

Assessment	Details	How is this assessment marked, moderated and feedback to students?
1	In the first term, students will be working on various shorter answer exam style questions that would correlate to the skills and depth needed for the 8 and 12 mark questions in the RE exam. This is to focus on developing accurate and detailed knowledge within	Assessments are marked by the teacher and students are given marks in line with the mark scheme. Students are given either whole class verbal feedback or written diagnostic feedback and marking proformas are used to highlight the mark criteria. Actions for improvement are identified and subsequent homework and lesson activities are used to address gaps in knowledge and skills
2	By the middle of Term 3, students will have completed the January mock exam, including a range of 3, 5 and 12 mark questions and a shorter timed essay. They will also have completed at least a range of shorter questions and two assessed essays from each of Ethics and Philosophy. At least one will be under timed conditions and others will be written for homework.	Marked with numerical score that is then applied to grade boundaries set. Pupils are given a feedback sheet and areas for development. Pupils then respond to feedback setting their targets for improvement
3	By the middle of Term 6, students will have completed at a wide range of shorter questions and one essay per topic for Philosophy, Ethics and New Testament Studies. some timed and some at home. The mock exams in June are unseen for shorter answer questions, covering all topics, but with a guidance on the line of enquiry for essay questions with revision guidance provided to focus on all three topics	Marked with numerical score that is then applied to grade boundaries set. Pupils are given a feedback sheet and areas for development. Pupils then respond to feedback setting their targets for improvement
Homework	How is homework used to support learning?	How is homework marked and feedback to students
	Practice questions, Forms quizzes, revision activities, essay planning	Quizzes are self marked, practice questions are marked and given feedback comments from teacher, revision activity success evident based on performance in end of unit assessments.
In class and in books	What strategies are used to deliver effective feedback and assessment to students during lessons?	What marking and feedback would we expect to see in an exercise book or folder in this subject?
	Feedback tick sheet marking, targeted questioning, peer assessment, self assessment, general class feedback	Feedback tick sheets, Folders/books where notes are kept are not routinely "marked" but are checked. Feedback is via tick sheets and comments in question books, assessment sheets given after assessed work and pre-data drops which are stuck in books

Any other information

We do other exam style questions in class where feedback is given but these do not inform data drop information unless pupils are absent from assessments that do inform the data reporting.

Assessment	Details	How is this assessment marked, moderated and feedback to students?
1	By the middle of Term 2, students will have completed both short answers and an essay question on Philosophy of Religion (religious language topics) and Religion and Ethics (meta-ethics)	Marked with numerical score that is then applied to grade boundaries set. Pupils are given a feedback sheet and areas for development. Pupils then respond to feedback setting their targets and responses to feedback
2	Mock Exam and full essays completed for the works of scholars topics, New Testament studies and Religion and Ethics.	Marked with numerical score that is then applied to grade boundaries set. Pupils are given a feedback sheet and areas for development. Pupils then respond to feedback setting their targets and responses to feedback

Homework	How is homework used to support learning?	How is homework marked and feedback to students
	Practice questions, Forms quizzes, revision activities, essay planning	Quizzes are self marked, practice questions are marked and given feedback comments from teacher, revision activity success evident based on performance in end of unit assessments.

In class and in books	What strategies are used to deliver effective feedback and assessment to students during lessons?	What marking and feedback would we expect to see in an exercise book or folder in this subject?
	Feedback tick sheet marking, targeted questioning, peer assessment, self assessment, general class feedback	Feedback tick sheets, 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 tick sheets and comments in books, assessment sheets given after assessed work and pre-data drops which are stuck in books

Any other information	We do other GCSE style questions in class where feedback is given but these do not inform data drop information unless pupils are absent from assessments that do inform the data reporting.
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