

## **Assessment in RE**

The medium term plans in RE combined with the knowledge organisers make it clear the content that is to be taught during each enquiry unit (key knowledge and vocabulary, key questions children should be able to answer and the attainment targets). Teachers start the unit with a clear idea on the expectations.

During the enquiry unit teachers use their formative assessment of low stakes quizzes at the start and end of each lesson to check that this content is being learnt and retained. Teachers also use formative assessment as part of quality first teaching during each lesson to decide what children have learnt and make adaptations in the moment or for the next lesson.

Each enquiry unit is followed up with an end of unit assessment. This assessment is in the style of a quiz, made up of at least seven questions and a challenge question. This quiz will be used to assess where children's progress levels are in line with the attainment descriptors.

This task is the formal opportunity for teacher assessment of the children's knowledge of that religion, depth of critical thinking, and ability to answer the enquiry question. This stand-alone evidence is used in conjunction with other evidence such as children's responses during class discussions and activities, personal reflections in their books, quotes from children and annotations from other lessons within the enquiry to assist the teacher in reaching a best-fit level.

Each enquiry has assessment levels and exemplars to ascertain if a child is working towards age related expectations, at age related or working above expectations. These assessment levels and exemplars can be found at the end of each half termly plan. There are three types of questions and responses to help the teacher to not only assess their substantive knowledge but also disciplinary knowledge and personal knowledge.