

# Using outcomes for assessment – creatively!

## Structures for Assessing and Recording in RE: simple ways forward.

This session will give a clear explanation of the syllabus assessment requirements and show how it works in practice, using numerous examples of children’s work and straightforward structures for marking and recording achievement.

E-12-16

Year: 4 Unit: Hindu L2.8		Term: Autumn 1 & 2 Strand: Living	
Key question: What does it mean to be a Hindu in Britain Today? Children: 36 SEN			
<b>Emerging</b> Pupils can:  Identify and name examples of what Hindus have and do in their families and at schools to show their faith (A1)  Ask good questions about what Hindus do to show their faith (A1)	<b>Expected</b> Pupils can Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about time and duties in life (A1).  Describe some ways in which Hindus express their faith through puja, arti and bhajans (A2)  Suggest at least two reasons why being a Hindu is a good thing to believe today, and two reasons why it might be hard sometimes (B1)  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)	<b>Exceeding</b> Pupils can:  Explain similarities and differences between Hindu teaching and teaching in another religious tradition pupils have been taught (B1)  Discuss and present ideas about what it means to be a Hindu in Britain today, making links with their own experiences (C1)	
Bhogan Lore Ania Shakir - Oanilo - Sam Spenser - Lexi (started school mid way) - Rhanna - Harrison - Dilan	- Rupa - Harriet - Joshua - Poppy Williams - Max - James - Sam Boyd - Ro - Casey - Callum - Ta - Daisy O'Neil - Isabelle Evans - Vruka - Alice - Tom - Daisy Phillips	- Umar - Kara - Sean - Isabel M - Sophie - Sara - Jake - Luke - Elissa	
%	%	%	
Unit review notes:			

Simplicity in recording pupils’ progress and achievements is essential. A single sheet for the class here shows the outcomes sought, and lists names in relation to outcomes.

Note there are 36 children on the list! 25% are ‘emerging’ and 75% ‘expected’.

Best fit is the order of the day.

Evidence is in the pupils’ work, not necessarily in one task or test.

The aim is to enable pupils to move up to the next set of expectations – formative, not accountability or summative purposes.

**Advantages or disadvantages?**

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, NMc, HN, FW <span style="float: right;">26%</span>
Expected	G, WD, ED, JG, SH, RW, HM, SO, TP, LP, RP, M, KS, BT, JT, DT, SWa, AW, RW <span style="float: right;">54%</span>
Emerging	PB, RF, SF, MJ, NM, SW, WW <span style="float: right;">20%</span>

This sheet does not include the 'em/exp/exc' statements, but is used for transition from Y5-Y6.

The percentages look like a 'normal' distribution curve, indicating sound progress.

The evidence may be largely in the week-to-week work of the class, but may also come from specific 'assessment pieces' of work.

**Advantages or disadvantages?**

**Teachers are advised to include the outcome statements on this kind of record for clarity and usefulness**

The next 3 pages give examples of these sheets as blanks for three of the units. I have added just a little to give space for specific teacher notes – does that overcomplicate? I recommend this approach to whole class recording – run it with an evidence-light culture!

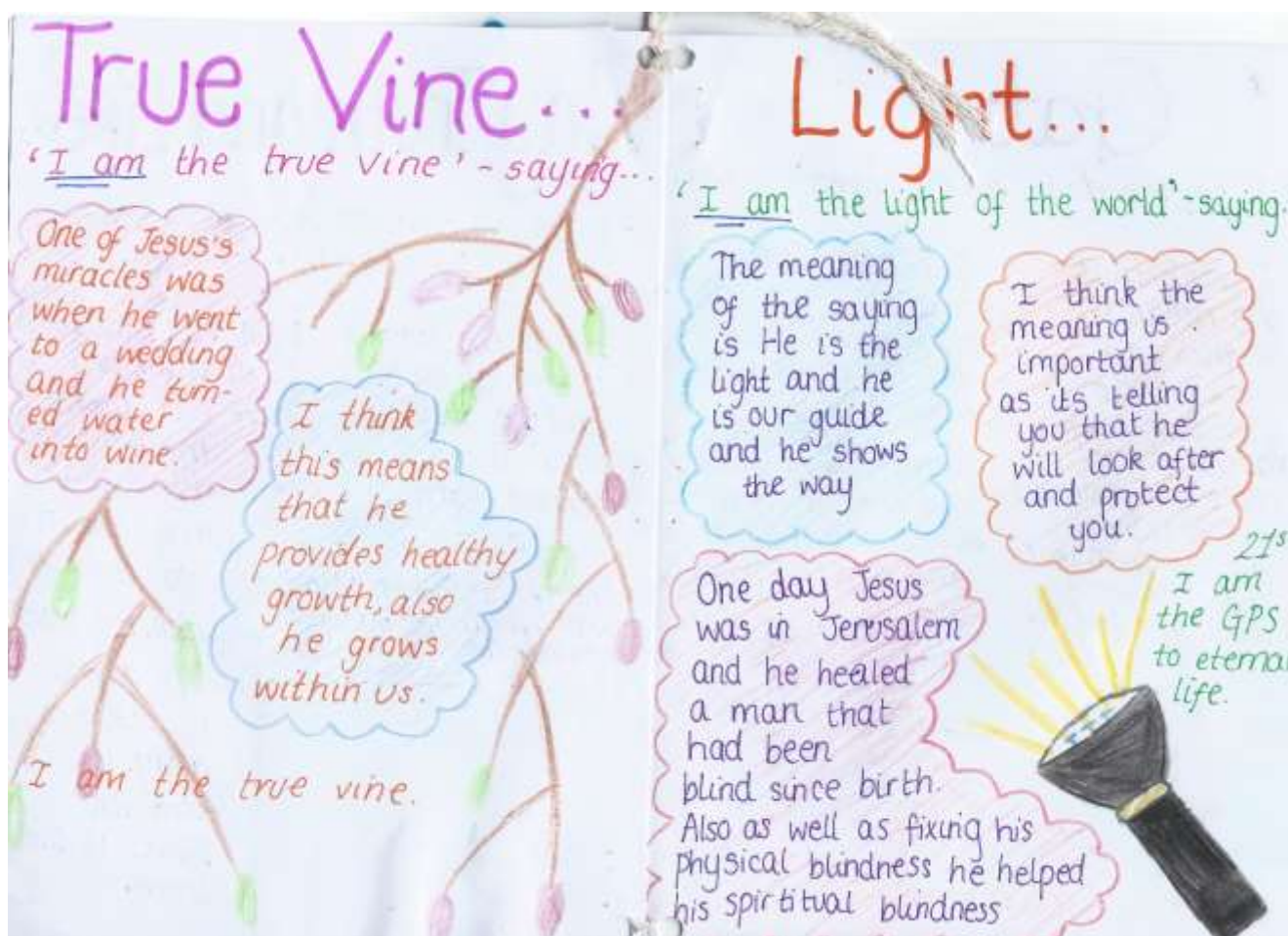
<b>Unit Title: 1.4 In what ways are churches and synagogues important to believers?</b>	Taught for 10 hours Dates:	Class teacher:
Expectations from the syllabus		
<b>Emerging</b>	<b>Expected</b>	<b>Exceeding</b>
Nearly all pupils will be able to: <ul style="list-style-type: none"> <li>• Notice, remember and talk about items seen in pictures of holy buildings</li> <li>• Say what they liked about visiting a holy building</li> <li>• Share a thought of their own about what is special about a holy building</li> </ul>	Most pupils will be able to: <ul style="list-style-type: none"> <li>• Recall and name key objects from a church and a synagogue</li> <li>• Suggest a meaning for some Jewish and Christian symbols</li> <li>• Talk about how holy buildings are connected to beliefs about worshipping God</li> <li>• Ask questions about what happens and why in holy buildings</li> <li>• Talking about photographs taken on their visit to a holy building</li> <li>• Express an idea of their own about why some people go to holy buildings</li> <li>• Talk about an example of a sacred space that is out of doors.</li> </ul>	Some pupils will be able to: <ul style="list-style-type: none"> <li>• Describe four features of each of two holy buildings</li> <li>• Discuss their ideas about different ways people worship in synagogue and church</li> <li>• Find out new pieces of information about worship from sources</li> </ul>
Pupils who have shown their achievements in this area (initials):		
What were the main activities in this RE Unit?	What did the children particularly benefit from?	New words and key concepts which the class learned - and used: <i>Religion, Christian, Jewish, synagogue, church, symbol, ark, Torah, bimah, church, altar, font, Bible, worship, holiness, sacred, God.</i>
List of items of evidence collected in the class portfolio of RE work:	Additional comments from class teacher on this unit of work:	

<b>Unit Title: 5.4 How are religion and spirituality expressed in arts and architecture and in charity and generosity?</b>	Taught for 10 hours Dates:	Class teacher:
Expectations from the syllabus		
<b>Emerging</b> Almost all pupils will be able to: <ul style="list-style-type: none"> <li>• Make a simple list of reasons why holy buildings matter</li> <li>• Respond with ideas of their own to the title question</li> <li>• Find out about religious teachings, charities and ways of expressing generosity</li> </ul>	<b>Expected</b> Most pupils will be able to: <ul style="list-style-type: none"> <li>• Explain beliefs about the value of sacred space and holy buildings to believers in at least two religions</li> <li>• Show that they understand the possible tension between building a beautiful ‘house of God’ and serving the needs of people in poverty</li> <li>• Explain thoughtfully their own ideas about the relative value of worship and holy buildings and charity and compassion</li> <li>• Clearly express reasons why some religious people believe that worship makes them more charitable</li> <li>• Apply the ideas of worship and service to the key question in the unit</li> <li>• Explain what matters in different religions about worship and about generosity or charity</li> </ul>	<b>Exceeding</b> Some pupils will be able to: <ul style="list-style-type: none"> <li>• Outline two or more reasons why some Humanists criticise spending on religious buildings or art</li> <li>• Explore two views about connections between worship and charity</li> <li>• Examine the title question from different perspectives, including their own</li> </ul>
Pupils who have shown their achievements in this area (initials):		
What were the main activities in this RE Unit?	What did the children particularly benefit from?	New words and key concepts which the class learned -and used: Religion, Muslim, Hindu, Christian, Humanist, spiritual, Golden Rule, charity, karma, dharma, Ummah, place of worship, devotion, community, commitment, values, compassion.
List of items of evidence collected in the class portfolio of RE work:	Additional comments from class teacher on this unit of work:	

<b>Unit Title: 8.1 Why do some people believe in God? Why are some people atheists?</b>		Taught for 10 hours Dates:	Class teacher:
Expectations from the syllabus			
<b>Emerging</b>	<b>Expected</b>	<b>Exceeding</b>	
<p>Almost all pupils can work at Step 4</p> <ul style="list-style-type: none"> <li>Use the words 'theist' and 'atheist' to give examples of different beliefs about God</li> <li>Express their own view of some questions about God giving a reason for their ideas</li> <li>Collect information and examples about how people respond to questions about God</li> </ul>	<p>Most pupils can work at Step 5:</p> <ul style="list-style-type: none"> <li>Understand ideas about belief in God or the belief that there is no God, seeing connections between different views</li> <li>Explain diverse ideas and viewpoints about the nature and reality of God clearly in various forms</li> <li>Investigate and explain why the different views about God found in religions and worldviews matter</li> </ul>	<p>Many pupils can work at Step 6:</p> <ul style="list-style-type: none"> <li>Appreciate and appraise different understandings of the nature and reality of God from a range of religions and worldviews</li> <li>Express insights into religious questions about the nature and reality of God, giving coherent accounts of beliefs and ideas</li> <li>Enquire into and interpret ideas, sources and arguments in relation to theological and philosophical questions about God.</li> </ul>	
<b>Pupils who have shown their achievements in this area:</b>			
What were the main activities in this RE Unit?	What did the learners particularly benefit from?	<p><b>New words and key concepts which the class learned - and used:</b></p> <p><i>Theist, atheist, agnostic, reason, argument, rational, proof, evidence, religious experience, theodicy, omnipotent, omniscient, omnibenevolent, omnipresent.</i></p>	
List of items of evidence collected in the class portfolio of RE work:	Additional comments from class teacher on this unit of work:		

## Main messages

- A. Recording structures are not *prescribed* by the RE syllabus
- B. Schools must report 'progress and achievement' to parents in all subjects (the law, the national reporting requirements, not RE)
- C. Report on evidence of RE achievements – not 'nice writing' (!!)
- D. Good structures in RE are lightweight, fair, accurate, clear and manageable. Use 'best fit' at every point.
- E. These structures can be used as ongoing records through a unit – initials can 'move up a box' during the teaching period.
- F. Structures like those seen above are intended to be simple, but they are not – alas – work-free. Great RE needs great assessment.



In this fine example 11 year olds were asked to create a booklet about the meanings of Jesus' symbolic sayings from St John's Gospel. This one is interesting because the pupil connects miracles with sayings and modern ideas.