deepening understanding of God is being enabled.

Creator - Saviour - Spirit

Response

Search and Revelation enable each pupil to respond in a personal and unique way:

Reconciliation - Conversion - Renewal - Vocation

Evaluation - Discernment - Reflection - Respect

Commitment - Reverence - Compassion - Concern

Key Concepts

The Curriculum Directory identifies four Key Concepts called the areas of study:

REVELATION - CHURCH - CELEBRATION - LIFE IN CHRIST

Revelation

Explores the key concepts of God's self revelation as Trinity; in creation; in Scripture.

Church

Explores the key concepts of the nature and mission of the Church as communion of life in Christ.

Celebration

Explores key concepts of living the Christian mystery in liturgy, sacraments and prayer.

Life in Christ

Explores the search for holiness and truth and the key concepts of the nature of the human person, morality, relationships with God and other people.

Each of these key concepts embraces subsidiary concepts, which are explored in order that the key concepts can be understood. For example, in exploring the key concept 'the nature of the Church', such concepts as follows are addressed:

People of God - Body of Christ - Pilgrim Church
Communion of Saints - Mary Mother of God and of the Church

Domestic Church - Local Church - Universal Church

Membership - Leadership

In considering assessment in Religious Education we are chiefly concerned with recognising a developing understanding of the concepts within the area of study.

Planning - (ii) Attitudes

The fostering of Christian attitudes is at the heart of the mission of our Catholic school and at the core of the Religious Education Programmes.

Teaching and learning in Religious Education address and create continual opportunities for the development of attitudes such as:

A sense of the transcendent

Respect for the view of others

Respect for the truth

A sense of self esteem and self knowledge

Attitudes are very important in themselves. However, the assessment, recording and reporting of attitudes is a whole school issue, not the sole preserve of the Religious Education Curriculum.

In Religious Education pupils should never be obliged to 'bear their souls'. They should not be expected to share intimate or personal information, and judgements should not be made on whether or not they do. Neither should we make written judgements on pupils' beliefs and values. This is not to say that certain attitudes should not be encouraged or discouraged.

Planning the curriculum always takes account of, and addresses, attitudes to be developed such as openness and empathy, willingness to value diversity, awe, wonder, reverence, imagination, respect for others, self, the whole of creation. Those to be discouraged will include low self esteem, antagonism towards others of a different colour, age, sex, creed.

Pupils are encouraged to assess themselves with regard to the acquisition of these attitudes and teachers

provide opportunities and devise strategies for them to do so.

The extent to which attitudes are absorbed will be reflected in pupils, expression of their understanding of the concepts being addressed.

For example, in the context of exploring the theme Domestic Church in Key Stage Two, through the topic Homes and Families, a pupil who says in response to the pointer "Something I know that I didn't know before..."

'I know that I have a family who loves me'

...is demonstrating a depth of understanding which may have been reached through an openness to and reflection on his/her life experience and that an understanding of Church, the family of God, and the Communion of Saints can grow from this.

However, this comment will be just part of the broad sweep of evidence to be considered in assessing achievement.

Planning - (iii) Knowledge

Knowledge is required to develop the understanding of concepts and is assessed accordingly. Children need a literacy in religious activities, places, stories, symbols and rituals, people and objects to ensure that conceptual development takes place.

In assessing knowledge in Religious Education we are testing memory and the acquisition of facts. More importantly we are assessing the growing understanding of a concept.

For example, it is not sufficient for pupils simply to know the stories of Abraham, Samuel, Isaiah, the Annunciation, they need to begin to understand the nature of 'call' or vocation in scripture.

Planning facilitates the effective and appropriate development of concepts, attitudes, skills and knowledge, and the place of assessment in this process.

Annexe B

Assessment

Assessment is an essential aspect of the art of teaching and is related to overall Religious Education aims and objectives and specific learning intentions of themes and topics. It is an ongoing process in that all good teachers make professional, informed judgements throughout their time in any classroom. Informal, 'intuitive' assessments are a valid part of the assessment process and need to be given greater prominence in the learning process.

Assessment is at the heart of good teaching and does not require highly complex procedures. The unnecessary recording of assessments can tire and stifle the creativity of the teacher, and hamper the learning process and is so to be avoided.

It is helpful to reconsider the common forms of assessment and their benefits.

Assessment

- Informs the teacher of what a pupil knows and does not know; understands and does not understand; can and cannot do; (diagnostic)
- Helps to decide what a pupil needs to learn next; (formative)
- Sums up a pupil's progress so far, in order to report to those concerned; (summative)
- Gives the opportunity to compare past and present achievement in order that progress may be confirmed; (shows progression)
- Provides an opportunity for pupils to become involved in their own assessment and progress in dialogue with the teacher; (communicative)
- Enhances the expertise of the teacher by revealing what activities have been successful in pupil's learning; (professional development)

In assessing pupil's progress in Religious Education, the emphasis will be on a wide range of achievement. "The measuring and testing of linear skills is not appropriate for Religious Education."

Assessment - (i) General observations

Teachers are continually making informal, professional assessments of individual pupils. They become aware of a pupil's level of understanding and growth in skills by observing their ability:

- To listen
- To ask relevant questions
- To respond to questions
- To interact with others
- To work with others
- To be still
- To understand
- To remember

Typical classroom tasks observed, which demonstrate the extent to which pupils are achieving the intended learning outcome, are:

- Engaging in creative play
- Planning and completing a piece of written work
- Planning, creating or mounting a display
- Creating and performing drama or a 'play'
- Discussing an issue and drawing conclusions
- Engaging in role play
- Composing a hymn, song or poem
- Preparing a celebration or liturgy
- Planning and completing a piece of art or craft

Good teachers know a group is working well when:

- Pupils are on task
- Pupils are taking part in discussion
- They are involved in and enjoy learning
- They are evaluating their own and others' contributions
- They are selecting appropriate methods and organising effectively the resources they need
- They are cooperating with each other
- The learning intention is being achieved
- Progress is visible

Observation will enable the teacher to ascertain that the task:

- Is understood
- Is appropriately differentiated
- Enables learning
- Presents challenge to pupils

Assessment - (ii) End of task review

Pupils are enabled to assess the work they have done. Criteria for such assessment is agreed with the pupils and includes such questions as:

- Do we understand the task?
- How far have we got?
- What do we know and understand now?
- How well have we worked together?

A degree of honesty and maturity is needed but pupils can be encouraged to assess whether or not targets have been met by reflecting on their work, comparing it with others and discussing it with peers, support assistants or teachers.

Assessment - (iii) End of lesson review

Pupils are encouraged to reflect on and share what they have learnt during the lesson as individuals and as a group. The teacher may ask specific questions to discover which learning objectives have been achieved. The teacher then effectively summarises and reinforces learning that has taken place, and keeps a note of learning objectives, which need to be revisited.

Assessment - (iv) End of topic/module assessment

This form of summative assessment is probably the most common assessment used in school. It brings together the teaching and learning for each individual in a unit of work but also provides a group response and a group assessment. Consequently there will be elements of diagnostic and evaluative assessment. The greater the repertoire of assessment tasks used the richer the possibilities of response. Achievement can be demonstrated through art, drama, mime, music, visual representation (photograph, video, slide) celebration and liturgy, as well as through written work, including summaries of discussion, collation of finds, and topic evaluations by teacher and pupil. It can be expressed individually or collectively and in combinations of any of these forms. By offering pupils a variety of media in which to express their achievement the teacher is encouraging self-expression in verbal and non-verbal ways.

Display

A topic display offers evidence of pupil achievement and also celebrates this. The possibility for written, art and graphic work allows individuals to select a medium of their own choice to express what they know and understand of the topic covered. The standard set

by the teacher ensures that the best efforts go into this summative statement. Building the creation of a display into the planning of the topic means that it can grow throughout the topic rather than consume a disproportionate amount of time at the end. A growing knowledge and understanding brings a continuous process of assessment that informs the development of the topic. Guidelines for both classroom and hall Come and See displays are included in the schools display policy.

Assessment - (v) Marking and commenting on work

A personal verbal dialogue between teacher and pupil is encouraged whenever possible. Marking work in Religious Education needs to be:

- Consistent with the school's marking policy;
- Positive and constructive so that it affirms and celebrates success and encourages future learning;
- Serve to challenge and encourage pupils to reflect;
- Encourage high standards
- Give attention to key vocabulary.

Comments made will reflect on the progress in understanding of the Religious Education concept or concepts being explored. Consistency of approach across the Key Stages is important. Specific guidelines for the marking of Come and See are included in the schools marking policy.

Annexe c: Recording

Recording in Religious Education recognises the distinct nature of the subject.

Assessments made and the consequent records kept will:

- Recognise a wide range of achievement;
- Be selective because not all evidence is suitable for recording or is able to be recorded;
- Be positive in order to record what pupils have done and can achieve;
- Relate to achievement in Religious Education and will not record issues which have a place in the broader profile for the pupil (general behaviour and attitudes);
- Be open and based on collaboration between the teacher and pupil wherever possible.

When recording for Religious Education is simple and straightforward it avoids becoming an unnecessary burden for the teacher.

Reasons for and ways of keeping records.

Schools keep a record of the experiences offered to pupils in order to ensure continuity and progression within and across the Key Stages.

This information will be found:

- In the scheme of work for Religious Education
- In long, medium and short-term planning.

Recording provides evidence of, and celebrates, the individuals achievements. This can take many forms:

- Notes from observations;
- Comments written on pupils' work;
- Outcomes of tasks;
- Portfolios - containing a selection of work indicating the understanding and achievement of a

pupil. (Portfolios of pupils' work without written comment are of little value.);

- Pupil profiles - comprising dated statements agreed between teacher and the pupil indicating their reflection on the work undertaken.

At specific times in the pupil's school career there is a need to summarise the evidence gathered from assessments in order to inform pupils, parents and teachers of progress in Religious Education. This summary is produced by the regular update of the whole school tracking system for attainment in Religious Education held by the RE co-ordinator.

School portfolios provide evidence of the quality of teaching and learning in Religious Education for teachers, governors, parents and inspectors. This is provided by year group in the assessment folders and in the Celebration of Religions Life books maintained by the RE co-ordinator.

Annexe D: Reporting

Reporting in Religious Education is a natural part of teaching and integral to the learning process.

There are four dimensions to reporting in Religious Education:

1. It provides feedback to pupils on their achievements and progress through:
 - Informal discussion with pupils
 - Compilation of pupil profile
2. It informs teacher colleagues of the achievement of individual pupils and the areas studied by a class and year group through sharing and passing on:
 - Summative records
 - Pupil profiles
 - Summary records of work covered
3. It informs parents of the progress and achievement of their children through:
 - Religious Education curriculum meetings
 - Pupils, parents and teacher discussion
 - Written reports
 - Religious Education assemblies
 - Displays of work
 - Photographic records of dance, drama and musical presentations
4. It informs parents, governors, parish and external agencies of the content and quality of religious education being provided and the achievements of the pupils through:
 - Curriculum documents
 - Head Teacher report to governors
 - Curriculum meetings
 - Religious Education assemblies
 - Photographic records of dance, drama and musical presentations
 - Displays of work

The process of reporting the overall achievement of pupils to parents is a means of communication that

contributes to the partnership between teachers and parents in the developing role of religious education. It offers opportunities for discussion and collaboration with an understanding of the part played by both in the life of the school. The celebration of this achievement is seen as an integral part of the whole teaching and learning process.

Reviewed by: L Thomas

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To be ratified by the Governing Body Spring Term 2015

