

Planning, Marking, Assessment and Reporting

RELIGION at Our Lady's Catholic Primary School 2018-19

In religious education, just as in other subjects of the curriculum, we believe it is important to let pupils know how they are doing and what they must do next to make progress. As well as *knowledge* and *skills*, it is a key part of religious education that pupils' *positive attitudes to study* should be encouraged and praised.

Planning and Marking

- Marking of all work in Religious Education should be positive, encouraging and developmental. During the 'Reveal' part of the process, comments should be made on progress and the next steps to take towards the learning outcome.
- When planning, the '**Driver Words**,' from the standard descriptors will help structure and differentiate tasks.
- Teachers should **plan the whole topic in advance** to identify assessment opportunities and plan to use appropriate teaching and learning strategies. As with all subjects, it would be helpful if year groups could work together to ensure consistency across the school.
- Evaluation of informal and formal assessment will inform future planning.

End of Topic

As teachers work through each topic, formative assessments should be made and annotated on the planning documents. The standard of each child should be recorded on the end of the class **planning sheet** after each topic. Information gained from discussions, observations, class work and assessments are used to find a 'best fit' description for the child. These planners should be kept in the teacher's planning file as a record of each child's progress.

For Foundation Stage Nursery/Reception, a **portfolio** of annotated work from each topic, including photographic evidence, is developed.

Topic Tracking Sheet - Following completion of the assessments on the planning sheet, the pupil's initials will be transferred onto the Topic Tracking Sheet for all years. This sheet allows both teachers, the RE Co-ordinator and the Senior Leadership Team, to have an overview of the standard indicators covered and the attainment of children on one sheet. Children who are Pupil Premium are highlighted for ease of analysis. Topic Tracking Sheets

have been highlighted showing the standards indicators for the topic from the Come and See Summary Sheet. If any other standards have been covered they are highlighted. Copies of this information should be kept in the Class Assessment File (range file)

Formal Assessment

Formal Assessment of each child takes place each term as set out by the Archdiocese. (Appendix 1). Themes to be assessed this school year (2018-2019) are:

- - **Advent/ Christmas - Loving (Christian Living Theme) AUTUMN**
- - **Local Church - Community (Church Theme) SPRING**
- **Inter-relating - Reconciliation (Sacramental Theme) SUMMER**

The requirements of each formal assessment and the standards covered are detailed in the Formal Assessment Document sent out by the Archdiocese (Appendix 2). Standard Indicators covered by the formal assessed piece are highlighted on the Topic Tracking Sheet.

Nursery/Reception – portfolio of annotated work from each topic including for example, photographic evidence.

These may be linked with Early Learning Goals and the draft End of Year Standard Indicators.

Years 1-6 - Formal Assessment is on a 3 year cycle so that each theme is assessed formally twice throughout Key Stage 1 and 2

Moderation - Formal assessments are moderated and agreed upon by the whole staff led by the RE Co-ordinator at a series of Moderation meetings to agree standards and ensure they are consistent across the school. Context sheets are used to record judgements. After Moderation, two examples of HA/LA/AA work are given to the Co-ordinator to put into the **school portfolio** to build up a range of exemplars.

Recording Termly Assessments

At the end of each term, use the class' Topic Tracking Sheets from the 3 topics to arrive at a best fit judgement for each child in terms of Emerging/Developing (#E2 or D#2), Secure S#2 (working at) or greater depth S #3 (working above). Staff then record this level on the School Pupil Tracker Online (SPTO) in the RE section labelled Autumn. These judgements are reported to parents at Parent's evening and can be used to keep governors informed of standards in R.E. across the school.

Formal Assessments are also recorded on the SPTO in the RE section labelled Autumn Formal. Short Term Page shows progress of each child against the draft standards from term to term.

A data set will be produced, showing strengths and areas for development for the next term, by the Re Co-ordinator and Assessment Co-ordinator.

Reporting

Parents - Annual Reports sent to parents indicate effort and achievement in Religion The language of the level descriptors from the Standards of Attainment is used. As it is *the core subject* in our Lady's Catholic Primary School, Religious Education *always* appears as the *first* subject on each child's report.

Transition – **when transferring to another school or to secondary education, the child's achievement in Religious Education is to be reported to their new school alongside other core subject data to enable them to progress from the appropriate starting point immediately.**

Governing Body – data regarding the achievement and progress of pupils is reported directly to the Governing Body by the RE- Co-ordinator. Productive links between the key link Governor for RE and the RE Co-ordinator are maintained and include visits and learning walks.