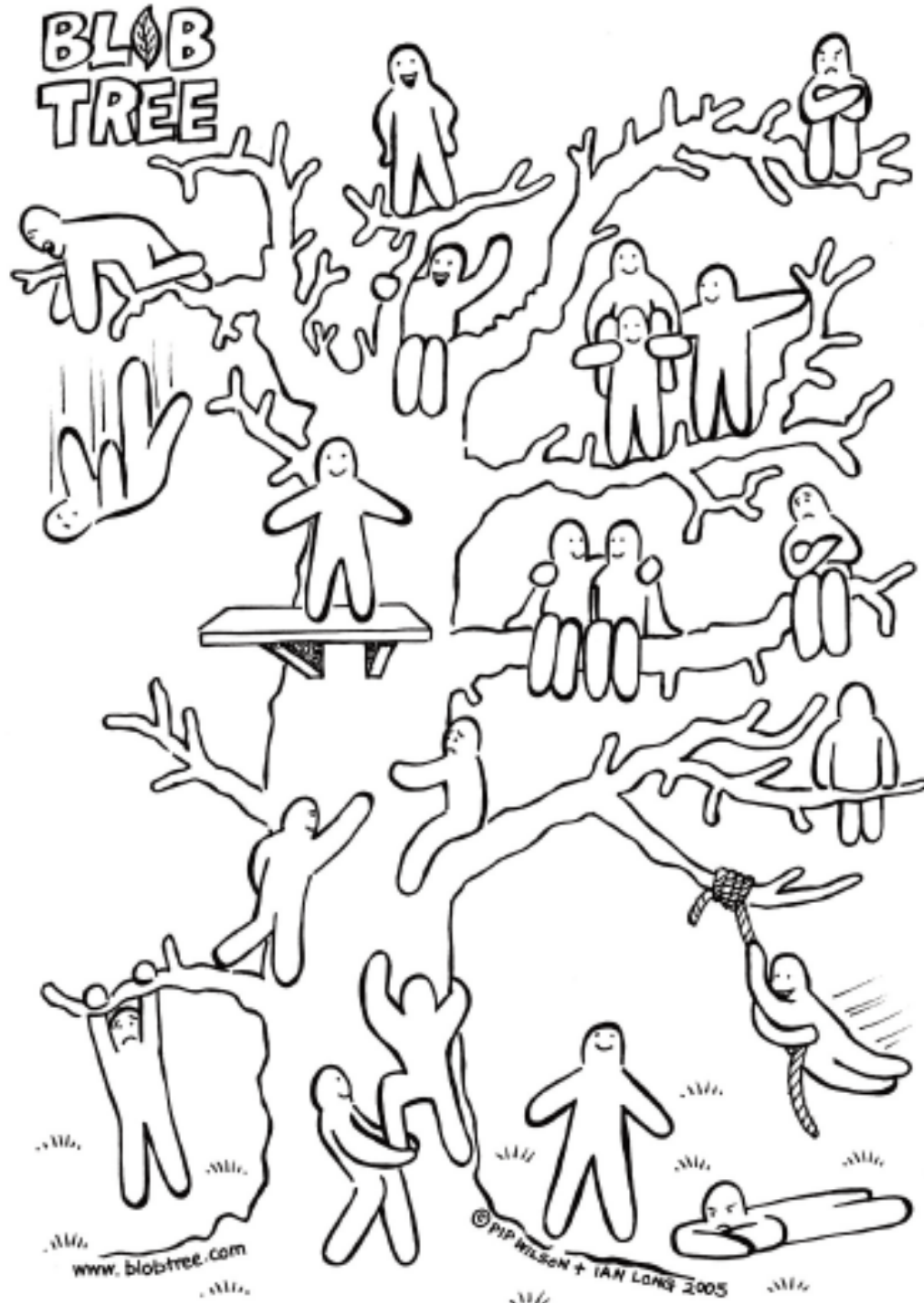


# Effective planning and assessment in RE

Fiona Moss

# BLOB TREE



- Place yourself on the blob tree
- How do you currently assess in RE?
- What is current assessment practice in the other core/foundation subjects?
- What have your senior leadership team asked you to do?

Assessment should fit  
the curriculum not  
the other way round  
Dylan William -  
Festival of Education

It is important to know what the big  
ideas are in the curriculum  
Dylan William -Festival of Education

...there has been the  
nonsense of sublevels and  
OFSTED asking children what  
level they are working at...  
Dylan William -Festival of  
Education

‘...the term assessment refers  
to all those activities  
undertaken by teachers, and  
by their students in assessing  
themselves, which provide  
information to be used as  
feedback to modify the  
teaching and learning  
activities in which they are  
engaged.’ (Black and William,  
1998)

## Assessment for learning

## Assessment for accountability

- Telling children what they can do
- Showing them what they need to do next
- Getting them to comment on your comments eg answer a question
- Age related expectations

- Progress over time
- Closing the gap-significant groups
- Age related expectations

## Formative

- High quality feedback so pupils understand next steps in learning- not attached to levels, marks or scores.
- Clearly understand how to improve, move on in learning
- Teacher adapts planning and teaching as a result of formative assessment

## Summative

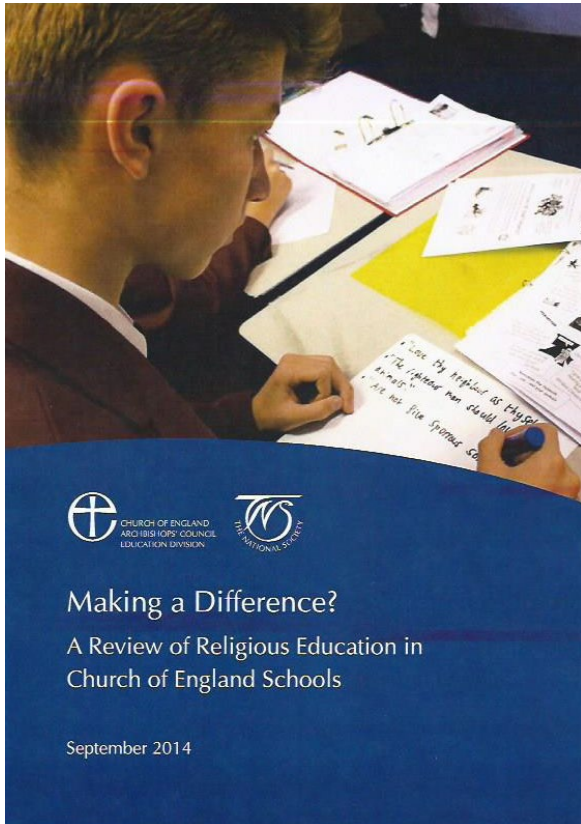
- Record of learning eg once a year, twice a year, end of key stage
- Measure of teacher and schools RE
- Monitored- sometimes externally

**RE:  
Realising  
the  
Potential  
OFSTED  
2013**

“Over-use of assessment levels  
...at the expense of genuine  
reflection on learning.” p.11

“Assessment for learning became formulaic:  
simply the checking of progress against the  
level descriptions.” p.11

“A common weakness...was teachers’  
constant requests to pupils to review their  
progress by referring to RE levels or sub-  
levels of attainment, rather than asking them  
to reflect on and discuss whether they had  
gained a deeper insight into the topic.” p.11



“In many of the schools detailed assessment data was being collected about pupil progress.” p.8

“However, in most cases this data was unreliable and generated over generous information which mislead schools about the real quality of the RE” p.8

“The quality of dialogue with pupils about their progress was weak” p.13

Teachers have a clear understanding of what pupils need to know and understand and do or demonstrate in each unit of work

Pupils have several opportunities to show their understanding during units of work- oral and written and other

Detailed feedback (oral or written) on next steps given- perhaps once during unit of work

Teacher uses evidence and professional judgement to 'feed' any accountability systems

Teacher understands curriculum and pupil progress so can answer questions based on accountability records



## Issues

- Language of assessment- many and varied
- Frequency- RE only taught for a fifth of the time of English
- Only worthwhile if teachers understand the age related expectations
- Often teachers fill in based on information about pupil ability in other subjects

### End of key stage outcomes

RE should enable pupils to:

<p><b>A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</b></p>	<p><b>B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</b></p>	<p><b>C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</b></p>
<p><b>A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</b></p>	<p><b>B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</b></p>	<p><b>C2. Find out about and respond with ideas to examples of co-operation between people who are different.</b></p>
<p><b>A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</b></p>	<p><b>B3. Notice and respond sensitively to some similarities between different religions and worldviews.</b></p>	<p><b>C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</b></p>

RE should enable pupils to:

<p><b>A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.</b></p>	<p><b>B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</b></p>	<p><b>C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.</b></p>
<p><b>A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</b></p>	<p><b>B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</b></p>	<p><b>C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.</b></p>
<p><b>A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</b></p>	<p><b>B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.</b></p>	<p><b>C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</b></p>

# Recording for accountability

Emerging	Expected	Exceeding

8-12-16

Year: 4	Term: Autumn 1 & 2
Unit: Hindu 1.2.B	Strand: Living
Key question: What does it mean to be a Hindu in Britain Today?	
Children: 35	SEN

Emerging	Expected	Exceeding
<p>Pupils can:</p> <p>Identify and name examples of what Hindus have and do in their families and at mandir to show their faith (A3).</p> <p>Ask good questions about what Hindus do to show their faith (B1).</p>	<p>Pupils can: Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life (A1).</p> <p>Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2).</p> <p>Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).</p> <p>Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).</p>	<p>Pupils can:</p> <p>Explain similarities and differences between Hindu worship and worship in another religious tradition pupils have been taught (B3).</p> <p>Discuss and present ideas about what it means to be a Hindu in Britain today, making links with their own experiences (C1).</p>

<ul style="list-style-type: none"> <li>- Imogen Lore</li> <li>- Olivia</li> <li>- Shakir</li> <li>- Danilo</li> <li>- Sam Spooner</li> <li>- Lexi (started school mid way)</li> <li>- Rhianra</li> <li>- Harrison</li> <li>- Dylan</li> </ul>	<ul style="list-style-type: none"> <li>- Zayne</li> <li>- Harkirat</li> <li>- Joshua</li> <li>- Poppy Williams</li> <li>- Max</li> <li>- James</li> <li>- Sam Boyd</li> <li>- Rio</li> <li>- Casey</li> <li>- Callum</li> <li>- Tia</li> <li>- Daisy O'Neil</li> <li>- Isabelle Evans</li> <li>- Vritika</li> <li>- Alice</li> <li>- Tom</li> <li>- Daisy Phillips</li> </ul>	<ul style="list-style-type: none"> <li>- Umar</li> <li>- Keira</li> <li>- Jovan</li> <li>- Isobel M.</li> <li>- Sophie</li> <li>- Sara</li> <li>- Jake</li> <li>- Luke</li> <li>- Eliscya</li> </ul>
%	%	%

Unit review notes:

Year: 1	Term: Spring 2
Unit: 1.5	Strand: Salvation
Key question: Why does Easter matter to Christians?	
<p>Pupils can:</p> <ul style="list-style-type: none"> <li>Recognise that Incarnation and Salvation are part of a 'big story' of the Bible.</li> <li>Retell stories connected with Easter and Holy week with links to Salvation (Jesus rescuing people).</li> <li>Ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.</li> <li>Give examples how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.</li> </ul>	

Children: 26	SEN	
Emerging	Expected	Exceeding

<p>Faitha</p> <p>Oliver</p> <p>Dylan</p> <p>Maryah</p> <p>Seb</p> <p>Nayan</p> <p>Marley</p> <p>Ajan</p> <p>Aanya</p> <p>Frankie</p> <p>Maisie</p> <p>Noah</p> <p>Tracya</p> <p>Anni</p> <p>Saarah</p> <p>Kemaya</p> <p>Garcia</p>	<p>Farrah</p> <p>Fasleem G</p> <p>Olivia</p> <p>Araya</p> <p>Beatrice</p> <p>Hasan</p> <p>Harrison</p> <p>Ria</p> <p>Neha</p>
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43%	62%	35%
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Unit review notes:

Key Question

**Salvation: Why do Christians call the Day Jesus Died "Good Friday?"**

Pre-unit question: Can you explain what happened to Jesus at Easter?

On easter <sup>miracl</sup> Jesus died for us but it was a miracle because Jesus came back alive. He wore a thorne crown and he had nails in his hands and feet. Why do we eat easter eggs?

**Outcomes**

BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:

- Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'.
- Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean.
- Give examples of what the texts studied mean to some Christians.
- Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities.
- Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.
- Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.

Key Question: (KQ)

Why do some Christians remember and celebrate Jesus' last week, death and resurrection?

Give clear reasons and examples.

What x Jesus was that bad that some-  
one else carried his cross. A x  
why do we eat easter x they put a thorne crown  
on his head because he was  
We celebrate because Jesus he died for us.  
Also on palm when Jesus rose  
was good and bad because Jesus  
he rose

07/09/2022

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RE Termly Assessments

Year Group: 5

Term: Autumn/Spring

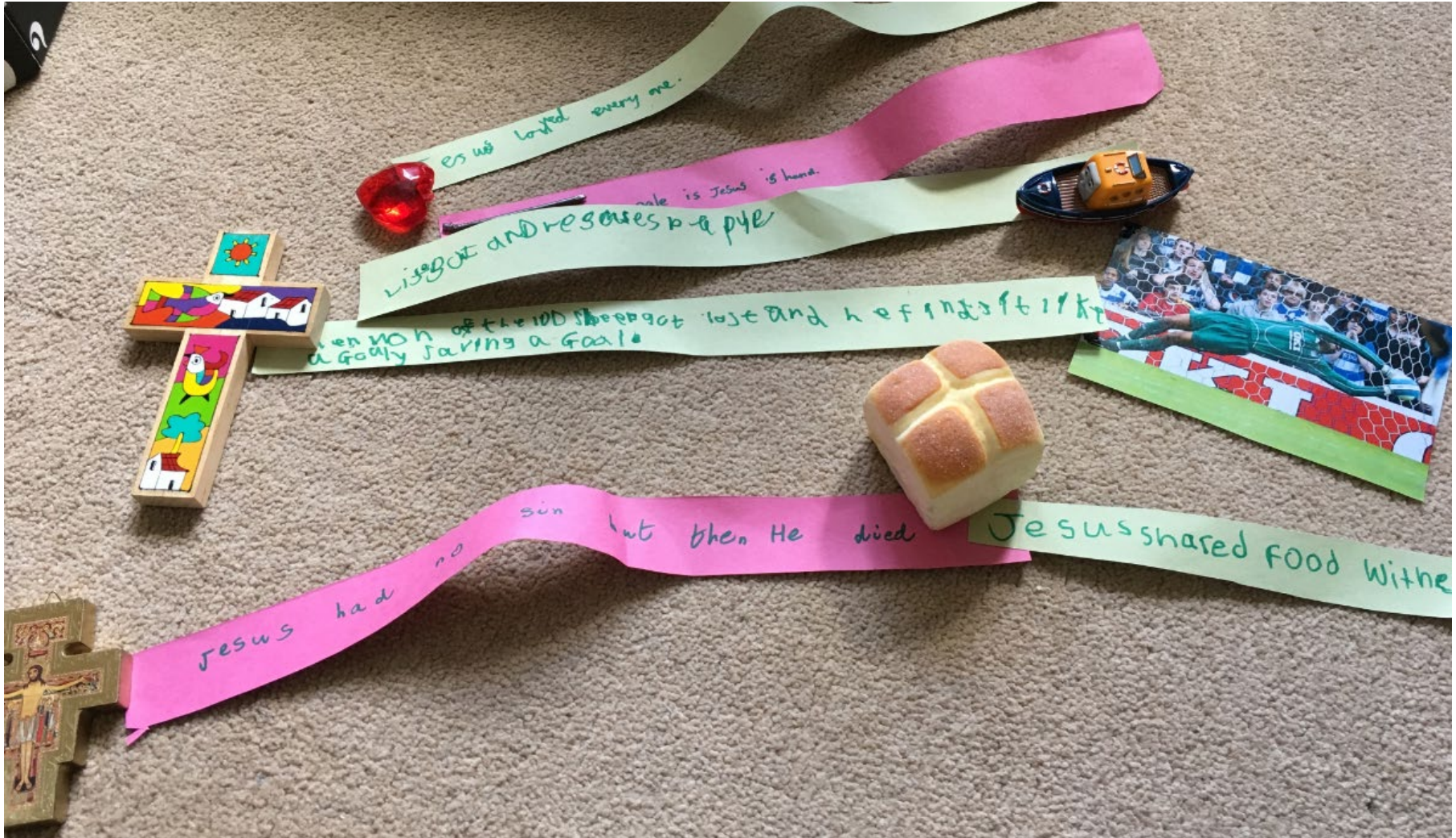
RE Unit Title: What does it mean to be a Muslim in Britain today?

Attainment against age related expectation.	Names
Exceeding	RA, EC, AE, AJ, RK, CL, NM <sub>c</sub> , HN, FW  26%
Expected	G, WD, ED, JG, SH, RW, HM, SO, TP, LP, RP, M, KS, BT, JT, DT, SW <sub>a</sub> , AW, RW  54%
Emerging	PB, RF, SF, MJ, NM, SW, WW  20%

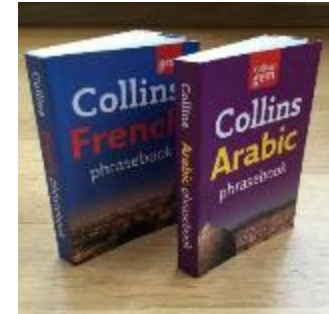
- Talk
- Listen
- Watch
- Quiz
- Check for misconceptions
- Repeat
- Mark
- Scribble
- Remember
- Use professional judgement
- You don't need written/photographic evidence for everything

- Talking tubs (with thanks to Helen Wren-York Diocese)
- Making links
- Noting understanding
- 3d mind maps
- Technical language e.g. salvation
- Beginning and end of teaching sequence
- Pupil interviews
- Rich source of information for assessment









What content and skills are being taught in this learning activity?

What evidence would this show towards making E,E,E progress in this unit?

**OR**

What progress have they made towards the end of Key Stage outcomes

Salt in water  
The seed of the  
Banyan Tree

Aum Symbol

One God :  
Different faces

Trimurti





Crashun

I drew a spider  
because it creates  
more spiders and  
silk to use in  
its web.





Patrick said, " I thought of the destruction caused by the Tsunami. I bet all the Hindu believers wondered why the destroyer had come and where Vishnu the preserver had gone."

What content and skills are being taught in this learning activity?

What evidence would this show towards making E,E,E progress in this unit?

**OR**

What progress have they made towards the end of Key Stage outcomes

What community do you belong to? What similarities or differences does it have to the Ummah? We would love to hear about your community for our magazine.

## UNDERSTANDING

# The Ummah

Fizzah and Bilal share with us what being a member of the Ummah, the worldwide community of Muslims, means to them.

Welcome to the latest of our series of articles looking into different communities and why those communities are so important to their members. Most of us believe we belong to a community or, usually, more than one community whether it is a school, a family, a swimming club, clubs, where we live or the team we support. For many Muslims, the most important community they belong to is the Ummah, the worldwide community of Muslims, united by their belief in Allah.

Many Muslims think of the Ummah as being like a worldwide family of Muslims, people who all believe the same thing, they even call one another brothers or sisters. They all have one shared language – whatever language they use in their everyday lives, all Muslims learn Arabic so they can read the Qur'an – it makes it much easier when a whole community has a shared language. Probably the most important part of the Ummah is that everyone is equal whether you are rich or poor, a female or a male, a child or an adult, black or white. The Ummah encourages people to care for one another, to live a good life and to support other Muslims financially. It is estimated that in Britain, during the month of Ramadan in 2016, £100 million was donated to charitable causes – the equivalent of £38 per second!

### Prayer

The Ummah is united by prayer. Muslims all pray in the same language, Arabic, with the same body language, facing the same place and addressing the prayer to one God. The timing of their prayer moves around the world as the earth rolls around the sun.

### Sharing what you have

Muslims are asked by their religion to give some of their money to help those less fortunate, as a sign of thanks to Allah. Allah is referred to by 99 beautiful names, three of which are: Allah the Giver of All, the Satisfier of All Needs, the Generous One. Zakah, the third pillar of Islam, requires Muslims to give £1 from every £40, 2½% during the time of Ramadan. Charity is also given at other times of year too. At Eid ul Adha, Muslims also donate so that food is given to those in need. This is called Qurbani. It is the giving of a sacrifice of an animal or of money to show submission to Allah. This sacrifice or money is then distributed to those in need. These practices bring the Ummah together: everyone is involved, the richer help the poorer, everyone remembers God.

### Pilgrimage

Muslims all hope to go on the Hajj (pilgrimage) to Makkah. The Hajj shows them what the Ummah really is. Everyone is equal with people wearing simple white clothes and completing each aspect of the pilgrimage together. Whether richer or poorer, black or white, male or female, everyone completes the same journey together. However not all Muslims can go on the Hajj to Makkah. There are 2 billion Muslim people and only about 3 million per year go to Makkah for the Hajj. But there is unity in aspiring to go, and in facing the Ka'bah every time Muslims pray, so the Ummah is strengthened by the fact that the Ka'bah is the centre of the world for all Muslims.

In the Qur'an it says, 'You have been the best of communities brought forth for humankind: commanding good, forbidding evil, and believing in Allah.' (Surah Ali 'Imran: 110). I wonder if this sums up the Ummah?

What community do you belong to? What similarities or differences does it have to the Ummah? We would love to hear about your community for our magazine.



'The Ummah is important to me as a Muslim because it means we should stick together and know who to seek for help'

We spoke to Bilal about what the Ummah means to him as a teenager living in London.

### Why is the Ummah important to you?

The Ummah is important to me as a Muslim because it means we should stick together and know who to seek for help, also it ensures a special bond between Muslims. A sense of safety if you will.

### How do people know you belong to the Ummah?

People know I belong to the Ummah because of the way I dress, my respect for all people, not just Muslims but non-Muslims too. I am self-controlled and respectful, Alhamdulillah, to other children of God. I feel part of the Ummah through the special greetings we give one another, for example, As-salamu alaykum, when I am talking about religion or praying together peacefully in the mosque side by side. It doesn't matter what tradition you are, we are all under the same umbrella, followers of Muhammad (pbuh).

What do you do regularly that makes you feel part of the Ummah?

I pray in groups, read Qur'an to kids and make sure my community is clean and safe. When I see the wide presence of Muslims around the world and when I go to the Middle East to see the Holy Sites, I feel part of a big community. The Ummah makes me feel amazing, knowing people will have my back no matter what. It makes sure that I am filling my mind with education and that is the best feeling.

### What are your responsibilities as part of the Ummah?

I always help out in the community: that means teaching kids how to read Arabic, read the Qur'an, telling them stories and teaching them how to pray. I also make sure there are no extreme ideas and most importantly help non-Muslims understand what real Islam is.



Fizzah is a teenage girl attending school in London. We asked her about being part of the Ummah and what it means to her.

### Why is the Ummah important to you?

It gives me a sense of belonging to a family with a common goal. It also gives me a voice based on my religion, not my colour, ethnicity or any other identifying factor.

### How do people know you belong to the Ummah?

I think my hijab distinguishes me as part of the Muslim Ummah and I see it as my outward Islamic identity, differentiating me from others. The unity shown by Muslims around the world with our common goal of worshipping our Lord, Allah, makes me feel connected with one collective voice, the voice of the Ummah.

What do you do regularly that makes you feel part of the Ummah?

I attend my mosque regularly as well as a Saturday Islamic school which gives me a sense of being part of a bigger team. I also take part in various activities such as sports tournaments, stage plays, workshops and interfaith meetings. Being part of the Ummah makes me feel safe and wanted by people who are experiencing the same things as I am. It also brings a closer connection through the things we have in common which can help others understand the message Islam wants to convey.

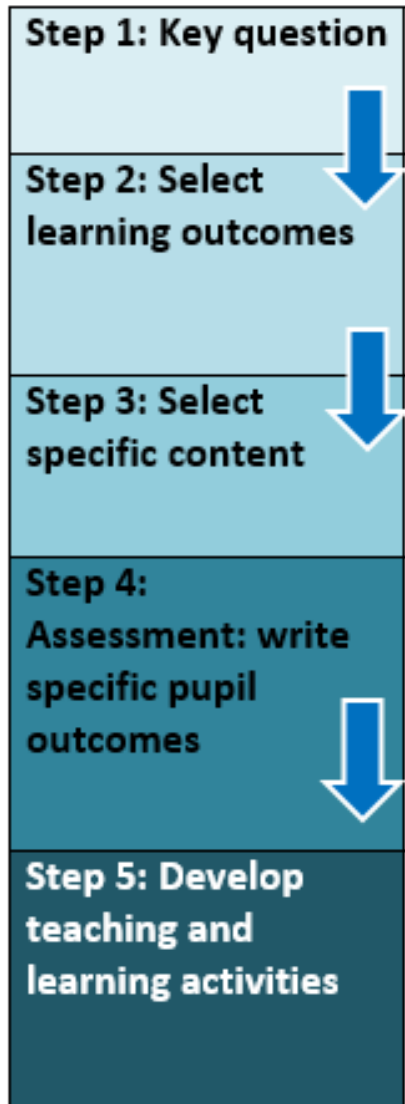
### What are your responsibilities as part of the Ummah?

It is important to always give a good impression as I feel I am a representative of Islam in everything I do, from my manners all the way through to my appearance. This is an important part of a Muslim's life and one that I take particular care in ensuring I do this to the best of my ability.

Teachers have a clear understanding of what pupils need to know and understand and do or demonstrate in each unit of work

- Clear expected unit outcomes
- Lists of expected knowledge in different religions
- Realistic amount of curriculum to cover (dig deeper, linger longer)
- Spiral curriculum revisiting and building
- Long term plan builds through the year e.g. Religion 1, religion 2, thematic unit including 2 religions....





- Stop teachers following plans without thinking of what pupils need to know
- Encourages thinking of pupil prior learning
- Can still dip into treasury of teaching and learning activities

- Feed forward marking/dialogue marking- how often?
- Moderation – how often?
- Progression of knowledge- use for pupil interviews?
- Portfolio of ‘expected level’ work?
- Accountability - on track sheet
- Teachers able to talk the story
- Review long term plans- spiral, building?
- Support teachers to use planning steps