**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.

|  |  |  |
| --- | --- | --- |
| **Key Stage 1** | **Unit Title:** Celebrations-How do we celebrate our journey through life? | |
| **Core concept:** The significance of marking key dates in a person’s life. | |
| **Learning Outcome:**   * Talk about things that make people ask questions * Recall some of the ways in which Christmas and Easter are celebrated in different ways by different Christians * Say how stories in a selected tradition are inspirational for believers | |
| **Assessment Question:**   * How do people celebrate the important events in their lives (birth, naming ceremonies, coming of age, joining a group, marriage, death etc)? * How do members of a religious faith celebrate these milestones in the journey of life? * What artefacts, symbols and ceremonies are used at significant times? * Why are certain times in life significant or special? | |
| **Suggested assessment tasks** | **Pitch ideas for a religious celebration to the Headteacher; what would they need? Why would they need it? Who would they speak to?**  ***Red indicated excelling within assessment.*** | |
|  | **Assessment outcomes** | |
| This question assesses:   * Remembering * Understanding * Applying * Analyzing * Evaluating * Creating   (Choose as appropriate)\* | **Secure/Expected**   * Pupils are able to talk about how believers celebrate important events in their lives (naming ceremonies, marriage, death etc). They have a growing understanding that some people do not have a religion/belief but have a non-religious worldview (their understanding of core concepts within this is not detailed) * Pupils can talk about a range of artefacts/symbols, naming them and talking about their significance within the religion studied * Pupils can talk about why believers celebrate important events in their lives * They approach investigation into celebrations with a sense of enquiry, asking big questions * They show an increasing respect for believers and can talk about the emotions of these people during the celebrations/important events/ festivals studied | |
| **Pupils** |  | |
| **Developing/Emerging**   * Pupils can ask simple questions about festivals and celebrations * Using pictures as a starting point, pupils can talk about celebrations/festivals linked to the religion that they are studying | | **Excelling**  Alongside the criteria for expected, pupils will also be able to:   * They can talk about how the celebrations of these festivals impact on the lives of non-believers in the local area. * Link the celebration of religious festivals to text and the reasons for the celebration (eg celebration of Easter linked to Luke’s gospel). |
| **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)