**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?  |
| **Core concept:** Holi -Hinduism |
| **Learning Outcome:**Understand the significance of Holi as a Hindu festival |
| **Assessment Question:**Why and how do Hindus celebrate Holi? |
| **Suggested assessment tasks** | Provide pupils with a picture depicting the festival of Holi. Ask pupils to: match up statements relating to Holi to specific parts of the picture, annotate aspects that they can identify, provide explanations for reasoning, include links to the story of Holi, explain how the festival of Holi relates to their own understanding of good/evil and/or light/darkness. |
|  | **Assessment outcomes:** |
| This question assesses:* Remembering
* Understanding
* Applying
* Analyzing
* Evaluating
* Creating

 (Choose as appropriate)\* | **Secure/Expected*** Pupils can describe and explain the Trimurti
* Pupils know that Holi is a Hindu festival and they can explain the significance of this festival/what is celebrated
* Pupils can retell the story of Prahalad and Holika and they can explain the significance of the story as part of Holi
* Pupils understand that different colours represent different aspects of Holi and they can explain some of these representations
* Explain why particular festivals are celebrated at specific times of the year
* Pupils begin to explore their understanding of good/evil, light/darkness
* Pupils question key concepts
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| **Pupils** |  |
| **Developing/Emerging** * Pupils know that Holi is a Hindu festival
* Pupils can retell and sequence key events in the story of Prahalad and Holika
* Pupils explain that the festival of Holi is often celebrated using colour and the significance of this
 | **Excelling** * Pupils can link and explain the story of Prahalad and Holika to the concept of good overcoming evil and light overcoming darkness
* Pupils can understand and explain the significance of Lord Vishnu (and the Trimurti) within the story and within Hinduism
* Pupils can make links to other world religions studied (colours used as symbolism, light and darkness etc)
* Relate learning to their own experiences or beliefs about good/evil, light/darkness
* Can children make an objective comparison between the Trimurti and the Trinity (similarities/differences)
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| **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