



**KS3
R.S.**

KS3 Religious Studies Assessment Map

Definition		Formative 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.	Summative 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.
Intent		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.	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.
Timescales	Annual Implementation and Impact	Formative assessment at Crompton House School supports students' progress towards learning of knowledge, concepts and skills by: - 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' 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.	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. 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.

	Interim Implementation (Termly / Half Termly)	Key Stage 3 Religious Studies students complete key assessed tasks which have been embedded into our Schemes of work. Within Religious Studies students are working to develop 3 key skills as set out in the Manchester Diocesan Agreed Syllabus and the Oldham Local Agreed Syllabus: 1. Knowledge and understanding of religious beliefs and world views. 2. Impact of religious and world views 3. Engage and make connections - Evaluate. Formative assessment is based upon the development of these skills and students are given extended writing tasks using assessment criteria on the areas above.	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.
	Year 7: Autumn: - 'The Island' core knowledge check - Incarnation key assessed task Spring: - <i>Summative 1.</i> - Big Bible Stories core knowledge check task - <i>Summative 2</i> Summer: - Islam (Sunni vs Shi'a Muslims) key assessed task - End of year retrieval test	Year 8: Autumn: - Christian denominations key assessed task - Faith in action core knowledge check - <i>Summative 1</i> Spring: - Human Rights core knowledge check - <i>Summative 2</i> Summer: - Ultimate questions (Am I designed?) key assessed task. - End of year retrieval test.	Year 9: Autumn: - Judaism core knowledge check - Religion as a power of peace or cause of conflict evaluation key assessed task - <i>Summative 1</i> Spring: GCSE: - Christian Beliefs 1,2,4 mark GCSE questions - Christian Beliefs 12 mark questions Summer: - <i>Summative 2</i> - Christian Beliefs Core knowledge check - Theme B 1,2,4,5 mark GCSE questions.
	Weekly Implementation	Key strategies of effective formative assessment in action in hourly lessons within KS3 SUBJECT include: • Questioning to assess prior knowledge and understanding, challenge new learning and promote links between other topics (usually Geography and History). • Progress Checkers to see if students have achieved the learning objective. • Peer and Self-assessment of extended written answers (Questions built into the schemes of work to reflect the 3 areas of development within KS3 RS – knowledge of belief, impact of belief and evaluation.) • Model answers. • Feedback from marking point and students upgrading their answers. • Mini quizzes e.g. key word bingo, 2 truths 1 false, kahoot • Mini plenaries (learning checks) within the lesson and at the end of all lessons.	Please see the assessment calendar for summative assessment dates. https://www.cromptonhouse.org/assessment/ In Religious Studies students start the GCSE RS after February Half Term (Spring 2) in Year 9. Formative assessments in Spring 2 and the summer term of year 9 take to format as outlined in the KS4 assessment map.