

## Working towards End of Key Stage 1: Progress of skills ladder

To assess progress across KS1, this table projects back the skills required to achieve the end of key stage expectations, to what may be expected in Year 1; each sentence stem needs to be applied to a particular task or knowledge content.

	Y1 pupils <b>working towards</b> KS1 expectations will	Y2 pupils <b>securely achieving</b> KS1 expectations will
<b>Theology</b>	Recall Talk about Notice	Recall and name Retell and suggest meanings for Recognise similarities and differences
<i>Summarised as...</i>	<b>Recall, name and talk about</b>	<b>Retell, recognise and find meanings</b>
<b>Philosophy</b>	Respond to questions Talk about Notice details	Ask and respond to questions Explore questions Express ideas Recognise similarities and differences Respond sensitively
<i>Summarised as...</i>	<b>Ask and explore</b>	<b>Explore and respond sensitively</b>
<b>Social Sciences</b>	Find out about Talk about ideas	Observe and recount Find out about and respond Find out and begin to express ideas
<i>Summarised as...</i>	<b>Explore and find out</b>	<b>Begin to express ideas and opinions</b>

## Working towards End of Key Stage 2: Progress of skills ladder

To assess progress across KS2, this table projects back the skills required to achieve the end of key stage expectations, to what may be expected in Years 3, 4 and 5; each sentence stem needs to be applied to a particular task or knowledge content.

	Y3 and Y4 pupils <b>working towards</b> KS2 expectations will		Y5 and Y6 pupils <b>securely achieving</b> KS2 expectations will	
<b>Theology</b>	Recognise Retell and make links Observe similarities and differences	Describe and make links Describe and show understanding Explore and describe similarities and differences	Identify and make connections Reflect on and find meanings Explain and understand similarities and differences	Compare and contrast Give a considered response
<i>Summarised as...</i>	<b>Describe, discover and respond thoughtfully</b>		<b>Reflect and make connections between different ideas</b>	
<b>Philosophy</b>	Observe Express own ideas Observe and respond thoughtfully	Explain and give reasons Present ideas Reflect and give examples	Identify and explain Apply and explain ideas Reflect and suggest reasons	Explain a range of opinions and give reasons Summarise and apply a range of ideas Weigh up different points of view
<i>Summarised as...</i>	<b>Observe and suggest reasons</b>		<b>Consider, compare and contrast</b>	
<b>Social Sciences</b>	Discover more and express ideas Discover and respond Express ideas	Explain and give reasons Discover and explain ideas Express ideas and opinions	Identify and explain Investigate and apply ideas Discuss and give examples	Explain a range of opinions and give reasons Summarise and apply a range of ideas Weigh up different points of view
<i>Summarised as...</i>	<b>Suggest reasons and respond thoughtfully</b>		<b>Offer ideas and clear responses</b>	

## Working towards End of Key Stage 3: Progress of skills ladder

To assess progress across KS2, this table projects back the skills required to achieve the end of key stage expectations, to what may be expected in Years 7 and 8; each sentence stem needs to be applied to a particular task or knowledge content.

	<b>Y7 students working towards</b> KS3 expectations will	<b>Y8 students partially achieving</b> KS3 expectations will	<b>Y9 students securely achieving</b> KS3 expectations will
<b>Theology</b>	Express understanding of a range Give a considered response Describe and explain Give reasons for Explore and give reasons for	Explain a range Show understanding Explain influences on Appraise reasons for Explain how Enquire about	Explain and interpret a range Show coherent understanding Appraise reasons for Interpret a range Explain how and why differences Enquire into differences
<i>Summarised as...</i>	<b>Explain, giving a considered response</b>	<b>Explain influences and impact</b>	<b>Interpret variety</b>
<b>Philosophy</b>	Explain and give reasons for Explore and explain diversity Explore and respond, giving reasons	Explain clearly, reasonably and coherently Evaluate religious Explain and make well-informed responses	Explain clearly, reasonably and coherently; Evaluate and analyse Make well-informed & reasoned responses Investigate and express insights
<i>Summarised as...</i>	<b>Explain diversity</b>	<b>Explain beliefs and ideas clearly, recognising diversity</b>	<b>Evaluate explanations with cogent arguments</b>
<b>Social Sciences</b>	Observe and show understanding Assess the importance Explore and express views with reasons Consider and weigh up issues	Explain differences Explore and express well-informed views Examine and evaluate issues	Interpret a range Analyse controversies Explore and express insights Research and evaluate
<i>Summarised as...</i>	<b>Weigh up different ideas</b>	<b>Examine &amp; respond coherently</b>	<b>Research and evaluate</b>

## Working towards End of Key Stage 4: Progress of skills ladder

To assess progress across KS2, this table projects back the skills required to achieve the end of key stage expectations, to what may be expected in Year 10; each sentence stem needs to be applied to a particular task or knowledge content.

	<b>Y10 students partially achieving</b> KS4 expectations will	<b>Y11 students securely achieving</b> KS4 expectations will
<b>Theology</b>	Research and interpret texts and sources Investigate different arguments and evidence Offer interpretations and conclusions	Analyse texts and source Investigate and explain different interpretations Investigate and evaluate Analyse forms Analyse the influence
<i>Summarised as...</i>	<b>Show detailed knowledge of perspectives &amp; sources</b>	<b>Analyse different arguments clearly, with supporting evidence</b>
<b>Philosophy</b>	Collect and organise evidence Find and interpret examples Enquire into Present informed and balanced arguments	Analyse varied responses Give reasoned and supported arguments Research and investigate a range Provide detailed evaluation Enquire into Offer balanced and well-articulated analysis
<i>Summarised as...</i>	<b>Explain evidence and provide a range of examples</b>	<b>Research and analyse evidence, drawing reasoned conclusions</b>
<b>Social Sciences</b>	Raise issues and questions Consider and explain different perspectives Research and present evidence and examples	Research and present a wide range of reasoned arguments Investigate and show detailed knowledge Examine and critically evaluate varied perspectives
<i>Summarised as...</i>	<b>Raise and evaluate critical questions</b>	<b>Research independently and reflect personal conclusions</b>

## Summary of progress of skills towards End of Key Stage statements

	Theology	Philosophy	Social Sciences
<b>Y11</b>	Analyse different arguments clearly, with supporting evidence	Research and analyse evidence, drawing reasoned conclusions	Research independently and reflect personal conclusions
<b>Y10</b>	Show detailed knowledge of a range of perspectives, sources and decisions	Explain evidence coherently, providing a range of examples	Raise and evaluate critical questions
<b>Y9</b>	Interpret variety	Evaluate explanations with cogent arguments	Research and evaluate
<b>Y8</b>	Explain influences and impact	Explain beliefs and ideas clearly, recognising diversity	Examine and respond coherently
<b>Y7</b>	Explain, giving a considered response	Explain diversity	Weigh up different ideas
<b>Y5/6</b>	Reflect and make connections between different ideas	Consider, compare and contrast	Offer ideas and clear responses
<b>Y3/4</b>	Describe, discover more and respond thoughtfully	Observe and suggest reasons	Suggest reasons and respond thoughtfully
<b>Y2</b>	Retell, recognise and find meanings	Explore and respond sensitively	Begin to express ideas and opinions
<b>Y1</b>	Recall, name and talk about	Ask and explore	Explore and find out

## Assessing RE

A system of assessment for RE should be the same as for all the other curriculum subjects within the school. It is important to let pupils know how they are doing and what they must do next to make progress. As well as acquiring knowledge and skills, it is a key part of religious education that pupils' positive attitudes to study should be encouraged and praised. The core of this agreed syllabus is for all pupils to be able to explore religions and other worldviews, engage with their knowledge, and reflect on their learning and their lives.

The importance of **religious literacy** - the knowledge of, and ability to understand, religion - is increasing as globalisation creates greater links and migration between societies of different faiths and cultures. Assessment should enable teachers to be confident that their pupils are developing religious literacy through the provision of sequential learning, driven by age-appropriate expectations. Learning is based on an enquiry approach, whilst also taking account of the theology of the faith community studied (or equivalent for non-religious worldviews). Engaging with the big concepts of religion will take pupils deeper into their learning than just exploring random key questions.

- Assessment focuses teaching more closely on the individual needs of pupils and the development of the enquiry
- Pupils' chances of achieving well in RE are improved when teachers set clear, focused objectives for lessons and learning outcomes for tasks
- Good quality RE comes from lessons that are stimulating and enjoyable for both the pupils and teacher
- Pieces of work suitable for assessment come in many different forms
- Not every piece of work needs to be assessed
- Formative assessment can be just as valuable as summative
- Assessment is focused on developing the key concepts, knowledge and skills
- High quality assessment tasks help students develop their skills
- Assessment data reliably identifies what students have/have not understood and informs future teaching and learning, including intervention needed

There should be a focus on knowledge development, along with the opportunity to study the 'big ideas' and concepts of RE in greater depth. Each Key Stage builds upon the one before, so that by the time pupils reach the end of KS3, they should have had the opportunity to receive a broad-based religious education. Teachers should consider the religious context of their community when planning which religions to study. Assessment for each pupil should be made against the parameters that teachers have set for the unit or topic being taught. End of Key Statements support progression and attainment and the key expectations for pupils in a particular year group. Alongside everyday marking and formative assessment, key assessment pieces representing the range of attainment for a teaching group, for each unit or enquiry, is appropriate.

The Key Stage 3 curriculum builds from Key Stage 2 and provides important foundations for Key Stage 4. Developing best assessment practices and opportunities which highlight specific strengths and areas for development within the 'big ideas' and concepts, supports the development of pupils' understanding.

**End of Key Stage Statements** describe the knowledge, skills and understanding expected of a pupil who has a secure understanding of what has been taught. The KS3 statements develop and build on the standards expected by the end of KS2 which in turn have evolved

from KS1 expectations. These statements support the assessment of progression and attainment. They help to raise standards by providing teachers of the next key stage with information about what most pupils know, understand and can do so that they can then build the next stage of the pupils' learning journey. At each phase, pupils will deepen their knowledge and understanding of the essential core ideas and practices of the religions and worldviews studied and this will be shown in the development of their ability to interpret, apply and evaluate those ideas and practices. The **Key Content Questions and Key Vocabulary** (knowledge) for faiths and worldviews are detailed for each key stage.

**Good or outstanding assessment practice is characterised by:**

- a clear assessment policy
- skills '*ladders*' shared with pupils to ensure they understand what they need to do to improve
- a variety of assessment activities including self- and peer-assessment, project work with peers, talk for learning, oral feedback, responding to teachers' written comments
- using assessment information to plan for the succeeding topic to reshape the learning
- a range of moderation strategies including book trawls, marking and planning checks, pupil voice, observations of teaching and learning, portfolios of pupils' work
- recording pupils' oral contributions, taking photos, annotating work
- effective baseline and subsequent assessments focused on pupils' conceptual understanding
- use of open-ended questions to assess pupils' understanding
- regular revisiting of prior learning