


Subject RE KS3		FUNCTIONS OF ASSESSMENT		
		<b>FORMATIVE;</b>	<b>SUMMATIVE;</b>	<b>EVALUATIVE;</b>
		The instructional guidance that identifies central points of learning and plans for the progression of individuals students.	This describes individuals learning at the end of an instructional unit by comparing it against a standard or bench mark. (High Stakes Assessment)	This is about institutional accountability and comes after terminal exams.
<b>TIMESCALE</b>	<b>Annually</b>	<p>Year 7 complete a Baseline Assessment which act as a starting point from which staff are able to gauge what religious knowledge and understanding students have as well staff being able to form judgements to aid ongoing formative assessment.</p> <p>For Year 8 the use of previous year 7 data can be used by staff in order to make formative judgements of students' performance and understanding against.</p>	<p>Formal End of Year examinations as part of the Key Stage 3 Assessment Week. These are teacher assessed. This usually covers the last topic taught, but includes all the skills, concepts and terminology learnt over the year.</p> <p>Data is used to plot performance against the projected flight plan.</p> <p>Students will be given a model answer after their test has been assessed along with the mark scheme to identify areas that need additional support.</p>	Throughout KS3, peer and self-evaluation are used and more formal performance assessments. Growth mind-set is a valuable part of lessons and forms coaching and verbal evaluation given by teachers and students.
	<b>Interim</b>  Could be termly or half termly	<p>Lesson ready (home learning) is for consolidation and practice purposes and includes questions and tasks to aid learning and exam performance.</p> <p>Half term units of reading/writing based work are completed. 'Tracker Sheet' which should be stuck into students' books at the front. These illustrate the various topics and tasks which</p>	<b>5 formal assessment points across each year at the end of each unit (half termly). Levels based upon the KS3 mastery tiers and written feedback. Student ReACT responses should be evident</b>	

		students will cover and if/how they shall be assessed.	<b>YEAR 7</b> <b>Aut 1</b> – Baseline assessment <b>Aut 2</b> – GCSE exam style question on Philosophy for children. <b>Spr 1</b> – produce a leaflet on Brit Milah (circumcision) <b>Spr 2</b> – Diary entry on Bar mitzvah. A Jewish ceremony of when a 13 year old boy becomes an adult in Judaism. <b>Sum 1</b> – KS3 end of year test on Terrorism	<b>YEAR 8</b> <b>Aut 1</b> – GCSE exam style question Jesus <b>Aut 2</b> – Newspaper article on reporting on Jesus’ miracles. <b>Spr 1</b> – Buddhism leaflet <b>Spr 2</b> – GCSE style question on women in society <b>Sum 1</b> – KS3 end of year test on social justice.	
	<b>Weekly</b>	Homework tasks Lesson ready tasks (flipped learning) where research is needed Quizzes			
	<b>Hourly</b>	To meet the lesson outcomes:  Every lesson the lesson outcomes are met using the following strategies: <ul style="list-style-type: none"> <li>• Focused questioning/targeted questioning</li> <li>• Tiered verbal questioning (Bloom’s taxonomy)</li> <li>• Mini quiz and plenaries.</li> <li>• Use of keywords and learning word wall throughout lessons.</li> </ul>			