**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 2** | **Unit Title:** What does it mean to belong to a religion? (Religion and the individual) | |
| **Core concept:** Purim - Judaism | |
| **Learning Outcome:**  Understand the significance of the Jewish festival of Purim | |
| **Assessment Question:**  How and why do Jewish people celebrate Purim? | |
| **Suggested assessment tasks** | 1. Pupils to plan a Purim party. Key elements of the planning should include:  * Venue, menu, clothing, key guests, order of events, decorations, purpose etc. (ext: to include an explanation of each aspect of the plan) * Pupils to consider and decide the audience that this will be for and create appropriately   2) Pupils to organise and create a news report. This may include:   * Creating a newspaper article to explain Purim * Plan and create a radio broadcast to explain Purim and the relevant underpinning information * Film a news interview to explain Purim and the reasons for celebration | |
|  | **Assessment outcomes:** | |
| This question assesses:   * Remembering * Understanding * Applying * Analyzing * Evaluating * Creating   (Choose as appropriate)\* | **Secure/Expected**   * Pupils can retell the events of Purim and explain their significance * Pupils can describe some of the key practices of Purim and explain their symbolism * Pupils can explain the role of the family within Judaism and the importance of following traditions * Pupils can begin to make links between the ‘fun’ elements of other key religious festivals, for example Holi | |
| **Pupils** |  | |
| **Developing/Emerging**   * Understand that Purim is a Jewish festival * Pupils can explain why Purim is celebrated/the significance of Purim * Pupils can retell and sequence the story of Purim with scaffolded support * Pupils understand that Purim is a Jewish festival that is celebrated by Jewish families in a ‘fun’ context | | **Excelling**   * Pupils can explain the key events of Purim and explain their significance within Jewish history * Explain the significance of the name of Haman * Explain what the Megillah is (relating to Esther) * Pupils can explain the link to the concept of persecution (possible links to the Holocaust/Exodus/Hanukkah/ current day etc) * Reflect upon why traditions and recalling events are important for Jewish people (both religious and cultural) |
| **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)