

Section 3

How well are we achieving our aims?

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Assessment in Key Stages 1-3

Why assess in RE?

Assessment is an integral part of planning, teaching and learning in RE.

Assessment procedures in RE should enable teachers to:

- make meaningful judgements about student progress both throughout a programme of study (*formative* assessment) and at the end of a programme of study (*summative* assessment).
- monitor and track pupil progress over time, making timely interventions to meet individual pupil needs (*diagnostic* assessment).
- involve students in the learning process through the sharing of learning objectives and also through methods of self-assessment and peer-assessment.
- empower teachers to report meaningfully upon pupil performance in RE to parents, a statutory requirement at the end of each Key Stage.

Assessing Key Stages 1 – 3

The following level descriptions now provide the **statutory** basis for assessment between Key Stages 1 – 3. They provide guidance for teachers in assessing their students' levels of attainment and ensure progression and continuity across each Key Stage in Religious Education.

The scale is made up of eight level descriptions of increasing difficulty, plus a description of exceptional performance. Each level description describes the type and range of performance that pupils working at a particular level should characteristically demonstrate. The level descriptions should provide the basis for making judgements about and reporting upon pupil performance at the end of Key Stages 1, 2 and 3.

Range of levels within which the majority of pupils are expected to work

Expected attainment for the majority of pupils at the end of the key stage

Key Stage 1	1-3	at the age of 7	Level 2
Key Stage 2	2-5	at the age of 11	Level 4
Key stage 3	3-7	at the age of 14	Level 5/6

The level descriptions continue to reflect the two Cheshire East Attainment Targets of 'Engaging Encounter with Religion', (Learning about Religion) and 'Reasoned Response to Religion', (Learning From Religion). Whilst teachers are familiar with the practice of assessing knowledge and understanding about religions they may be less sure of assessing pupils' achievements when they are exploring, reflecting and responding.

It should be recognised that pupils may achieve a different level in AT1 from AT2 and that teachers should aim to assess, record and report upon this.

Foundation Stage teachers with pupils not reaching level 1 should continue to assess based on the current system used for all other subjects in the foundation stage

Implementing Assessment at Key Stages 1 – 2

In deciding on a pupil's level of attainment at the end of the Key Stage, teachers should judge which level description best fits the pupil's performance. In order to achieve this, the teacher will need to provide assessment opportunities for students using the level descriptions as a guide. What follows is an outline of how schools might implement assessment over the course of a Key Stage.

Key Stages 1 – 2

Assessing

Assessment in RE is part of the daily process of teaching and learning and may take place on any occasion when students give evidence of what they understand or can do. All assessments should be matched to learning objectives and signposted in planning. The number of specific formal assessment tasks pupils complete will depend upon the demands facing individual schools. As a general guide:

- A. Teachers should complete ongoing formative assessments for each per topic, (e.g. by writing notes on medium term planning).
- B. Pupils should be set 3 summative assessment tasks, linked to specific objectives per year, (e.g. one per term).

To meet the different learning styles of students, assessments should take a variety of forms (written responses, poetry, artistic activities, role plays, model-making etc). Opportunities for assessments that cover both attainment targets should be planned into units of work.

Recording

Individual schools will need to decide exactly how to assess and record pupil achievement in line with their normal procedures. However, it should be possible to track an individual pupil's progress over time and show what level they have achieved. Teachers should keep a record of pupil achievement for each assessment. This will enable teachers to build up a picture of student attainment over the course of each year and provide the evidence required for making a meaningful judgement of their attainment at the end of the Key Stage.

Reporting

It is a statutory requirement to report on pupil achievement in RE at the end of each Key Stage. In deciding on a pupil's level of attainment, teachers should use the evidence they have gathered from assessment tasks to judge which level description best fits the pupil's performance.

Implementing Assessment in Key Stages 1-3

Key Stage 3

Assessing

The number of assessment tasks students complete will depend upon the demands facing individual schools but as a general guide students should complete a minimum of 1 formal or alternative assessment task per term between Years 7 and 9. To meet the different learning styles of students, assessment tasks can take a variety of forms (written responses, poetry, artistic activities, role plays, model-making etc). Assessment criteria should be devised for the task using the level descriptions as a guide. The assessment criteria should be shared with students to involve them in the learning process and facilitate self and peer-assessment.

Recording

Teachers should keep a record of student achievement for each assessment task. This will enable them to build up a picture of student attainment over the course of each year and provide the evidence required for making a meaningful judgement of their attainment at the end of the Key Stage. SATs results from KS2 can be helpful as a guide for measuring progress.

Reporting

It is a statutory requirement to report on pupil achievement at the end of Key Stage 3 and many schools now require RE Departments to report on pupil achievement using levels at the end of each year. In deciding on a pupil's level of attainment, teachers should use the evidence they have gathered from assessment tasks to judge which level description best fits the pupil's performance.

Assessment at Key Stages 4 and 5

Students have an entitlement to have their achievements in RE accredited and to achieve this most schools now follow examination courses at both Key Stages 4 and 5. For students who do not follow externally assessed courses, schools are required to implement alternative methods of assessment, recording and reporting. These should be based upon the end of Key Stage descriptions for Key Stages 4 and 5.

End of Key Stage Description – Key Stage 4

AT1: Engaging Encounter with religions

Students can investigate and interpret significant religious, philosophical and ethical issues and present coherent arguments about beliefs, values and ethics drawing well-substantiated conclusions.

AT2: Reasoned Response to religions

Students can express and justify their own opinions in light of their study of religious, philosophical, moral and spiritual questions.

End of Key Stage Description – Key Stage 5

AT1: Engaging Encounter with religions

Students can use a comprehensive religious and philosophical vocabulary to analyse a range of beliefs and ethical issues. They can also draw upon, interpret and evaluate the rich and varied forms of creative expression in religious life.

AT2: Reasoned Response to religions

Students can relate their learning in Religious Education to the wider world and give independent and well-informed insights into their own and others' perspectives on religious and ethical issues.

Implementing Assessment at Key Stages 4 and 5

The implementation of assessment procedures for non-examined statutory RE at Key Stages 4 and 5 will very much depend upon the staffing and timetabling demands of individual schools. What follows is a suggested method of assessing, recording and reporting upon student progress for non-examined RE at Key Stages 4 and 5.

Assessing

In deciding on a student's measure of attainment at the end of the Key Stages 4 and 5, teachers can make use of the Assessment Grid below. This provides achievement criteria in the form of 'Working towards', 'Achieving' and 'Working beyond' descriptions. At the end of Key Stages 4 and 5, teachers will make a judgement about which description best fits the student's performance. In order to achieve this, the teacher will need to provide assessment opportunities for students using the descriptions. As a general guide, students should complete a minimum of two assessment tasks – one for each Attainment Target - per year. It should be borne in mind that the overall judgement of a student's achievement could take the form of a teacher endorsement of student self-assessments or peer assessments.

Assessment Grid for Key Stages 4 & 5

Assessment Grid: Key Stages 4 and 5		
<u>Working towards</u> the end of Key Stage description	<u>Achieving</u> the end of Key Stage description	<u>Working beyond</u> the end of Key Stage description
KS4 AT1: Engaging Encounter with religions		
Students can investigate different religious, philosophical or ethical issues.	Students can interpret and explain religious traditions and philosophical or ethical issues and draw conclusions about them.	Students can analyse and evaluate the impact of religious traditions and philosophical and ethical viewpoints on individuals, communities and societies.
KS4 AT2: Reasoned Response to religions		
Students can express opinions about the religious, philosophical, moral or spiritual questions they have studied	Students can develop and articulate informed and balanced viewpoints about the issues and questions studied.	Students can fully justify their own views and ideas and provide an evaluation of the perspectives of others.
KS5 AT1: Engaging Encounter with religions		
Students can explain beliefs and ethical issues, sometimes using appropriate specialist language. They can interpret and explain a range of forms of religious expression.	Students can use specialist vocabulary in their examination of religious beliefs and ethical viewpoints. They analyse different forms of religious expression within or between religions.	Students use a wide specialist vocabulary to examine religious and ethical perspectives. They analyse and evaluate varied forms of religious expression within or between religions.
KS5 AT2: Reasoned Response to religions		
Students can make connections between their studies and the wider world. They can justify their own perspectives and show an understanding of the views of others.	Students can relate their learning to events on a local, national or international level. They can give full justifications of their own views and accurately represent the views of others.	Students clearly see the relevance of their study of religion within a range of contexts. They can give independent, well-informed and highly reasoned insights into their own and others' perspectives on religious and ethical issues.

Recording

Teachers should keep a record of student achievement for each assessment task. This will enable them to build up a picture of student attainment and provide the evidence required for making a meaningful judgement of their attainment at the end of the Key Stage (that is, whether the student is *working towards*, *achieving* or *working beyond* the end of Key Stage description).

Reporting

It is a statutory requirement to report on pupil achievement in RE at the end of Key Stage 4. In deciding on a pupil's end of Key Stage attainment, teachers should use the evidence they have gathered from assessment tasks to judge whether, overall, a student is *working towards*, *achieving* or *working beyond* the end of Key Stage description.

Attainment Targets Level descriptors for Religious Education (QCDA 2010)

Level 1

Attainment target 1

Pupils use some religious words and phrases to recognise and name features of religious life and practice. They can recall religious stories and recognise symbols, and other verbal and visual forms of religious expression.

Attainment target 2

Pupils talk about their own experiences and feelings, what they find interesting or puzzling and what is of value and concern to themselves and to others.

Level 2

Attainment target 1

Pupils use religious words and phrases to identify some features of religion and its importance for some people. They begin to show awareness of similarities in religions. Pupils retell religious stories and suggest meanings for religious actions and symbols. They identify how religion is expressed in different ways.

Attainment target 2

Pupils ask, and respond sensitively to, questions about their own and others' experiences and feelings. They recognise that some questions cause people to wonder and are difficult to answer. In relation to matters of right and wrong, they recognise their own values and those of others.

Level 3

Attainment target 1

Pupils use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. They make links between beliefs and sources, including religious stories and sacred texts. They begin to identify the impact religion has on believers' lives. They describe some forms of religious expression.

Attainment target 2

Pupils identify what influences them, making links between aspects of their own and others' experiences. They ask important questions about religion and beliefs, making links between their own and others' responses. They make links between values and commitments, and their own attitudes and behaviour.

Level 4

Attainment target 1

Pupils use a developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. They make links between them, and describe some similarities and differences both within and between religions. They describe the impact of religion on people's lives. They suggest meanings for a range of forms of religious expression.

Attainment target 2

Pupils raise, and suggest answers to, questions of identity, belonging, meaning, purpose, truth, values and commitments. They apply their ideas to their own and other people's lives. They describe what inspires and influences themselves and others.

Attainment Targets Level descriptors for Religious Education (QCDA 2010)

Level 5

Attainment target 1

Pupils use an increasingly wide religious vocabulary to explain the impact of beliefs on individuals and communities. They describe why people belong to religions. They understand that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this. They explain how religious sources are used to provide answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expression, within and between religions.

Attainment target 2

Pupils ask, and suggest answers to, questions of identity, belonging, meaning, purpose and truth, values and commitments, relating them to their own and others' lives. They explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion.

Level 6

Attainment target 1

Pupils use religious and philosophical vocabulary to give informed accounts of religions and beliefs, explaining the reasons for diversity within and between them. They explain why the impact of religions and beliefs on individuals, communities and societies varies. They interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ultimate questions and ethical issues. They interpret the significance of different forms of religious, spiritual and moral expression.

Attainment target 2

Pupils use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues. They express insights into their own and others' views on questions of identity and belonging, meaning, purpose and truth. They consider the challenges of belonging to a religion in the contemporary world, focusing on values and commitments.

Level 7

Attainment target 1

Pupils use a wide religious and philosophical vocabulary to show a coherent understanding of a range of religions and beliefs. They analyse issues, values and questions of meaning and truth. They account for the influence of history and culture on aspects of religious life and practice. They explain why the consequences of belonging to a faith are not the same for all people within the same religion or tradition. They use some of the principal methods by which religion, spirituality and ethics are studied, including the use of a variety of sources, evidence and forms of expression.

Attainment target 2

Pupils articulate personal and critical responses to questions of meaning, purpose and truth and ethical issues. They evaluate the significance of religious and other views for understanding questions of human relationships, belonging, identity, society, values and commitments, using appropriate evidence and examples.

Level 8

Attainment target 1

Pupils use a comprehensive religious and philosophical vocabulary to analyse a range of religions and beliefs. They contextualise interpretations of religion with reference to historical, cultural, social and philosophical ideas. They critically evaluate the impact of religions and beliefs on differing communities and societies. They analyse differing interpretations of religious, spiritual and moral sources, using some of the principal methods by which religion, spirituality and ethics are studied. They interpret and evaluate varied forms of religious, spiritual and moral expression.

Attainment target 2

Pupils coherently analyse a wide range of viewpoints on questions of identity, belonging, meaning, purpose, truth, values and commitments. They synthesise a range of evidence, arguments, reflections and examples, fully justifying their own views and ideas and providing a detailed evaluation of the perspectives of others.

Exceptional Performance

Attainment target 1

Pupils use a complex religious, moral and philosophical vocabulary to provide a consistent and detailed analysis of religions and beliefs. They evaluate in depth the importance of religious diversity in a pluralistic society. They clearly recognise the extent to which the impact of religion and beliefs on different communities and societies has changed over time. They provide a detailed analysis of how religious, spiritual and moral sources are interpreted in different ways, evaluating the principal methods by which religion and spirituality are studied. They synthesise effectively their accounts of the varied forms of religious, spiritual and moral expression.

Attainment target 2

Pupils analyse in depth a wide range of perspectives on questions of identity and belonging, meaning, purpose and truth, and values and commitments. They give independent, well informed and highly reasoned insights into their own and others' perspectives on religious and spiritual issues, providing well-substantiated and balanced conclusions.

PUPIL SPEAK ATTAINMENT TARGET 1: Engaging Encounter with Religion (Example 'I can statements' for adaptation by teachers)

LEVEL 1	<ul style="list-style-type: none"> I can remember a Christian (Hindu etc) story and talk about it. I can recognise objects that are special to Christians (Hindus etc). I can recognise religious symbols and words and talk about them.
LEVEL 2	<ul style="list-style-type: none"> I can say some things that people believe about God and tell a Christian (Hindu etc) story. I can talk about some of the things that are the same for different religious people. I know what some Christian (Hindu etc) symbols stand for and I can say what some of the art (music etc) is about. I can talk about what is important to others and to those who have a religious belief with respect for their feelings.
LEVEL 3	<ul style="list-style-type: none"> I can describe what a believer might learn from a religious story. I can describe how and why believers use holy books, (places, stories etc). I can identify the religious beliefs, which may be contained in religious art (music etc).
LEVEL 4	<ul style="list-style-type: none"> I can make comparisons between the beliefs and ideas of some religions and show how they are connected to believers' lives. I can express beliefs / ideas / feelings in styles and words used by believers and explain what they mean. I can describe how people show religion is important in their lives.
LEVEL 5	<ul style="list-style-type: none"> I can recognise some of the main beliefs / ideas shared by some religions and can explain how these make a difference to the lives of believers. I can recognise some of the main practices shared by some religions and can explain how these make a difference to the lives of believers. I can compare similarities and differences within and between religions. I can use what I have learned in RE to compare my views about moral issues with those of others – including believers. I can explain how some religions provide answers to ultimate questions.
LEVEL 6	<ul style="list-style-type: none"> I can show my understanding of religious beliefs, practices and ideas and how they may belong to a particular group within a religion. I can see reasons for people's beliefs and ideas, whether or not I agree with them. I can show my understanding of how religious beliefs and ideas may be expressed in different ways and how groups or individuals may use particular forms of expression. I can use religious and philosophical vocabulary to talk about religion and beliefs.
LEVEL 7	<ul style="list-style-type: none"> I can show how religious beliefs, practices and ideas may be connected to the needs and concerns of people living at different times and in different situations. I can show how different forms of religious expression, such as story, poetry and art, may be connected to the needs and concerns of people living at different times and in different situations. I can analyse religious values and questions of meaning and truth.
LEVEL 8	<ul style="list-style-type: none"> I can use religious and philosophical vocabulary to show how different people's lives, (as individuals or in communities), have been affected by religious beliefs and ideas. I can pick out the most significant influences and explain why they had the effect they did. I can show how people have different opinions on religious practices and lifestyles and how they have different approaches to them. I can select the most significant reasons for these differences and give examples of them. I can interpret and evaluate a variety of forms of religious, spiritual and moral expression.

PUPIL SPEAK ATTAINMENT TARGET 2: Reasoned Response to Religion
(Example 'I can statements' for adaptation by teachers)

LEVEL 1	<ul style="list-style-type: none"> • I can talk about things that happen to me. • I can talk about what I like/dislike in a story. • I can talk about what is important to me and why.
LEVEL 2	<ul style="list-style-type: none"> • I can talk about what happens to others with respect for their feelings. • I can talk about some things in stories that make people ask questions. • I can talk about some things that are wrong and some things that are right.
LEVEL 3	<ul style="list-style-type: none"> • I can compare some of the things that influence me with those that influence other people. • I can compare my ideas about life with those of other people. • I can link the things that are important to me & other people to the way I behave and think. • I can ask important questions about religion.
LEVEL 4	<ul style="list-style-type: none"> • I can ask questions about what influences the lives of believers and suggest appropriate answers. • I can explain different things that might be involved in belonging to a religion. • I can ask questions about life and suggest appropriate answers – with reference to some religions. • I can ask questions about the decisions people make – including believers – and I can suggest what might happen as a result of different decisions.
LEVEL 5	<ul style="list-style-type: none"> • I can use what I have learned in RE to compare my identity and my experience with that of others – including believers. • I can use what I have learned in RE to compare my ideas about life with those of others including believers. • I can explain some of the challenges that belonging to a religion involves.
LEVEL 6	<ul style="list-style-type: none"> • I can relate different religious perspectives on the meaning of life to my own and others' views. • I can relate different religious perspectives on a range of contemporary values to my own and others' views. • I can explain some of the challenges about values and commitment that belonging to a religion involves.
LEVEL 7	<ul style="list-style-type: none"> • I can give different religious and non-religious views on what makes up a person's identity and forms their experience. I can give reasons and examples to illustrate my opinion. • I can give different religious and non-religious views on some of the big questions of life. I can give reasons and examples to illustrate my opinion. • I can give different religious and non-religious views on ethical issues. • I can give reasons and examples to illustrate my opinion.
LEVEL 8	<ul style="list-style-type: none"> • I can present my own well-informed point of view on what makes up a person's identity & what forms their experience. I can argue my case in relation to different religious & non-religious views and feelings. • I can present my own well-informed point of view on some of the big questions of life. I can argue my case in relation to different religious & non-religious views & feelings. • I can synthesise a range of evidence to present and justify my opinion on religious viewpoints.

Assessing Religious Education for Special Needs Performance Descriptors

Planning, teaching and assessment for pupils with learning difficulties takes place through the performance levels (see Planning, teaching and assessing the curriculum for pupils with learning difficulties - Religious Education QCA March 2001). These performance descriptions are detailed below:

P1 (i) Pupils encounter activities and experiences. They may be passive or resistant. They may show simple reflect responses, for example, startling at sudden noises or movements. Any participation is fully prompted.

P1 (ii) Pupils show emerging awareness of activities and experiences. They may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects, for example, becoming still in response to silence. They may give intermittent reactions, for example, vocalising occasionally during group celebrations and acts of worship.

P2 (i) Pupils begin to respond consistently to familiar people, events and objects. They react to new activities and experiences, for example, briefly looking around in unfamiliar natural and man-made environments. They begin to show interest in people, events and objects, for example, leaning towards the source of a light, sound or scent. They accept and engage in coactive exploration, for example, touching a range of religious artefacts and found objects in partnership with a member of staff.

P2 (ii) Pupils begin to be proactive in their interactions. They communicate consistent preferences and affective responses, for example, showing that they have enjoyed an experience or interaction. They recognise familiar people, events and objects, for example, becoming quiet and attentive during a certain piece of music. They perform actions, often by trial and improvement, and they remember learned responses over short periods of time, for example, repeating a simple action with an artefact. They co-operate with shared exploration and supported participation, for example, performing gestures during ritual exchanges with another person performing gestures.

P3 (i) Pupils begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities, for example, prompting a visitor to prolong an interaction. They participate in shared activities with less support. They sustain concentration for short periods. They explore materials in increasingly complex ways, for example, stroking or shaking artefacts or found objects. They observe the results of their own actions with interest, for example, when vocalising in a quiet place. They remember learned responses over more extended periods, for example, following a familiar ritual and responding appropriately.

P3 (ii) Pupils use emerging conventional communication. They greet known people and may initiate interactions and activities, for example, prompting an adult to sing or play a favourite song. They can remember learned responses over increasing periods of time and may anticipate known events, for example, celebrating the achievements of their peers in assembly. They may respond to options and choices with actions or gestures, for example, choosing to participate in activities. They actively explore objects and events for more extended periods, for example contemplating the flickering of a candle flame. They apply potential solutions systematically to problems, for example, passing an artefact to a peer in order to prompt participation in a group activity.

Assessing Religious Education for Special Needs Performance Descriptors

From level P4 to P8, many believe it is possible to describe pupils' performance in a way that indicates the emergence of skills, knowledge and understanding in RE. The descriptions provide an example of how this can be done.

P4 Pupils use single elements of communication, for example, words, gestures, signs or symbols, to express their feelings. They show they understand 'yes' and 'no'. They begin to respond to the feelings of others, for example, matching their emotions and laughing when another pupil is laughing. They join in with activities by initiating ritual actions or sounds. They may demonstrate an appreciation of stillness and quietness.

P5 Pupils respond appropriately to simple questions about familiar religious events or experiences and communicate simple meanings. They respond to a variety of new religious experiences, for example, involving music, drama, colour, lights, food, or tactile objects. They take part in activities involving two or three other learners. They may also engage in moments of individual reflection.

P6 Pupils express and communicate their feelings in different ways. They respond to others in group situations and co-operate when working in small groups. Pupils listen to, and begin to respond to, familiar religious stories, poems and music, and make their own contribution to celebrations and festivals. They carry out ritualised actions in familiar circumstances. They show concern and sympathy for others in distress, for example, through gestures, facial expressions or by offering comfort. They start to be aware of their own influence on events and other people.

P7 Pupils listen to and follow religious stories. They communicate their ideas about religion, life events and experiences in simple phrases. They evaluate their own work and behaviour in simple ways, beginning to identify some actions as right or wrong on the basis of the consequences. They find out about aspects of religion through stories, music or drama, answer questions and communicate their responses. They may communicate their feelings about what is special to them, for example, using role play. They begin to understand that other people have needs and to respect these. They make purposeful relationships with others in group activity.

P8 Pupils listen attentively to religious stories or to people talking about religion. They begin to understand that religious and other stories carry moral and religious meaning. They are increasingly able to communicate ideas, feelings or responses to experiences or to retell religious stories. They communicate simple facts about religion and important people in religions. They begin to realise the significance of religious artefacts, symbols and places. They reflect on what makes them happy, sad, excited or lonely. They demonstrate a basic understanding of what is right and wrong in familiar situations. They are often sensitive to the needs and feelings of others and show respect for themselves and others. They treat living things and their environment with care and concern.

Departmental Self Review

The Self Evaluation Process

To improve departmental and teaching effectiveness, planned opportunities for self-evaluation **are vital**. It is recommended that the subject leader should complete some form of self-evaluation. Self-review examines; attainment, pupil progress, and features of good teaching, curriculum and assessment issues, leadership and management and use of resources.

The Subject Leader's RE action plan should be informed by the findings in any self evaluation review. The review should be updated **annually** and support the school's development plan. It should be recognised that self evaluation is a continuous process not a 'one off event' which should contribute to school improvement

See Handbook Part 1 F) for a range of tools which can be used for reviewing RE in schools. Any of the tools will help you to identify strengths and areas of concern in RE in your school. These will then in turn inform your RE subject action plan