**Devon, Plymouth and Torbay schools**

**RE assessment template**

This document is designed to support the summative assessment of RE in line with the Devon, Torbay and Plymouth Agreed Syllabi. This is not intended to be used as a planning tool; it is a flexible resource to be edited and customized for individual teachers in their own classroom contexts, responding to the material and content that they have taught.

This template should be used in addition to other forms of formative assessment.

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| **Key Stage 1**  **Christianity and Judaism** | **Unit Title:** Symbols - Why are some symbols and places special | |
| **Core concept:** Places of worship (synagogue and church etc.) and Symbolism such as; different crosses - (empty and crucifix and dressed), candle, bread and wine, dove, ICTHUS fish, kippur, menorah, tellefin, mezuzah, star of David. | |
| **Learning Outcome:**   * Pupils ask their own questions about God/deity, special people and special occasions * Pupils say something about how Christians talk about a relationship with God * Pupils recall key features of an inspirational event, place, ritual or special occasion | |
| **Assessment Question:**   * What places are special to me? Why are they special? * What places are special to members of a religious or belief community? (Buildings used for worship, special places in the home) * What do these buildings that are special to religious or belief communities look like? * *Do they have special places, objects, pictures or symbols?* * *How are they used?* * *What do they tell us about what people believe?* | |
| **Suggested assessment tasks** | At start of unit, pupils make a place for people to think about life and celebrate it with features they think they will need. At end of unit, pupils return to their model and add in missing features, discussing what they missed out and why they are important. (Pupils could also remove features that aren’t relevant and explain why they didn’t need them). Excelling - explain the significance and importance of key features and their meaning for key religions. | |
|  | **Assessment outcomes** | |
| This question assesses:   * Remembering * Understanding * Applying * Analyzing * Evaluating * Creating   (Choose as appropriate)\* | **Secure/Expected**   * Pupils can explain why places of worship are important to believers * Pupils can explain why believers go to places of worship * Pupils can name features of places of worship * Pupils can compare and contrast between two places of worship (this could be two denominations within the same religion) * Pupils can talk about artefacts used within places of worship and why they are important to believers * Pupils can explain what happens in a place of worship and how believers meet with God | |
| **Pupils** |  | |
| **Developing/Emerging**   * Pupils understanding that places of worship are important to believers and treat them with respect * Pupils are able to name some key features but have a limited understanding of what they are for | | **Excelling**   * Pupils can explain the difference in talking to/praising God between different denominations of the same religion * Pupils compare and contrast artefacts: how they are the same, different and how their uses vary * Pupils use their knowledge of places of worship studied to take their learning to the next step through a sense of enquiry |
| **Pupils** |  |  |
|  | Pupils with additional needs have made the following responses ........ | |

\*For more guidance on how to assess different cognitive processes please refer to Assessment Without Levels using Bloom’s Revised Taxonomy <http://ltlre.org/projects/assessment-without-levels-in-re/>

If you would like to contribute any examples of assessment overviews, please email them to Ed Pawson on [efpawson@gmail.com](mailto:efpawson@gmail.com)