**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:** Celebrations – Why are some times special? | |
| **Core concept:** The importance of marking key dates in the year including birthdays, Christmas/Sukkot Easter/Passover. | |
| **Learning Outcome:** Talk about things that make people ask questions.  Recall the key features of Christian or Jewish festivals (Christmas/ Sukkot /Easter)  Recall key features of an inspirational event, place, ritual or special occasion | |
| **Assessment Question:**   * What special times and seasons can they remember? * Why were these times special? * Why are some festivals and celebrations special?   *-When do they happen?*  *- what do they remember?*  *- what do people do and why?*   * How might some stories and practices associated with religious and other festivals and celebrations relate to experiences and feelings in our own lives? | |
| **Suggested assessment tasks** | At start and end of unit – use artefact bubble sheet and link to artefacts for celebrations.  **Or**  Act out a religious celebration; are they able to talk about and re-enact key events? Excelling - add ‘documentary style’ commentary/analysis of the events and explain the meanings and significance of different aspects of the rituals. | |
|  | **Assessment outcomes:** | |
| This question assesses:   * Remembering * Understanding * Applying * Analyzing * Evaluating * Creating   (Choose as appropriate)\* | **Secure/Expected**   * Pupils are able to ask big questions about festivals and celebrations. These questions lead on to enquiry based learning within the unit. * Pupils can talk about a range of artefacts linked to celebrations and festivals. They can talk about how these are used and why they are helpful to believers. * Pupils can talk/write about practices linked to celebrations and festivals, saying why these are important to believers. * They can ask appropriate questions (linked to topic) of a local believer. | |
| **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 * Pupils can talk about why festivals/celebrations are important to a believer | | **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 * Pupils can talk about similarities/differences between celebrations and festivals within one or across more than one religion |
| **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)