**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**  **Judaism** | **Unit Title:** Why are some stories special? | |
| **Core concept:** How stories help us, Christians and Jews understand the world. | |
| **Learning Outcome:**   * Talk about books and stories (stories through other media) that are important to them and other people with respect for feelings. * Say something about how and why Christians/Jews try to help others. * Say something about how and why followers of this tradition try to help others.   **Suggested Texts include: Old Testament/Torah -** Adam and Eve,Noah,The Call of Abram, Jonah and the Whale, Samuel anointing David, Daniel and the Lions’ Den and David and Goliath. New Testament - miracles and parables. | |
| **Assessment Question:** | |
| **Suggested assessment tasks** | * What stories and books are special to me and my family? * What stories and books are special to people within religions and beliefs? * How are stories told and books used within religions and beliefs? * What do some stories and books say about how people should live? | |
|  | **Assessment outcomes:** | |
| This question assesses:   * Remembering * Understanding * Applying * Analyzing * Evaluating * Creating   (Choose as appropriate)\* | **Secure/Expected**   * Pupils are able to recall some events within stories from The Bible/Torah and what they mean to believers * Pupils are able to compare and contrast (look at similarities/differences, look at two or more versions of text including direct Bible/Torah passage,) stories from text talking about why they are important and what they teach believers * Pupils can look at religious artwork or pictures based on text and make links to their knowledge of the story from Bible/Torah * Pupils ask big questions which lead their learning and enquiry * They can respectfully express their views on texts based on their knowledge and understanding of Christianity/Judaism * Pupils can make links between stories from the Bible/Torah to other stories that they know, talking about morals and themes | |
| **Pupils** |  | |
| **Developing/Emerging**  Pupils are beginning to:   * Read and discuss (this maybe with help) two or more stories from the Bible/Torah * Talk about some key events within the stories studied * Ask some questions based the themes found within the story | | **Excelling**  Alongside the criteria for expected, pupils will also be able to:   * Talk about hidden message/morals within the texts that they study * Talk about how the story and the moral from the story impact upon the life of the believer * Use a wider range of technical religion vocabulary that is linked to the story |
| **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)