

Assessment and Progression in RE through mastery of concepts



CULHAM ST GABRIEL'S PROJECT



Why this approach?

- Post level environment
This is not a replacement for levels
- The levels had weakness but they did establish an expectation and culture of assessment in RE.
- Lack of confidence among teachers in applying levels

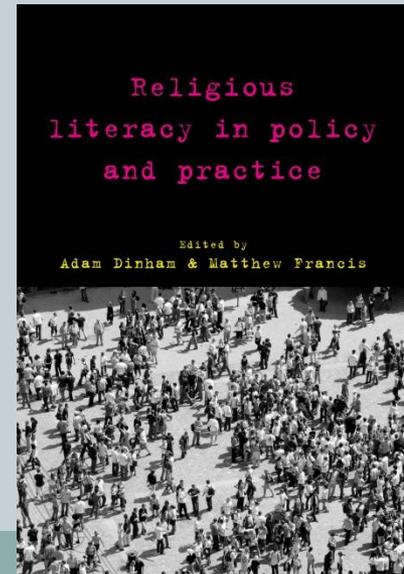


- Mastery Learning – fewer things in greater depth
- Realistic and practical
- Coherence with National curriculum subjects
- Workable with most curriculum and Syllabi

Religious Literacy requires



- Sequential learning driven by age appropriate expectations
- Is based on pedagogical considerations but taking due account of theology of faith community under study (or equivalent for non religious worldviews)
- An enquiry approach assumed



Fewer things in greater depth



- Tim Oates principles
- Identify essential knowledge or core
- Only core is assessedother things will also be taught
- Progression is only going to take place if key knowledge and understanding is secure in core concepts
- All but a minority of pupils will be secure.

What is a concept?



For the purpose of this project our working definition is 'A central or unifying idea or theme : A cluster of related ideas which are also in relationship' :-

- Religious specific eg: Salvation in Christianity (atonement redemption forgiveness) or
- Generic across religions and non religious traditions eg: Prayer (petition praise confession meditation)

CONCEPT

Stage one: Do your homework



- Decide on the concept/idea that you want to explore: Here we have chosen ‘Prophet hood’ in Islam .
- Make sure you have researched and so have a good understanding of what that concept means to the faiths and non religious worldviews you have chosen to study. Don’t just grab the nearest textbook!



For example : Prophet hood in Islam



- *Muslims believe Islam did not start in the 7th century but goes back to the time when humans were first created. Islam is the revelation of God's guidance to humanity of the Straight Path. It was revealed to Adam, Abraham, Moses, Jesus and to all the prophets, and what they received and taught was the same guidance that Muhammad received and taught.*
- *Muhammad is the final prophet of God (Allah). God sent prophets and messengers to every nation to guide them. But after each prophet humankind forgot ignored or strayed from the guidance given to them. The message of Islam that Muhammad taught was the same message that God had revealed many times and it was the same message or guidance that humankind had repeatedly forgot or strayed from.*
- *The revelation to Muhammad began on the Night of Power and he continued to receive revelations for some 23 years. Muslims believe that what was revealed to Muhammad was written down exactly. The sayings and actions of Muhammad were written down in another book called the Hadith.*

Stage two



- Identify progression linked to the Key Concept for end of KS1; end of Lower KS2; end of Upper KS2 and end of KS3 – to include both the body of knowledge related to the concept and identification of how this knowledge is related to a growing understanding of the big idea.
 - Key enquiry questions are selected in order to explore the content
- ***KS1: What happened on the Night of Power?***
 - ***Lower KS2: Why is Muhammad called the ‘Messenger of God’?***
 - ***Upper KS2: Why are there so many Prophets in Islam?***
 - ***KS 3: How do the 5 Pillars help Muslims ensure they follow God’s guidance?***

Stage three: What exactly is it that you want pupils to learn ?



- **Teachers (or well funded SACRE) define secure learning in terms of knowledge and understanding - i.e. the expectation for most children**
- **This must be specific**



KS1	Prophethood in Islam: What happened on the night of power?	
	Core Curriculum content :	
Knowledge and understanding is	<p>Secure Pupils can identify the Qur’an with Islam. Pupils can retell the story of Muhammad’s first revelation including: Muhammad was alone on the mountain; the angel Gabriel appeared to him and showed him words; Muhammad could read the words and he remembered them exactly; Gabriel told him he was the Messenger of God; the story is called ‘the Night of Power ‘. Pupils can raise relevant questions in response to the story of the Night of Power. Pupils know that the word ‘Muslim’ refers to a person who believes in Islam and that all Muslims believe that Muhammad is the messenger of God. Pupils understand the Qur’an is the exact words spoken to Muhammad through Gabriel. Pupils understand that Muslims believe that the words in the Qur’an come from God and that Muhammad did not write them. Pupils show awareness that it is courteous to handle artefacts such as the Qur’an with respect.</p>	
Pupils		
Knowledge and understanding is	Developing	Excelling

Activity



- Take on unit/Scheme of work/resource
- What do you want ALL pupils to know and understand at the end of this work ?

Stage 4



- **Teachers build upon this to define expectations for developing and excelling**



KS1	Prophethood in Islam: What happened on the night of power?	
	Core Curriculum content	
Knowledge and understanding is	<p>Secure Pupils can identify the Qur’an with Islam. Pupils can retell the story of Muhammad’s first revelation including: Muhammad was alone on the mountain; the angel Gabriel appeared to him and showed him words; Muhammad could read the words and he remembered them exactly; Gabriel told him he was the Messenger of God; the story is called ‘the Night of Power ‘. Pupils can raise relevant questions in response to the story of the Night of Power. Pupils know that the word ‘Muslim’ refers to a person who believes in Islam and that all Muslims believe that Muhammad is the messenger of God. Pupils understand the Qur’an is the exact words spoken to Muhammad through Gabriel. Pupils understand that Muslims believe that the words in the Qur’an come from God and that Muhammad did not write them. Pupils show awareness that it is courteous to handle artefacts such as the Qur’an with respect.</p>	
Pupils	DC EM LW NL NS	
Knowledge and understanding is	<p>Developing Pupils can identify the Qur’an with Islam. Pupils can retell the story of Muhammad’s first revelation but are not able to identify all the key aspects. Pupils understand that Muslims believe that the words in the Qur’an are from God.</p>	<p>Excelling Pupils use the above knowledge and understanding to express relevant ideas and insights in response to the story of the Night of Power and /or raise relevant questions and suggest insightful answers</p>
Pupils	NF TF	NS
	Pupils with additional needs have made the following responses	

Stage 5



- **Children demonstrate their learning and are identified as having developing, secure and excelling learning**



Stage 6



- **For those pupils who didn't show secure learning teaching is adapted in order to present the material in a new way that will encourage the expected attainment or better - thus ensuring progression in understanding key concept for as many pupils as possible.**
- **This process is ongoing**



Use of Taxonomies: Skills are not dead in RE!

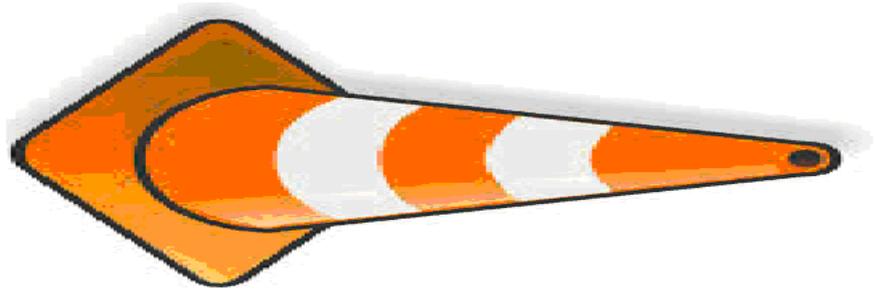


- To measure progression within the unit or in lessons preferred taxonomies can still be used



Barbara's knocked over traffic cone Taxonomy

Barbara
Wintersgill has
used (BRT)
Blooms Revised
Taxonomy BUT
instead of using it
for vertical
progression has
used it for Mastery
of Knowledge and
Skills



Creating

Evaluating

Analysing

Applying

Understanding

Remembering