

## Assessment and setting levelled tasks in RE



Ealing Primary RE Network Meeting



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## The statutory requirements

- No national statutory assessment requirements in RE

*But:*

- Schools must report to parents on pupils' progress in RE
- Agreed syllabuses may require schools to report in terms of levels of attainment

Non-statutory National Framework p35

## The statutory requirements



"There are no national statutory assessment requirements in religious education, but schools **must** report to parents on pupils' progress in religious education."

Ealing Agreed Syllabus page 35

## What can be assessed?

"Responses to material dealt with in lessons may be assessed by teachers only according to objective criteria such as the formal quality with which an argument is presented. It is absolutely unacceptable for teachers to attempt to assess or pass judgement on the personal beliefs of pupils."



Ealing Agreed Syllabus page 31

## Assessment level descriptors

"The level descriptions provide the basis to make judgements about pupils' performance at the end of key stages 1, 2 and 3. In the foundation stage, children's attainment is assessed in relation to the early learning goals."



Ealing Agreed Syllabus page 35

## Using the level descriptors

"In deciding on a pupil's level of attainment at the end of a key stage, teachers should judge which description best fits the pupil's performance. When doing so, each description should be considered alongside descriptions for adjacent levels."



Ealing agreed syllabus page 31

## Decide on the subject area

*For example:*

KS1 – “learn about infant baptism and other ceremonies where babies are named”  
*(Ealing Agreed Syllabus p18)*

KS2 – “develop an understanding of the functions and uses of a church”  
*(Ealing Agreed Syllabus p21)*

KS2 - know the meaning of prophecy, parable and inspiration as used in Christianity  
*(Ealing Agreed Syllabus p21)*

## Decide on the attainment targets

- Will the task assess just one attainment target or both?
- *If only one, then when & how will the other be assessed?*
- *If both, how will the questions ensure both are assessed?*



## Choose the strand

### Attainment target 1

- beliefs, teachings and sources
- practices and ways of life
- forms of expression



### Attainment target 2

- identity and belonging
- meaning, purpose and truth
- values and commitments

## Choose the strand

### In choosing the strand:

- Spread strands over 1-2 years – e.g. one a term/half-term
- Best fit by topic

*Remember that to show progression, the same strands needs to be assessed.*

## Identify the range of levels

- Pre-KS1 pupils may be working on the 'P Levels' /Early Learning Goals
- **KS1 – Levels 1-3**  
*(By end of KS 1 most 7 year olds Level 2)*
- **KS2 – Levels 2-5**  
*(By end of KS 2 most 11 year olds Level 4)*
- **KS3 – Levels 3-7**  
*(By end of KS 3 most 14 year olds Level 6)*

## Making the levels 'fit for purpose' and 'user friendly'

- Re-phrase the level descriptors as desired:
  - *to fit the topic*
  - *into 'pupil speak'*



## Set the tasks/questions to match the level descriptors

- Note the key task word *e.g. recount, tell, describe, explain, compare*
- Ensure the tasks/questions lead pupils to achieve the level by using the key words

### Level 2 descriptor:

*"I can tell the story of the Good Samaritan and say some things that Christians believe."*

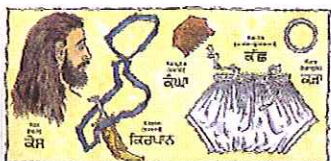
Possible questions:

- 1) Tell the story of the Good Samaritan. Write it in six bullet points.
- 2) Why did Jesus believe the Samaritan was good?



## Set the tasks/questions to match the level descriptors

- Tasks/questions can be stepped by level (*differentiation*)



### Level 2 descriptor:

*"I can tell the story of the Good Samaritan and say some things that Christians believe."*

### Level 3 descriptor:

*"I can describe what a Christian might learn from this story."*

### Level descriptor 4:

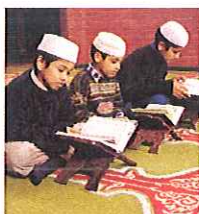
*"I can link what Christians might learn from this story with the way they live their lives."*

Possible questions:

- 1) Tell the story of the Good Samaritan. Write it in six bullet points.
- 2) Why did Jesus believe the Samaritan was good?
- 3) What might a Christian learn from this story?
- 4) Give an example of how a new Christian reading this story might change the way they acted towards other people.

## Encouraging peer and self-assessment

- Add level descriptors to the task sheet where pupils are old enough to read and understand them.
- Display level descriptors where appropriate, *e.g. for oral assessments.*
- Explain the level descriptors.



## Mark the work according to the level descriptors

- The level descriptors now become the 'success criteria' for achieving a particular level.
- Use the 'best fit' method when working out which level to award.
- Levels can be divided into abc, *e.g.*
  - 4c - working towards level 4
  - 4b - at level 4
  - 4a - working beyond level 4

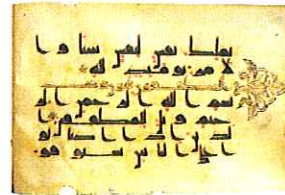
## Basic order

Topic Area  
↓  
Strand  
↓  
Level descriptors  
↓  
Questions/tasks



## What is the most likely level?

- Tell the story of how Muhammad wrote the Qur'an.



## What is the most likely level?

- What makes a good leader?
- Which leader would you most like to follow and why?
- Why do you think so many people follow Jesus as their leader?
- What might it cost me to be a follower of Jesus today?

