

RE Assessment and feedback 2025-2026



At Cardinal Wiseman the curriculum is the **progression model**. This means that our assessment is focused upon how much of the curriculum has been learned and understood.

Assessment is focused upon **specific knowledge** taught within the curriculum and not generic knowledge/transferable skills. The activities/learning that is assessed with a unit of work is carefully chosen so that the most **powerful knowledge** is focused upon.



The discipline of RE has a strong emphasis on **conceptual knowledge**, which enables students not just to learn isolated facts, but to understand why, add context, form connections and apply their knowledge elsewhere. Conceptual knowledge in RE lays the foundation for students to organise their knowledge coherently, which leads to better retention as pupils are able to connect new ideas to knowledge that they already hold. Alongside conceptual knowledge, pupils are also taught **procedural knowledge** which helps them accomplish tasks such as creative writing, evaluating a statement, strategic thinking, problem solving, analysis of Biblical/scholarly text, using a mark scheme to self evaluate and eventually writing good exam answers.

Summative assessment

The purpose of **summative assessment** in RE is to create data which has meaning beyond the context of the classroom and can be used to compare between classes, subjects and schools. Summative assessments are the '**goal state**'; the final performance which demonstrates learning across a subject domain. Assessment at KS3 will not be based upon GCSE exam questions, but ask students to demonstrate they can meet the two assessment objectives of learning *about* and learning *from* religion.



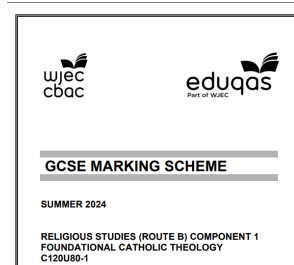
All assessments across the RE curriculum will be a combination of the **difficulty** and **quality** model.

1. The first 10-20 marks on an RE summative assessment will be questions from the difficulty model where the answers have fixed answers and are both high and low difficulty to distinguish between different pupils.
2. The remainder of the summative assessment will be questions from the difficulty model, where answers involve extended writing and are judged against grade descriptors.

In order to make the data collected from summative assessments both valid and reliable, the RE department will take the following steps:

- Each summative assessment will be a representative sample of the entire subject domain thus far. This means that pupils will be assessed on **all of their learning so far**. This is to ensure the purpose of summative assessment is to test the retention of knowledge and not massed practice or cramming.

- Each summative assessment will be between 50-100 marks in order to combat the sampling unreliability that occurs by not being able to assess the level of difficulty from one assessment to the next.
- Summative assessments will be standardised by the department and evidenced in department minutes.
- Summative assessments at GCSE will be blind marked to reduce marker bias.
- Summative assessments will be moderated and recorded within the department to ensure the mark scheme has been applied fairly and accurately.
- At KS4, each assessment will be written mirroring the style (language, layout, structure) of the GCSE paper in that subject. In practice, past exam papers or parts of them should be used to help this process. Careful consideration must be given to the questions selected to ensure that enough of the sample is being tested. The difficulty of the questions must also be scrutinized to ensure that there is a good spread of difficulty in the questions, with lots of moderate difficulty questions where possible.
- Each test will be marked using a mark scheme that is similar in structure to a GCSE paper mark scheme (or an actual GCSE mark scheme where possible)

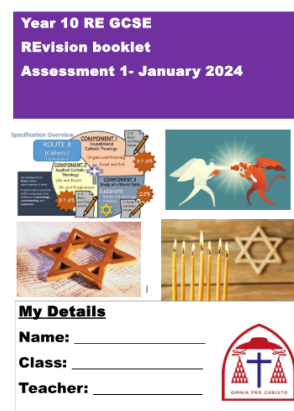


Targets

There will be no attempt to map progress over KS2-KS4 to predict GCSE outcomes from as early as KS3. The uncertainty around 9-1 grade boundaries and expectations creates too much uncertainty to make accurate predictions. Such shared meanings are also not easy to create, and they impose restrictions on the design and administration of assessments. As a result, we will leave such summative judgements until KS4 where national data supports this process.

Process for summative assessment

1. At KS3, no formal examination papers exist so the assessment process (creation of paper, mark scheme, moderation) has to be created and owned by subject leaders and teachers. As a result, a significant amount of CPD and monitoring will take place in KS3 to ensure that the assessment process is rigorous and robust.
2. Each test will sample the knowledge, skills and understanding covered in the curriculum up until that point. In theory, this will also include testing that which was learned at KS3 as well, as a GCSE specification tests things learned at KS3 as well at KS4. This means pupils are building up the volume of material which has to be learned for each test and therefore preparing for the terminal examination.
3. All classes must follow the same scheme of work to ensure that the test results are accurate and reliable – for example, the same content must be taught to all classes and the same amount of time given to homework and revision.
4. Revision materials will be provided for each test and these will be scrutinised by line managers and assessment leads to ensure quality and fit-for-purpose. An agreed revision period will take place in lessons and relevant revision homework will be set.
5. Each test should be followed by a period of independent work to address areas for development as highlighted by the test. This must be submitted and kept with the test as evidence of 'gap filling' knowledge. This could include question-level analysis where possible and feasible to do so.



Data Analysis at KS3

Measuring attainment: Year group & class group order

At KS3, No summative judgements, such as GCSE grades, will be produced as there will be no way of accurately identifying mark boundaries with one cohort. As a result, we will use relative performance indicators such as the rank order in a year

In place of GCSE grades, flight paths or levels, progress and attainment will be measured using raw scores from summative assessments which will be relative performance indicators within the specific cohort. KS2 prior attainment (where available) will be used to make judgements about progress in relation to ability levels. Whilst this is not a true measure of progress against a set of fixed points such as attainment levels, it is a true and accurate measure that can be used as a proxy for progress.

- Students will be ranked according to KS2 (or CAT4) scaled scores and separated into 10 progress categories according to their rank in the year group. Top performing students, in the top 10% will have an EAP grade of '10.' A student in the bottom 90% will have an EAP grade of '90.' In RE, English KS2 scores will be used.
- After a formal assessment week, students will be ranked again according to their score in each subject making a comparison between their EAP grade and their actual grade.
- The EAP difference will help to identify patterns for critical cohorts.
- This system therefore works on the theory of a bell curve distribution, with an equal number of pupils being below average as those who are above average. It is about peer-to-peer comparison and is very specific to the cohort of pupils being tested, and to our school

The **grade** is the rank order of the student i.e. grade 30 means the student is top 30% of the year group.

Name	Grade	Grade Point: Residual	EAP Grade	EAP Diff (whole)	
1	30	8	1.75	80	5
2	70	4	0.92	100	3
3	40	7	0.83	80	4
4	40	7	0.33	40	0
5	90	2	-2.33	80	-1
6	90	2	-5	70	-2
7	50	6	0.17	40	
8	40	7	1.33	20	
9	30	8	1.67	50	
10	50	6	0.58	80	
11	40	7	1.33	30	
12	90	2	-1.58	50	
13	50	6	-2.17	20	
14	60	5	0.83	100	
15	60	5	-2.83	10	
16	40	7	-1.92	40	
17	20	9	1.92	50	

The **EAP** Difference is the difference between the grade and the EAP grade. I.e., if the grade is greater than the EAP grade, the EAP Diff, the difference between the grade and the EAP grade, is positive. If the grade is less than the EAP grade, the EAP Diff, the difference between the grade and the EAP grade, is negative.

The **EAP Difference** is the difference between the grade and EAP grade. I.e. the greater the EAP Diff, the most progress from the start point.

The **EAP grade** is what rank they should be based on KS2 data. I.e grade 80 means the student is in the bottom 20%

Sample parent progress report

For the purpose of parental reports, students will be split into three categories according to KS2 data: high, middle and low attainment. The percentage achieved in the summative assessment/average across mock papers is shown in the 'percentage score on test' column. The final column of this report states the average percentage of all students in the progress category of this student (higher prior attaining.) This helps parents make a judgement about how their child has performed in each assessment in comparison to other children with similar KS2 data. Where KS2/CAT4 data does not exist, parents are given the average of the whole cohort in the final column.

Subject	Teacher	Attitude to Learning (ATL)	Punctuality	Percentage Score on Test	Average Percentage
English		Excellent	Always on time	92.00	73.09
Maths		Excellent	Always on time	77.00	76.00
Science		Excellent	Always on time	47.00	51.64
Computing		Excellent	Occasionally late	97.00	73.42
Geography		Excellent	Always on time	80.00	66.82
History		Excellent	Always on time	83.00	69.76
Religious Education		Excellent	Always on time	84.00	70.36

Formative Assessment

Formative assessment, often referred to as *Assessment for Learning* (AfL), is defined by Dylan Wiliam as the use of "evidence of student learning to adapt teaching and learning, or instruction, to meet student needs." In Religious Education (RE), formative assessment plays a vital role in diagnosing understanding and guiding responsive teaching.

Effective formative assessment in RE is **specific**, **frequent**, and **repetitive**:

- **Specific tasks**, such as targeted questioning, short-answer responses, or multiple-choice questions, allow teachers to pinpoint precisely where pupils' strengths and misconceptions lie.
- **Frequent assessment** enables both teacher and pupil to gauge understanding in real time and respond accordingly. Moreover, the process of retrieving information strengthens memory, meaning that assessment does not only measure learning but actively contributes to it.
- **Repetition** ensures that knowledge is embedded in long-term memory. While pupils may perform well in the short term, repeated exposure and retrieval are necessary for secure and lasting understanding.

The overarching purpose of formative assessment in RE is to monitor pupil understanding continually—within and across lessons—using a variety of strategies suited to both conceptual and procedural knowledge. It serves a dual diagnostic function: pupils become aware of gaps and misconceptions, while teachers gather the insights necessary to inform and adapt their instruction. Ultimately, formative assessment underpins progress, retention, and mastery in RE.

1. Do now tasks- A 'do now' activity creates the opportunity for pupils to recall previous learning in an attempt to combat the 'forgetting curve.'

- At KS3, 8 do now questions are pre-printed in knowledge booklets at the beginning of every 'lesson' within a unit of work. These questions ask students to recall the most powerful knowledge from the curriculum so far and are designed to help students make connections between their previous and current learning. Most KS3 'lessons' are planned to take 2x50 minutes and have an accompanying powerpoint with additional 'do now' tasks. These additional tasks take the form of multiple choice questions, labelling diagrams, true or false, keyword games etc. All KS3 do now tasks are designed as retrieval practice from all topics of the curriculum covered up until that point and are completed either in their knowledge booklets or in the back of exercise booklets.

Examples of do now tasks:

Do now: Fill in the different boxes explaining the different types of books found in the Old Testament.

Law	History
Prophecy	Poetry

Do now: Complete the boxes showing how the Trinity is present at the Baptism of Jesus.

The voice of God...

Do now: Number each of the events in the life of Moses in the correct order, the first one has been done for you.

Egyptians chased the Jewish people.	Egyptians are killing all new baby boys so Moses gets put in a basket and sent down the river.
God sent the Ten Plagues: frogs, locusts, diseases of cattle as Pharaoh refuses to let the Jewish people go.	Jewish people are slaves.
Jewish people told to paint lambs blood on their front doors, Angel of Death passes over.	Moses was rescued by Pharaoh's daughter and grew up as an Egyptian.
Moses ran away and became a Shepherd.	God sent the Tenth Plague: The Angel of Death.
Moses saw a burning bush and God told Moses to 'let my people go.'	The Jewish people arrive in Israel.
Moses led his people away from Egypt.	Moses lost his temper and out of anger killed an Egyptian guard.
Moses parts the red sea.	

- At KS4, 'do now' tasks will assess the powerful knowledge from the entire curriculum (including KS3) and be carefully selected at a department level to help students retrieve knowledge, practice vocabulary and make connections. 'Do now' tasks are written on Powerpoints which can be adapted by individual teachers as a response to misconceptions or knowledge gaps which are identified in individual classes. The 'do now' tasks at KS4 will reflect the curriculum map; the powerful knowledge which has been identified from previous learning which is necessary in order to access the new knowledge. 'Do now' tasks are completed in the back of knowledge booklets or on white boards.

'Do now' tasks are marked immediately in red pen in both KS3 and KS4. It is at the discretion of the teacher considering the difficulty of the questions as to whether the answers are projected, student questioning is used, or the teacher explains the answers to the 'do now' questions.

2. Knowledge check activities-

- Questioning- checking student understanding during and after high quality reading or direct instruction is done through questioning. This might be targeted questioning by the teacher to the students, or done using white boards.
- 'Knowledge check' questions (printed in knowledge booklets)- at a basic level this ensures that students have understood what they have read or been taught and clarifies tier 2 and 3 vocabulary.

- Multiple choice questions- MCQs must be carefully constructed to ensure they take students beyond simple recall of knowledge. MCQs should give pupils the opportunity to show how or why they got something wrong by using wrong answers as distractors which preempt misconceptions that pupils might hold.
- Other activities take the students beyond comprehension and ensure they are making connections between prior and current learning and using more complex vocabulary. There may be completing a table/venn diagram/annotating a picture etc.

Examples of knowledge check activities:

Find a quote from Salvifici Doloris which matches the meaning.

	To understand why we suffer we have to look at how much God loves us.
	If we persevere through suffering it will not beat us.
	If we connect to God's love we reconnect with the soul that suffering might make us feel we've lost.

Who would agree with these views?

View	Catholic	Jewish
Suffering was a punishment for Adam and Eve disobeying God.		
There are ambivalent views on the meaning of suffering. i.e. not all people believe the same thing.		
God gave humans free will to do either good or evil. When we chose wrongly, we suffer.		
Original sin was introduced by the fall of Adam and Eve and can only be removed by Baptism.		
Suffering can be a test of faith , such as the story of Abraham sacrificing Isaac.		
Evil and suffering is beyond human understanding and part of God's plan as seen in the story of Job		

Task: Annotate the image.

e.g. God is reaching out to give Adam the spark of life – this shows his desire for a relationship with humanity.



Task: Draw an arrow to match the primary precept to the quote that is relevant to it.

Precept	Quote
W – Worship God	"You shall not murder." "You shall not commit adultery." "You shall not steal." "You shall not give false testimony against your neighbour."
O – Ordered Society (follow rules)	Defend the weak and the fatherless; uphold the cause of the poor and the oppressed
R – Reproduce	Teach me to do your will, for you are my God; may your good Spirit lead me on level ground.
L – Learning	"Have many children, so that your descendants will live all over the earth."
D – Defend	"Jesus answered, 'It is written: 'Worship the Lord your God and serve him only.'"

All knowledge check activities will be marked, either using pupil work under the visualiser (live marking) or using the answers on a powerpoint (task dependent.)

3. Independent work

Independent work at KS3 is how students demonstrate the knowledge and skills that they have acquired during a series of lessons. These tasks take a variety of forms; they may involve extended and/or creative writing and do not use GCSE style questions as seen in KS4.

Examples of KS3 Independent work:

- ❖ Write a blurb for the Old Testament
- ❖ Create a newspaper article about Palm Sunday
- ❖ Create a comic strip outlining the design argument
- ❖ Write a diary Entry as Abraham
- ❖ Rewrite the 10 commandments in a modern way

Independent work

Match the quote to the meaning in Genesis. Explain how the quote matches the meaning.

Quote	Meaning	Explanation
"Adam and his wife were both naked, and they felt no shame."	1. God is life-giving.	
"The LORD God took the man and put him in the Garden of Eden to work it and take care of it."	2. The world was perfect.	e.g. They didn't feel shame because they hadn't discovered sin yet. This meant that the world was still good as God had made it.
"The LORD God said, 'It is not good for the man to be alone. I will make a helper suitable for him.'"	3. Humans have a role to fulfil in the world.	
"Then the LORD God formed a man from the dust of the ground and breathed into his nostrils the breath of life, and the man became a living being."	4. Marriage is shown to be important.	

- ❖ Annotate images retelling the story of Joseph
- ❖ Plan a tour of the second temple in Jerusalem
- ❖ Match the quote to the parable and explain why
- ❖ Write a modern parable

At KS4 It is important that not all independent work tasks are exam questions as students generally do not get better at answering exam questions by completing them, but by looking at the different elements needed to answer them well and practicing them in smaller episodes. Many KS4 lessons in RE will focus on a smaller element of learning that is necessary for students to succeed at the end goal state, for example focused on how to interpret evidence from sources of wisdom, or considering the impact of religious belief on believers as seen in the two examples below

Examples of KS4 Independent work:

Task: Find a quote or two from the text which supports each of these statements. Try to create your own.

The belief that humans are made Imago Dei.	
The belief that humans are given a conscience	
★	
★	



Independent Work

Write next to the key information about the covenant, whether it was something God promised or Abraham had to do to fulfil the covenant and add the impact. The first one has been done for you.



Covenant Promise	Did God or Abraham promise this?	What do Jews do because of this? (Impact)
1. Reject false idols and worship the one true God.	1. <i>Abraham</i>	1. <i>Worship one God.</i>
2. Leave his home – go to Canaan.	2.	2.
3. Promised land to the descendants of Abraham.	3. <i>God</i>	3.
4. He will have as many descendants as stars in the sky.	4.	4.
5. Abraham and his people are blessed.	5.	5.
6. Was willing to sacrifice his son (he didn't have to in the end).	6.	6.
7. All Jewish males (including Abraham) have to be circumcised.	7.	7.

4. Knowledge quizzes (25 marks)- Knowledge quizzes are an integral element of formative assessments as question level analysis informs teachers as to areas of weakness which can be addressed immediately. The purpose of these assessments are not to compare students and make judgements about progress but to help teachers reflect and adapt their practice. This may be reteaching knowledge or making edits to a knowledge booklet.

Students should mark their own knowledge quizzes, as the best person to mark a formative assessment is the person who has just taken it (William.)

After the knowledge quiz, students will have the opportunity to reflect on the same questions and fill in any knowledge gaps.

Full Name	Year Group	Reg Group	A1 /25	A1 %	Assess ment /52	Assess ment %	A2 /25	A2 %
1	Year 10 10Bo		19	76	52	100	15	60
2	Year 10 10Be		15	60	48	92	18	72
3	Year 10 10Ne	abs	abs	abs	22	42	19	76
4	Year 10 10Ne	abs	abs	abs	23	43	17	68
5	Year 10 10Te		18	72	48	92	25	100
6	Year 10 10Ne		18	72	48	92	25	100
7	Year 10 10Ne		15	60	48	92	19	76
8	Year 10 10Be	abs	abs	abs	23	43	19	76
9	Year 10 10Ne		19	76	23	43	20	80
10	Year 10 10Te		17	68	18	35	16	64
11	Year 10 10Te		16	64	18	35	16	64
12	Year 10 10Ne		18	72	18	35	16	64
13	Year 10 10Ne		20	80	19	36	20	80
14	Year 10 10Bo		18	72	24	46	18	72
15	Year 10 10Bo		21	84	26	49	20	80
16	Year 10 10Ne		24	96	25	53	20	80
17	Year 10 10Be	abs	abs	abs	20	49	20	80
18	Year 10 10Ne		18	72	18	35	17	76
19	Year 10 10Te		19	76	30	57	19	76
20	Year 10 10Ne	abs	abs	abs	23	43	abs	abs
21	Year 10 10Te		17	68	18	35	18	72
22	Year 10 10Ne		20	80	20	49	18	72
23	Year 10 10Bo		18	72	22	42	abs	abs
24	Year 10 10Te		17	68	22	42	25	100
25	Year 10 10Te		18	72	22	42	25	100
26	Year 10 10Te		18	72	18	35	abs	abs
27	Year 10 10Bo		19	76	19	36	24	96
28	Year 10 10Te		20	80	20	49	19	76
29	Year 10 10Te	abs	abs	abs	abs	abs	abs	abs
30	Year 10 10Bo		19	76	24	46	abs	abs
31	Year 10 10Te		17	68	25	49	20	80
32	Year 10 10Ne		19	76	22	42	25	100
33	Year 10 10Be		24	96	40	77	23	92
34	Year 10				22	42	abs	abs
35	Year 10				23	43	17	68

5. Whole class feedback-

Whole-class feedback is a formative assessment strategy in which the teacher reviews a set of pupil responses—such as essays, extended questions, or exam-style tasks—and provides collective feedback to the entire class, rather than detailed individual comments.

In RE, whole-class feedback enables the teacher to identify common strengths, recurring misconceptions, and patterns in analytical or evaluative thinking. Feedback is then delivered using exemplar responses, answers containing common errors, and specific targets for improvement. Pupils then respond through reflection, redrafting, or focused tasks which is evidenced in red pen.

The student has written a very successful answer to Q4

Moreover, Source A describes in detail the conditions of many private zoos, using adjectives such as "poorly constructed breeding grounds", "selfish" and "profit making" to accentuate how poor the conditions are for the tigers and how potentially dangerous they are for the public visiting. However, in Source B, the writer focuses instead on the power and ferocity of the tiger: "big", "fierce", "full grown", using adjectives and verbs ("seized", "hanging", "carried off", "dragged me") to concentrate the reader on the tiger's power. This in turn allows the writer to exaggerate their own bravery and strength in tussling the animal. "I knelt on him, and releasing the loose skin I had hold of, I pushed my thumbs with all my strength behind his ears, pushing to strangle him thus." Both writers use descriptive language to convey their different perspectives on keeping animals captive.

The student uses connectives to link interpretations around both sources together. Moreover, they make comparisons between both texts, highlighting how they are different.

Additionally, the student includes plenty of relevant evidence to support their interpretations, and explains how each writer uses their attitudes and also the methods they use.

6. Live marking- individual

The EEF "Teacher Feedback to Improve Pupil Learning" report emphasises that feedback should be timely, targeted, and actionable, and that it should be delivered in a way that enables pupils to understand and act on it to improve learning outcomes.

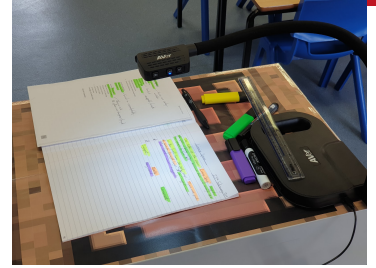
Live marking—when teachers provide immediate, in-lesson feedback as students work—supports these principles by allowing misconceptions to be addressed in real time, thereby promoting more responsive teaching. It also fosters formative assessment, enabling teachers to adapt instruction based on observed pupil needs. Additionally, when implemented effectively, live marking can reduce teacher workload by minimising the need for extensive written feedback outside of lesson time.



In practice, the teacher moves purposefully around the classroom, observing students' work, engaging in brief dialogues, and offering targeted feedback—either verbally or through concise written prompts. This may involve highlighting strengths, posing questions to deepen thinking, or directing students to revisit or refine their work.

7. Live marking- whole class

The process typically involves selecting a piece of student work—by prior planning, or based on observed need—and projecting it onto the board via the visualiser or tablet. The teacher then annotates or discusses the work with the class, drawing attention to specific features such as structure, vocabulary, accuracy, or conceptual understanding. This commentary can highlight strengths, pose probing questions, or identify areas for improvement, encouraging pupils to reflect on and revise their own work in response.



Crucially, this method maintains the **formative and dialogic nature** of live marking, but amplifies its reach by engaging the whole class. It also helps to establish shared expectations and promotes peer learning by allowing all students to see examples of what success looks like.

- **Planned and purposeful**, with a clear focus (e.g. a specific assessment objective or writing skill).
- **Supportive and inclusive**, avoiding public criticism by anonymising work when appropriate.
- **Interactive**, encouraging students to contribute to the evaluation and editing process.