

Assessment in RE - KS1 & KS2:

Time Allocations

The syllabus is based on the expectation that a minimum of 5% curriculum time is allocated to the teaching of Religious Education. Students taking the full course GCSE or A level RS will require considerably more time than this minimum requirement. For example, current guidance for GCSE recommends a minimum of 120 taught hours.

Collective worship is not part of the taught curriculum and is not part of the recommended time for teaching Religious Education.

Christianity should be taught within three strands: God, Jesus and Church.

Christianity, Islam and Hindu Dharma should be taught progressively across all year groups from ages 5 -16.

By the end of KS2 pupils should also have opportunities to encounter Buddhism, Judaism, Sikh Dharam and non-religious world views such as Humanism. This model meets legal requirements and ensures that pupils have an in-depth progressive knowledge of three religions whilst also learning about the other principle religions represented in Great Britain.

It is also essential that RE enables pupils to share their own beliefs, viewpoints and ideas without embarrassment or ridicule. Many pupils come from religious backgrounds, but others have no attachment to religious beliefs and practices.

Assessment in KS1 and KS2

The key purpose of assessment is to:

- Evaluate how pupils are doing and ascertain standards of attainment.
- Enable teachers to adapt and adjust their teaching to ensure that learning supports progression.
- Evaluate the impact of the curriculum and the effectiveness of teaching.
- Provide information for parents about their child's strengths, next steps and achievements.

Assessment in KS1 and KS2

Lancashire schools should report to parents on pupil's attainment and progress in Religious Education at the end of each academic year.

As part of its monitoring role, Lancashire SACRE requests that schools submit their summative attainment results at the end of KS1 and KS2 using the 'End of Key Stage Expectations' document as a guide. It is recommended that these results are also reported to Governors. A key role of the subject leader is to ensure that all teachers are clear of the age-related expectations for Religious Education as specified within the pillars of progression grids. These will provide the basis on which to make judgements about a pupil's performance and inform the setting of clear lesson objectives and success criteria. Leaders might find the advice provided on p50 also useful when determining their own school policy to assessment.

It is strongly recommended that **subject leaders:**

- Regularly moderate assessment judgements against knowledge and skills progression grids by monitoring pupil outcomes in discussion with teachers.
- Consider establishing portfolios of work that exemplify age related expectations.
- Establish a tracking system in line with other foundation subjects as part of the school's assessment policy.
- Wherever possible, access free network meetings hosted by the local authority so that judgements can be moderated with other schools.
- Ensure that staff are confident in their questioning, observation and discussion skills to support ongoing formative assessment.
- Check that staff have the subject knowledge needed to provide high quality teaching and learning experiences in Religious Education and provide training and advice as needed.