

## Assessment and Progression in Religious Education

The guidance from RE Online provides information on assessing progress in RE in an educational context that has moved beyond levels. There are two parts to the material:

Part 1 offers guidance on navigating options through an examination of the strengths and weaknesses of current beyond-levels approaches.

Part 2 presents a new model for RE assessment and progression that takes the best parts from existing models and balances the requirements for knowledge and skills.

Both documents follow on from the 'Purpose of Study' statement of the 2013 [National Curriculum Framework for RE](#) (NCFRE) and build on the curriculum design guidance produced by the Expert Advisory Group for RE in 2014-15 (<http://www.reonline.org.uk/religious-education-in-the-new-curriculum/>).

The work is the result of collaborative working with teachers and consultants at a series of assessment summit meetings held by Culham St Gabriel's.

**Why do we need new guidance?** The Review of National Curriculum (2010-2014), led by Professor Tim Oates, was highly critical of the previous levels-based system. Levels have now been removed nationally to encourage new assessment models that focus on the knowledge-based curriculum, where students should learn *fewer things in greater depth*<sup>1</sup>. However, the removal of levels left an *assessment vacuum*, which is currently being filled by a variety of new models and frameworks. The guidance therefore aims to help teachers & SACREs navigate the different choices available to them and work with a framework that moves beyond the 'levels' or 'can-do' method to focus on assessing rich, deep learning and understanding of key knowledge in RE.

### **The purposes of assessment are to show:**

- (a) how well the pupils are doing
- (b) what they need to do next to make progress
- (c) how effective the curriculum and teaching are.

Since the publication of the NCFRE there has been increasing interest in defining the overall purpose of RE in terms of promoting *literacy* about religious and non-religious worldviews. The guidance has a series of ideas for new models for assessment in RE looking at the relative merits of knowledge & skills based approaches. It then goes through the process of outlining the next steps & suggests developing a *'middle ground between extremes of overemphasising knowledge or skills and find a framework that balances specificity with generalizability and prescription with teacher freedom'*. Part 2 of the RE on line document, offers an example of such a framework, adopting the best parts of the two different kinds of models presented above.