


Subject RE KS4		FUNCTIONS OF ASSESSMENT		
		<b>FORMATIVE;</b> The instructional guidance that identifies central points of learning and plans for the progression of individuals students.	<b>SUMMATIVE;</b> This describes individuals learning at the end of an instructional unit by comparing it against a standard or bench mark. (High Stakes Assessment)	<b>EVALUATIVE;</b> This is about institutional accountability and comes after terminal exams.
<b>TIMESCALE</b>	<b>Annually</b>	<p>For Year 9 the use of previous year 8 data can be used by staff in order to make formative judgements of students' performance and understanding against.</p> <p>Year 9 and 10 End of Year Exams act as a starting point from which judgements can be made to aid ongoing formative assessment by staff.</p>	<p>Years 9 and 10 will sit a GCSE RE paper for their End of Year Exam to measure progress and outcomes from their starting points.</p> <p>Year 11 will have their GCSE exams in May which are externally marked by AQA. Results in August.</p>	<p>Throughout KS4, peer and self-evaluation completed every lesson in individual tasks and more formal performance assessments. Growth mind-set is a valuable part of lessons and forms coaching and verbal evaluation given by teachers and pupils.</p> <p>The RE department tracks and evaluates summative assessment performance across KS4 to form a holistic view of student performance and progress and uses this to inform teaching, feedback, targets and intervention strategies.</p>
	<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>Each topic has a Personalised Learning Checklist (PLC) style 'Tracker Sheet' which should be stuck into students' books at the front. These illustrate the various topics and tasks which students will cover and if/how they shall be assessed.</p>	<p><b>YEAR 9/10/11</b> 5 formal assessment points across the year at the end of each half termly unit.</p> <p><b>YEAR 9</b> Aut 1 – GCSE style question on Christian teachings on divorce Aut 2 – End of unit test Relationships and family Spr 1 – GCSE style question on the Nature of God. Spr 2 – GCSE style question on the life after death. Sum – End of year exam</p> <p><b>YEAR 10</b> Aut 1 – GCSE style question on infant baptism verses adult baptism Aut 2 – End of unit test on Christian practices Spr 1 – GCSE style question on Capital punishment. Spr 2 – Year 10 exam Sum – GCSE style question on Muslim beliefs</p>	

			<p>YEAR 11</p> <p>Aut 1 – GCSE style question on the ‘Just war theory.’</p> <p>Aut 2 – Trial exam</p> <p>Spr 1 – GCSE style question on Muslim practices</p> <p>Spr 2 – On going tests for revision.</p> <p>Sum – RE GCSE Public exam</p>	
	<b>Weekly</b>	<p>A number of different strategies would be used by staff including:</p> <p>Low stakes testing on different topics, multiple choice questions and keywords.</p> <p>Online Kerboodle resources</p> <p>Lesson Ready – Students given tasks to do outside of lesson that feed into the next lessons work</p> <p>Homework practice exam questions.</p>		
	<b>Hourly</b>	<p>Meeting the lesson outcomes</p> <p>Every lesson the following formative assessment takes place using the following strategies:</p> <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>		