



How we assess children's learning in Religious Education

At St George's Central CE Primary School and Nursery, we employ a variety of predominantly formative approaches to assess children's learning and to inform next steps in progress relating to RE.

In Early Years, formative assessment lies at the heart of providing a supporting and stimulating environment for every child. Parental contributions, for example: Ages and Stages questionnaires, Seesaw observations and informal conversations, together with school based Seesaw observations and practitioner knowledge weave together to create a picture of the child, their interests, what they can do and their next steps. During RE sessions pupils in Early Years complete activities through their play, as part of provision and through more direct teaching. Children's engagement with these and what they produce are monitored by teachers and considered against the outcomes for each particular unit. Contributions to floor books, often in terms of recording verbal responses, are also considered and are also looked at by subject leaders and senior leaders as part of our school's improving learning calendar. RE is can be covered through many elements of the Early Years curriculum and profile but is particularly prevalent within 'Understanding the World' and within this 'People, Culture and Communities'. This section is specifically reported on within annual reports to parents at the end of Reception year and is threaded through teacher comments within annual reports to parents for pupils in nursery. Parents may also receive a verbal update about their child's performance within Early Years in relation to RE at parents' evenings twice a year.

Within Key Stage 1 and Key Stage 2, each unit of learning in Religious Education has a key question to focus the development of the topic, for example: 'Why does Christmas matter to Christians?' Lessons are then planned to ensure individual learning needs are met and children are able to focus on the overarching question. The sequence of lessons moves through three key areas of '**making sense of belief/the text**', '**understanding the impact**' and '**making connections**' and pupils are assessed on an ongoing basis using formative assessment approaches as to how their understanding is developing in relation to these areas and the overarching question. Completing a separate assessment at the end of each unit is not recommended within the Diocese of Manchester Curriculum (2023) and thus formative approaches are predominantly used.

At the beginning of each unit, children are introduced to the relevant knowledge organiser to assess prior understanding and key vocabulary. These also draw children's attention to the Key Christian Concepts or other key concepts where appropriate (for example if the unit focuses on a religion other than Christianity) that are being explored. The knowledge organisers for each unit also identify key learning outcomes which are presented as 'I can...' statements, in line with diocesan recommendations. Throughout the unit, teachers will regularly assess children's learning, using this information to guide and inform planning in order to meet children's individual learning needs. At the end of each unit pupils have the opportunity to assess their own learning against the key learning outcomes presented on the knowledge organisers and time to revisit learning and establish what they have learnt or need to revisit as part of this process is provided.

For Key Stage 1 and Key Stage 2 an attainment level of working towards, working at or working above the expected standard is decided and shared with parents on annual reports. There is also a section of the report dedicated to teacher comments relating to pupils' performance in RE. Deciding upon an attainment level for end of year reports is done through the use of formative assessment over the course of the year, through pupils' own self-assessment when using their knowledge organisers and through activities such as informal quizzes. Parents/carers may also receive a verbal update about their child's attainment within RE at parents' evenings twice a year.

'Never settle for less than your best'

Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12