



**KS5
R.P.E**

A Level Religion, Philosophy and Ethics Assessment Map

Definition		Formative	Summative
		<p>Formative Assessment is defined within our assessment policy as the frequent interactive assessment of what students currently know and understand to identify learning needs and adjust teaching appropriately.</p>	<p>Summative Assessments are defined within our schemes of work to determine students' knowledge and understanding, to test the achievement of learning outcomes at the end of a specified period of study. They are assessments used to determine progression, indicate levels of achievement and predicted grades.</p>
Intent		<p>At Crompton House School, formative assessment is integral to everyday teaching. It has the needs of our students at its core (to build up confidence and reduce anxiety) and it is embedded into teaching activities within each lesson. Via the use of formative assessment approaches, low stakes testing and retrieval practice techniques, our aim is to be best prepared to help our students to embed and use knowledge fluently to improve long term knowledge retention, to meet all students' needs through differentiation and adaptation of teaching, and to achieve a greater equity of student outcomes.</p>	<p>The aim of summative assessment at Crompton House School is to help us to know our students better, to assess their potential and improve performance. Our emphasis is on measuring and evaluating student outcome by finding out what students already know, understand and can do, and then using the outcomes from our summative assessments to influence how we teach, plan improvements and identify struggling students. Our aim is a hand in glove relationship that exists between learning objectives, assessments and teaching.</p>
Timescales	Annual Implementation and Impact	<p>Formative assessment at Crompton House School supports students' progress towards learning of knowledge, concepts and skills by:</p> <ul style="list-style-type: none"> consistently monitoring students' developing knowledge, understanding, and skill related to the topic at hand in order to know how to proceed with instruction in a way that maximizes the opportunity for student growth and success with key content revisiting topics/concepts/skills throughout each year; this is a core focus of our teaching and homework policies; in applying low stakes testing, students gain a firmer grasp of knowledge so they can recall and apply this much later on actively involving students in the process of teaching and learning building students' skills for peer- and self-assessment helping students to understand their own learning, and developing appropriate strategies for 'learning to learn' <p>Our processes of effective formative assessment give teachers confidence in making judgement about the progress of their students. Our students, who are actively building their understanding of new concepts, who have developed a variety of strategies that enable them to place new ideas into a larger context, and who are learning to judge the quality of their own and their peer's work against well-defined learning goals and criteria, are also developing skills that are invaluable for learning throughout their lives. The little and often approach reinforces good habits and changes attitudes towards learning. Via frequent retrieval practice and low stakes testing, students will become more and more aware of what they are remembering.</p>	<p>If our students are not rigorously assessed, we would have no way to track progress throughout the year and no way to identify problems in time to correct them. We are therefore committed to the implementation of well thought out and carefully written summative assessments, which are directly linked to departmental schemes of work and PLCS (personalised learning checklists) in order to allow for an effective analysis of student strengths and weaknesses and evaluation of student outcomes.</p> <p>Our summative assessments will demonstrate results that reveal a degree of mastery and analysis of students' progress towards intended goals. The rigour of questions on each assessment, specifically aligning these to what is taught, will define the rigour of Crompton House, as a school, and in doing so, will determine what our students will achieve. We are focused on creating an environment in which each student is expected to learn at high levels and our summative assessments are written to require a rigorous demonstration of learning.</p>

Interim Implementation (Termly / Half Termly)	<p>Key strategies of effective formative assessment on a a termly / half termly basis within KS5 Religion, Philosophy and Ethics include:</p> <ul style="list-style-type: none">• AO1 essays (Explain for 20 marks)• AO2 essays (Evaluate for 30 marks)• End of unit tests• Microsoft form quizzes• Tests and quizzes on the ethicist or philosopher studied <p>Staff provide formative feedback on essays for students ahead of summative assessments. Students will be given feedback to support the development of their essay writing in this Religious Studies which is wholly assessed through written exam essays.</p> <p>Staff will also uses quizzes and tests to check learning through a unit of work and to support the retrieval of that knowledge as we move onto new topics.</p> <p>The following areas will be formatively assessed:</p>			<p>Summative assessments are directly linked to PLCs and used as a means to assess the security and depth of understanding a student has attained against the key course content we have defined for them. They are consistent with departmental schemes of work and PLCs. They test the learning outcomes accurately and fairly and are capable of effectively differentiating levels of student achievement where required. Summative assessments are teacher assessed and moderated.</p> <p>Summative Assessments in R.P.E are in class timed essays (AO1 explain and AO2 evaluate) Grades from all 3 subject areas combine to generate an overall assessment grade</p> <p>Year 12: Deadline for Summative Assessment 1: W/C 19th October Deadline for Summative Assessment 2: W/C 14th December Deadline for Summative Assessment 3: W/C 22nd February Deadline for Summative Assessment 4: W/C 19th April End of Year Exams W/C 21st June</p> <p>Year 13: End Year 12 Exams: W/C 12th October Deadline for Summative Assessment 2: W/C 14th December Mock Exams: W/C 1st February Deadline for Summative Assessment 4: W/C 29th March</p>
	<table><tr><td><p><u>Christianity</u></p><p>Year 12</p><ul style="list-style-type: none">• Religious Figures and Sacred texts Part 1• Religious Concepts• Religious Life• Religious Practices<p>Year 13</p><ul style="list-style-type: none">• Religious figures and sacred texts Part 2• Significant social and historical developments in religious thought• Religious practices</td><td><p><u>Philosophy</u></p><p>Year 12</p><ul style="list-style-type: none">• Inductive and deductive arguments for the existence of God•The problem of evil•Challenges to religious beliefs<p>Year 13</p><ul style="list-style-type: none">• Religious experience•Religious Language</td><td><p><u>Ethics</u></p><p>Year 12</p><ul style="list-style-type: none">• Ethical Thought• Teleological Ethics• Natural Moral Law<p>Year 13</p><ul style="list-style-type: none">• Developments of Natural Moral Law (Finnis and Hoose)• Free Will• Determinism</td></tr></table>	<p><u>Christianity</u></p> <p>Year 12</p> <ul style="list-style-type: none">• Religious Figures and Sacred texts Part 1• Religious Concepts• Religious Life• Religious Practices <p>Year 13</p> <ul style="list-style-type: none">• Religious figures and sacred texts Part 2• Significant social and historical developments in religious thought• Religious practices	<p><u>Philosophy</u></p> <p>Year 12</p> <ul style="list-style-type: none">• Inductive and deductive arguments for the existence of God•The problem of evil•Challenges to religious beliefs <p>Year 13</p> <ul style="list-style-type: none">• Religious experience•Religious Language	<p><u>Ethics</u></p> <p>Year 12</p> <ul style="list-style-type: none">• Ethical Thought• Teleological Ethics• Natural Moral Law <p>Year 13</p> <ul style="list-style-type: none">• Developments of Natural Moral Law (Finnis and Hoose)• Free Will• Determinism
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Weekly Implementation	<p>Key strategies of effective formative assessment in action in hourly lessons within KS5 Religion, Philosophy and Erhics include:</p> <ul style="list-style-type: none">• Questioning to assess prior knowledge and understanding, challenge new learning.• Students will view mark schemes.• Model answers will be used to support learning.• Tasks following flipped learning videos / reading• Microsoft form quizzes• PLC checks• Teacher, peer and self-evaluation used in lessons to ensure progress and next steps are considered and now tasks are completed.• Students write self or peer now tasks.			

		<ul style="list-style-type: none">• Mini tests /quizzes• Check against the learning objectives• Plenaries are often an exam question	
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