

THE JOURNEY FROM FORMATIVE TO SUMMATIVE ASSESSMENT



A MODEL FOR ASSESSING RELIGIOUS EDUCATION IN VOLUNTARY AIDED CHURCH SCHOOLS SOUTHWARK DIOCESAN BOARD OF EDUCATION

SDBE GUIDANCE ON ASSESSING RELIGIOUS EDUCATION IN
VOLUNTARY AIDED PRIMARY SCHOOLS
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INTRODUCTION: FIT FOR PURPOSE ASSESSMENT IN RELIGIOUS EDUCATION

This guidance presents a model for assessment in RE in church primary schools which reflects the Department for Schools Assessment for Learning strategy May 2008. The strategy aims to ensure every child, teacher, school and aren't/carer is clear about the purposes and processes of assessment in improving and supporting pupils' learning. This guidance promotes assessment processes in church schools which:

- **Recognise pupils' spiritual, social and moral development form an important part of RE learning. The assessment of pupils' capacities and skills in these qualitative areas is encompassed in the assessment of Attainment target 2: learning from religion. Attainment Target 1: learning about religion and Attainment target 2: learning from religion are considered of equal importance at every stage of teaching, learning and assessment in RE.**
- **Encourage pupils to present their RE learning in creative ways according to their personally preferred learning styles.**
- **Give teachers flexibility to find the most appropriate ways to gather evidence of pupils' learning.**
- **Encourage teachers to engage pupils in self and peer assessment, response through dialogue, collaboration, focussed drama and play.**
- **Use teacher time to develop rather than simply check on pupils' learning.**
- **Provide judgements on the effectiveness of teaching and learning in RE. This is appropriate to maintaining the status of RE and the requirement for the school self evaluation of RE under the Statutory Inspection of Anglican Schools (SIAS).**
- **Contribute to best practice for the annual reporting of pupil attainment to parents, the transfer of data on pupil capacities and capabilities between teaching staff and the reporting of standards of teaching and learning to governors.**
- **Motivate and inspire pupils and teachers in their learning about and from religion.**

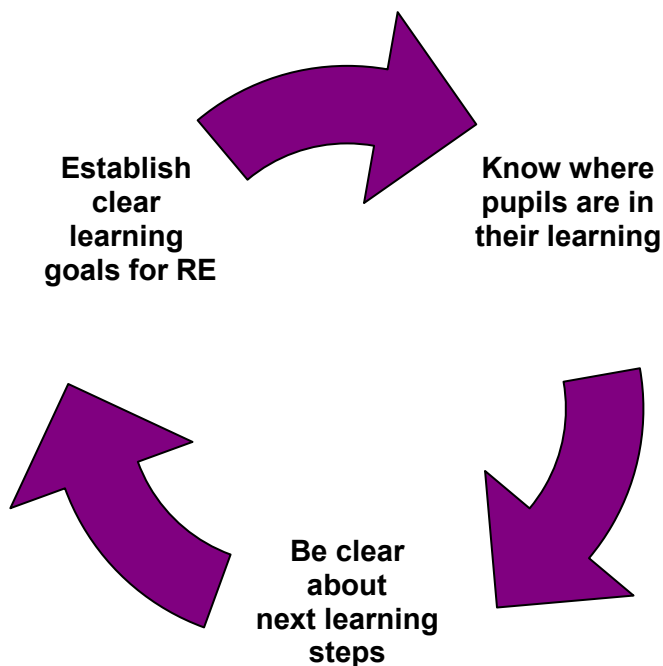
THE RELATIONSHIP BETWEEN FORMATIVE AND SUMMATIVE ASSESSMENT

This guidance is aimed to help teachers, RE coordinators and school leaders be clear about when and how they are assessing pupils to further pupils' learning (formative assessment) and to make judgements about what pupils' have learnt (summative assessment).

Some assessment practices take time away from teaching and detract from pupils' motivation and enjoyment of learning. The SIAS process requires schools to make quantitative judgements about pupils' attainments which involve summative assessment. The assessment process recommended here acknowledges the interrelationship between formative and summative assessment and identifies the informal and formal processes involved. In this way it helps all stakeholders be clear about the part they play and how to do it most efficiently and effectively to the benefit of the whole school community.

The process relies on RE lesson plans having specific pupil 'I can' learning statements written into them. The revised SDBE schemes of work for Primary RE include these. Trials in schools indicate their great benefit for improving teaching and learning in RE. Teachers and pupils understand what needs to be learnt and have criteria to measure their learning by on a day to day informal basis.

Assessment is fundamentally a cyclical process aimed to help teachers support and develop pupils' learning as the following diagram indicates:



PRACTICAL TIPS FOR TEACHERS' FORMAL FORMATIVE ASSESSMENT

Choose from the following statements to elicit oral or written responses from pupils. Use them in class book or display to familiarise pupils with the focus of both Attainment Targets for RE.

Attainment target 1: learning about religion:

- I learnt that...
- I found out...
- I didn't realise before that.....
- I discovered...
- I discussed....
- I compared.....
- I would like to understand/find out about/

Attainment Target 2: learning from religion:

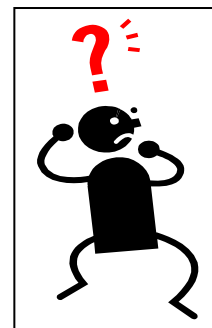
- It made me/my response is..
- I feel/felt
- I shared my experience of...
- I shared my thoughts about....
- When I acted it out/went to../watched ... it made me think/feel/question/want to....
- I would like to discuss/question/have a class dialogue about.....
- My opinion is the same/has changed
- I have these questions.....

PRACTICAL TIPS FOR RELIGIOUS COORDINATOR'S INFORMAL FORMATIVE ASSESSMENT

Track the progress of a small group of pupils within a specific year group or throughout the school. Remember to choose pupils from a range of abilities and religious/non-religious backgrounds. Use the following guidelines for interviewing pupils about their learning:

1. Copy the end of unit 'I can' statements for the units of work that has been covered.
2. Use the above as a basis for the questions you ask. Preface with open ended statements such as: 'tell me about.. .' To elicit more information ask 'I wonder what
3. Don't forget to ask what RE is and what do you like best about RE lessons? What makes it good? What would make it better?
4. Feed the information gathered into the school's SIAS self evaluation toolkit.

**PRACTICAL TIPS FOR WHOLE
SCHOOLMODERATION EXERCISES
(INFORMAL SUMMATIVE ASSESSMENT)**

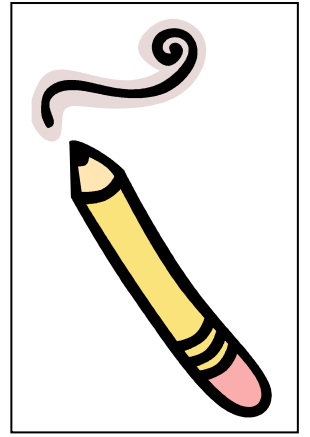


1. Ensure teachers have a good understanding of the attainment levels for RE. The 'I can' levels printed in Appendix 1 provide a good resource for explaining the level expectations and to use in moderation exercises.
2. Provide teachers with some good examples of moderated work with explanation of how it meets the level criteria. RE coordinators may develop a portfolio of selected pieces of work representing each level to help less experienced staff. SDBE can provide some examples for schools to use.
3. Identify and address anomalies in current progression or teachers' expectations from YR to Y6.
4. Use this summative information formatively to **update SIAS toolkit**, address teacher CPD needs, make changes to schemes of work and develop resources

**PRACTICAL TIPS FOR TEACHERS' RECORDING INDIVIDUAL PUPILS'
ATTAINMENT (FORMAL SUMMATIVE ASSESSMENT)**

1. The RE coordinator/SMT will require a formal formative assessment of each pupil yearly or termly. Teachers can use the assessment proforma attached to the front of the SDBE units of work (see example Appendix 2) at the end of each unit to gather data.
2. In collaboration with the RE coordinator/SMT keep a copy of the 'I can' statements (see Appendix1) for each pupil or a list on which to track on which to track the whole class (see example Appendix 3)
3. To make a judgement, draw on the information collected from formal formative assessments during the unit. At the end of most units suggestions are made for pupils to recall and summarise their learning in open ended and creative ways. This is designed to give the teachers flexibility to approach making formal summative assessment judgements in the best way for their particular class.
4. Evidence informing teachers' formal summative assessments may be written work, but can take the form of teacher or TA observations and scribed pupils' comments.

KEY HABITS FOR EFFECTIVE ASSESSMENT



- Share learning objectives and success criteria with pupils.
- Provide reflection time during learning.
- Do focused and responsive marking.
- Give oral feedback that deepens pupils' RE learning.
- Provide opportunity for pupils to ask: 'what have I learnt and what helped me learn it?'
- Elicit evidence of learning during lessons by using deep thinking, open ended questioning, using think/share/feedback techniques.
- Use pupil self assessment and peer assessment techniques.

