



Monitoring in Religious Education

'Let your light shine.' Matthew 5:16

At St. Winefride's Catholic Primary School, we believe that through meaningful assessment, recording and reporting we will empower teachers, pupils and parents (or guardians) to meet the learning needs of our pupils with success.

Aims

Assessments enable us to:

- Monitor children's progress against year group expectations.
- Effectively track the progress of individual children and cohorts of children in core subjects, including RE.
- Identify areas in the children's learning that require further support.
- Forecast pupil performances accurately.
- Plan effectively for the future progress of individual children and groups of children.
- Identify areas in our teaching that require developing.
- Record pupil achievements systematically, making access to this information easy.
- Share relevant information about pupil progress with parents (or guardians), thus engendering closer co-operation between school and home in meeting the children's needs.

How do we assess?

We use a variety of forms of assessment:

- AFL (In each lesson) observations of children working, targeted questioning, listening to discussions, marking work or giving verbal feedback.
- In Y1-6, KWL grids are used to monitor progress across the unit and help children see how much they have learnt. These also form part of teacher judgement.
- I cans are highlighted by the teacher and /or dated throughout the unit if achieved. Children in years 5 and 6 may be involved with this process.
- Six children are selected from each class as moderated children. Each term a context sheet is created with greater detail about their work and attainment. Their books are also kept as a reference for 1 year.
- As part of the Deep Dive cycle for the academic year, the RE Subject Leader undertakes a Learning Walk, Book Scrutiny and Pupil Voice and feeds back to individual class teachers, as well as to the headteacher.

Formative Assessment

St. Winefride's Religious Education Policy states:

Since the total curriculum in our school is based on the values of the Gospel and because we see all education as revealing the mystery of God, we recognise two aspects of religious education in the school.

1. **Implicit** or unstructured religious education - those opportunities which arise over the day to lead pupils through curriculum content or through relationships to a religious understanding of their implications. It is the policy of this school to use such opportunities as they arise.

Therefore, all staff seek out and utilise opportunities to embed learning in religious education, to make it 'sticky knowledge', across the curriculum and throughout the day. Staff and children make links across their learning; they recognise the lived experience of the Liturgical Year and learning in religious education within prayer, lessons and recreation each day. Staff remember and recall such moments of learning for individuals to inform teacher judgement.

Summative Assessment

St. Winefride's Religious Education Policy continues:

2. **Explicit** or structural religious education - those timetabled periods of time given to an explicit consideration of religious education in the classroom.

As such, religious education is an academic subject at St. Winefride's with an established monitoring and reporting cycle which ensures rigour and at least good progress for all learners, with many achieving outstanding progress.

Recording Assessment Data

At the end of each term, teachers review children's attainment using information from the KWL grid, discussions, I can statements and marking of work and form a teacher judgement of below, just below, expected or greater depth and record this on the class tracker.

RE is formally assessed once a term, in line with the Diocesan guidance on which units to assess.

Six children are tracked within each class, with a context sheet to support the judgement given each term. These are submitted to the RE Subject Leader for monitoring. The RE SL tracks these children in terms of both the outcome of their academic work and the support needed to achieve this.

The whole class are formally assessed each term, with the results being given to SLT for monitoring. Within this, DAP and SEND children are tracked.

As part of the Deep Dive cycle for the academic year, the RE Subject Leader undertakes a Learning Walk, Book Scrutiny and Pupil Voice and feeds back to individual class teachers, as well as to the headteacher.

Pupil Progress Meetings

Termly Pupil Progress meetings between SLT and Class Teachers include an analysis of Religious Education. RE is assessed termly, both as a class and for the six identified children within each year group. The six children are placed onto a tracker and the SEND and DAP children are also tracked, along with the whole year group. Alongside Maths, Reading and Writing, Religious Education progress is monitored and children are identified who need further support, further challenge and any intervention. Teaching Assistant deployment, staff coaching and support and focused planning are discussed to sustain at least good progress for all pupils, with a focus on outstanding progress being achieved also.

Governors

The Headteacher's report is given termly to the governors and shared in governors meetings. The Religious Education section is substantial, covering Catholic Life and Mission, Religious Education and Prayer and Liturgy.

RE data and progress is shared and discussed at the Standards and Progress meetings, also termly.

Governors are invited to join the Deep Dive in RE when it takes place in the academic calendar, involving them in book scrutiny, pupil voice and learning walks.

Celebration and Communication of Learning in Religious Education

Class Assemblies and Class RE hall display timetables are active. Each class plans and delivers a Class Assembly, a liturgical prayer to which the whole school, families and governors are invited. Each class also takes a turn to produce a display linked to their RE for the main board in the hall.

There is a ceramic cross installed in the office area which communicates our Mission Statement. This was created by a visiting artist and GT children across school. In the surrounding frames, work from each class is displayed alongside a description of the learning that has taken place in that class.

The RE curriculum pages on the school website include a detailed overview of the scheme of work, pupil voice and the curriculum intent, implementation and impact of RE in school. Half-termly newsletters communicate the content, highlight the Church Liturgical Year and also suggests ways that children can be supported in learning in RE at home.

Reporting

Parents receive termly feedback (either written or verbal) identifying attainment and effort RE. There are parents' evenings in Autumn and Spring terms, during which parents discuss their child's progress with the class teacher. Written reports are sent in July. At the end of the summer term, all children receive an end of year school report that informs parents how

the child has progressed in all subjects, including RE throughout the year. Parents are invited to meet with the teachers if they have any questions, concerns or comments throughout the year, as well as being given questionnaires during the parents' evenings and response sheets for the written report.