



NATIONAL BOARD OF RELIGIOUS
INSPECTORS AND ADVISERS



Ways of finding out what pupils know and what they can do in Religious Education

Introduction

This document in the 'Assessment Toolkit' has been developed by members of NBRIA (The National Board of Inspectors and Advisers) in conjunction with the CES to support Dioceses and their schools in assessing the Expected outcomes and the Ways of knowing found in the RED.

'Ways of finding out what pupils know and what they can do in Religious Education' offers 50 practical strategies for finding out what pupils have learned through a range of formative assessment opportunities. The assessments are not divided by age phase as many can be used across ages, giving teachers the freedom to choose what best suits their class and context.

What the document looks like

The document is designed to be user-friendly with an explanation and example of each strategy displayed as outlined below.

Ways of finding out what pupils know and what they can do					
Type of Assessment	Looks Like...	Good for...	Ways of Knowing	Example of	Link to
1. Rally Robin	Pairs take turns recalling different information or vocabulary.	Retelling narrative Accurate sequencing Correctly using specialist vocabulary			Y4 B4 Y1 B6

Type of Assessment: The name of the assessment strategy.

Looks like...: A short explanation of how to facilitate the strategy in practice.

- Good for...:** Links to the RED 'Ways of Knowing' with reference to key driver words and phrases.
- Ways of Knowing:** Indicates whether the strategy is connected to *understand*, *discern*, or *respond*.
- Example of:** Snippets or images that illustrate what the assessment outcome may look like across different age phases. **Although the image may illustrate a particular year group, phase, or branch, the assessment can be adapted for use in any context.**
- Link to:** A hyperlink that allows practitioners to see the full example.

Suggestions for Use

This document helps teachers plan varied assessments so they can build a clear picture of each pupil's learning in RE and make a better informed summative judgement at the end of a branch.

A range of strategies should be used across the branch so that all pupils have the chance to demonstrate their learning in different ways.

By regularly applying a variety of these strategies, teachers will gain a clearer sense of how well pupils are progressing, what they need to improve, and how teaching can be adapted to meet their needs.