


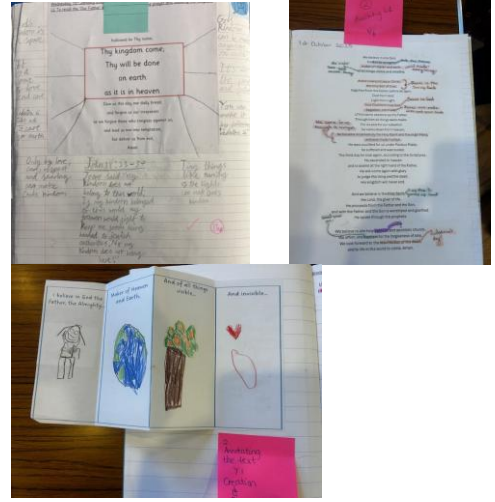





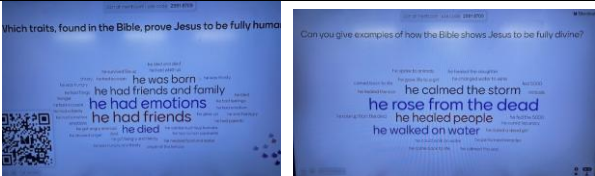

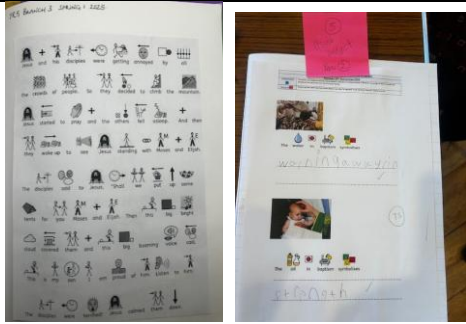


50 Ways of finding out what pupils know and what they can do



Type of Assessment	Looks Like...	Good for...	Ways of Knowing	Example...	Link to
<p>1. Rally Robin</p>	<p>Pairs take turns recalling different information or vocabulary.</p>	<p>Retelling narrative</p> <p>Accurate sequencing</p> <p>Correctly using specialist vocabulary</p>			<p>Y4 B4</p> <p>Y1 B6</p>
<p>2. Annotating Text</p>	<p>Pupils write comments, connections, references and context around texts, including scripture.</p>	<p>Making links and giving reasons for the links</p> <p>Suggesting meaning</p> <p>Expressing a viewpoint / judgement / preference</p> <p>Beginning to understand the author's intentions</p> <p>Enabling teachers to assess pupils' ability to make links to prior learning</p>			<p>Y1 B1</p> <p>Y6 B1</p> <p>Y3 B3</p>


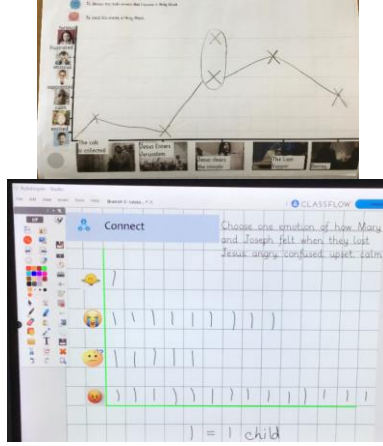

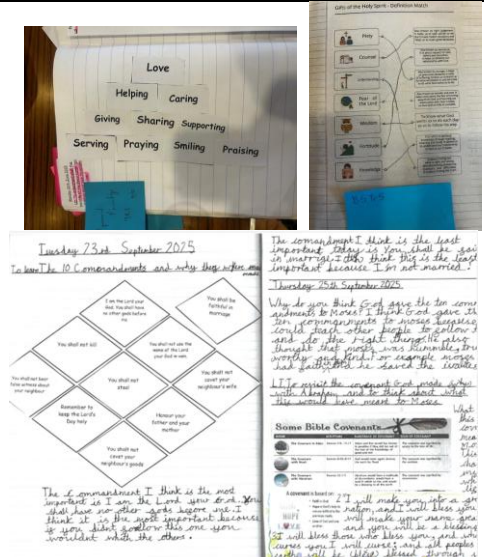


3. Mini White Boards	Pupils hold up individual answers/responses to questions designed to elicit evidence for key learning. Teacher able to see at a glance who has/has not understood.	Showing understanding Remembering and applying meaning Correctly using religious words and phrases			y1 b3.png
4. Electronic Voting Tools	Such as Plicker, Mentimeter or Padlet As above but technology enables teachers to keep a record of individual responses	Showing understanding Remembering and applying meaning Correctly using religious words and phrases			Y4 B3a Y4 B3b
5. Widget	Adult working with a child on Widget-enabled device, scribes responses which are turned into pictorial representations. For those not able to write independently. Enables pupils to 'read back' their responses to aid recall and consolidation.	Showing understanding Using specialist vocabulary Remembering and applying meaning Providing explanations Explaining differences			Y2 B1 (SEN) Y5 B3 (SEN)



		Expressing a point of view			
6. Same and Different	<p>Present a number of images or words. Children spot similarities and differences, justifying their opinion.</p> <p>Finding out if pupils can make informed conclusions.</p>	<p>Playing with possibilities</p> <p>Exploring how to interpret meaning</p> <p>Appreciating different points of view</p> <p>Using evidence to express insight into differences</p> <p>Offering reasoned arguments</p>			<p>Y6 B3</p>
7. Graphic Organisers	<p>Mind Maps, Flow diagrams, For and Against, Venn Diagrams</p> <p>Looking at what is unique and what is shared in common across chosen areas</p> <p>Pupils create their own visual record of what they understand.</p>	<p>Showing understanding</p> <p>Using specialist vocabulary</p> <p>Recognising and making relevant links</p>			<p>Y3 B4</p> <p>Y5 B3a</p>



<p>8. Emotion Graph</p>	<p>Sequenced (by pupil or adult) events along the bottom axis, a choice of emotional responses to events on the vertical axis. Pupils plot their opinions on the chart then explain their justification, verbally or in writing.</p> <p>Can stimulate further dialogue when used as a class or individually</p>	<p>Retelling a narrative Imagining how others are feeling</p> <p>Asking questions about the stories and experiences of others</p> <p>Expressing a point of view with a relevant reason</p>			<p><u>Year 1&2 B4</u></p> <p><u>Y1 B3</u></p>
<p>9. Decision Making</p>	<p>Set of cards to sort, rank or sequence eg. 'Diamond 9', Tarsia</p> <p>Pupils can use their reasoning skills to demonstrate personal opinions.</p>	<p>Showing understanding</p> <p>Making relevant links</p> <p>Playing with possibilities</p> <p>Appreciating differing points of view</p> <p>Articulating judgements</p>			<p><u>Y1 B6</u></p> <p><u>Y5 B5</u></p> <p><u>Y6 B1</u></p>



10. Exit Tickets

Quick assessment of learning from that lesson to inform next steps for planning and teaching.

Adults can quickly see if pupils have met the lesson's intended outcome.

Showing understanding

Correctly using vocabulary

Recognising links and connections

Recalling and remembering



Exit Ticket 8.10.24

How are psalms written differently to other scripture that we have read?

Tick the true statements:

- Psalms praise God.
- Psalms are long stories.
- Psalms often have patterns (such as repeated words or ideas) like poems or songs.
- Psalms cannot be sung.

EXIT CARD: True or false?

Abraham lived at the same time as Jesus.	God's old covenant was the promise he gave to Abraham.	Abraham was a Christian.
Jesus and Christians have no links.	We believe that because of the mercy of God made with Abraham they are his descendants.	Abraham is an example of how to follow God.
F	F	T

Deeper thinking: explain why it is true or false. Prove it!

[Y1 B1](#)

[Y4 B4](#)

11. Pupil Post its

Using Sticky notes or coloured pens, pupils let teachers know what they are most proud of, what they don't understand, where they would like feedback etc.

Pupils connect directly to teacher; teacher can assess gaps.

Showing understanding

Expressing a point of view with a relevant reason

Identifying personal responses and why they respond in that way



Friday 19th October 2023

L1. To understand what it means to be vicarious and what happens when we get the wrong (Lesson 5)

I think the film is the biggest problem because we can't do anything about it because it's a crime so we can't get our country back again.

I think the earth really needs helping so I should do something about it because it might be too late for the earth and the earth doesn't have "no more life".

I think that you can't find the our relationship with God when you're in the world, you can't help anyone in it.

I don't think the world has been good in some way I think that you can't find the our relationship with God when you're in the world, you can't help anyone in it.

The best we can find our relationship with God is when we're in a good way. I think we can't help anyone in it.

[Y6B1a](#)

[Y6B1b](#)

12. Stem Questions

The grids contain exemplar question stems that might enable pupils to demonstrate the various expected *Understand* outcomes in the RED.

Showing understanding

Making relevant links

Expressing a point of view with a relevant reason



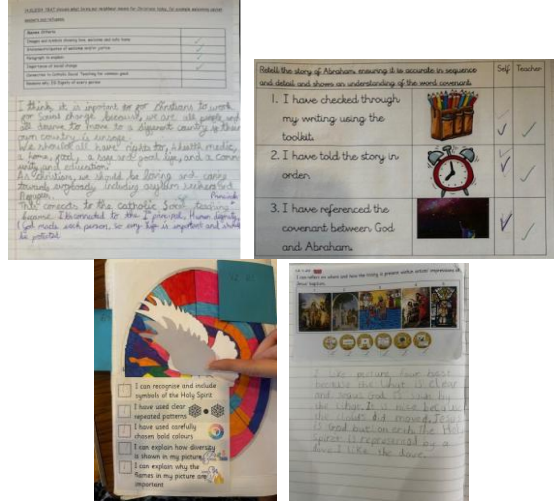

Understand Question stems

The grids in this section contain exemplar question stems that might enable pupils to demonstrate the various expected Understand outcomes in the RED. Before using these, teachers should take note of the points in the 'Using the Question Stems' section.






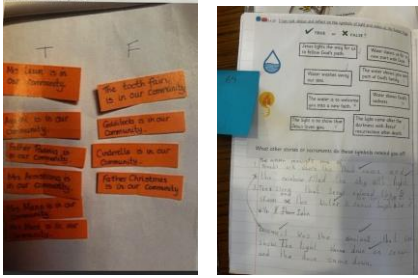
Age Phase	'Understand' Outcome drivers	Possible assessment question stems
3 years - 7 years	Ask and answer	What would you like to say about...? Can you/you/one give me...? question? ...? ...? ...? What would you say the answer might be? What do you wonder about...?
	Be introduced to	What do we call...? What do you remember about...? What do you remember we began saying about...?
	Correctly use religious words and phrases	What does the word... mean? Can anyone tell me the meaning of...? Can you use the word... to talk about/tell me...? Can you use the word... to say who/who show how...?
	Describe (some ways)	Describe... Why does...? What can you see...? What can you tell me about...? Describe how...? How does...?
	Encounter	Who/what is...?
	Identify (some)	None One Two Tell me... Can you point to/identify/that...?

[Question Stems](#)



		Articulating the reasons which might lead to judgements different to their own			
13. Success Criteria	Teacher or co-constructed with pupils, a list of 'essential elements' to be included in their work.	Showing understanding Expressing a point of view Making links and giving reasons for the links Exploring, describing and explaining meaning			Y2 B3 Y2 B5 Y4 B1 Y5 B1.3
14. Pupil Check in	One to one teacher/pupil conversations, going deeper into learning.	Showing understanding Expressing a point of view Making links and giving reasons for the links Exploring, describing and explaining meaning			Check In



<p>15. In the moment</p>	<p>Circulate during independent work, asking questions</p> <p>Finding out level of pupil understanding, especially for those who may not be able to show this through writing.</p>	<p>Showing understanding</p> <p>Expressing a point of view</p> <p>Expressing a preference</p> <p>Recognising links and simple connections</p>			<p><u>Y2 B3</u></p>
<p>16. Pupil conference</p>	<p>Intentionally planning to focus on a group of learners over time for assessment purposes.</p>	<p>Showing understanding</p> <p>Expressing a point of view</p> <p>Exploring, describing and explaining meaning</p>			<p><u>Conferencing</u></p>
<p>17. True or False?</p>	<p>Statements that pupils respond to, using white boards, verbal or written responses.</p>	<p>Remembering and applying meaning</p> <p>Making links</p> <p>Interpreting meaning</p> <p>Showing understanding</p>			<p><u>R B6</u></p> <p><u>Y2 B4</u></p>



20. Check-In Quizzes

Short, low-stakes assessments designed to gauge pupils' understanding over time, rather than just at the end of a unit.

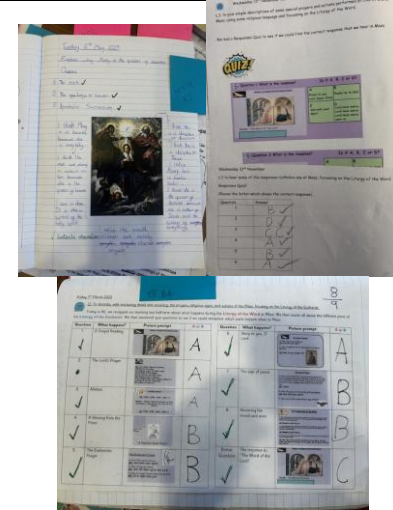
Help to identify emerging gaps in knowledge and inform future teaching.

Remembering and applying meaning

Showing understanding

Interpreting and analysing meaning

Correctly using specialist vocabulary



1. I am a mountain message, loving and wise,
I bless the humble and open their eyes.
Jesus spoke me to crowds with care—
A guide to live with love and prayer.

2. I'm more than a talk, I help people see,
Jesus shared truth when he spoke me.
From mountain or boat, with heart and with flame,
To teach about God — that was my name!

3. I'm a prayer that starts with God's name,
Jesus taught me — I'm not just a game.
I ask for bread, for help to forgive,
I show how to pray and how to live.

4. I'm a kind of prayer, a little request,
You ask me when you're feeling stressed.
For healing, help, or someone in need—
I'm a loving ask, not selfish greed.

5. I'm a moment both bright and divine,
Jesus shone like the sun, a heavenly sign.
With Moses and Elijah standing by,
I showed he was more than just a guy!

6. I'm not a rule, but I help you do right,
Like loving the poor or choosing the light.
Faith, hope, and love—three of my friends—
I help you live well, right to the end.

[Mixed 3 4 b5
Quick Quiz.jpg](#)

[Y3 B2](#)

[Y3 B4](#)

[Y4 b3](#)



21. Retrieval Practice Challenge Grids

A spaced learning retrieval task designed to revisit and reinforce prior learning over a period of time

Supports in understanding children's ability to know more and remember more

Remembering and applying meaning

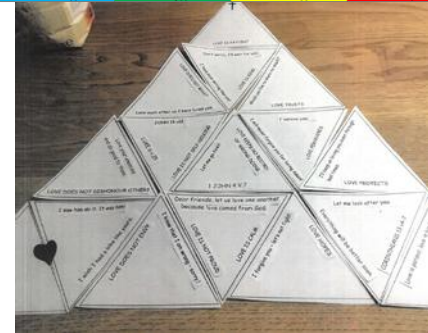
Showing understanding

Using specialist vocabulary



Retrieval Practice Challenge Grid - Questions and Answers - What's your score?

What is the parable of the Lost Sheep?	What is the Advent season a symbol of?	What type of miracle is the raising of the dead?	Tell me who the shepherd is in the parable and who is the sheep.
What is a parable?	Tell me what a parable is.	Tell me the story of Noah's Ark.	Name me a parable.
What is the season of Advent?	What did Jesus do to show he is the Son of God?	What is the Magificat?	What is the sacrament of Baptism?
Last Lesson (Parable 1) (1)	Last Lesson (Parable 2) (2)	Parable 2 (3)	Parable 1 (4)
One about that went missing and the shepherd came to find the sheep. This is a parable to show us how much God loves people and about forgiveness.	Of the coming of light.	A miracle of nature. Jesus showed power over nature and to save lives.	The shepherd is God and the lamb represents the big people.
Prayer of praise to God	A parable to a story Jesus told.	Retelling the story and explaining what happened in it (correct)	The parable of the sower. The parable of the seed sower. The parable of the Good Samaritan. The parable of the unforgiving servant. The parable of the prodigal son.
When Christians prepare for the coming of Jesus Christ at Christmas.	Performing miracles.	Mary's prayer, giving thanks to God and praise for his past work to come.	When a person becomes part of the Christian family and promises to love God.
Last Lesson (1)	Parable (2)	Back to Y1 (3)	Back to Reception (4)



Y2 B1, 2 & 3

Tarsia

22. Teach the Teddy

Younger children teach key learning points to a class soft toy

Good for EYFS - Y2

Remembering and applying meaning

Showing understanding

Using specialist vocabulary

Retelling a narrative


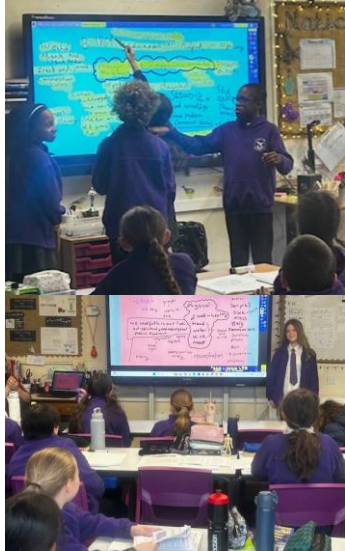


Identifying and naming personal responses




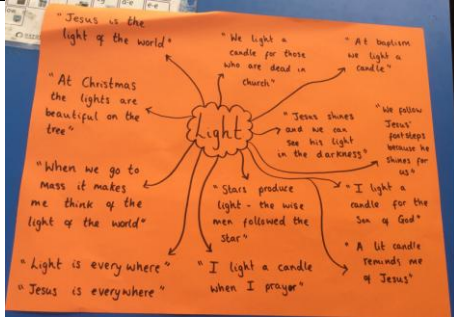


Y1 B1





<p>23. Top Tippers</p>	<p>Pupils have to succinctly identify the key knowledge from the lesson to teach someone who was absent from the lesson.</p>	<p>Remembering and applying meaning</p> <p>Showing understanding</p> <p>Using specialist vocabulary</p> <p>Retelling a narrative</p> <p>Identifying and naming personal responses</p> <p>Making relevant links</p> <p>Building logical theories</p>			<p>Y5 B3</p> <p>Y6 B3</p>
<p>24. Hooks</p>	<p>Pupils decide what 'hooks' or artefacts/symbol/ piece of music/scripture they would use to teach the lesson they have just had and justify why they have made that choice.</p>	<p>Remembering and applying meaning</p> <p>Showing understanding</p> <p>Using specialist vocabulary</p> <p>Retelling a narrative</p> <p>Identifying and naming personal responses</p> <p>Making relevant links</p>			<p>Y3 B3</p>




		<p>Expressing a point of view with reasons that relate to sources/experiences</p>			
<p>25. Turn a Word</p>	<p>Teacher or peer gives a word (verbal or written) and pupils use the word appropriately in a sentence.</p> <p>Good for contextualising vocabulary and making links</p>	<p>Applying meaning</p> <p>Showing understanding</p> <p>Using specialist vocabulary</p> <p>Recognising links and simple connections</p> <p>Expressing a judgement with relevant reasons</p>			<p>Y1 B3</p>
<p>26. Lucky Dip</p>	<p>Bag with key questions and content, objects relating to scripture, sacraments, trinity etc.</p> <p>Good for reasoning and making links, justifying</p>	<p>Showing understanding</p> <p>Using specialist vocabulary</p> <p>Remembering and applying meaning</p>			<p>Y1 B1</p>



<p>27. Sequential Success</p>	<p>An aspirational scoring guide that is self/peer/teacher assessed against a set of criteria</p> <p>Good for using 'key words' and a very good tool for self-assessment. Can be teacher led or co-constructed with pupils</p>	<p>Showing understanding</p> <p>Using specialist vocabulary</p> <p>Making relevant links</p> <p>Articulating reasons</p> <p>Using evidence to express insights</p>				<p><u>Y6 B1</u></p> <p><u>Y6 B4</u></p>																																			
<p>28. KASH Rubrics</p> <p>Knowledge, attitudes, skills, habits</p>	<p>Effective with groups. Pupils co-construct the knowledge, attitudes, skills and habits needed to answer a question, then award points for how well they met the criteria.</p>	<p>Showing understanding</p> <p>Using specialist vocabulary</p> <p>Making relevant links</p> <p>Articulating reasons</p> <p>Using evidence to express insights</p>		<p>Y6 B4 1: Retell, with increasing detail, the parable of the prodigal son, and make simple connections with Christian beliefs about God's mercy and forgiveness.</p> <table border="1"> <thead> <tr> <th></th> <th>Good!</th> <th>Even Better!!!</th> </tr> </thead> <tbody> <tr> <td>K knowledge</td> <td>Retell the parable in order (including what, when, who, why and how). Include your thoughts on the older brother's anger with forgiveness and what this tells us about whether or not he truly loves his father.</td> <td>Retell the parable in order (including what, when, who, why and how). 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<p>29. Hot Seating</p>	<p>Children take on the role of an 'expert' or person from scripture and answer questions. Can also be used to offer a contrary view and find out who the 'mystery guest' might be</p>	<p>Showing understanding</p> <p>Using specialist vocabulary</p> <p>Making relevant links</p> <p>Articulating reasons</p> <p>Using evidence to express insights</p> <p>Imagining different people's responses</p>			<p>Y1 B3</p> <p>Y2 B3</p>
<p>30. Big Books or Floor Books</p>	<p>Used to record responses to 'Big Questions' and capture discussion. Can be scribed by an adult or by pupils on 'Post-its'</p>	<p>Showing understanding</p> <p>Using specialist vocabulary</p> <p>Imagining consequences</p> <p>Suggesting meanings</p> <p>Expressing a point of view with reasons that relate to sources/experiences</p>			<p>REC B1</p> <p>REC B3</p> <p>Y3 B1</p> <p>Y3 B3</p>



33. What Do You See?

Using a visual stimulus – painting, sculpture or photograph.
 3-part activity:
 1. 1-minute silent stare
 2. Describe what you see using positional language and subject specific vocabulary.
 3. What do you think is happening? Explain why you think this.
 4. What is it saying to you? What does your heart say?

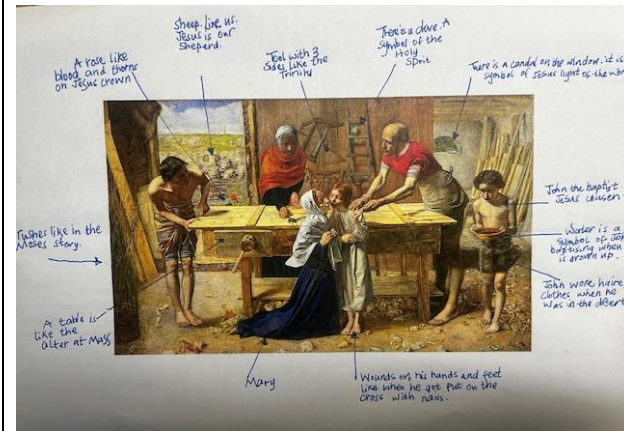
Particular emphasis on the use of symbolism.
 See Christian art:
www.christian.art
 Johnny Miller
<https://unequalscenes.com>
 Tate Britain, pre-Raphaelite collection is useful for symbolism
 Elizabeth Wang Radiant Light
<https://radiantlight.org.u>

Showing understanding

Using specialist vocabulary to describe and explain

Exploring meaning

Using evidence to express insight



Y4 B2

34. Ask the Author

What would you ask the author of this scripture/poem/prayer/psalm/encyclical/composer?

Dialoguing with others

Exploring how they and others interpret meaning



Ask the author...

Now we know the story, what would you ask the author?

Elijah, Kings, Chapter 17


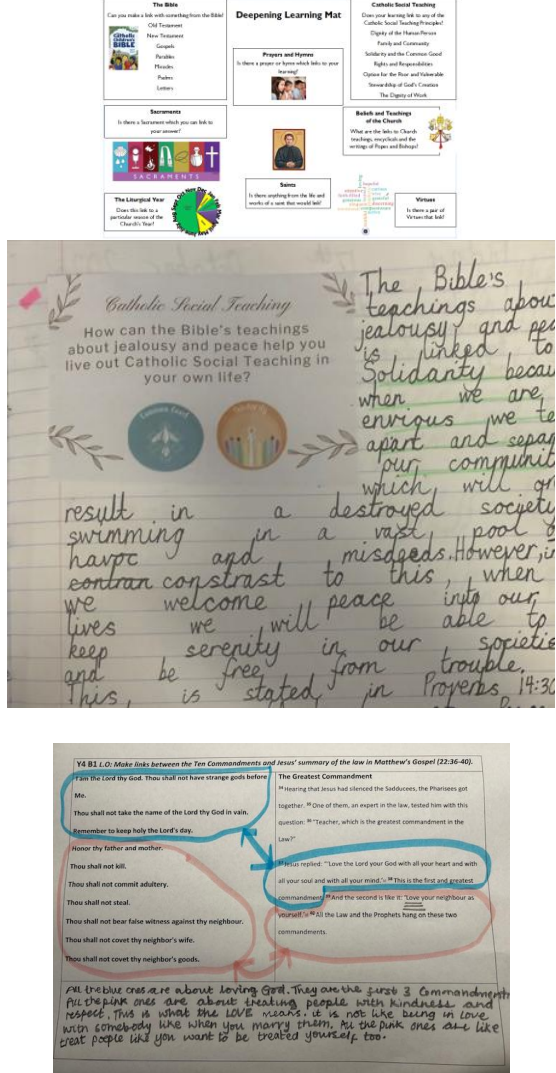
Key vocabulary spelling

Elijah
 Widow
 The Widow's son
 Zanghath, Sidon
 through
 famine
 flour
 oil
 bread
 miracle
 faith
 trust

Y4 B4a

Y4B4b


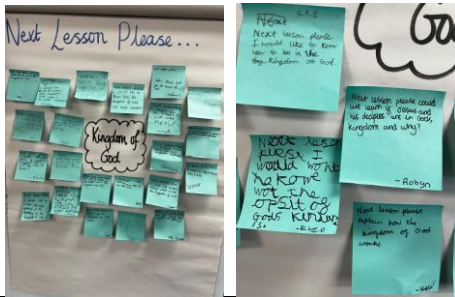

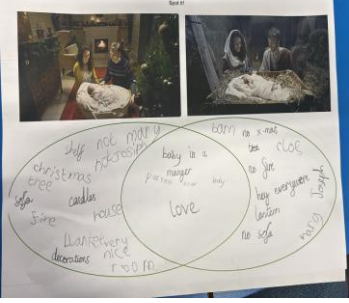




	Can be used in a variety of ways, at the start, during or at the end of a series of lessons.	Playing with possibilities			
35.Link It!	<p>Draw links from this lesson to other learning</p> <p>Scripture, tradition and actions of Christians, art, music, prayers.</p>	<p>Recognising links and simple connections</p> <p>Showing understanding</p>			<p><u>Y5 B1</u></p> <p><u>Learning mat</u></p> <p><u>Y4 B5</u></p>


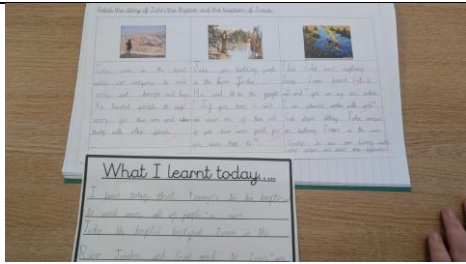

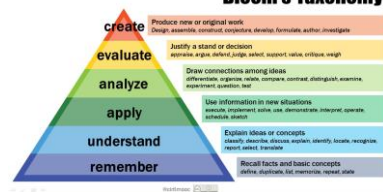




<p>36. 3 in 3</p>	<p>3 questions, tasks, responses completed in 3 minutes</p> <p>A quick recall activity at the beginning of a lesson</p>	<p>Remembering and recalling</p> <p>Showing understanding</p>		<p>1) QUICK DRAW Draw a symbol to represent ONE Beatitude or ONE virtue (faith, hope, or love).</p> <p>One word to explain my drawing: <u>Hope</u></p> <p>2) LINK IT One Beatitude/virtue links to <u>Hope</u> because <u>even when the World has its struggles there is always hope.</u></p> <p>3) REFLECT Tick one: <input type="checkbox"/> Faith <input checked="" type="checkbox"/> Hope <input type="checkbox"/> Love I need this virtue most in school because: <u>I need to believe in myself and use my gifts and talents for the right reasons. I want to be the best version of me and also help others.</u></p>	<p><u>Y5 B3</u></p>
<p>37. Move it Vocab</p>	<p>Pupil self-assessment. Place vocab in 3 different groups: I definitely know this and can use it I have heard of this but I'm not 100% sure how to use it I've never heard of this!</p> <p>Good to use at the start of a topic Revisit at mid way and/or end of topic (teacher can record at start and end to evidence learning progression)</p>	<p>Remembering and recalling</p> <p>Showing understanding</p> <p>Using specialist vocabulary</p>			<p><u>Y2 B2</u></p>



<p>38. Next Lesson</p>	<p>Self-assessment request – more knowledge or going deeper?</p> <p>It helps to decide whether the class needs review or reinforcement</p>	<p>Reflecting on the meaning of what they have learned</p> <p>Showing understanding</p>			<p>Y3 B3 a Y3 B3 b</p>
<p>39. Spot It!</p>	<p>Students are asked to find errors, spot patterns or identify key elements in a piece of text, image or diagram</p>	<p>Showing understanding</p> <p>Exploring meaning</p> <p>Using evidence to express insight</p> <p>Interpreting and analysing</p>			<p>Y2 B2</p>
<p>40. QR Codes</p>	<p>Record discussions, drama, prayers, verbal responses etc and capture it in a QR code which is stuck into pupils' books</p> <p>Very useful for assessment</p>	<p>Showing understanding</p> <p>Interpreting and analysing</p> <p>Expressing a point of view with a relevant reason</p> <p>Imagining different people's responses</p>		 <p>Y5 B6 Pupils explaining what the Bible means to them.</p>	<p>Y5 B6</p>



<p>41. 'What I Learnt Today' Postcards</p>	<p>Children summarise the learning of the lesson. You can add complexity to this by limiting the number of words or by disallowing certain phrases that are allowed to be used.</p>	<p>Showing understanding</p> <p>Remembering and recalling</p>			<p><u>Y2 B3</u></p>
<p>42. Ongoing Effective Questioning</p>	<p>Tell me what you've done? What do you mean by...? Why do you think...? Can you give me an example of...? Tell me more.</p>	<p>Recognising links and simple connections</p> <p>Showing understanding</p> <p>Using evidence to express insight</p> <p>Remembering and recalling</p>		<p>Bloom's Taxonomy</p> 	<p>See 'Putting Big Ideas into Practice in RE' in Suggested Reading Toolkit document</p>
<p>43. Odd One Out</p>	<p>Pupils are provided a set of pictures, statements and use their knowledge to justify their choice.</p>	<p>Recognising links and simple connections</p> <p>Showing understanding</p> <p>Remembering and recalling</p> <p>Articulating the reasons for their judgements</p>		 <p>Which image is the odd one out? How do you know?</p>	<p><u>Y6 B3</u></p>



44. Learning Scripture through actions	Talk for Writing style.	Showing understanding Remembering and applying meaning Retelling a narrative			Y6 B5
45. Linking Scripture to our Lives	Linking belief and life.	Showing understanding Reflecting on the meaning of what they have learned for their own lives Exploring how they interpret meaning Expressing a judgement with relevant reasons			Y1 B3 Y3 B3 Y5 B3 Y6 B1
46. Personal Artistic Response to Scripture	Creating an original work, justifying and explaining the reasons for their choices.	Exploring how they interpret meaning Expressing a judgement with relevant reasons Making links between sources			Y3 B2



	<i>and people of no faith think about this passage?</i>				
49. Response to Sources of Revelation (Scripture, Papal Encyclicals, Art and human experience)	Pupils are provided with a source of revelation and link it to what it means to them and others.	Exploring how they interpret meaning Expressing a point of view with reasons that relate to sources/experiences Expressing a judgement with relevant reasons Making links between sources			Mixed 3 4 B6 Y4 B3 Mixed 5 6 B5
50. Reflect it to the world today. 'Go Viral for Jesus'	Pupils are given a topic to express to a modern audience. They have to consider how to represent this topic using action, song and a # that could be used that others would easily remember the message. What is the key message they want to deliver?	Exploring how they interpret meaning Expressing a point of view with reasons that relate to sources/experiences Expressing a judgement with relevant reasons Making links between sources			Go Viral