



KS4
R.S.

GCSE Religious Studies Assessment Map

Definition		Formative	Summative
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)	GCSE Religious Studies students complete small tests at regular intervals. The tests are made up from past paper exam questions and sample assessment material. At the start of a unit students complete shorter AO1 (knowledge and understanding of religious belief) in the form of 1 mark, 1-mark, 4 mark and 6-mark questions. As students study the topic further, they are given longer AO2 (evaluation) 12-mark questions allowing students to draw upon the AO1 knowledge they have built up on the topic. For the current cohort of GCSE students the order of delivery of the course and tests is planned as follows (there may be minor changes to this scheme if required):		Summative assessments are 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. In Religious Studies this involved full 24-mark questions made up of (1,1,4,6 and 12 marks) Please see the assessment calendar for summative assessment dates. https://www.cromptonhouse.org/assessment/
	Full Course GCSE Year 9 Religion: Christian Beliefs Theme B: Religion and Life (animals and the environment topics) Year 10 Theme B: Religion and Life continued (abortion and euthanasia) Theme A: Marriage and Family Religion: Jewish Practices Theme D: Peace and Conflict Religion Jewish Practices Year 11 Religion: Jewish Practices continued Religion: Christian Practices Theme E: Crime and Punishment	Short Course GCSE Year 9 Religion: Christian Beliefs Theme B: Religion and Life (animals and the environment topics) Year 10 Theme: Marriage and Family Religion: Jewish Beliefs Year 11 Theme: Crime and Punishment Revision	
	The RS GCSE requires a study of 4 out of 6 thematic modules. Students at Crompton House do not study Theme C or F		
Weekly Implementation	Key strategies of effective formative assessment in action in hourly lessons within KS4 RS include: • Questioning to assess prior knowledge and understanding, challenge new learning. • Peer and Self-assessment of exam questions used in lessons (4,6 and 12 mark questions) • End of topic tests. • Model answers • Feedback from marking point and students upgrading their answers. • Starter retrieval tasks – students start the lesson by recapping previous learning through quick quizzes, key word checks, 3, 2, 1, Give two. • Mini plenaries (learning checks) within the lesson and at the end of all lessons.		