

# Guidance for using the Assessment Suite

## Introduction

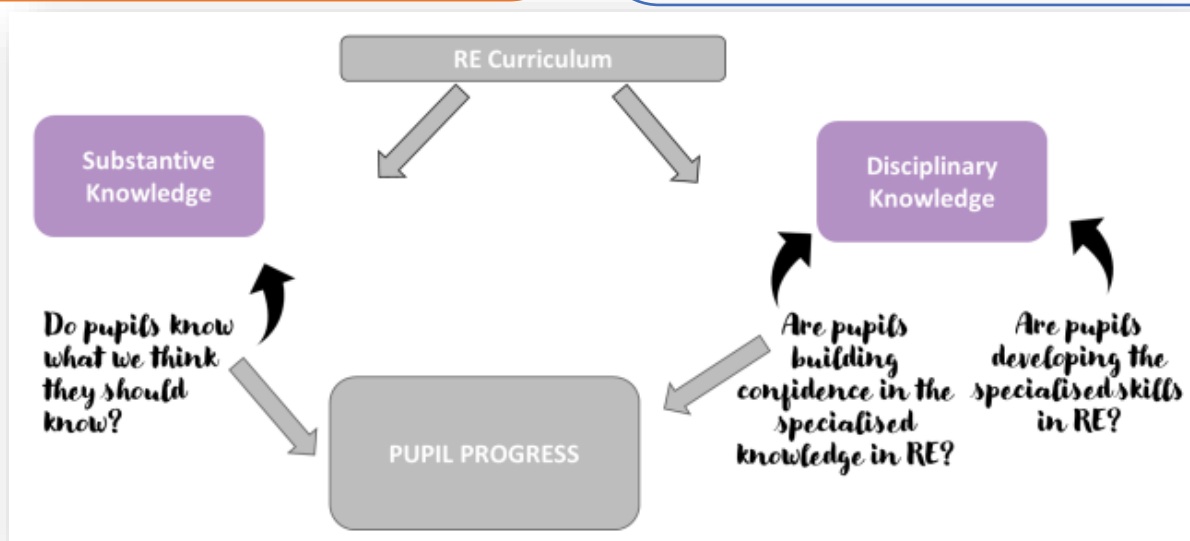
Best practice suggests we need to assess all forms of knowledge in RE. The Diocese of Norwich Age Related Expectations support the assessment of the methodologies taught in RE lessons to learn substantive and disciplinary knowledge. This Assessment Suite is to be used alongside the Diocese of Norwich Knowledge Organiser Plans to support staff in assessing Substantive and Disciplinary Knowledge. This will focus on a range of retrieval practice approaches that either retrieve knowledge and test retention of Substantive Knowledge OR apply knowledge and assess Disciplinary Knowledge. Below defines the two forms of knowledge for assessment purposes:

### Substantive Knowledge is defined for assessment purposes as:

*The key facts or concepts associated to the big enquiry question. These will be linked to the religion or non-religious worldview being studied.*

### Disciplinary Knowledge is defined for assessment purposes as:

*These are the use of substantive knowledge applied through a disciplinary lens of Theology, Philosophy or Human Social Sciences. Disciplinary knowledge may also cross more than one religion or non-religious worldview.*



The above diagram (with grateful thanks from an assessment guide from the Diocese of Lincoln) demonstrates the need to assess both forms of knowledge to form an judgement about pupil progress in RE. This sits alongside the best fit moderation of pupil work within the use of the Diocese of Norwich's ARES.

Retrieval of Substantive Knowledge and Disciplinary Knowledge can be 'tested' in a variety of ways including:

- The three-question approach – choose three questions to ask at the start of each RE lesson, one substantive knowledge about the current enquiry, one disciplinary question from the current enquiry and one random / bonus question of your choice for pupils to answer.
- At the end of the enquiry process in the EVALUATE stage provide a quiz for children to complete using the substantive knowledge questions.
- At the end of the enquiry process in the EXPRESS stage use the disciplinary questions to explore a deeper focus for assessing disciplinary knowledge – this could be used to form the basis of an assessment activity e.g. a debate of how moral laws support Muslims in the modern world vs leading them to be different and radical.

Other retrieval practice activities can include:

### ① Retrieval Practice Placemat

Example questions:

- What keywords did you use last lesson?
- State 3 key facts from last lesson.
- Explain a key concept from last lesson.
- Ask your partner 3 questions based on the content covered this term.

### ② Brain Dumps

- Dumping as much information from the brain about a specific topic
- Low effort, HIGH impact!

### ③ Cops & Robbers

- Cops - students write as much as they can from memory about a certain topic.
- Robbers - students get out of their seats, sharing and stealing ideas from their peers.

### ④ Retrieval Grids

- A grid with a range of questions that vary in the level of difficulty.
- Each question is worth a certain amount of points. The points increase with the level of difficulty.

### ⑤ Flash Cards

- How effective flashcards are depends on how they're USED!
- It is important that students consciously recall the answer to the question on their flashcards, either verbally or through writing.

### ⑥ Flashback Friday

- As an end of lesson task on a Friday ask students to create a series of 5-10 questions based on the lesson content.
- Students answer these a week later.

The frequency and timing of assessing Substantive Knowledge and Disciplinary Knowledge will be dependent on the age and aptitude of the pupils in your class. This also may develop over the year they are with you as they gain in knowledge and understanding through the RE Curriculum delivered. Each suggested approach to retrieval practice can be used on a weekly basis or it can be chunked to meet interleaving or split into smaller check points that happen every two weeks through the RE learning enquiry being taught. It also allows you to build in opportunities to retrieve previous learning from other questions covered in year and earlier.

Interleaving is about how much time or space you leave between retrieval of Substantive / Disciplinary Knowledge and how you weave previous knowledge and learning into current learning so it is readily recalled, used and transferred across the subject (and beyond). Below are a few question prompts to consider when thinking about how and when to 'test' recall of knowledge in RE:

- Do you check on the disciplinary knowledge you are teaching for a specific enquiry question or only the substantive knowledge and concepts?
- Do you consider when was the last time children will have been taught this discipline or religion / worldview?
- Do you track back and revisit what they were previously taught? Do you build on these methodologies in your current enquiry teaching?
- Do you consider how new disciplinary and substantive knowledge connects to existing knowledge from previous enquiries?
- Do you consider what will they go on to after being taught the enquiry and how the substantive and disciplinary knowledge connects to this?

Research also suggests assessing pupils' knowledge (in whatever form) is connected to how we improve their long-term memory and retain knowledge from working memory. Below are some suggested strategies to help support this:

Set practice tasks to improve memory

Use homework to research and prepare for upcoming lessons

Avoid homework projects – give direct tasks

Regularly use homework tasks in class

Set specific focused tasks

Ensure pupils understand tasks they are to complete

Limit tasks to 20 minutes of bite size learning

Spacing and interleaving tasks

Final thoughts on assessing substantive and disciplinary knowledge:

Substantive Knowledge

Disciplinary Knowledge

These forms of knowledge ultimately check your curriculum is designed appropriately for your children, it checks the learning planned and whether your curriculum is doing its job – i.e. to deliver meaningful and memorable learning opportunities.

Assessing these two forms of knowledge expect that after it has been taught and remembered pupils will revisit this knowledge and build on it, transfer and apply to more complex scenarios within the curriculum.