

Self-Evaluation Subject Profile

Curriculum Area - Religious Education

Evaluation Area - Assessment, Recording & Reporting

Descriptor	1	2	3	4
Assessment is linked to NC Programmes of Study & level descriptions for RE				
Specific criteria are applied when marking pupils' work e.g. NC level descriptors				
Assessment is internally moderated by staff to ensure consistency and reliability				
There is regular and substantial marking of pupils' work				
There is regular and substantial feedback to pupils in order to identify their strengths & weaknesses				
Assessments are used by teachers in their planning & to set appropriate targets for pupils (e.g. targets linked to specific pupil weaknesses and / or NC level criteria)				
Teacher records contain a full picture of pupils' achievements & progress				
Information from assessments is analysed effectively & used to improve pupil performance and contribute to whole-school self monitoring / evaluation procedures				
Reports to parents provide a full & accurate picture of their children's achievements and guidance for further improvement				

1 =good with outstanding features

2 =good features and no important shortcomings

3 =good features outweigh shortcomings

4 =some good features but shortcomings in important areas

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Curriculum Area - Religious Education

Evaluation Area - Subject Standards

Descriptor	1	2	3	4
Most / many pupils: -				
Have a secure knowledge & understanding of the beliefs and practices of – <ul style="list-style-type: none"> Christianity other major faiths in GB (as required by locally agreed syllabus – 2 others at KS2) 				
Acquire a conceptual framework which helps them to understand religion in general & the specific religion being studied				
Know how and why believers of various faiths worship, meditate and celebrate their faith				
(Grow to) understand the authority that believers ascribe to religious texts & traditions (in the history of religions & in contemporary faith communities				
(Grow to) understand the authority that believers ascribe to key figures (in the history of religions & in contemporary faith communities				
Are aware of the ways in which people's lifestyles (e.g. diet) are affected by their religious / other beliefs				
Become increasingly aware of the use of symbolism in religion and of non-literal ways in which religious faith is expressed				
Acquire a range of skills that enables them to explore religion and human experience for themselves and to express their own responses to questions / issues raised by this process				

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Curriculum Area - Religious Education
Evaluation Area - Teaching Effectiveness

Descriptor	1	2	3	4
Presentation of work engages and interests pupils				
Appropriate balance of teacher demonstration and pupil activities				
Rigorous questioning of pupils to probe and extend their understanding				
Appropriate & thorough planning in relation to locally agreed syllabus				
Introduces pupils to Christianity / other principal religions within GB (1 other at KS1, 2 others at KS2)				
Engages pupils in exploration and encourages them to express personal responses				
Nurtures open-mindedness and positive attitudes toward people with different beliefs & practices				
Avoids stereotyping by acknowledging the variations found within all religious traditions				
Makes use of a wide range of resources including – <ul style="list-style-type: none"> religious texts people the local community other communities artefacts reference works ICT 				
Reflects ways in which the national language, culture & heritage provide a context for expression of religious belief within Wales				
Brings pupils into contact with faith communities locally				

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Curriculum Area - Religious Education

Evaluation Area - Key Skill development

Descriptor	1	2	3	4
Most / many pupils: -				
Acquire a good technical vocabulary				
Use a wide variety of oral & written forms to discuss / express understanding of religious beliefs, practices and human experience				
Become familiar with the language of religious devotions, sacred texts, use of similes, metaphors, parables & other symbolic & figurative language				
Respond critically / empathetically to others' beliefs				
Communicate in various ways				
Are able both orally and in writing to – <ul style="list-style-type: none"> • narrate • describe • compare • explain • analyse - features of religious belief, practice & human experience				
Use graphs & diagrams to present data about religion and associated questions / issues				
Use - <ul style="list-style-type: none"> • word-processing • desk-top publishing • e-mail - to develop, express & communicate their understanding 				
Employ multi-media resources including – <ul style="list-style-type: none"> • CD-Roms • databases • Internet – to explore religious / related topics • 				

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