**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:** Leaders and Teachers - How should we live our lives? | |
| **Core concept:** Making good choices and following good role models. | |
| **Learning Outcome:**   * Talk about what is important to them and to other people with respect for feelings. * Say something about how and why Christians try to help others. * Say something about how and why followers of this tradition try to help others. | |
| **Assessment Question:**   * How does what I do affect other people? * What rules and codes of behaviour help me know what to do? * What values are important to me and how can I show them in how I live? (Fairness, honesty, forgiveness, kindness). * How do some stories from religions and beliefs and the example set by some people show me what to do? | |
| **Suggested assessment tasks** | At the start of unit, present children with timeline with 2 or 3 leaders already placed on timeline. Give children names of leaders to place on the timeline. Revisit at the end of unit on same timeline. Children to edit in where the teachers and leaders feature on the timeline using their knowledge in the unit. **Excelling children will be able to add extra detail about each leader and teacher including the qualities they had that led to good leadership.** | |
|  | **Assessment outcomes:** | |
| This question assesses:   * Remembering * Understanding * Applying * Analyzing * Evaluating * Creating   (Choose as appropriate)\* | **Secure/Expected**   * Pupils are able to talk about what makes a good leader in the classroom, in the school and in the wider community * Pupils can talk about how rules/guidelines for living are helpful in everyday life and in the lives of believers (link to Ten Commandments) * Pupils can think about the qualities of leadership and how these link to Christian/other values * Pupils have a growing understanding of a range of leaders and teachers from the New and Old Testament * Pupils have a growing awareness of the chronology of the key leaders and teachers in the Old Testament studied within the unit | |
| **Pupils** |  | |
| **Developing/Emerging**   * Pupils are able to give key words linked with leadership in everyday life * Pupils can talk about leaders that they know, using examples from the world around them * Pupils have an increasing understanding of leadership within the religions studied but need support in order to link this with religious life | | **Excelling**   * Pupils can differentiate between Christian and Jewish leaders and those that are common to both religions (when studying Islam, pupils can talk about the link between the prophets and Old Testament leaders/teachers) |
| **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)