



Phil Norrey
Chief Executive

To: The Chairman and Members of
the Standing Advisory Council
for Religious Education

County Hall
Topsham Road
Exeter
Devon
EX2 4QD

(See below)

Your ref :
Our ref :

Date : 30 May 2017
Please ask for : Gerry Rufolo 01392 382299

Email: gerry.rufolo@devon.gov.uk

STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION

Wednesday, 7th June, 2017

A meeting of the Standing Advisory Council for Religious Education is to be held on the above date at 10.00 am in the Committee Suite - County Hall to consider the following matters.

P NORREY
Chief Executive

A G E N D A

PART I - OPEN COMMITTEE

- 1 Apologies for Absence
- 2 Minutes (Pages 1 - 6)
Minutes of the meeting held on 8 February 2017 attached
- 3 Items Requiring Urgent Attention
Items which in the opinion of the Chair should be considered at the meeting as matters of urgency.
- 4 Devon SACRE Membership
Mr Pawson to report
- 5 SACRE Budget
Mr Pawson to report
- 6 Devon SACRE Annual Report including Analysis of GCSE Results
Annual Report to follow

- 7 Attitudes towards Relationships and Sex Education
Mr Pawson to report
- 8 Interfaith Focus: Faith and Belief Training , Interfaith Conference, Feedback on Interfaith Week 2016 and Hindu Workshops
Mr Roberts to report
- 9 Learn, Teach, Lead Religious Education (LTLRE): Hub Groups Update
Mrs Wilson to report
- 10 Working Group: Assessment Project (Pages 7 - 16)
Mr Roberts to report (Papers attached)
- 11 Planned CPD for Devon Schools
Mr Pawson to report
- 12 National Developments
Mr Pawson to report on
- Religious Education Council (REC),
 - REC Commission Consultation
 - RE Quality Mark
 - National Association of Teachers of RE (NATRE)
 - New Examination Courses
- 13 Holocaust Memorial Day 2018 : Planning
Mr Pawson to report
- 14 Reports on SW SACRE Conference 6 March 2017 at Dillington House, and NASACRE Annual Conference 16 May 2017 in York
Mr Pawson to report
- 15 Future SACRE Meetings
Proposed dates: Wednesday, 15 November 2017 and Tuesday 6 February 2018 at County Hall, Exeter

To consider a proposal to hold a future meeting at Exeter Mosque

PART II - ITEMS WHICH MAY BE TAKEN IN THE ABSENCE OF PRESS AND PUBLIC ON THE GROUNDS THAT EXEMPT INFORMATION MAY BE DISCLOSED

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MEMBERS ARE REQUESTED TO SIGN THE ATTENDANCE REGISTER

Membership	
<p><i>Members are reminded that Substitutes are permitted</i></p> <p>Group A: Christian and Other Religion and Belief Communities, with the Exception of the Church of England</p> <p>Vacancy (Baptist Representative) K Denby (Devon Humanists Representative) R Halsey (Jewish Representative) H Hastie (Baha'i Representative) M Hext (Methodist Representative) R Khreisheh (Muslim Representative) B Lane (United Reformed Church Representative) M Miller (Pagan Community Representative) R Nathwani (Hindu Representative) N Nation (Roman Catholic Representative) C Singh (Sikh Representative) J Taylorson (Buddhist Representative)</p>	
<p>Group B: The Church of England</p> <p>C Hulbert (Chairman) E Pawson M Dearden T Wilson</p>	
<p>Group C Teachers' Associations</p> <p>J Gooddy P Hammett W Harrison P Cornish L Clay E Mihas S Shute K Walshe G Winnall</p> <p>Group D Devon County Council</p> <p>Councillor E Brennan Councillor C Channon Councillor I Chubb Councillor P Colthorpe Councillor G Hook Councillor M Squires</p> <p>Co-opted Members</p> <p>P Fletcher T Griffiths J Marshall J Roberts S Spence G Teece</p>	

Declaration of Interests

Members are reminded that they must declare any interest they may have in any item to be considered at this meeting, prior to any discussion taking place on that item.

Access to Information

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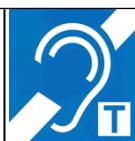
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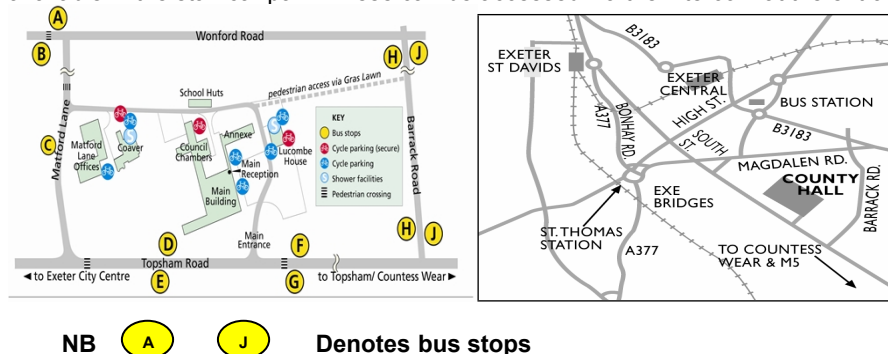
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STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION

8 February 2017

Present:-

Group A: Christian and Other Religion and Belief Communities (with the exception of the Church of England)

H Hastie, B Lane, N Nation and M Miller

Group B: The Church of England

M Dearden, T Pritchard and T Wilson

Group C: Teachers' Associations

L Clay, J Gooddy (Chairman for the meeting), T Griffiths (substitute for Dr Teece), P Hammett, W Harrison and S Shute

Group D: The County Council

Councillors P Colthorpe, A Hannan and M Squires

Co-opted Members

J Marshall, J Roberts and S Spence

Advisor - E Pawson

Apologies:-

J Berry, C Channon, P Cornish, K Denby, R Halsey, M Hext, C Hulbert, R Khreisheh, R Nathwani, J Taylorson, and R Younger-Ross.

30 **Minutes**

RESOLVED that the minutes of the meeting held on 1 November 2016 be signed as a correct record.

31 **Items Requiring Urgent Attention**

There was no matter raised as a matter of urgency.

32 **Devon SACRE Membership**

Mr Pawson reported on the 4 year appointments noting that J Walmsley (Quaker Rep) had resigned and Mr Langtree was no longer able to continue and other vacancies including Sikh representation. Attendance from all the houses had been relatively good and Devon SACRE was an active and engaged forum.

The Council noted that substitutes were permitted and that members could be reminded of this facility.

Mr Pawson would contact the Sikh Community to ask them to nominate a new representative on SACRE, noting that Penny Rouvas (who is a convert to Sikhism) might be a suitable candidate.

33

Devon SACRE proposed Budget and draft Development Plan

Mr Pawson reported on current budget proposals relating to funding for the SACRE to implement its Development Plan 2017 – 2019. The proposed budget for 2017 – 2019 had been reduced by Babcock LDP from £39,000 to £32,500 (from £19, 000 per annum to £16, 250 per annum) representing a 17% cut. It was understood (subject to confirmation) that that the allocation from the County Council to Babcock LDP for all its services under the LDP agreement had represented a 3% cut.

The Development Plan before the meeting highlighted proposed reductions to meet the programmed commitments including the allocated Advisers' time.

Councillor Squires reported on views from Councillor Channon relating to proposed cuts relating to Holocaust Memorial Day (HMD), lunch expenses on committee days followed by member training and the relatively good support this SACRE enjoyed compared to other areas.

SACRE members noted:

- the value of training for members and cost effectiveness of having training sessions on days when the SACRE met (which has been the practice for some 10 years) and minimal expense of lunch to facilitate this;
- the extent of the work and added value of the Advisors with their local, national and international links, expertise and experience and their levels of unpaid and voluntary work for the benefit of SACRE;
- that the Devon SACRE (which had been relatively well-funded) was responsible for the oversight of RE in over 330 schools (compared to the Torbay SACRE for example with only 50 schools, notwithstanding a smaller budget) which represented good economies of scale and excellent value;
- the lack of any rationale from Babcock for the disproportionate reduction of 17%.

At this point Mr Pawson and Mr Roberts left the meeting whilst Members discussed the proposed cuts as detailed in the updated Development Plan and the allocated advisors' time.

The Members noted that the original Development Plan had been drawn up cautiously and judiciously and there was no or very limited scope for cuts, particularly in the following areas:

- 3 b: Learn Teach Lead RE Programme: the need for continued SACRE funding to support this and which represented valuable Continued Professional Development (CPD) for teachers;
- 3 c: the proposed cut (from 6 to 4 days over two years) for schools faith and belief visitors was untenable;
- 3 f: Holocaust Memorial day (HMD): members noted the support provided by the Exeter City Council and consideration should be given for a request to the County Council for direct support (rather than through SACRE) to eliminate the proposed cut from 8 – 6 days – even the current allocation (8 days) did not truly reflect the level and complexity of the work involved (including from expert voluntary input) in this high profile, worthwhile and well-received event involving schools and young people, which promoted a wider agenda of community cohesiveness;
- 4 a: Evaluating and Appraising the Agreed Syllabus in preparation for a review in 2019: more time was required in view of the number of Devon Schools and the valuable work of the advisors and huge benefits derived and noting the informal additional input from the advisors (noting that the 5 yearly review was due in 2019/20 when additional resources would be required).

RESOLVED that the Chairman and Vice-Chairman write a letter to the County Council's Head of Education and Learning (with the copies to the Leader of the Council, Chief Executive and Babcock LDP) expressing the concerns of Devon SACRE relating to:

(a) the proposed 17% cut for SACRE by Babcock LDP and impact on the SACRE's Development Plan (as outlined above) noting the statutory functions and obligations;

(b) seeking a rationale from Babcock LDP for the proposed 17% cut to the SACRE and requesting reinstatement of funding to £39,000 for 2017 - 2019 to properly implement the Development Plan;

(c) consideration to direct additional Devon County Council support for the Holocaust Memorial Day arrangements.

(Note: Mr Pawson and Mr Roberts re-joined the meeting)

34

Devon SACRE Annual Report (including analysis of GCSE results)

Mr Pawson reported on RE GCSE Data for Devon Schools (compared with national results) for the full and short courses from 2012 -2016, and the religious studies examination entry trends 2012 -16 for all Devon Schools (detailed according to maintained and academy Schools).

Members noted:

- that the full analysis of results would be presented at the June meeting each year (in respect of the previous academic year);
- that pupils in Devon schools were underperforming in the GCSE results in 2016 against the national trend in the A* - A and particularly in the A* - A categories; and this required further analysis as to possible reasons;
- good progress in the numbers being entered for the full course in 2016 in all Devon schools, noting that additional time was not available which would have had adverse impact on results;
- the need to learn from other authorities about the reasons for better performance;
- academy schools highlighted with low entries for RE which would warrant further visits by advisors.

35

Interfaith Focus Faith and Belief Training, Interfaith Conference, Feedback on Interfaith Week 2016 and Hindu workshops

Mr Roberts reported on:

- the success of the Hindu Workshop for Schools held on 4 November 2016 at Sidmouth College for primary school children led by Sushma Sahajpal with assistance and time dedicated by Mr Pawson;
- the Devon Faith and Belief Forum event 'Not in God's Name' on 5 November 2016 at the Mint Methodist Church which was well attended with over 70 delegates in preparation for interfaith week with valued involvement of John Hall – interfaith relationships advisor to the Bishop. This year's theme for interfaith week would be 'Health and Faith' including themes relating to 'end of life care' for both care volunteers and professionals in relation to patients' beliefs and faiths;
- progress and success of Faith and Belief Speaker Training with the next sessions being arranged for 22 April, 29 April and 20 May 2017 at the Exeter Community Centre.

36

Learn/Teach/Lead Religious Education (LTLRE): Hub Groups Update

Mr Pawson reported on the latest LTRE news:

- new hubs in West Devon and Exeter
- the Annual Conference in October 2017
- bidding for extension to funding for the programme
- new programmes started in NW and NE England, and
- the faith and belief visitors contact list.

The Chairman reported on the excellent value of the Exeter Hub and the contribution Hubs make towards Continued Professional Development and the continuing budgetary pressures on CPD generally. Mrs Wilson referred to difficulties relating to the need for continued funding by the Diocesan, Cornwall and Devon SACREs.

37 Working Group: Assessment Project

Mr Roberts reported on the Working Group which had met twice since the last meeting, there was good co-operation with the Torbay SACRE who had agreed financial support and with excellent input from teacher colleagues. The Group was now moving on from theoretical work to more practical examples and planning for some development of exemplars to meet the needs of schools. Funding commitment from Babcock LDP was still awaited and Mr Pawson was progressing this.

38 Planned CPD for Devon schools

Mr Pawson reported on events for CPD training:

- GCSE/A Level Islam subject knowledge course, Exeter Mosque: Wed 23rd November 2016
- GCSE/A Level Buddhism subject knowledge course, Hartridge Buddhist Monastery, nr Honiton: Wed 30th November 2016
- Secondary RE conference Thurs 9th February 2017 cancelled
- New to RE in Devon: Thurs 9th March 2017
- Primary RE course: Thurs 20th April 2017
- Planned CPD for summer 2017: Understanding Christianity for community primary and secondary.

39 Holocaust Memorial Day 2017: Feedback and Review

Mr Pawson reported that feedback from the Day and events had been very positive and read a letter from the Lord Mayor thanking the organisers and all contributors for a very successful day and members noted the excellent uptake from schools and the valuable and meaningful learning experience.

Mrs Spence asked that the thanks for the organisers and contributors be recorded.

40 National Developments

Mr Pawson reported on 'The BIG NASACRE Survey 2017' in order for NASACRE to be able to represent the views of its member SACREs at a national level, including to the REC and other policymakers for discussion at the NASACRE Executive and being used to inform policymakers about the strengths, views and hopes of SACREs across the country.

Mr Pawson asked members to complete the anonymised survey for discussion at the next meeting before agreement and return. The full report from the research would be made to all SACREs when completed.

41 The Casey Report: Executive Summary

This item was deferred.

42 SW SACRE Conference (Mon 6th March 2017, Dillington House) and NASACRE Annual Conference (Tues 16th May 2017 in York)

Mr Pawson reported that all six places offered by this SACRE had now been taken-up.

43

Dates of Future SACRE Meetings

Wednesday, 7 June at 10.00 am

The Meeting started at 10.00 am and finished at 12.40 pm

Assessment and Progression in Religious Education for Devon schools

Guidance for Good Assessment Practice in RE

This guidance on assessment needs to be read in conjunction with the [Devon Agreed Syllabus for RE](#).

Introduction: Assessment beyond levels

In 2014 the DfE removed the duty for schools to report on levels as a way of measuring progress and attainment, opening up the possibility of utilising new models of assessment. This left a vacuum, and it has taken some time for teachers and schools to establish new methods of working. Alongside this change has come a renewed emphasis on the knowledge content of the curriculum, moving away from a skills-led focus.

This guidance aims to help teachers navigate the different choices available to them and work with a framework that moves beyond the 'levels' or 'can-do' method to focus on assessing rich, deep learning and understanding of key knowledge in RE. It adopts a system of grading which many schools will be familiar with, and which has been recommended by the NAHT. Work is marked according to whether the pupil is understood to be Developing/Emerging; Secure/Expected; Excelling with regard to expected standards.

Are we talking about the same thing?

- **Assessment:** finding out how well the pupils have learnt what has been taught, by making judgements based on identified criteria.

The purposes of assessment are to show:
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- | |
|---|
| (a) how well the pupils are doing
(b) what they need to do next to make progress
(c) how effective the curriculum and teaching are. |
|---|

- **Attainment:** a measure of actual outcomes relating to what pupils know, understand and do.
- **Achievement:** the extent of a pupil's achievement over time, relative to attainment measures and to the pupil's starting point.
- **Expectations:** a statement of the expected outcomes related to what pupils should know, understand and be able to do.
- **Progression:** a curriculum design characteristic in which content is arranged so that ideas and processes become more challenging over time.
- **Command:** secure and competent knowledge and understanding as measured by an expected standard of attainment, such as an end of key stage expectation; an indicator of rich, deep and integrative learning.

This guidance provides a framework for the assessment of RE that is based on the central attainment target of the Devon Agreed Syllabus (2014):

engaging with religions and worldviews

In brief, this framework, brings together the aims and objectives to form the following focuses for assessment:

1. Knowledge and understanding of religious and non-religious worldviews;

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2. Analysis and evaluation of important questions and experiences of life in relation to religious and non-religious worldviews.

This advice unpacks these terms of benchmark expectations for pupils as they make progress in their RE learning. A new model for RE assessment and progression is presented here, that balances the requirements for knowledge, understanding AND skills. It aims to provide an approach this is clear, straightforward and manageable and that will provide pupils, teachers and parents with information about a pupil's attainment in RE and what needs to be done next for progress to be made:

- Using benchmark expectations in RE;
- Short-term, medium-term and long-term planning;
- Recording and communicating judgements;
- Proposed expectations in RE for 7, 11, 14 and 16 year olds.

‘Areas of Enquiry’ and ‘Concepts’ in RE and in Religious and Non-Religious Worldviews

In order to provide direction for assessing pupils' progress in RE it is important to have an idea of where their learning is going. In other words, we need to identify the overarching ideas that pupils should encounter in their RE that will enable them to engage with and understand the power of religion and belief in people's lives.

Some examples of key words in the whole field of religious education are: authority, belief, belonging, community, communication/expression, diversity, experience, identity, knowledge, certainty, life, purpose, religion, practice, ethics and truth. If pupils are developing their knowledge and understanding of such terms and are learning to engage in productive enquiries about them, then we can be confident that they are moving in the right direction.

More specifically, where pupils are investigating and interpreting **concepts** used in particular traditions, they will be building their detailed knowledge and understanding of theological and/or philosophical ideas that will help them to analyse and evaluate some of the questions and experiences of life.

It will be a matter of debate as to which concepts are held to be 'central' or at the 'core' of any particular tradition, and it will be important to recognise the diversity of emphasis within them. Some examples of concepts that are characteristic of particular religions / worldviews are given in the table below. The list is by no means comprehensive, and doesn't include all the religious and non-religious worldviews that might be studied, but is indicative of appropriate material for study in RE:

Buddhism

- Anatta
- Anicca
- Compassion
- Dukkha
- Dhamma/Dharma
- Karma/Karma

Islam

- Akhirah
- Allah
- Creation
- Islam/Muslim
- Jihad
- Prophethood

- Enlightenment
- Meditation
- Sangha
- Wisdom

Christianity

- Covenant
- Creation
- Fall
- Forgiveness
- Gospel
- Incarnation
- Love your enemies
- Relationship with God
- Repentance
- Salvation

Hinduism

- Atman
- Dharma
- Diverse forms of God/Goddess
- Love, Devotion and Respect
- Karma
- Maya
- Moksha
- Samsara

Humanism

- Atheism and Agnosticism
- Empathy and Compassion
- Friendship
- Happiness
- Meaning in life without an afterlife
- Morality as a human construct
- Reason
- Rights and responsibilities
- Science and knowledge of the world

- Sadaqah
- Revelation
- Umma

Judaism

- Being Jewish
- G_d
- Creation
- Death
- Forgiveness
- Israel
- Justice and Mercy
- Kashrut
- Mitzvot
- Repentance
- Shabbat

Sikhism

- Gurmat
- Guru
- Hukam
- Kirat karna
- Nam Simran
- Peace, Justice and Tolerance
- Sewa
- Vand chhakna

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The Framework

The table below provides a set of concise descriptions of what pupils are expected to know and be able to do at specific points in their studies in religious education. These 'learning standards' do not describe any particular teaching practice or pedagogy. Nor do they describe any particular RE curriculum.

It is important to know what progress in these aims and objectives looks like in order to support pupils' learning and to gauge how well they are doing in RE and how best to advise them on how to improve.

The descriptions here are in effect broad indicators of progress – signs of pupils 'getting better' at RE. Teachers should also have a grasp of the details of the RE syllabus being followed in their school, its aims and purpose as well as the content for the key stages. These will usually be set out in the programme of study.

Finally, teachers need an understanding of progression and assessment and its relationship to planning, teaching and achievement, in order to construct a system that works in their school.

Benchmark expectations

By combining elements of knowledge and understanding of religious and non-religious worldviews with the interpretation, analysis and evaluation of questions and experiences of life, teachers can gain a clear view of what they expect pupils to achieve.

These provide a way to map out progression when planning. They can help promote a shared understanding and a common language about achievement in RE. This will enable teachers to make end of key stage judgements about pupil attainments.

The benchmark expectations can also be used as guidance when writing mark schemes. They can be used or modified to set standards in your school, and shared with parents and pupils. The benchmarks can be adapted to show expectations for each year group, e.g., 'pupils are doing well in RE in year 5 when they know and understand... and can recall...' and personalised by relating them to your curriculum plan, e.g., by adding points of belief, practice and forms of expression (such as stories) from specific traditions being studied and specific skills being demonstrated.

Planning

The advantage of using the big ideas / areas of enquiry in planning the RE curriculum, is that it provides a clear structure for pupils to revisit these elements and build on previous achievements. Thus, a 'spiral' curriculum can be planned so that pupils can deepen their knowledge and understanding of the traditions being studied by looking, e.g., at a familiar story from a different perspective.

The benchmark statements can be used to inform and set expectations for pupils' achievement and *assessment criteria* in the individual teaching units. These won't

use the same general or abstract language, but will *contextualise* the expectations into a mark scheme or assessment criteria that will make sense to pupils, i.e., they will provide pitch. This provides the basis of planning assessment opportunities and shows how benchmark expectations develop in practice.

Using the framework

In order to create a manageable assessment system in your school it is helpful to consider the three familiar levels of assessment thinking: short term, medium term and long term.

Short term (day-to-day)

The benchmark expectations for RE are not for sharing directly with students and are of limited use in making day-to-day assessment. However, an understanding of the progression shown in the expectations is essential underpinning for assessment for learning. Progress can be shown on a day-to-day basis, even if assessment information is more informal and ephemeral in nature.

Formative strategies such as better questioning (challenging questions, rich questions); feedback (including formative marking, with opportunities for students to respond and improve their work) and effective self- and peer-assessment require teachers and students to understand progress in these terms.

Medium term assessment (periodic)

Pupils should have the chance to demonstrate their achievement through more formal periodic assessment, typically towards the end of a unit of work. Here, assessing using the criteria for the unit can be used formatively to identify broad progress, strengths and weaknesses and to identify curriculum targets, as well as summatively to monitor progress towards the expectations benchmarks.

A 'mixed economy' of assessment opportunities can be built in to test a range of pupils' capabilities and different aspects of achievements in RE. This might include short tests of specific knowledge, more developed enquiries to assess conceptual understanding and skills, and perhaps occasional synoptic assessment, such as problem solving or decision-making exercises at the end of a year or key stage. These can focus on the extent to which pupils can apply skills, link ideas together and move from the particular to the general, so demonstrating their progress as RE thinkers. These assessment opportunities will draw upon the benchmark expectations.

Teachers are encouraged to use the Assessment Templates (see details below) to plan assessment opportunities. These templates can be used in conjunction with the [Assessment Without Levels in RE](#) materials on the Learn, Teach, Lead RE website, which sets out a rationale for the practice of assessing different cognitive areas.

Long term assessment (transitional)

The benchmark expectations help set a national standard so that schools can be secure in their judgement for monitoring and reporting purposes.

Recording and communicating the judgement

Teachers will be asked to report periodically on pupils' progress. The NAHT suggests a system of *working towards* / *met* / *exceeded* the expected standards to make judgement about attainment in the long term. This will mean a significant

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shift from the previous use of levels. If tasks and criteria are planned and written with the benchmark expectations in mind they will become more demanding across the year and key stage.

Thus, pupils who continue to meet expectations throughout a year will inevitably show that they are making progress.

Table 3 Monitoring progress at different time scales

Scale/Focus	Practice for example	Progress and standards
Short-term Day-to-day	Assessment for learning e.g. questioning, formative feedback/response	Evident in teaching and learning, in pupils' ongoing work, response to feedback, etc.
Frequent Basic knowledge and skills	Short test, identified piece of Homework. More in-depth marking	Progress check can give you a number
Half/termly Conceptual, procedural knowledge	Short research task, problem-solving exercise, etc. Access to work at particular standards, e.g. display. Peer/self- assessment	Criterion marking and feedback Linked to age-related expectations
Long-term (Year/Key Stage) Substantial conceptual development	A major piece of work, e.g. enquiry, decision making exercise, extended writing End of year: perhaps synoptic, drawing learning together	As above, plus an opportunity to develop portfolio of RE work exemplifying and sharing standards and illustrating progress

Assessment Template

To assist schools in planning their assessment practice and recording levels of pupil achievement, a template has been created that helps to provide a structure. This [assessment template](#) can be found on the Babcock/LDP website.

Assessment guidance from Devon SACRE, with thanks for material from AMV (Bath and NE Somerset, Bristol etc), REonline and Culham St Gabriel's

The Framework of benchmark expectations in religious education

Knowledge and understanding

- making greater sense of religious and non-religious worldviews by organising and connecting their knowledge and understanding with questions and experiences of life;
- working with more complex information, and with increasing facility with technical vocabulary, about religious and non-religious worldviews, including the impact of people's beliefs, ways of life and forms of expressing meaning on important questions and experiences of life.

Expectations. Pupils:

by age 7	by age 9	by age 11	by age 14	by age 16
recall some of the beliefs, stories, symbols, artefacts and practices of different religious and non-religious worldviews, recognising some similarities and differences and saying something about how and why they may be important for many people, especially in the local area.	describe what believers might learn from the significant texts/writings and other aspects being studied; describe some of the rules and guidance used by believers and how that might be applied in working with others from different traditions, both locally and more widely; describe the importance of key texts/writings in the tradition being studied and give an example of how they may be used.	make some links between some texts, stories and symbols and guidance on how to live a good life; describe and compare different ways of demonstrating a commitment to local, national and global traditions of religion and belief, including through celebrations; describe and compare different ideas about the meanings of life and death from the traditions being studied with reference to key texts.	describe and compare different local, national and global expressions and interpretations of religious and non-religious worldviews, explaining how and why people express their views in a variety of ways; suggest reasons for similar and different interpretations of scriptures and other important texts, and offer explanations as to why some people are inspired to follow a particular religious or philosophical path.	demonstrate a broad and deep knowledge and understanding of specific religions and worldviews including: <ul style="list-style-type: none"> key beliefs, practices and sources of authority; their influence on individuals, communities and societies; similarities and differences within and/or between them; explain the significance of key religious and philosophical concepts in relation to important questions and experiences of life.

Analysis and evaluation

- increasing the range and accuracy of investigative and evaluative skills, and advancing their ability to select and apply their knowledge and understanding of religious and non-religious worldviews to important questions and experiences of life.

Expectations. Pupils:

by age 7	by age 9	by age 11	by age 14	by age 16
investigate features of religious and non-religious worldviews by asking their own questions about them; talk about what is important to them and to other people with respect for feelings and provide a good reason for the views they have and the connections they make.	investigate different ideas about God and humanity; ask important questions about the practice of faith and compare different possible answers; express their own ideas about how to lead a good life, recognising that others may think differently, and provide good reasons for the views they have and the connections they make.	investigate and make links between some stories and symbols from religious and non-religious worldviews and their guidance on how to live a good life; describe and compare how key events are remembered and/or celebrated in different traditions and how people may demonstrate their commitment to such traditions, providing good reasons for the views they have and the connections they make whilst recognising that others may think differently.	investigate different views on how faith may play a vital part in people's lives and identity, recognising a diversity of views on the place of religion in the media and wider public life; ask questions about the meaning and purposes of religion and suggest answers in relation to the search for truth; use reasoning and examples to express insights into the relationships between beliefs, teachings and ethical issues whilst recognising that others may think differently.	plan and undertake independent enquiry in which skills, knowledge and understanding are applied to investigate questions arising from their study of religious and non-religious worldviews; use a range of intellectual and communication skills, including the formulation of arguments, and some synthesis and critical evaluation of evidence; express insights into the significance and influence of different perspectives whilst recognising that others may think differently.

Agenda Item 10

Devon, Plymouth and Torbay schools
RE assessment template

Key Stage (adapt according to the year group)	Unit Title:
	Core concept:
	Learning Outcome:
	Assessment Question:
Suggested assessment tasks	
	Assessment outcomes



This question assesses: <ul style="list-style-type: none"> ● Remembering ● Understanding ● Applying ● Analyzing ● Evaluating ● Creating (Choose as appropriate)*	Secure/Expected
Pupils	



Developing/Emerging	Excelling
Pupils	
	Pupils with additional needs have made the following responses

*For more guidance on how to assess different cognitive processes please refer to Assessment Without Levels using Bloom's Revised Taxonomy
<http://ltlre.org/projects/assessment-without-levels-in-re/>

