

EXPECTATIONS, ASSESSMENT AND REPORTING IN RELIGIOUS EDUCATION

An Eight Level Scale of Expectations for the Lincolnshire Agreed Syllabus, key stages 1 – 3.

The key indicators of attainment in RE are contained in the two attainment targets, AT1 (Learning about religion and exploring human experience) and AT2 (Learning from religion and responding to human experience).

This syllabus requires schools to assess and report to parents upon pupils' attainment and progress in Religious Education annually and at the end of each of key stages 1 - 4, in line with national reporting requirements. Schools are not however required to use the scale given below. If a school decides not to use the scale, other appropriate ways of reporting each pupil's attainment and progress, consistent with the syllabus overall, must be put in place.

Where provision is in line with the requirements of the syllabus, a very large proportion of children's achievements may be expected to be as follows:

Key Stage One: Pupils will typically be working from levels one to three. The expectation is that most pupils will be achieving at level two at the end of key stage one.

Key Stage Two: Pupils will typically be working from levels two to five. The expectation is that most pupils will be achieving at level four at the end of key stage two.

Key Stage Three: Pupils will typically be working from levels three to seven. The expectation is that most pupils will be achieving at level six at the end of key stage three.

By the end of Year Nine, some high achieving pupils will be achieving at level 8, and a small number will register exceptional performance.

For pupils and students in the 14-19 age range, teachers' expectations, assessment and reporting to parents may be informed by the 8 level scale, and by GCSE and A level RS grade descriptors from the appropriate awarding bodies.

(See Section C - Appendix 5: Guidance on Assessment)

The Lincolnshire RE 8 level scale

Level Description	Attainment target 1: Learning about religion and human experience	Attainment target 2: Learning from religion and human experience <i>In the light of their learning about religions:</i>
<p>1 Recognising and talking about religion</p>	<p>Pupils:</p> <ul style="list-style-type: none"> • use some religious words and phrases to recognise and name features of religious life and practice; • can recall religious stories, actions, celebrations and recognise religious symbols, words, gestures and artefacts. 	<p>Pupils express and talk about</p> <ul style="list-style-type: none"> ▪ their own experiences, feelings and celebrations; ▪ what they find interesting or puzzling; ▪ what is of value and concern to themselves and to others.
<p>2 Retelling stories, identifying religious materials and asking questions</p>	<p>Pupils:</p> <ul style="list-style-type: none"> • use religious words and phrases to identify some features of religion and its importance for some people; • begin to show awareness of similarities in religions; • retell and suggest meanings for religious stories, actions and symbols; • identify how religion is expressed in different ways. 	<p>Pupils:</p> <ul style="list-style-type: none"> • ask, and respond sensitively to, questions about their own and others' experiences and feelings; • recognise that some questions cause people to wonder and are difficult to answer; • in relation to matters of right and wrong, recognise their own values and those of others.
<p>3 Describing religion and making links to their own experience</p>	<p>Pupils:</p> <ul style="list-style-type: none"> • use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences; • make links between beliefs and sources, including religious stories and sacred texts; • begin to identify the impact religion has on believers' lifestyles; • describe some forms of religious expression. 	<p>Pupils:</p> <ul style="list-style-type: none"> • identify what influences them, making links between aspects of their own and others' experiences; • ask important questions about religious beliefs and lifestyles, linking their own and others' responses; • make links between values and commitments, and their own attitudes and behaviour.
<p>4 Showing understanding of religion and applying ideas themselves</p>	<p>Pupils:</p> <ul style="list-style-type: none"> • use developing religious vocabulary to describe and show understanding of sources, authorities, practices, beliefs, lifestyles, ideas, feelings and experiences; • make links between them, and describe some similarities and differences both within and between religions; • describe the impact of religion on people's lifestyles; 	<p>Pupils:</p> <ul style="list-style-type: none"> • raise and suggest answers to questions of sacredness, identity, belonging, meaning, purpose, truth, values and commitments; • apply their ideas to their own and other people's lives simply; • describe what inspires and influences themselves and others.

Yr 3

Y4

Y5

	<ul style="list-style-type: none"> • suggest meanings for a range of forms of religious expression. 	
<p>46</p> <p>5 Explaining the impact of religion and expressing their own views of religious questions</p>	<p>Pupils:</p> <ul style="list-style-type: none"> • use an increasingly wide religious vocabulary to explain the impact of beliefs upon individuals and communities; • describe why people belong to religions; • know that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this; • explain how religious sources are used to provide authoritative answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expression, within and between religions. 	<p>Pupils:</p> <ul style="list-style-type: none"> • pose and suggest answers to, questions of sacredness, identity, belonging, meaning, purpose and truth, values and commitments, relating them to their own and others' lives; • explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion.
<p>6 Explaining and interpreting religion and expressing their own insights</p>	<p>Pupils:</p> <ul style="list-style-type: none"> • use religious and philosophical vocabulary to explain religions and beliefs, explaining reasons for diversity within and between them; • explain why the impact of religions and beliefs upon individuals, communities and societies varies; • interpret sources and arguments, explaining different answers, from different traditions to ultimate questions and ethical issues; • interpret the significance of different forms of religious spiritual and moral expression. 	<p>Pupils:</p> <ul style="list-style-type: none"> • use reasoning and example to express insights into the relationships between beliefs, authorities teachings and world issues; • express insight into their own and others' views on questions of sacredness, identity and belonging, meaning, purpose and truth; • consider the challenges of belonging to a religion in the contemporary world, focussing on values and commitments.
<p>7 Beginning to critically evaluate religious questions and evaluating responses to religious questions insightfully</p>	<p>Pupils:</p> <ul style="list-style-type: none"> • use a religious and philosophical vocabulary to show a coherent understanding of a range of religions and beliefs; • show a coherent understanding of issues, values and questions of authority, meaning and truth; • account for the influence of history and culture on 	<p>Pupils:</p> <ul style="list-style-type: none"> • evaluate with insight questions of meaning, purpose and truth and ethical issues; • evaluate the significance of religious and other views for understanding questions of human relationships, sacredness, belonging, identity, society, values and commitments, using appropriate evidence and

A ladder of key skills for assessing RE

This simple ladder uses skill terms extracted from the 8 level scale, intended to clarify and make explicit the progression of skills which the Agreed Syllabus uses to enable all pupils to achieve in RE.

useful overview to share ↑

	Learning about religion	Learning from religion
8	Analysing and contextualising their understanding of religion	Justifying their views
7	Beginning to critically evaluate religious questions	Evaluating responses to religious questions insightfully
6	Explaining and interpreting religion	Expressing their own insights into religious questions
5	Explaining the impact of religion	Expressing their own views of religious questions
4	Showing understanding of religion	Applying ideas themselves
3	Describing religion	Making links to their own experience
2	Retelling religious stories, identifying religious materials	Asking questions
1	Recognising religious materials	Talking about religion


Good teaching will share the appropriate skills with pupils and make explicit opportunities, through well designed learning opportunities for pupils to acquire, practice and develop these central skills in RE.

Lincolnshire RE: Achievements for pupils with special educational needs

Pre-level 1 'performance descriptors', known as 'P' levels, describe achievements for pupils working below level one. These Lincolnshire levels, developed from 'P' levels for RE published by the QCA, describe the expectations and progression for pupils working below level one. They are intended to guide the planning of teachers of pupils with a range of special educational needs.

Performance Descriptions for pupils achieving below level one in RE Pupils...		Summary
P1 (i)	<ul style="list-style-type: none"> ◆ encounter activities and experiences; ◆ may be passive or resistant; ◆ may show simple reflex responses, e.g. startling at sudden noises or movements. Any participation is fully prompted; 	Encounter (present during activity)
P1 (ii)	<ul style="list-style-type: none"> ◆ show emerging awareness of activities & experiences, ◆ may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects e.g. becoming still in response to silence; ◆ may give intermittent reactions e.g. vocalising occasionally during group celebrations and acts of worship. 	Awareness (fleeting focus)

P2 (i)	<ul style="list-style-type: none"> ◆ begin to respond consistently to familiar people, events and objects. They react to new activities and experiences e.g. briefly looking around in unfamiliar environments; ◆ begin to show interest in people, events and objects e.g. leaning towards the source of a light, sound or scent; ◆ accept and engage in co-active exploration e.g. touching a range of religious artefacts and objects in partnership with a member of staff. 	Attention and response (deliberate but inconsistent)
P2 (ii)	<ul style="list-style-type: none"> ◆ begin to be proactive in their interactions ◆ communicate consistent preferences and affective responses e.g. showing that they have enjoyed an experience or interaction; ◆ recognise familiar people, events and objects e.g. becoming quiet and attentive during a certain piece of music; ◆ perform actions, often by trial and improvement, and they remember learned responses over short periods of time e.g. repeating a simple action with an artefact; ◆ co-operate with shared exploration and supported participation e.g. performing gestures during ritual exchanges with another person performing gestures. 	↓
P3 (i)	<ul style="list-style-type: none"> ◆ begin to communicate intentionally: ◆ seek attention through eye contact, gesture or action; ◆ request events or activities e.g. prompting a visitor to prolong an interaction; ◆ participate in shared activities with less support; ◆ sustain concentration for short periods; ◆ explore materials in increasingly complex ways e.g. stroking or shaking artefacts and objects; ◆ observe the results of their own actions with interest e.g. when vocalising in a quiet place; ◆ remember learned responses over more extended periods e.g. following a familiar ritual and responding appropriately. 	Participation (with support)
P3 (ii)	<ul style="list-style-type: none"> ◆ use emerging conventional communication; ◆ greet known people and may initiate interactions and activities e.g. prompting an adult to sing or play a favourite song; ◆ can remember learned responses over increasing periods of time and may anticipate known events e.g. celebrating their peers achievements in assembly; ◆ may respond to options and choices with actions or gestures e.g. choosing to participate in activities; ◆ may explore objects and events for more extended periods e.g. contemplating the flickering of a candle flame; ◆ apply potential solutions systematically to problems e.g. passing an artefact around in order to prompt participation in a group activity. 	Awareness (memory, responsive)
P4	<ul style="list-style-type: none"> ◆ use single elements of communication e.g. words, gestures, signs or symbols, to express their feelings; ◆ show they understand 'yes' and 'no'; ◆ begin to respond to the feelings of others e.g. matching their emotions and laughing when another pupil is laughing; ◆ join in with activities by initiating ritual actions and sounds; ◆ demonstrate an appreciation of stillness and quiet. 	Involvement (active/intentional)

P5	<ul style="list-style-type: none"> ◆ respond appropriately to simple questions about familiar religious events or experiences and communicate simple meanings; ◆ respond to a variety of new religious experiences e.g. involving music, drama, colour, lights, food or tactile objects; ◆ take part in activities involving two or three other learners; ◆ may also engage in moments of individual reflection. 	
P6	<ul style="list-style-type: none"> ◆ express and communicate their feelings in different ways; ◆ respond to others in group situations and co-operate when working in small groups; ◆ listen to, and begin to respond to, familiar religious stories, poems and music, and make their own contribution to celebrations and festivals; ◆ carry out ritualised actions in familiar circumstances; ◆ show concern and sympathy for others in distress e.g. through gestures, facial expressions or by offering comfort; ◆ start to be aware of their own influence on events and other people. 	Gaining skills and understanding 
P7	<ul style="list-style-type: none"> ◆ listen to and follow religious stories; ◆ can communicate their ideas about religion, life events and experiences in simple phrases; ◆ can evaluate their own work and behaviour in simple ways, beginning to identify some actions as right and wrong on the basis of consequences; ◆ can find out about aspects of religion through stories, music, or drama, answer questions and communicate their responses; ◆ may communicate their feelings about what is special to them e.g. through role play; ◆ can begin to understand that other people have needs and to respect these; ◆ can make purposeful relationships with others in group activity. 	
P8	<ul style="list-style-type: none"> ◆ can listen attentively to religious stories or to people talking about religion; ◆ can begin to understand that religious and other stories carry moral and religious meaning; ◆ are increasingly able to communicate ideas, feelings or responses to experiences or retell religious stories; ◆ can communicate simple facts about religion and important people in religions; ◆ can begin to realise the significance of religious artefacts, symbols and places; ◆ can reflect on what makes them happy, sad, excited or lonely; ◆ are able to demonstrate a basic understanding of what is right and wrong in familiar situations; ◆ are often sensitive to the needs and feelings of others and show respect themselves and others; ◆ treat living things and their environment with care and concern. 	

These performance descriptions can be used by teachers in the same way as the National Curriculum level descriptions to:

- decide which description best fits a pupil's performance over a period of time and in different contexts;
- develop or support more focused day-to-day approaches to ongoing teacher assessment by using the descriptions to refine and develop long-, medium- and short-term planning;
- track linear progress towards attainment at National Curriculum level 1;

- identify lateral progress by looking for related skills at similar levels across their subjects;
- record pupils' overall development and achievement, for example, at the end of a year or a key stage.

(See Section C - Appendix 7: RE in Special Schools)

Membership of the Agreed Syllabus Conference

Mr B Ahmed MBE (Islamic Association of Lincoln)
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 Mrs C Dring (Baptist Church)
 Mrs L Gaylard (Ground Level Network)
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