

Assessment in Religious Education

It is important for pupils to also be able to identify how they are learning and progressing in Religious Education and to know how to improve their work. This Spectrum can be used to derive learning outcomes to specify the intended learning, as well as to provide guidance for pupils on how to structure and improve their responses in their Religious Education work. The language has been structured so that pupils and teachers will be more able to engage and use the Spectrum as a reference as they plan, create, check and feedback on their own and others' work.

It is a legal requirement that schools report to parents on pupils' progress in Religious Education annually and in accordance with the Religious Education Skills Spectrum in this syllabus. Therefore, learning in Religious Education will need to be continuously monitored by teachers, and this Spectrum can be used as an audit tool, to evidence progression in pupils' work, and to support summative assessments and reporting. The [Religious Education Skills Spectrum](#) can be used in all aspects of Assessment for Learning.

See RE in Hackney for examples of how this Spectrum has been used in our schools.

