

<b>Data Drop</b>	<b>What assessment(s) informs this data drop?</b>	<b>How is this assessment marked, moderated and feedback to students?</b>
1	A-Z of Religion and Beliefs	The test is marked by the teacher and students are given a numerical score. These are then ranked and grade boundaries applied. There is no target information at this point so it is used to check student engagement and prior knowledge from KS2.
2	Understanding Christianity: Key Beliefs	The test is marked out of 30 by the teacher and students are given a summary feedback sheet of strengths and areas for development. These are benchmarked against levelled exemplar work and moderated at a faculty meeting. One section of the assessment will link to prior learning to help work on retrieval of previous topics covered.
3	Understanding Christianity: Life of Jesus	The test is marked by the teacher and students are given a summary feedback sheet of strengths and areas for development. These are benchmarked against levelled exemplar work and moderated at a faculty meeting. One section of the assessment will link to prior learning to help work on retrieval of previous RE learning.

<b>Homework</b>	<b>How is homework used to support learning?</b>	<b>How is homework marked and feedback to students</b>
	Self marking quizzes used in Moodle/Forms/Blooket to assess understanding of content and revisit prior learning. Some other activities e.g. key knowledge sheet and revision throughout year	The quizzes are self marking. Research task is not assessed but does inform work in class. Revision is assessed by end of unit task.

<b>In class and in books</b>	<b>What strategies are used to deliver effective feedback and assessment to students during lessons?</b>	<b>What marking and feedback would we expect to see in an exercise book or folder in this subject?</b>
	Feedback ticksheet marking, targeted questioning, peer assessment, self assessment, general class feedback	Feedback ticksheets, Exercise books are not routinely "marked" but are checked during lessons and a rota is used to ensure there is feedback at least once per term. Feedback is via ticksheets and comments in books, assessment sheets given after assessed work and pre-data drops which are stuck in books

<b>Any other information</b>	Pupils may be set project-based tasks during lessons but these do not form part of grading for data drop due to subjectivity, but they will inform contribution and engagement based reports
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## Year 8 Religious Education Assessment

<b>Data Drop</b>	<b>What assessment(s) informs this data drop?</b>	<b>How is this assessment marked, moderated and feedback to students?</b>
1	Judaism Assessment	Marked with numerical score that is then applied to grade boundaries set. Pupils are given a feedback sheet and areas for development.
2	Understanding Christianity: People of God	The aspects of the project are marked by the teacher and students are given a summary feedback sheet of strengths and areas for development. These are benchmarked against levelled exemplar work and moderated at a faculty meeting.
3	Sikh Beliefs assessment	Marked with numerical score that is then applied to grade boundaries set. Pupils are given a feedback sheet and areas for development.

<b>Homework</b>	<b>How is homework used to support learning?</b>	<b>How is homework marked and feedback to students</b>
	Self-marking quizzes used in Moodle/Forms to assess understanding of content and revisit prior learning. Some other activities e.g. research task and revision throughout year	The quizzes are self-marking. Research task is not assessed but does inform work in class. Revision is not assessed except for in tests.

<b>In class and in books</b>	<b>What strategies are used to deliver effective feedback and assessment to students during lessons?</b>	<b>What marking and feedback would we expect to see in an exercise book or folder in this subject?</b>
	Feedback ticksheet marking, targeted questioning, peer assessment, self-assessment, general class feedback	Feedback ticksheets, Exercise books are not routinely "marked" but are checked during lessons and a rota is used to ensure there is feedback at least once per term. Feedback is via ticksheets and comments in books, assessment sheets given after assessed work and pre-data drops which are stuck in books

<b>Any other information</b>	Pupils may be set project-based tasks during lessons but these do not form part of grading for data drop due to subjectivity, but they will inform contribution and engagement based reports
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<b>Data Drop</b>	<b>What assessment(s) informs this data drop?</b>	<b>How is this assessment marked, moderated and feedback to students?</b>
1	Hindu Beliefs Assessment	Marked with numerical score out of 30 that is then applied to grade boundaries set. Pupils are given a feedback sheet and areas for development.
2	Buddhist Beliefs Assessment	Marked with numerical score out of 30 that is then applied to grade boundaries set. Pupils are given a feedback sheet and areas for development.
3	Islam: Assessment	Marked with numerical score out of 30 that is then applied to grade boundaries set. Pupils are given a feedback sheet and areas for development.

<b>Homework</b>	<b>How is homework used to support learning?</b>	<b>How is homework marked and feedback to students</b>
	Self marking quizzes used in Moodle/Forms/Blooket to assess understanding of content and revisit prior learning. Some other activities e.g. research task and revision throughout year	The quizzes are self marking. Research task is not assessed but does inform work in class. Revision is not assessed except for in tests.

<b>In class and in books</b>	<b>What strategies are used to deliver effective feedback and assessment to students during lessons?</b>	<b>What marking and feedback would we expect to see in an exercise book or folder in this subject?</b>
	Feedback ticksheet marking, targeted questioning, peer assessment, self assessment, general class feedback	Feedback ticksheets, Exercise books are not routinely "marked" but are checked during lessons and a rota is used to ensure there is feedback at least once per term. Feedback is via ticksheets and comments in books, assessment sheets given after assessed work and pre-data drops which are stuck in books

<b>Any other information</b>	
	Pupils may be set project-based tasks during lessons but these do not form part of grading for data drop due to subjectivity but they will inform contribution and engagement based reports