



St Edmund's Catholic Primary School

Religious Education Assessment Policy 2025/26

SCHOOL MISSION STATEMENT

...through Christ we learn...

St Edmund's Catholic Primary School

This policy was originally drafted by the by the Head of School.

- Approved by Governing Body on the 15th September 2025
- Next full review due _____.

1. Rationale

At St Edmund's, Religious Education is a **core subject** of the curriculum and sits at the heart of our Catholic life. Assessment in RE supports our mission "*Through Christ we learn*" by:

- Ensuring pupils make progress in knowledge, understanding, and faith.
- Providing reliable evidence of pupil attainment against diocesan expectations.
- Informing planning and teaching, enabling teachers to tailor provision.
- Demonstrating our commitment to the **Catholic Schools Inspectorate (CSI)** framework.

2. Assessment Framework

Assessment in RE is based on:

- **To Know You More Clearly** branches (six per year).
- The diocesan "**Ways of Knowing**":
 - **Understand** (theological knowledge and Scripture)
 - **Discern** (faith response, moral insight)
 - **Respond** (personal application, prayer, and action).
- The **Age-Related Expectations (AREs)** provided by the Diocese.
- Insight **Assessment Criteria** grids, aligned to AREs, to track pupil progress across year groups.

3. Assessment Practice

Type	What We Do at St Edmund's	Frequency
Formative Assessment	Questioning, observation, exit tickets, peer/self-assessment, pupil voice, class prayer books.	Daily/Weekly
Summative Assessment	One <i>indicative task per branch</i> (six per year), recorded and moderated. Teachers assess against Insight AREs for Understand, Discern, Respond .	Half-termly
Moderation	Samples of work moderated across year groups and clusters to ensure consistency.	Termly
Insight Tracking	Teacher judgments uploaded to Insight, showing children as: <i>Below, Emerging, Expected, Greater Depth</i> .	Half-termly
RE Portfolio	School keeps exemplars of pupil work showing standards across year groups.	Ongoing

4. Progression and Recording

- Every class maintains a **floor book** / **class RE book** with photographs, scripture, and pupil responses.
- Teachers identify **indicative pieces** per branch (written work, artwork, prayer, reflection) as assessment evidence.
- At the end of each branch, teachers use diocesan descriptors and Insight to record progress.

- **End-of-year reports** to parents include RE attainment and personal growth in faith.

5. Expectations of Attainment

By the end of each Key Stage, pupils are expected to:

- **EYFS:** Know and use simple prayers, recognise God's creation, recall stories of Jesus.
- **KS1:** Retell key Bible stories, learn formal prayers, begin to make links between faith and life.
- **LKS2:** Explain key beliefs, show deeper scriptural understanding, reflect morally on choices.
- **UKS2:** Analyse scripture, make reasoned moral and theological judgments, apply CST principles to daily life.

6. Roles and Responsibilities

Role	Responsibility
Class Teacher	Plan for assessment; gather evidence; input Insight judgments; report to parents.
REC	Lead RE assessment policy; support moderation; collate data for SLT; monitor coverage.
SLT/Head of School	Oversee standards in RE; ensure resources for assessment; report to governors.
Governors	Monitor RE assessment outcomes via REC/Head's reports.

7. Monitoring and Evaluation

- SLT and REC conduct **learning walks, book scrutinies, pupil voice surveys** termly.
- Assessment data is reviewed at **termly pupil progress meetings**.
- Outcomes are reported to governors through the **Catholic Self-Evaluation Document (CSED)**.

8. Inclusion

- RE assessment is **inclusive of all pupils**, including those of other faiths.
- Judgments reflect each child's **knowledge, understanding, and response** at their level of ability.
- SEN adaptations are made where appropriate, in line with EHCPs and SEND policy.

9. Reporting

- **Parents** receive termly updates on RE through consultations and annual reports.
- **Governors** receive a termly Catholic Life and RE standards report.
- **Diocese/CSI Inspectors** will be provided with assessment evidence as required.

10. Review

This policy is reviewed annually by SLT and REC, with governor oversight, and updated in line with diocesan guidance and CSI requirements.

✓ This **RE Assessment Policy** combines:

- Diocesan *To Know You More Clearly* structure
- “Understand – Discern – Respond” model
- Insight assessment criteria (AREs, tracking language)
- Best practice from other outstanding Catholic schools.

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Appendix: RE Assessment Overview (2025–2026)

Half-Term	Branch (TKYMC)	Liturgical Link	Indicative Assessment Task	Ways of Knowing Focus	Insight Recording
Autumn 1	Creation and Covenant	Creation / Ordinary Time	Children create an illustrated retelling of a Creation story with reflection on God’s covenant.	Understand, Respond	Teacher records on Insight using ARE descriptors (<i>Below / Emerging / Expected / Greater Depth</i>).
Autumn 2	Prophecy and Promise	Advent / Christmas	Write/perform a simple Advent liturgy or class promise, showing understanding of prophets and preparation for Christ.	Discern, Respond	Insight entry at end of term, moderated across KS.

Spring 1	Galilee to Jerusalem	Epiphany / Jesus' Ministry	Retell a Gospel story (miracle or parable) and explain its meaning for today.	Understand, Discern	Insight update – highlight scripture knowledge and application.
Spring 2	Desert to Garden	Lent / Holy Week	Write intercessory prayers or a reflection on the Stations of the Cross.	Discern, Respond	Summative judgment uploaded to Insight.
Summer 1	To the Ends of the Earth	Eastertide / Pentecost	Produce a piece of work (poster, drama, writing) showing how the apostles spread the Good News.	Understand, Respond	Insight entry, cross-moderated where possible.
Summer 2	Dialogue and Encounter	Ordinary Time / Multi-faith	Comparative study (e.g., similarities between Catholic and Muslim prayer) recorded in writing or floor book.	Understand, Discern	Insight updated and year-end summary judgment made.

Key Notes for Teachers

- One **indicative assessment task** per branch must be identified and kept as evidence (in floor book / pupil book).
- Tasks should allow children to demonstrate the **three Ways of Knowing** (Understand, Discern, Respond).
- Judgments are recorded on **Insight** half-termly.
- Teachers should also collect **photographic or written evidence** in class prayer books/floor books.
- Moderation will take place **once per term** across classes and key stages.

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RE Assessment Cycle – *At a Glance*

1. Teach the Branch

- Deliver RE through *To Know You More Clearly* (one branch per half-term).
- Embed **Understand – Discern – Respond** into lesson objectives.
- Link learning to the **liturgical season**.

2. Gather Evidence

- Choose **1 indicative task** per branch (written, creative, liturgical).

- Capture **photos, prayers, or reflections** in class RE floor books.
- Highlight pupil voice (responses to scripture or prayer).

3. Record on Insight

- At the end of each half-term:
 - Record judgments in **Insight** as *Below / Emerging / Expected / Greater Depth*.
 - Use diocesan ARE descriptors to guide consistency.

4. Moderate

- Share samples of work at **termly moderation meetings** (within KS and across school).
- Ensure consistency of judgments across year groups.
- Agree exemplar standards to add to RE **portfolio of evidence**.

5. Report

- **Termly:** Teachers update REC/SLT with Insight data.
- **Annually:** Parents receive RE attainment & Catholic life comments in reports.
- **Governors:** Receive standards updates through the **CSED**.
- **Inspection:** Evidence available for CSI through Insight, floor books, and portfolios.