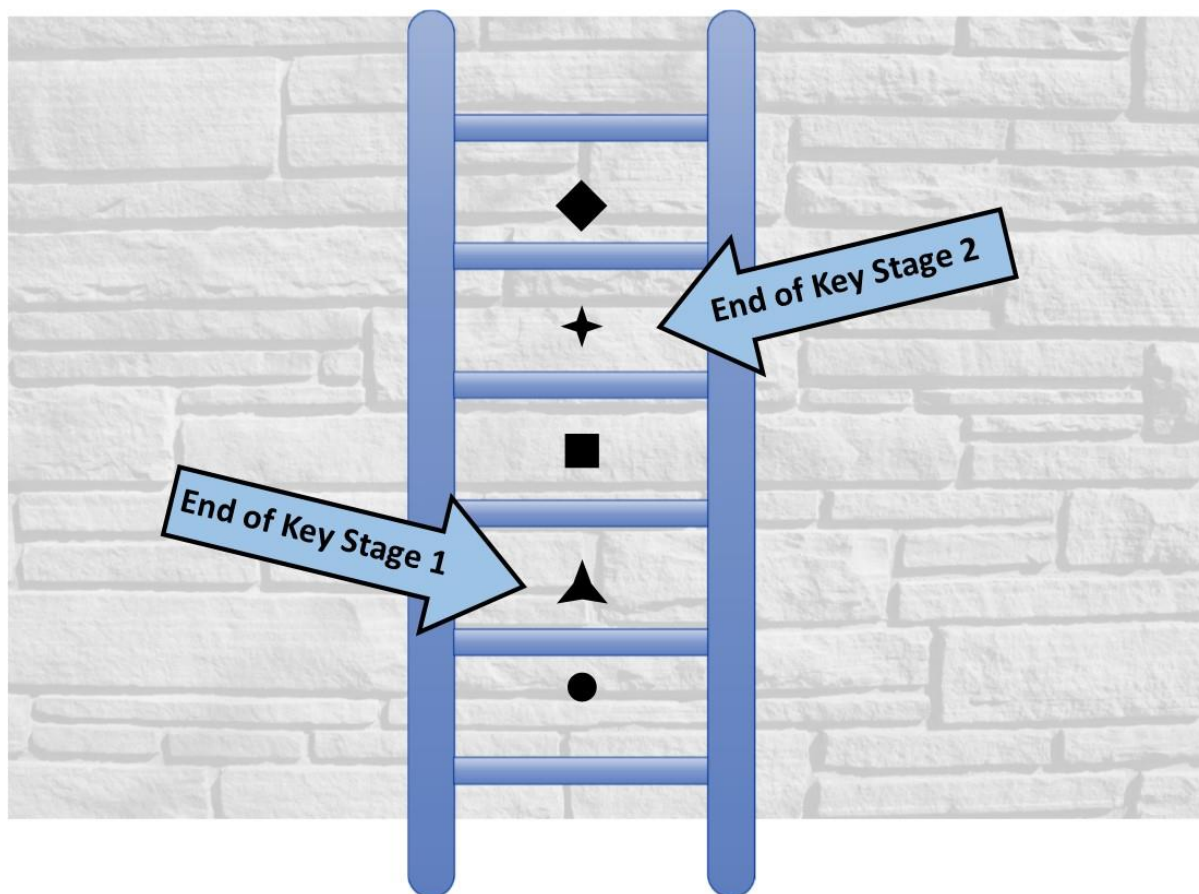


Assessment

The ladder of expectation of achievement in RE



The demise of the 8-level scale has led to the creation of a 'Ladder of Expectation and Achievement'. This will hopefully bring the assessment structure in RE in line with the rest of the curriculum. The ladder is closely linked to the old scale, but uses symbols rather than numbers to indicate expected level of achievement. The ladder is intended primarily to contribute to planning excellent tasks at the right level appropriate for the pupils' experience, knowledge and ability. However, the ladder can be used to make judgements about the level of individual pupils' achievement and a record sheet has been included in this folder. At the end of Key Stage 1 pupils are expected to be achieving at ▲ level (rung 2 of the ladder). At the end of Key Stage 2 pupils are expected to be achieving at ★ level (rung 4 of the ladder). Therefore, teachers can set appropriate tasks and make judgements as to whether or not pupils in their class are working at, towards or exceeding expectations of achievement. The recording sheet is designed to be used once each term at the end of a unit. In each unit sheet there is a list of expected knowledge marked with the symbols from the ladder along with a list of expected outcomes. These lists are generic and it is expected that teachers will incorporate them into learning objectives. These expectations have been converted into 'I know' and 'I can' statements that can be used by pupils to self-assess or peer assess. There are no longer two attainment targets in RE but learning about and from religion is still considered to be essential and

both have been incorporated in the ladder and expectations.

There are no specific assessment tasks as every task, potentially, can be assessed and contribute to the expected achievements.

The syllabus units give clear suggestions in *blue italics* as to how the outcomes of the activities can be recorded. It is assumed that from Year 1 onwards each child will have their own RE book and each class will have a class RE 'scrapbook'. The two books work together to provide the evidence that can be assessed and monitored.

The 'scrapbook' will contain evidence such as pupils' discussions, comments and ideas, records of visits and visitors, photographs, group work, post it notes and printed work from the interactive whiteboard.

The RE Co-ordinator will need to carry out an RE book/work scrutiny across the school regularly. The RE Co-ordinator with the cooperation of the staff will create a portfolio of evidence of the RE taking place throughout the school.

The purpose of the portfolio is to monitor standards and achievements and to ensure that all children are experiencing creative and challenging RE. It should be a working document that can be shown to staff, governors, parents and inspectors. It is important that the portfolio is a celebration of success and the distinctive quality of RE in your Church school.

The style of the presentation of this document will vary according to the preference of the RE Co-ordinator.

The content of this document could include: -

- children's work from across the school with an indication of where it meets expectations in the ladder;
- photographs recording displays, artwork, visits and visitors;
- teachers' plans showing evidence of quality, creative and challenging RE;
- records of the RE Co-ordinator's scrutiny of work and lesson observations;
- plans and work from special RE days or theme weeks.

The ladder of expectation and achievement in RE

- Pupils can explain the impact of religion on believers' lives and communities.
- Pupils can suggest possible reasons for distinctive beliefs within and between religions.
- Pupils can explain how religious texts are used to answer the big questions in life.
- Pupils can describe why people belong to religions and the challenges they face.
- Pupils ask ultimate questions and can express their own and others' views.

- Pupils can recognise similarities and differences within and between religions and make links between them.
- Pupils can describe the impact of religion of people's lives.
- Pupils can use religious vocabulary to describe and show understanding of religious texts, actions and beliefs.
- Pupils are asking and suggesting answers to quality questions about values, meaning, commitments, truth and belonging.
- Pupils are beginning to apply their own ideas to the experiences of others and describe what inspires and influences them.



- Pupils can make links between sacred texts/stories and beliefs.
- Pupils can recognise similarities and differences between key features of religions and use religious vocabulary to describe them.
- Pupils can identify what influences them and the connections between values, commitments, attitudes and behaviour.
- Pupils are beginning to identify the impact of religion on believers' lives.
- Pupils can describe forms of religious expression.
- Pupils can ask important and relevant questions about religion and belief.

- Pupils can retell religious stories.
- Pupils can use religious words to identify features of religious life and practice suggesting meanings for actions and symbols.
- Pupils can identify different ways in which religion is expressed noticing similarities in religion.
- Pupils are beginning to ask good questions about their own and others' experiences.
- Pupils are recognising their own values and the values of others.

- Pupils can recall details of stories.
- Pupils can name features of religious life and practice.
- Pupils can recognise symbols and use some religious words.
- Pupils talk about their own experiences and feelings, what is of value to themselves and others and what they find interesting and puzzling.

The ladder of expectation and achievement in RE in brief

◆	Explain the impact of religion on believers' lives, identify distinctive beliefs within and between religions, and express their own views
✦	Show understanding of and describe, using a wide vocabulary, religious beliefs, actions and values. Begin to apply ideas to situations and experiences.
■	Ask important questions, make links between stories and beliefs, begin to identify the impact of religion and make connections to their own experiences.
▲	Retell stories using religious words to identify features and expressions of religion and begin to ask questions
●	Recall stories, recognise features of religion and talk about their own experiences.

Teaching and learning approach	End KS1 <i>Pupils will be able to:</i>	End lower KS2 <i>Pupils will be able to:</i>	End KS2 <i>Pupils will be able to:</i>
 ELEMENT 1: Making sense of the text Developing skills of reading and interpretation; understanding how Christians interpret, handle and use biblical texts; making sense of meanings of texts for Christians.	<ul style="list-style-type: none"> Recognise that God, Creation, Incarnation and Salvation are part of a 'big story' of the Bible. Identify at least two different types of texts from the Bible; for example, a story, a parable, a gospel account of Jesus' life, and instructions about how to behave. Tell stories from the Bible and recognise a link with a concept; for example, Creation, Incarnation, Gospel and Salvation. Give clear, simple accounts of what the texts mean to Christians. 	<ul style="list-style-type: none"> Order at least five key concepts within a timeline of the Bible's 'big story'. List two distinguishing features of at least three different types of biblical text; for example, Gospel, parable, letter. Make clear links between biblical texts and the key concepts studied. Offer suggestions about what texts might mean and give examples of what the texts studied mean to some Christians. 	<ul style="list-style-type: none"> Outline the timeline of the 'big story' of the Bible, explaining the place within it of the core concepts studied. Identify at least five different types of biblical texts, using technical terms accurately. Explain connections between biblical texts and the key concepts studied, using theological terms. Taking account of the context(s), suggest meanings for biblical texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.
 ELEMENT 2: Understanding the impact Examining ways in which Christians respond to biblical texts and teachings, and how they put their beliefs into action in diverse ways within the Christian community and in the world.	<ul style="list-style-type: none"> Give at least three examples of ways in which Christians use Bible concepts, stories and texts to guide their beliefs, in their individual lives and in their church communities. Give at least three examples of how Christians put their beliefs into practice in church worship. 	<ul style="list-style-type: none"> Make simple links between Bible texts and concepts studied and how Christians live in their whole lives and in their church communities. Describe how Christians show their beliefs in worship and in the way they live. 	<ul style="list-style-type: none"> Make clear connections between Bible texts and concepts studied with what Christians believe, how Christians worship and how Christians behave in their whole lives, their church communities, and in the wider world. Show how Christians put their beliefs into practice in different ways; for example, in different denominations.
 ELEMENT 3: Making connections Evaluating, reflecting on and connecting the texts and concepts studied, and discerning possible connections between these and pupils' own lives and ways of understanding the world.	<ul style="list-style-type: none"> Think, talk and ask questions about whether the text has something to say to them, exploring different ideas. 	<ul style="list-style-type: none"> Raise questions and suggest answers about how far the big ideas explored in the Bible and the concepts studied might make a difference to how pupils think and live. Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly. 	<ul style="list-style-type: none"> Identify ideas arising from their study of texts and concepts, and comment on how far these are helpful or inspiring, justifying their responses. Weigh up how biblical ideas, teachings or beliefs relate to the issues, problems and opportunities of their own lives and the world today, developing insights of their own.