

Southend High School for Girls



Assessment Policy for Religious Studies

Our assessment policy and procedures are underpinned by three key questions:

1. Where is the learning going?
 2. Where is the learner now?
 3. How does the learner get there?
- (Dylan Wiliam)

Our students should be able to answer these two questions:

1. What am I doing well in the subject?
2. What do I need to do to improve my work in the subject?

At SHSG we see assessment, in all its forms, as an integral part of teaching and learning and as such it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment at Southend High School for Girls:

1. Diagnostic assessment – assessment used to determine what students already know (usually at the start of a lesson / unit)
2. Formative assessment (responsive teaching) – assessment used during the learning process to provide feedback and encourage students to act upon it to make improvements.
3. Summative assessment (in-school summative assessment and nationally standardised summative assessment) – used at the end of the learning process as a measure of where students are in their learning.

KS3

By the end of KS3 students should be able to

- construct a well-argued response considering at least two different points of view with relevant use of supporting evidence and clear explanation and analysis.
- employ religious vocabulary and scripture
- make use of a conclusion that attempts to evaluate the ideas presented.

KS4

By the end of KS4 students should be able to:

- apply knowledge and understanding of two religions.
- apply knowledge and understanding of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith.
- understand the influence of religion on individuals, communities, and societies.
- understand significant common and divergent views between and/or within religions and beliefs.
- apply knowledge and understanding in order to analyse questions related to religious beliefs and values.
- construct well-informed and balanced arguments on matters concerned with religious beliefs and values set out in the subject content.

KS5

By the end of KS5 students should be able to:

- demonstrate a developed interest in a rigorous study of religion and belief and relate it to the wider world.
- demonstrate knowledge and understanding appropriate to a specialist study of religion.
- demonstrate an understanding and appreciation of religious thought and its contribution to individuals, communities, and societies.
- demonstrate an enquiring, critical and reflective approach to the study of religion.
- reflect on and develop their own values, opinions, and attitudes in the light of their study.

Diagnostic assessment methods

A variety of means are used equally across all key stages. No one technique being uniquely appropriate to a particular key stage.

- Discussion / direct questioning.
- Written activities explaining concepts.
- Interpretation of given texts enhancing religious literacy.
- Creative tasks that use and develop the skills of rhetoric.
- Written task in class and at home not formally marked.
- Active marking in lessons
- Use of quizzes as retrieval both formal and informal
- Use of mini whiteboards in some lessons to check understanding
- Use of Logo visual thinking tools to plan essays and organise thinking.

Formative assessment methods

- The scheme of work for every year group is constructed as a series of lesson plans. Each lesson contains tasks that are carefully constructed to be used as formative assessment.

- Any marks will be recorded both on the work and within SatchelOne in a way that they can be reviewed by the pupil, parent, teacher, and Head of Department.
- Where the errors in the work are factual and simply corrected the pupil will be instructed to do so within their book at the time of the work being returned.
- Modelling is used in every key stage, students are encouraged to group plan, examine methods for effective writing, and look at good examples to guide them further.
- At KS5 there will be folder checks at the end of every sub-unit.
- Self marking and peer marking is used to establish understanding of the mark schemes.

Summative assessment

- At all key stages, at the end of every unit within the scheme of work there is a scheduled summative assessment. These assessments form part of the Scheme of Work and are common to all pupils.
- Each assessment, at every key stage, targets the development of the key skills of explanation and evaluation. They also assess the pupils understanding of the materials covered within the unit and their development of religious literacy.
- Some work may be assessed on an effort basis particularly group work tasks and presentations. These are assessed 4-1 with 4 being the highest.
- At KS3 the work will be marked using the assessment criteria, each student has a copy of which in the front of their exercise books.
- These formative assessments will be set in lesson under examination conditions.
- At KS3 this work will be moderated by the comparison of work deemed to be top/middle/bottom by those teachers who teach that year group during a short meeting.
- Every summative assessment is followed by an opportunity for students to reflect upon their performance and respond to the feedback and guidance. These sessions will make use of exemplary work where it is deemed necessary.
- This is a subject that is limited on time at KS3 therefor students will not be expected to resubmit work but rather to take the feedback for improvement forward on to the next piece of work. In this way we are seeking to improve the skills of explanation and evaluation rather than basic fact retrieval. For KS4 and KS5 this is sometimes the case but is dependent on many factors determined by the teacher, students will be advised if they are required to resubmit a piece of work.

At KS3 the work will be marked based on the descriptors students have at the front of their exercise book. The work and expectation of performance in each year is incrementally more difficult. Students do an end of unit assessment for each topic and have an end of year exam.

KS4

There are clearly identified points in each course either at the end of unit or a suitable point in the learning where students have a summative assessment using past paper questions, completed in timed conditions and marked according to the board mark schemes. The PPE is always a full set of past examination questions.

Autumn Term Year 10

Beliefs & Practices: Shabbat, Covenant and Pesach

Themes: exam question on religion crime and punishment

Spring Term Year 10

Beliefs & Practices: Festivals and Moral Principles (full paper)

Themes: exam question on “religion, crime and punishment”, and “religion, human rights and social justice”

PPE

Summer Term Year 10

Beliefs & Practices: full paper for Judaism, Christian beliefs nature of God and after life, End of year exam: full Judaism Paper and half Christianity Paper

Themes: end of year exam with questions on “religion, crime and punishment”, and “religion, human rights and social justice”, and “relationships and families.”

Autumn Term Year 11

Beliefs & Practices: Judaism paper and Christian beliefs

Themes: exam questions on “religion, crime and punishment”, and “relationships and families.”

Spring Term Year 11

Beliefs & Practices: PPE full paper, Christian Beliefs Paper

Themes: PPE paper with questions on “religion, crime and punishment”, and “religion, human rights and social justice”, and “relationships and families.”

PPE

Summer Term Year 11

Beliefs & Practices: 2 full papers for end of year exam

Themes: exam questions on “Religion and Life” as well as revision past papers

KS5

Students have regular retrieval and key terms tests throughout the course. At the end of each unit there is a folder check which is RAG rated and an end of unit formal assessment. The end of unit assessment is an essay using past paper questions, completed in timed conditions and marked according to the board mark schemes. All of the above is communicated on SatchelOne so that students, parents, teachers and the head of department are able to monitor progress. The PPE is always a full set of past examination questions.

Marking and Feedback

At KS3 feedback should be directly related to the assessment criteria used to mark the work, and to the use of an appropriate structure. Feedback should at times also be simply praise, in order to encourage and engage pupils who have made noticeable improvement.

At KS4 and 5 the marking criteria published by the exam board will be used and an indication of the associated grade given. The grade boundaries used are based upon the exam board boundaries. Feedback should relate directly to the exam board criteria and indicate how the student fell short or could improve on what they have written.

At KS5 folders will be checked and RAG rated at the end of each subunit. These will be rated against the unit guide issued to students at the start of the unit.

Marking and Feedback Codes

When providing written feedback in exercise books to ensure consistency across the school particularly for literacy the following codes should be used above the relevant word /section:

- ✓ good point
- X incorrect or wrong point
- SP spelling error which needs correction
- P punctuation error which needs correction
- GR grammatical error which needs correction
- // start a new paragraph
- ? the point is not clear
- ^ missing word
- [] this part needs rewording
- AP academic achievement point

Presentation

- All work should be dated.
- All work will have a title.
- Homework (HW) should be clearly labelled.
- Only black or blue ink should be used for writing with the exception of student responses to feedback (as indicated by individual department policies)
- All diagrams / graphs should be done in pencil.
- All work should be set out neatly.

Recording and Monitoring of Assessment

- All marks will be recorded both on the work and within SatchelOne in a way that they can be reviewed by the pupil, parent, teacher, and Head of Department.
- The Head of Department monitors performance across each year group. This will be used to inform discussions with teachers and further quality assurance activities.