

Attainment and Progress

Attainment

In RE, teachers are continually making assessments of student attainment. Each unit of work has its own **assessment sheet** for summative assessment. These sheets have been broken down to show individual bits of knowledge and understanding (including the ability to use key vocabulary and skills) and these elements are recorded on the **Mark Book tracker system**, with children being assessed at WTS, EXS or GDS at each. An overall grade is given for each student per unit and teachers use this information to give an overall grade for the year on **the end of year reports**.

The head of subject monitors the attainment over the year and discusses any concerns with the class teacher. These could include, for example, attainment in RE not keeping track with attainment in English, a dip in achievement generally in a Year group or a dip in achievement for a specific Year group in a specific unit. This monitoring is done specifically to support the teacher and aid pupil progress. When required, teachers can be supported to help improve the achievement of their pupils. This could be through training for the teacher (subject knowledge, how to implement units, how to ensure the requirements of the *Suffolk Syllabus* are implemented, how to plan for assessment, how to show depth and breadth of understanding etc.) or the purchase of additional resources to supplement teaching and assessment.

The curriculum we use has its own, **inbuilt assessment resources** and we encourage teachers to use a mix of these over the year to aid their assessments. These resources include *Quick Quizzes* and *Solo Taxonomies*. Pupils can display their understanding in these either verbally or in writing. We encourage the use of writing as the children progress through Key Stage 2. The Solo Taxonomies are particularly useful as children have to make links between the key vocabulary in the unit. They give pupils the opportunity to show that they *know and remember more* and that they are developing their understanding of religions, world views and faith and belief, including making links across units.

Importantly, RE is taught as an enquiry cycle with plenty of opportunities for **talk and discussion**. It is often in these times that pupils display the depth of their understanding and teachers are able to use this to further their assessment of the individual. In addition, pupils may display their knowledge and understanding whilst being taught other curriculum subjects (e.g. the Year 3 child who links the rock cycle to samsara) and this will also be used by teachers when assessing the individual.

Progress

In RE, making progress can be thought of in terms of catching up (if necessary), filling gaps, deepening understanding and overcoming barriers. There is always more knowledge and a 'religious literacy' to acquire but the nitty gritty of making actual progress lies in the above. Class teachers know their pupils and are the experts in helping them make progress.

Our intent is that pupils will make at least good progress from their last point of statutory assessment or from their starting point in EYFS. The curriculum we follow is designed so that each pupil makes progress in knowledge and understanding in individual faiths and world views and across RE as a whole. Each unit includes Knowledge Organisers which detail what students should already know as well as what they should know, and be able to do, by the end of the unit. The Knowledge Organisers can be used by the teachers as an opportunity to recap prior knowledge at the start of the unit, fill in any gaps in pupils who have missed the unit for any reason and as learning to keep returning to and making links with so that new knowledge becomes more firmly embedded. In addition, we have developed a Progression in Key Vocabulary and a

Progression in skills document. These are used by teachers to ensure that students have the opportunity to make a breadth of progress throughout their time at Kingsfleet.

Of course, assessment and progress are inter-linked. Teachers will use both formative and summative assessment to ensure that the pupils in their class continue to make progress. This assessment is primarily used to identify gaps and move all pupils on. Feedback (mostly verbal) will be used to point pupils towards how they can improve. This may, for example, take the form of open questioning to challenge pupils' assumptions or to encourage them to make links within and across religions and world views. It is important that pupils do the 'hard thinking' themselves so that learning is embedded and retained. Teachers will adapt their lessons in order to achieve this appropriate level of challenge for individuals and groups.