

## Aims

This policy aims to ensure that assessment in Religious Education meets the following expectations:

- *“All schools should be monitoring pupil progress in ‘knowledge, understanding and skills towards defined end points’ in all subjects across a broad and balanced curriculum.”*

(Ofsted Inspection Framework, 2019)

- *“There should be... a process for evaluating the impact (of RE teaching).”* (Statement of Entitlement for Religious Education, 2019)
- *“Pupils make progress in their learning as a result of a balanced and well-structured religious education curriculum ... assessment informs teaching and learning.”* (SIAMS inspection framework 2025, IQ7)

## Objectives

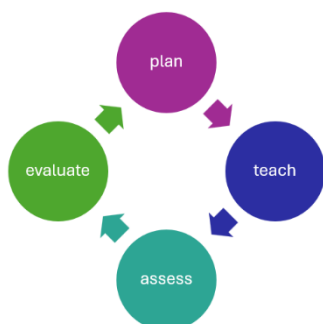
Our Vision states that we nurture every child to *grow in confidence, character and spiritual understanding*, and that we have *high aspirations and expectations... so (our pupils) can make a positive difference in the world*.

To support this mission, assessment in RE will:

- Monitor progress in substantive knowledge, ensuring that our children understand and can talk confidently about the beliefs, traditions and values of others.
- Monitor progress in disciplinary knowledge, ensuring that our children have the skills to make connections between worldviews, to empathise with others and to question stereotypes and misinformation.
- Ensure that teaching help children develop their personal knowledge, ensuring that our children are able to independently develop, respectfully articulate and constantly reflect on their own view of the world.

However, there is no formal assessment, recording and reporting of personal knowledge as we cannot give clear endpoints for something which is so personal; instead, monitoring looks at opportunities for reflection and spiritual development within RW planning and teaching.

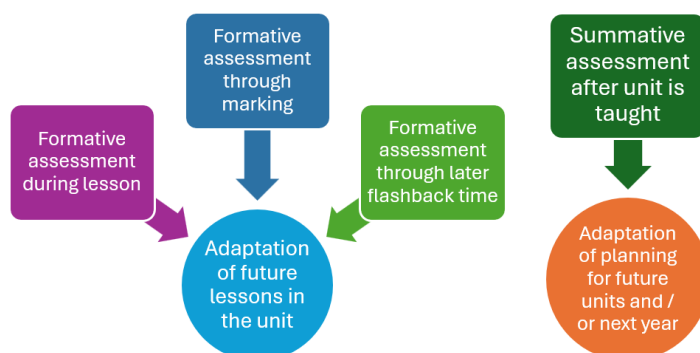
## The Assessment Cycle



Assessment is only of value if it has a purpose. In RE, assessment is used for two purposes:

- To identify gaps in pupils' substantive knowledge
- To track whether progress is being made in disciplinary knowledge (skills)

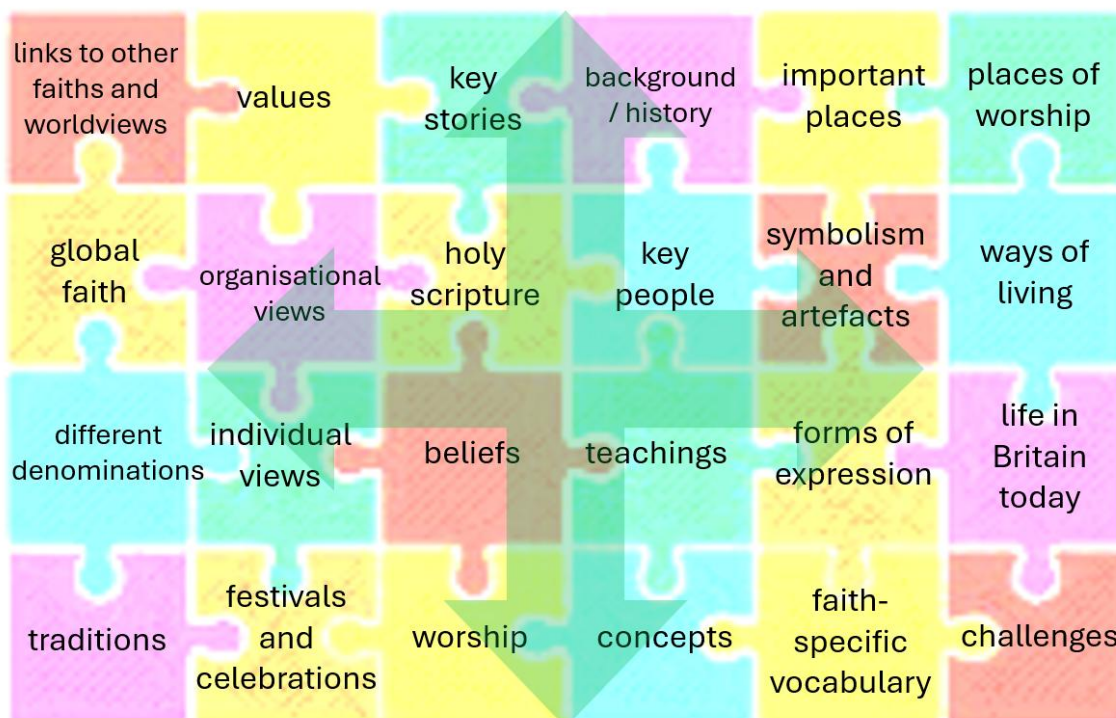
This should then result in action being taken.



To avoid disrupting the curriculum, adaptation will usually be in the form of quick flashback time activities at the start of future lessons.

### What We Assess: Substantive Knowledge

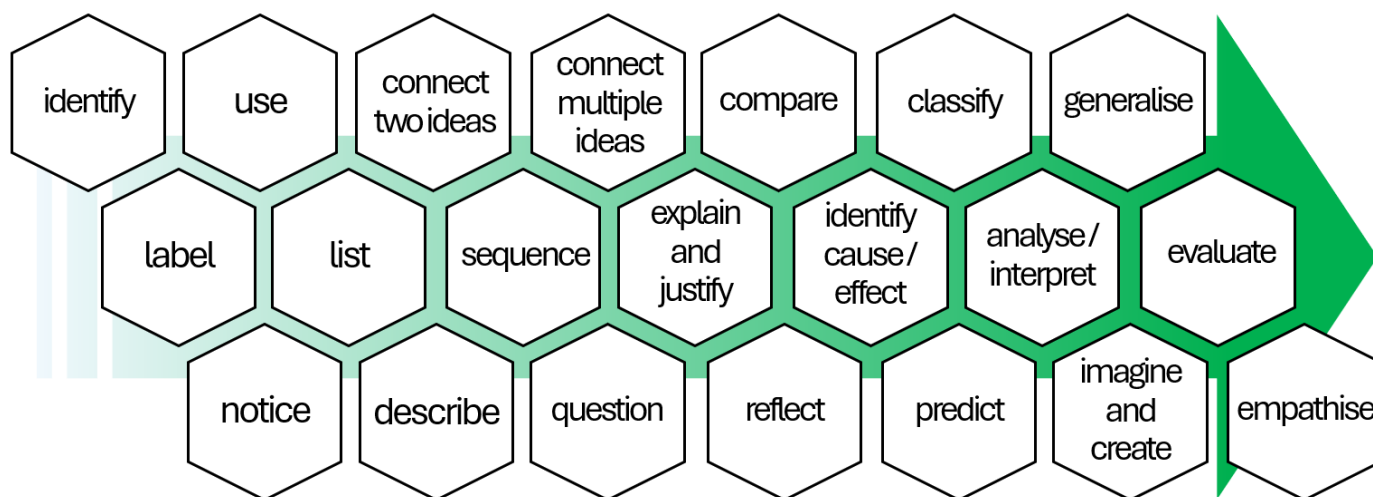
This is the 'core content', the knowledge of RE: the vocabulary, views and values relating to each faith, worldview or topic.



There is no linear progression of knowledge in RE; substantive knowledge is built up of interlocking puzzle pieces that create an overall picture of a faith, worldview or topic. New knowledge builds on prior knowledge, making accurate assessment and response to it vital for progress.

### What We Assess: Disciplinary Knowledge

These are the thinking and learning skills needed to deepen understanding of religions and worldviews; they are taught and assessed in tandem with substantive knowledge.



This is not a linear progression or a ladder that children can climb rung by rung; disciplinary skills will develop over time and through application to different substantive knowledge. The cyclical curriculum means that these skills develop further each time a topic is studied again. The following slides show what we might expect progress in disciplinary skills to look like.

## **Why We Do NOT Assess Personal Knowledge**

Everyone has a personal worldview; part of RE is learning to reflect on, articulate and develop this viewpoint, drawing on the views they are learning about.

Ofsted Research Review has suggested that assessing personal knowledge may be inappropriate, but ability to reflect, articulate a viewpoint and be open to the views of others are key elements in our RE teaching as well as part of the school's focus on spiritual development.

Children's verbal opinions and thoughts may be recorded as evidence on stickers to go into their RE books or to be added to the class Golden Threads display. Evidence from this display is then transferred to the class scrapbook, so that we can see children's personal knowledge developing in the context of their RE learning. However, there is no formal recording or tracking of this knowledge.

## **Recording and Reporting**

### **Regular Recording**

The most regular forms of recorded assessment are marking and gathering of in-lesson verbal contributions (usually done on stickers and added to children's books or the RE display / scrapbook).

When marking, teachers should:

- Identify whether the child has answered the learning question by highlighting the LQ – green for yes, blue for going beyond, orange for no.
- Correct spellings and capitalisation of words which are on the front cover sheet for the unit – these are key religious vocabulary and should be spelt and capitalised correctly.
- Tick wherever a child has shown correct knowledge, so that the child knows where they have done well.
- Identify any misconceptions by circling.

Follow-up:

- If the LQ is not achieved by a small number of children, this will be addressed through 'rapid response' – an adult will go through the learning with the child and support them to complete it.
- If the LQ is not achieved by a larger number of children, the flashback time within future lessons will be adapted to go over the learning. Where there is time or a significant gap in understanding, an additional lesson may be added.
- Any misconceptions should be directly addressed either with the specific child or with the class as a whole – again, this is likely to be part of flashback time in a future lesson.

### **Summative Recording and Reporting**

Three times a year, children will be assessed on what they have been learning (substantive knowledge) and the skills they are gradually building (disciplinary knowledge).

The assessment varies depending on the topic, but will involve:

- Using the vocabulary hexagons for that unit to demonstrate their knowledge, prompted by questions such as 'Which of these hexagons would you put together and why?' or 'How would you connect these hexagons?'. Depending on the child's age and ability to express themselves through writing, this may be done by the child in their book, sticking in and annotating hexagons, or as a 1:1 discussion with an adult.
- Asking unit-specific questions to find out what the children know about the topic. These will be based on the outcomes and knowledge building blocks for the unit.

The subject leader supplies instructions and a script for the assessments, or a written assessment where appropriate. Part of this is the reporting format, shown below. Children's names are placed into the correct column to show whether they are meeting or exceeding the expected standard.

## Example of a Year 4 reporting format:

Year Group: 4	Unit: Term 2 – Incarnation: What is Trinity? (digging deeper)	Class: Aylesford
<b>Disciplinary Knowledge:</b> What skills are the children able to demonstrate when talking about this topic? (Use evidence from children's books, contributions to discussions during the term, and the hexagons)		
<b>Emerging:</b> Can you tell me about some of the hexagons? Which hexagons would you put together and why? (pairs)	<b>Expected:</b> Which hexagons would you put together and why? (groups) What can you tell me about the Gospels? How is John different to the others?	<b>Exceeding:</b> Can you explain what some different parts of this Christmas carol mean, thinking about what you have been learning?

Year Group: 4	Unit: Term 2 – Incarnation – What is Trinity? (digging deeper)	Class: Boxley
<b>Substantive knowledge</b> In books or in discussion, how well do the children show understanding of: <ul style="list-style-type: none"> <li>How do Christians know about Jesus' birth? (encourage them to narrow down where in the Bible this is)</li> <li>Look at the Trinity image (slide 3). How does it show what Christians believe about God?</li> <li>What do other people believe about God? (other faiths, humanists / atheists)</li> </ul>		
<b>Emerging</b> Children show some understanding that the Trinity is Father, Son and Holy Spirit, which are all God. Children know that the story of Jesus' birth is in the Bible.	<b>Expected</b> Children know that the story of Jesus' birth is in the gospels and can name some of them. Children can talk about a Trinity image, explaining the different aspects of God.	<b>Exceeding</b> Children can talk about different views about God, for example in other faiths or people of no faith.

## Monitoring and Evaluation

### Formative Data

The subject leader will monitor RE exercise books at the end of terms 1, 3 and 5, as a minimum. These 'book looks' will focus on ensuring that assessment against the weekly 'Learning Question' is accurate and that intervention takes place for pupils who do not show sufficient understanding of the learning.

### Summative Data

The subject leader will gather summative data at the end of terms 2, 4 and 6, and use it to assess pupil progress and so the effectiveness of the RE curriculum. Children's substantive, disciplinary and personal knowledge will be compared with the RE progression document to ensure that pupils are achieving the high standards expected. Where pupil achievement is not meeting the expectations, additional monitoring and support will be put in place for relevant staff to ensure high standards are consistent across the school.

### Pupil Conferencing

The subject leader may also use the hexagons method to carry out 1:1 or small group assessments to check the accuracy of assessment data.

### Evaluation of Assessment Policy

Following up to date training and advice from the local Diocese's school adviser, changes were made to assessment starting from July 2025, including the introduction of this separate policy. The policy will be reviewed no later than July 2026 to reflect the effectiveness of the policy in this first year.

### Inclusion and SEND

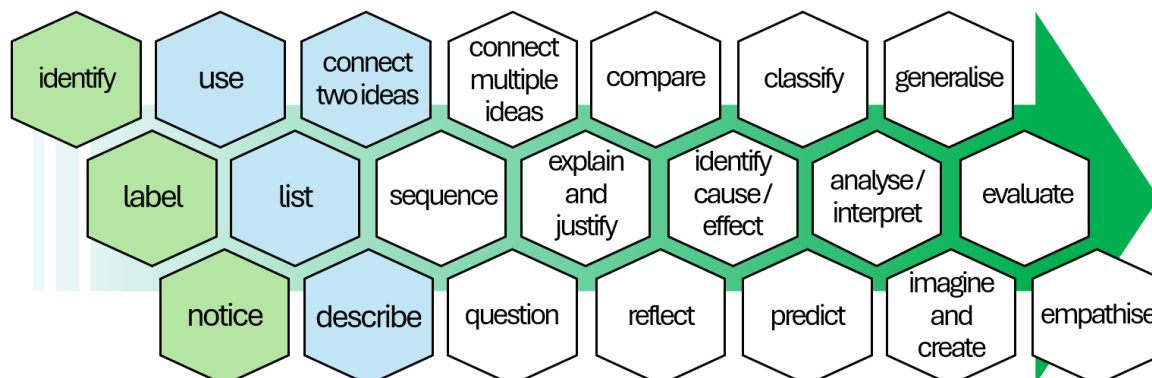
It is important that a child's ability to communicate in writing does not prevent them from being accurately assessed. For this reason, there is always a non-written option for summative assessments (1:1 discussion using hexagons and prompt questions). It is expected that all children will be assessed 1:1 up to the end of Year 2. This means that writing ability should not affect assessment of a child's RW knowledge and skills.

During lessons in all year groups, adults will scribe for children who are unable to communicate effectively in writing and will record relevant verbal contributions to discussions on stickers; these are then added to children's books. In Foundation Stage and Year 1, children are only assessed using verbal communication, as for most children they are unable to show everything they know in writing. To begin with, these children do not have individual books; discussion in lessons, verbal comments on stickers and creative work are recorded in the class scrapbooks until children are confident enough writers to express themselves effectively.

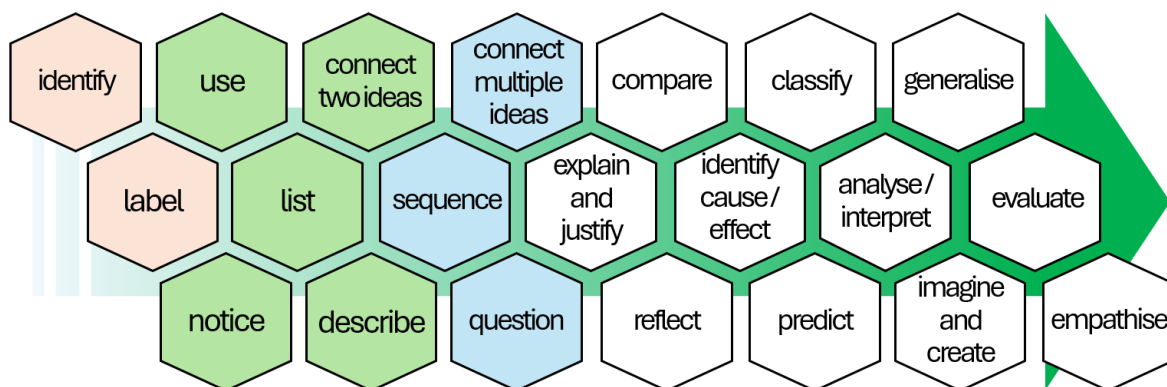
## Progression of Disciplinary Knowledge

Progression of knowledge in RW is never linear, but to ensure we build on skills year on year the following progression diagrams show what we aim for children to be able to do in each year group and therefore what we will assess in the disciplinary assessment.

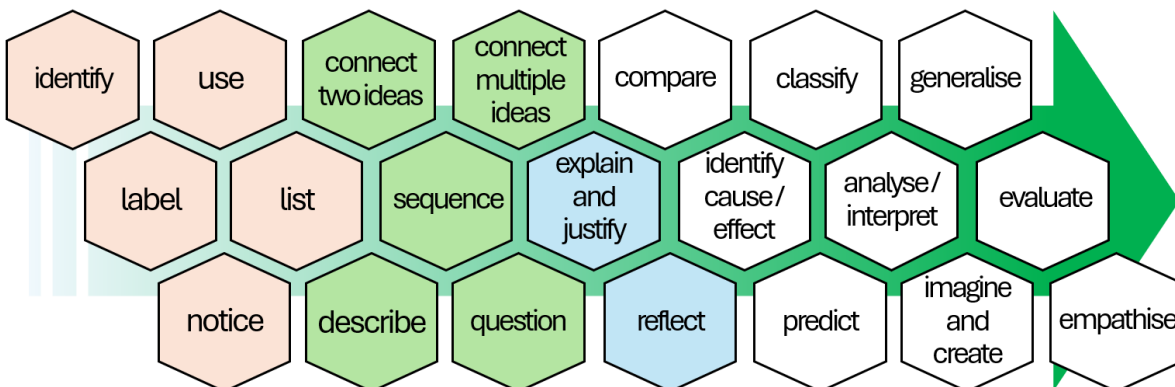
### FS Expectations



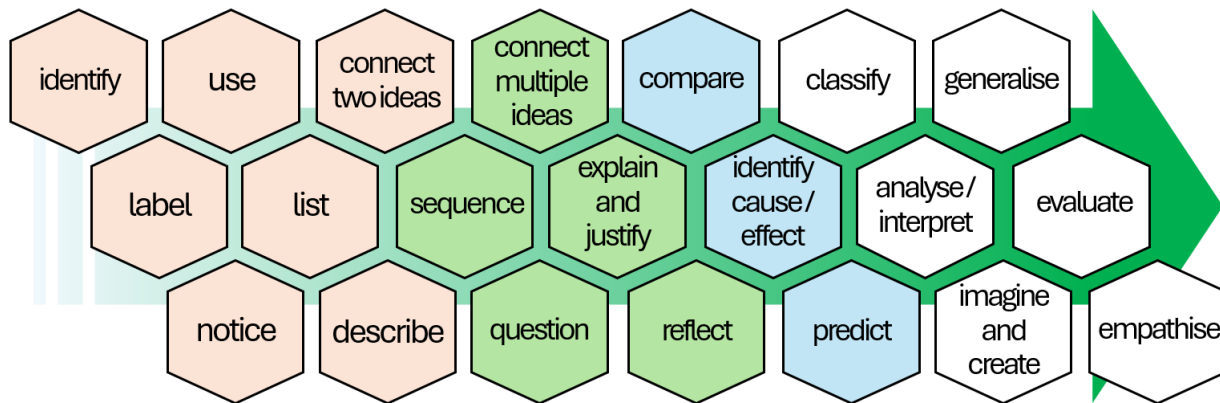
### Year 1 Expectations



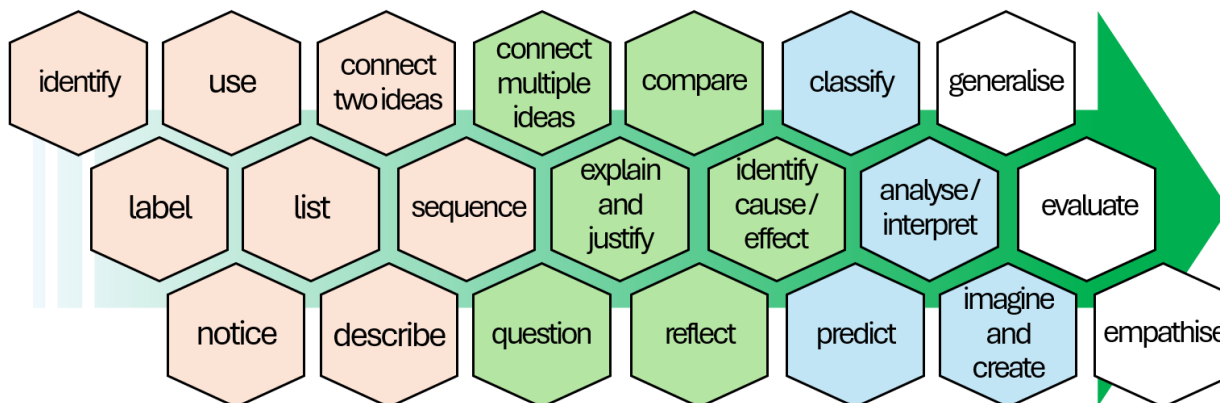
### Year 2 Expectations



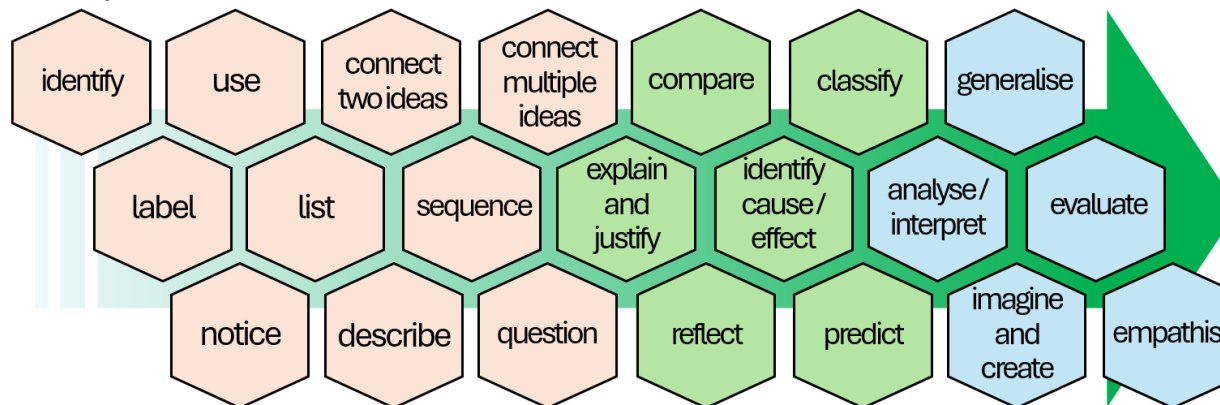
### Year 3 Expectations



### Year 4 Expectations



### Year 5 Expectations



### Year 6 Expectations

