

ASSESSMENT, RECORDING AND REPORTING OF RELIGIOUS EDUCATION

ST. MARY'S CATHOLIC PRIMARY SCHOOL – REVIEWED July 2023

**Mission Statement**

St. Mary's school community follows the teachings of Jesus Christ, working together to develop the whole child, in a spiritual, moral, academic, physical, social and emotional way, within a caring and supportive environment.

*"The purpose of assessment, recording and reporting in religious education is to ensure effective learning, to celebrate growth and achievement and enable further progress."*

NBRIA 1997

RATIONALE

We recognise that assessment, recording and reporting are a natural part of teaching and are integral to the learning process. They are continuous processes requiring a close partnership between teachers and pupils and the involvement of others as appropriate. They are the responsibility of all teachers.

We believe that assessment is at the heart of good teaching and does not require highly complex procedures. We further believe that the unnecessary recording of assessments can stifle the creativity of the teacher and thereby hamper the learning process.

We therefore acknowledge that our approach to the assessment, recording and reporting of religious education will be broad in character and will recognise the innate dignity and worth of each individual.

PRACTICE

Good assessment strategies will be rooted in effective planning. All planning will take account of the concepts, skills, attitudes and knowledge highlighted in the 'Religious Education Curriculum Directory for Catholic Schools' 2012 with a particular focus on the Areas of Study and the Age Group Statements.

Teachers' long and medium term planning will be a termly collaborative process which assists continuity and progression. All teachers will use the agreed planning document.

## Love, Listen and Learn

All planning will identify assessment strategies for each topic, which will be integrated into our teaching.

We believe that assessment of pupils' work is a necessary part of the learning process. It involves the making of judgements about attainment, achievement and progress. It has several purposes including the affirmation of attainment and achievement, the necessary recording and reporting of pupil progress and, most importantly, helping pupils to take the next step in their learning. Assessment for learning is the prime purpose of all assessment. In addition the Levels of Attainment (Knowledge and Understanding and Reflection on Meaning) and Diocesan Agreed Understandings are also a measure of attainment which will provide our staff and others with a measure of assessment of learning. This is a criterion referenced benchmark of progress.

Marking pupils' work will be approached positively and constructively so that it affirms and celebrates success and encourages future learning.

Recording will recognise the distinct nature of religious education and records will provide evidence of what pupils have done and can achieve. This can take many forms i.e. notes from observations, comments written on pupils' work and outcomes of tasks. The process of recording will enable us to provide evidence of the quality of teaching and learning for ourselves as teachers and governors and for parents and inspectors. A school portfolio containing examples of children's work from each year group, together with teachers' comments, will be developed by the staff and maintained by the R.E. Subject Leader.

Reporting in Religious Education will provide feedback to pupils on their achievement and progress. It will be a means of information for parents, which contributes to our partnership with them. It will offer opportunities for discussion and collaboration developing the part played by both in the child's education.

## REVIEW

The R.E. Subject Leader will be responsible for monitoring and evaluating the success of this policy.

The staff and governing body will review this policy in summer 2024.