



Harrow Way
Community School
Learning for life, success for all



Assessment

RE & PHILOSOPHY

RE Department Assessment Principles

At Harrow Way we believe that assessment is a core element in the process of learning and takes two distinct forms; formative and summative assessment. The process of learning is defined as a change in long term memory and assessment enables teachers to establish whether a change in long term memory has occurred and where there are gaps in students' knowledge.

Formative assessment is an ongoing process that will take place in every lesson. This is more simply referred to as 'assessment for learning'. Learning is a process which is supported by formative assessment.

Summative assessment can be more simply defined as 'assessment of learning'. This process happens in order that teachers can establish what students' have learned following a sequence of lessons, at the end of a topic, unit, term or academic year.

Assessment in the RE department

Formative assessment	
Which methods of formative assessment have you chosen to use in your subject area?	<ul style="list-style-type: none"> • Questioning, especially with regard to recall of a previous topic. All interleaving is marked with * and this requires students to show links with previous topics. • Retrieval in the classroom ('Do Now' tasks) • Low stakes testing (quizzes, word play etc.) going over key ideas without consequence.
How does KS3 differ from KS4?	No difference although it will be on a higher level for KS4
Why do you think these methods are best suited to your subject and how do you know they are successful?	So much of the subject requires large amounts of empathy and imagination that questioning is the best way to iron out problems, sort misconceptions and come to an understanding of what is being asked. Sometimes with questioning it is easier to link it with a student's own experiences.

Summative assessment	
How does summative assessment work in your subject area? Are you assessing Disciplinary knowledge/ Substantive knowledge/ Practical skills/ Processes?	KS3; after each 'cycle' of the enquiry there will be long writing in some form. Generally PEEL paragraphs which are linked with the longest answer questions in the GCSE, so they are being prepared early. If it isn't PEEL it is about showing both sides of an argument as this is

	<p>key. Marking is done using data from primary school then AOB +/-=. No end of year exams in 7 and 8 but they do extended retrieval covering things they learned that year.</p> <p>In year 9 they only do GCSE questions a and b. End of year exam about a key topic but they are given the previous lesson to revise. Essentially testing exam technique.</p> <p>KS4; after each topic they do an exam question from the GCSE. In year 10 it is b, c, and eventually d questions. In year 11 it is c and d. Year 10/11 mock exams (full Philosophy exam and ½ Christianity/Islam) Marked using the GCSE mark schemes then measured against their TMG.</p>
Brief details about KS3 and KS4 assessment points. What is being assessed and what is the intended outcome?	<p>KS3; knowledge of what is being studied in year 7 and 8. Some key words/phrases which they must know to progress. They are also being tested on reading as every topic has long reading passages as well as how to construct good academic sentences.</p> <p>Year 9 do the lower marked end of the GCSE questions worth 2 and 5 marks.</p> <p>KS4; Assessment is understanding the question being asked and how to approach them. The C and D questions have a specific method I use to keep them on track. '2 x paragraph expanded' for c and PEEL x 2 for d.</p>
What do you do with the information that you collect from these assessments?	<p>KS3; chart on all classes with results of end of topic assessments giving the teacher 4 sets of data over the year which are RAG on the chart.</p> <p>KS4; chart for all exam questions with results displayed using RAG against their TMG.</p>