***Assessment for Learning* in the R.E. Class**

**This is an example of how you can use assessment for learning techniques in an R.E. class.**

| **Strategies** | **Explanation** |
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| **Share the learning intention** | Teacher clearly sets out the purpose of the lesson i.e. ‘What we are learning today’ | Example: The purpose of this lesson is that you will have an understanding of the term sectarianism and religious conflict in Ireland. (1st year R.E. Syllabus) |
| **Share the criteria for success** | Teacher tells the students what they will learn in the class i.e. ‘What am I looking for?’ | Example: ‘By the end of this lesson, you will be able to explain the term sectarianism and be aware of sectarianism in local, national and global contexts. You will know that sectarianism is a controversial issue.’  |
| **Questions** |
|  | Allow for wait time | Systematically allow 5+ seconds for all replies to teacher’s questions, without prompting or answering first |
|  |  | If no hands up: Select students to answer questions – allow no volunteering or hands upOr |
|  | Distributed answering | Ensure all students get to answer questions fairly by systematically calling, as appropriate, upon who will answer each question and track distributionOr |
|  | Think, pair and share | In pairs students discuss question before answering |
| **Written tests/ feedback** |
|  | Comment only marking | If students are submitting written work for correction, use ***comment only marking***i.e avoid giving grades on returned papers for class tests but write a comment only employing the ‘3 strand feedback’ |
|  | 3 strand feedback | Indicate 3 factors about the assignment:1. what has been done well;
2. key areas to work on relevant to the learning aims of the exercise; and
3. the next steps to be taken by the student to improve from where s/he is now
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| **Peer/self assessment** |
|  | Examples of student self-assessment | * Students discuss & check work in pairs or small groups before handing in assignments.
* Students review their own work first before handing it in and their comments can show their grasp of the intended learning outcomes as well as their own learning.
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| **Assessment for Learning Homework Techniques** |
|  | Set at beginning of class | Give or Set homework on board at start of class and relate lesson to the homework task, emphasizing the continuity of class and home work. |
|  | Provide written criteria | Give criteria of success with the homework assignment to focus students on purpose of homework and allow them to self-assess prior to handing in work. |
|  | Provide exemplars | Give examples of what is sought and explain them to guide students to what they should be striving towards. |
|  | Response to returned homework | Give time for written reflection by students on outcomes of homework (comments, suggestions etc.) and enable follow up discussion with other students or teacher. |