

**REDEPT**

RE Department

# Curriculum Impact

Checkpoint Assessments are used to inform students and teachers of their progress and areas of strengths and weaknesses. Assessments are carefully placed with schemes to assess the SKILLS PAGE criteria (below). These are selected from the New Age Related Standards.

The first learning checkpoint is knowledge and understanding focussed, and the second is judgement and evaluative focussed. KS3 and KS4 have an assessment book that carries through the curriculum stage to monitor and track progress. In KS4, students are assessed on discussion questions first, then building the skills to answer a full exam paper.

In the assessments, the long answer questions are designed to push the students into deeper learning and the evaluative focus demonstrates an investigation and enquiry element of the topic. Personal opinions and judgments are formed through lessons to support and prepare for the assessment response.

Lessons include low stakes quizzing or similar AfL strategies to assess learning. Each topic includes keywords which build vocabulary through the year. The curriculum is planned so that there are some recurring themes, and these are dealt with at deeper levels each time. Some schemes are directly cumulative, for example Year 8 is designed to have a cumulative knowledge through Salvation History to Church in Britain.

The use of Knowledge Organisers are used for better knowledge retention over time and show sequence of learning through topics. This is supported by low stakes quizzing and memory recall tasks.

**RE Standards KS3**

You should be aiming for these **skills** on every assessment **page**

These are knowledge and understanding skills	S	<b>Show <u>Knowledge</u> and understanding of facts/ information/ points of view through detailed explanations and development</b>
	I	<b><u>Influence</u> on actions or belief</b>
	L	<b>Lots of <u>Language</u> that is topic specialist and/ or religious in nature</b>
	L	
	S	<b><u>Sources</u> of wisdom/ authority</b>
These are evaluative skills	P	<b><u>Points of view</u> and alternative reasons</b>
	A	<b><u>Analysis</u> (detailed explanation of features and key points of arguments)</b>
	G	<b>Good <u>Judgements</u> made on what the answer to the question is</b>
	E	<b><u>Evaluation</u> of which points are more convincing</b>

AT1 Success "Knowledge and Understanding"	
<i>(Showing Knowledge and understanding)</i>	<ul style="list-style-type: none"> <li>• Knowledge of common and alternative religious belief, concepts, forms and structures of worship, practices and authority</li> <li>• Understanding of how belief influences other beliefs or actions of individuals, communities, societies</li> <li>• Knowledge of how beliefs, interpretations and worship have changed over time</li> </ul>
<i>(Influence)</i>	<ul style="list-style-type: none"> <li>• Make relevant connections between belief, worship, sources and show direct influence between them</li> </ul>
<i>(Language)</i>	<ul style="list-style-type: none"> <li>• Use of a range religious concepts/ vocabulary</li> </ul>
<i>(Sources of authority)</i>	<ul style="list-style-type: none"> <li>• Explanation can be given of the meaning and interpretations of scripture</li> </ul>
AT2 Success "Engagement and Response"	
<i>(Points of View and Alternatives)</i>	<ul style="list-style-type: none"> <li>• Opinions can be given of personal and alternative views</li> <li>• Give comparisons of personal views with alternative views</li> </ul>
<i>(Analysis)</i>	<ul style="list-style-type: none"> <li>• Give comparisons when presented with questions of meaning and purpose, values and belief</li> </ul>
<i>(Judgements)</i>	<ul style="list-style-type: none"> <li>• Opinions can be given with convincing supportive arguments, evidence or religious belief</li> </ul>
AT3 Success "Judgement and Evaluation"	
<i>(Points of View and Alternatives)</i>	<ul style="list-style-type: none"> <li>• Use of a range of religious language and sources to explain belief and to support different points of view</li> <li>• Present an argument for a point of view, comparing it to relevant, alternative views</li> </ul>
<i>(Analysis)</i>	<ul style="list-style-type: none"> <li>• Outline the key features and discussions within Theological, Philosophical and Ethical debates</li> </ul>
<i>(Judgements)</i>	<ul style="list-style-type: none"> <li>• Arrive at judgements about issues after demonstrating arguments, evidence</li> </ul>
<i>(Evaluate)</i>	<ul style="list-style-type: none"> <li>• Demonstrate the strengths, weaknesses and influence of common and alternative beliefs and practices</li> </ul>