# KS1 Pupil Work Exemplars

EX1. Venn diagram comparing Christian and Hindu creation stories. (Y1)

**Y1 Expected outcomes: Knowing**

Recognise the core beliefs of the religion(s) studied e.g. creation, salvation incarnation; belief in one God (Christianity & Judaism)

Recall a variety of religious stories used for different purposes

**Description of task:**

The learning objective as written on the task is “I can compare stories” and the task is to put the phrases given into a Venn Diagram.

**Achievement of pupil and what this demonstrates:**

The pupil has achieved the best that can be expected from this piece of work, as she has used all the words and phrases that were given, and they are all correctly placed.

The pupil has correctly allocated the features of the two creation stories. This shows that the pupil can identify the differences and similarities between the two stories. They have therefore achieved the learning objective as it is written on the task. It does not show an understanding of the stories, or the impact that the stories have on the lives of believers.

**What could have been changed to make this a more useful task?**

The learning objective needed to have a clear RE learning task. E.g. What do some Christians and Hindus believe about the beginning of the world? Or do some Hindus and Christians believe similar things about Creation?

The purpose for comparing the two stories needs to be clear. Is it to identify something that both religions believe about God? Is it to look at how the creation stories impact on believers?

Some additional phrases could have been included – red herrings – to test whether the stories are really known. Making the task more open-ended would allow for a greater range of answers. Suggesting that there could be more things to add would have allowed pupils with a greater understanding to go beyond the task.

A higher achieving pupil could have had the opportunity to put the identifiers in some order in the diagram.

*The inconsistency in the spelling of Brahma needs to be ironed out; the spelling (orm) of Om or Aum is not a standard variant.*

**How should this task be marked?**

The question posed by the person who marked this asks for more information. But is it relevant information to the task? Does it take the pupil’s learning about the creation stories deeper? A better question might have been:

“Which of the similarities do you think is most important/interesting/surprising?”

There needed to be recognition that the pupil has achieved the task required.

EX2. Recording of class discussion/activity on the painting “The Mystic Nativity” by Botticelli. (Y1/2)

**Y1/2 Expected outcomes: Knowing**

Recognise the core beliefs of the religion(s) studied e.g. creation, salvation incarnation; belief in one God (Christianity & Judaism)/Recall a variety of religious stories used for different purposes

*Give a simple account of some of the core beliefs and symbols of the religions and non-religious world views studied/Retell a selection of key stories, making links to the core beliefs*

**Description of task:**

As a class, pupils are looking at the painting and discussing what they see and what they think it is about. The teacher has recorded pupil comments – presumably a sample; to be certain we would need to look at the planning.

**Achievement of pupils and what this demonstrates:**

The pupils are demonstrating knowledge of the nativity story and other aspects of Christian teaching. They are using some technical vocabulary (halo, crown of thorns), identifying symbols (the blue cloak), they are identifying some aspects of Christian practice (prayer and praise) as well as the characters in the nativity story. Some of the pupils show deeper knowledge and make wider links to Christian practice. This task gives the teacher a clear idea of what the pupils know and how they interpret the painting that they have been presented with.

Where in the unit this task came would make a difference to whether this demonstrated progress, or initial knowledge.

**What could have been changed to make this a more useful task?**

In terms of what we have here, the task achieves exactly what it sets out to achieve, and with this age of pupil, doing this as a whole class activity is probably the right thing to do. With older children, this could be done as a group activity, with large copies of the picture and post-it notes.

**How has this task been marked?**

The teacher has been very clear about the expected outcomes and has taken time to identify which of the outcomes are met with most frequency. This type of marking will help the teacher to plan for future learning, by identifying which outcomes need to be the focus of future lessons. The teacher has extrapolated specific outcomes from the outcomes and building blocks in the Understanding Christianity unit.

What we do not know is what feedback, if any was given to pupils. However, that might have been reserved for any follow-on task.

EX3: How would I design a new year celebration for Christians? - a written task (Y2)

Y2 Expected Outcomes – Living (impact)

*Give examples of the festivals/rituals that link to key beliefs (e.g. Christmas, Easter, Passover, Sukkot)*

*Give examples of how beliefs are linked to worship and prayer*

Description of Task:

This would appear to be a task set near the end of the unit and is allowing pupils to show their knowledge and understanding of the Jewish New Year, Christian teaching and ways to celebrate. There appears to be no support or template given, but this may have been differentiated with in the class.

**Achievement of pupil and what this demonstrates:**

This pupil has given the celebration a name, and given a reason for the name, although the connection may not be well expressed. The celebration has been linked to a Bible story and the reason for this justified. The pupil has shown a good understanding of the ways that people celebrate in general, including special foods and time together as a family.

This demonstrates that the pupil is aware that a religious celebration usually has a basis in the teaching, text and beliefs of that faith. They are also demonstrating an awareness of how Jewish people celebrate the new year and have identified elements of that that are appropriate to Christian beliefs.

If there was a clearer connection between the Biblical story chosen and the foods suggested for the festival the pupil would have been working at a deeper/higher level.

The slight inaccuracy in the recount of the Bible story, confusing the “Who do you say I am?” passage with the story of the Transfiguration detracts from the overall quality, but is still within the bounds of expected for a year 2 pupil.

**What could have been changed to make this a more useful task?**

The learning objective could have been reworded to make the RE learning the focus: “What would be appropriate for a Christian New Year Celebration?”, but in fact the pupil in effect answers that question. Some success criteria (though they may have been on the board) such as “I can give reasons for the elements in my celebration” might have encouraged a higher level of achievement.

**How should this task be marked?**

Marking on this task needs to acknowledge the elements of the task that have been achieved (reasons given for some elements of the celebration) and the next step would be to make a clearer link to Christian belief – i.e. why people need to remember who Jesus is, why sins need to be buried, what the significance of the chosen foods is.