



### Assessment in Discovery RE

Mindful that the majority of agreed syllabi for RE around the country used to align themselves to the 2 attainment target and 8-level scale system of assessing children’s RE learning, the original edition of Discovery RE followed this pattern in order to be of service to teachers.

Some people are still obliged to follow agreed syllabi containing this system, so Discovery RE continues to reference the 2 attainment targets (albeit teasing out the different aspects of AT2).

However, mindful of the educational landscape ‘beyond levels’, we also offer an alternative colour-coded system:

- **End of key stage age-related expectations** for KS1, lower KS2 and upper KS2. This is similar to the RE Council non-statutory framework for RE (2013) which also suggests end of KS3 expectations, summarised as:

(Abridged NCFRE showing the 3 strands A, B and C. (For Curriculum Framework for RE, just Google).

Attainment related to end of KS statements	Reference to ‘old’ level descriptors	A. Investigate the beliefs and practices of religions and other world views	B. Investigate how religions and other world views address questions of meaning, purpose and value	C. Investigate how religions and other world views influence morality, identity and diversity
End of KS1 (Year 2 Age 7)	2	Retell, recognise and find meanings	Explore and respond sensitively	Begin to express ideas and opinions
End of Lower KS2 (Year 4 Age 9)	3	Describe, discover more and respond thoughtfully	Observe and suggest reasons	Suggest reasons and respond thoughtfully
End of KS2 (Year 6 Age 11)	4	Reflect and make connections between different ideas	Consider, compare and contrast	Offer ideas and clear responses

- **3 age-related expectation descriptors for each enquiry in each year group.** These expectations (working AT, TOWARDS and BEYOND) give guidance for assessing each of the 3 aspects of learning involved and made explicit in Discovery RE. Schools can, of course, use the language of their choice to describe these expectations (e.g. developing, secure, exceeding) in order to ensure RE is in line with the school’s system.

The 3 aspects of learning are colour-coded:

**Green: personal resonance with or reflection on... (formerly AT2 personal)**

**Blue: knowledge and understanding of... (formerly AT1)**

**Red: evaluation/critical thinking in relation to the enquiry question (formerly AT2 impersonal).**

AfL (assessment for learning) opportunities are offered throughout each step of each enquiry.

This colour coding starts with steps 1-4 on the planning, each box being framed in the colour that denotes the focus of learning in that step.

The colours continue in the Activity Sheets so the teacher can see which activity is focused on which aspect of learning, and follow this through in the expectation descriptors (Working TOWARDS, Working AT and Working BEYOND) and in the exemplification. This will make it easier to link teaching with learning outcomes, as RE is a complex subject to assess.

End of Key Stage Colour-coded descriptors in Discovery RE

<p>“WORKING AT” expectation.</p> <p>Most children are expected to reach these expectations.</p>	<p><b>GREEN DESCRIPTORS</b></p> <p>Personal resonance with or reflection on</p> <p>The concept / belief underlying the subject matter of the enquiry</p> <p>Child’s own thoughts, opinions, belief, empathy.</p>	<p><b>BLUE DESCRIPTORS</b></p> <p>Knowledge and understanding of the subject matter of that enquiry (subject knowledge)</p>	<p><b>RED DESCRIPTORS</b></p> <p>Skills of evaluation and critical thinking in relation to the big enquiry question</p>
<p>End of Key Stage 1 (Year 2, Age 7, ‘old’ Level 2)</p>	<p>I can tell you / talk about what concepts like belonging, commitment, kindness, forgiveness mean to me in my world</p> <p>I can verbalise and / or express my own thoughts</p>	<p>I can recall facts about the religions / beliefs I have studied, begin to use the religious vocabulary and start to explain the significance and meaning of the facts, practices etc.</p>	<p>I can start to think through the enquiry question using some facts and am beginning to see there could be more than one answer.</p>
<p>End of LOWER key Stage 2 (Year 4, Age 9, ‘old’ Level 3)</p>	<p>I can tell you / talk about the concept / belief e.g. belonging and start to relate this to the people I am studying e.g. Jews.</p> <p>I can express my own opinions and start to support them with rationale.</p>	<p>I can recall facts about religions I have studied, select the facts that are most significant to the enquiry and start to explain their relevance / importance.</p>	<p>I can apply my knowledge to the enquiry question and give an answer supported by one or more facts.</p>
<p>End of Key Stage 2 (Year 6, Age 11, ‘old’ Level 4)</p>	<p>I can explain how the concept / belief e.g. forgiveness resonates in my own life and can also see this might be different for other people because of their religion/beliefs</p> <p>I can express my own thoughts etc having reflected on them in relation to other people’s.</p>	<p>I can recall facts about religions and explain differences in practice and interpretation within and between religions / belief systems.</p>	<p>I can weigh up evidence and different arguments / aspects relevant to the enquiry question and express my answer, supported with evidence / rationale.</p>