Moderation in RERC
What Counts as Moderation?

- **Departmental meetings** regularly include planning learning, teaching and assessment together in a coherent way. Staff are able to share effective strategies which they know have improved learning and achievement.

- Teachers, when teaching children at the same stage, **share the same preparation time to allow collaborative planning, peer review and discussion of standards and expectations**.

- **Professional dialogue focuses on examples of learners’ work** that has been pre-marked to help reach an agreed view on quality and standards, and to identify next steps in learning, particularly at points of transition.

- **Classroom visits/observations**

- **Staff engage young people in discussions about progress and target-setting** as part of planning to meet their learning needs.

- Standards and expectations are shared **though displaying learners’ work aligned to levels to show progression**, for example in writing displayed on a ‘learning wall’.

- **Senior staff, for example principal teachers and faculty heads, sample learners’ work**, with follow-up professional dialogue which focuses on expectations, strengths of learners’ performance, quality of feedback and agreeing next steps in learning.
Staff use this to plan units of work and key stages of learning.

Assessment and Moderation

Plan using the core learning from TIOF

1. Identify which RERC & ROA E&Os will be the focus of learning and assessment
2. Use the E&O to formulate Learning Intentions
3. Use the key words from Learning Intentions to identify appropriate Success Criteria
4. Use Success Criteria to plan the methodology for learning and to identify the assessment points.
5. Return to TIOF to check ‘how far’ to go within the topic.
6. Evaluate the evidence of learning, moderate and share feedback
7. Report to parents and learners
8. Use TIOF to plan next steps within and across levels

- Does the evidence indicate depth, breadth and challenge in learning?
- Is there coherence amongst Es&Os that have been selected?
- Do the success criteria created match the learning intentions derived from the selected experiences and outcomes?
- Is there evidence of the learner being involved in the assessment process through peer and self assessment? (Assessment as Learning)
- Does the task or approach to assessment chosen allow ample opportunity to demonstrate achievement?
- Is the evidence of high quality and demonstrates understanding of the E&Os selected?
- Is the assessment evidence clearly marked with feedback and annotations to indicate strengths and areas for development?

<table>
<thead>
<tr>
<th>KEY MESSAGES – WHAT TO DO</th>
<th>KEY MESSAGES – WHAT TO AVOID</th>
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<tbody>
<tr>
<td>• Use literacy and numeracy Benchmarks to help monitor progress towards achievement of a level, and to support overall professional judgement of when a learner has achieved a level.</td>
<td>• Avoid undue focus on individual Benchmarks which may result in over-assessing or recording of learners’ progress.</td>
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<td>• Become familiar with other curriculum area Benchmarks over time.</td>
<td>• Avoid the requirement to spend time collating excessive evidence to assess learners’ achievement.</td>
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<tr>
<td>• Use Benchmarks to help assess whether learners are making suitable progress towards the national standards expected and use the evidence to plan their next, challenging steps in learning.</td>
<td>• There is no need to provide curriculum level judgements in all curriculum areas – stick to literacy and numeracy.</td>
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<tr>
<td>• Discuss Benchmarks within and across schools to achieve a shared understanding of the national standards expected across curriculum areas.</td>
<td>• Do not create excessive or elaborate approaches to monitoring and tracking.</td>
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- Do not assess Benchmarks individually. Plan periodic, holistic assessment of children’s and young people’s learning.
- Do not tick off individual Benchmarks.
E’s & O’s

RERC 3-11a To help me understand the message intended by the writers of the Biblical texts I have developed awareness of literary forms in the Bible.

RERC 3-13a I know that a good background understanding of the New Testament is important for living as a Christian today.
Core Learning

RERC 3-11a
I know that God acts in and through the writers of the Bible and that this process is known and understood as the inspiration of the Holy Spirit.
I understand that the Church herself has a task and a right to teach authoritatively (through the Magisterium) what the Scriptures intend and To help me to understand the message of the Scriptures, I have developed awareness of literary forms in the Bible, which gives me a deeper insight into the meaning of Bible texts.
I have responded to opportunities to reflect and pray using core Gospel texts to develop my understanding of God’s covenant with his people and to guide me in life.

RERC 3-13a
I know and understand why it is important for Christians to understand the background to St Luke’s Gospel.
I know and understand what some scholars suggest about St Luke’s Gospel:
- That Luke was a convert to Christianity from a non-Jewish background.
- That he wrote from his gospel for all people, especially non-Jews (the ‘Gentiles’).
- That the main theme of his Gospel is that Jesus brings God’s saving love for everyone.

I can describe my personal response to the message of Luke’s Gospel. (RERC 3-13a.)

I have explored and evaluated the relevance of the New Testament to issues in contemporary life: researching organisations or communities who explicitly link NT passages to contemporary issues opportunity to pray using passages from the NT
Third Level Religious Education in Roman Catholic Schools – Benchmarks to support Professional Judgement

• Explains why the New Testament is important for Christians.
• Applies learning about literary forms to interpret Biblical texts.
• Describes in detail how God speaks to people and how God is revealed in Sacred Scripture.
• Discusses own understanding of the nature of God.
• Explains that Christians believe that Jesus is truly divine and truly human.
• Shares a personal response to the teaching of Jesus as Saviour.
• Presents research on the Jewish expectation of the Messiah.
• Selects information from the New Testament and analyses how these contribute(d) to Church teaching on Jesus’ nature and the development of the Church.

These seemed to fit well with the E’s and O’s which have been covered in the S2 unit on St Luke’s Gospel.
Learning Intentions

1. I am learning to understand the message intended by the writers of the New Testament and how it was written.
2. I am learning about the Gospel of St. Luke:
   a) I am learning who St. Luke was and who he was writing for.
   b) I am learning about the main theme of St. Luke’s Gospel

Our learning intentions for this unit are:
1. I am learning about the background of St. Luke’s Gospel
2. I am learning about the portrait Luke depicts of Jesus: the Son of Man and the Son of God.
3. I am learning about the divine nature of Jesus through Luke’s account of His life.
Literacy in Luke’s Gospel

Poster and reflective writing
I enjoy creating texts of my choice and I am developing my own style. I can regularly select subject, purpose, format and resources to suit the needs of my audience. LIT 3-20a / LIT 4-20a

Wordsearch writing task
As appropriate to my purpose and type of text, I can punctuate and structure different types of sentences with sufficient accuracy, and arrange these to make meaning clear, showing straightforward relationships between paragraphs. LIT 3-22a / LIT 4-22a

I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions, or create original text. I can make appropriate and responsible use of sources and acknowledge these appropriately. LIT 4-25a

Main message from scripture writing task
By considering the type of text I am creating, I can independently select ideas and relevant information for different purposes, and organise essential information or ideas and any supporting detail in a logical order. I can use suitable vocabulary to communicate effectively with my audience. LIT 3-26a / LIT 4-26a

The unit of work reflects a variety of Literacy outcomes however these give clarity to the task, activity and resources used.
How did Jesus use parables in his teaching?

Definition
Parable – an earthly story with a heavenly meaning.

Luke likes history

Everyone loves a story, not just children. Jesus used stories – some humorous, some shocking – as a simple way of getting across a serious message about God’s Kingdom.

Jesus used parables to force people to think. The parables were meant to call for a response from those who heard them. The listener is given the opportunity to make a judgement about what the parables means in everyday life. Jesus said: “He who has ears to hear, let him hear”. In other words, go and work it out for yourselves.

Jesus also used the parables to answer those who confronted him. Different people were in conflict with Jesus – especially the religious people of the day. Jesus sometimes answered them with a story (see Luke 15: 1-7).

Activity 5:
Read Luke 15: 1-7 and summarise the meaning of the parable in a short paragraph.

Activity 6:
Get into groups of 3 or 4 and write a drama script for one of the following:
- The parable of the rich fool (Luke 12: 13-21)
- The parable of the Pharisee and the tax collector (Luke 18: 9-14)
- The parable of the lowest place (Luke 14: 7-11)

You may need a narrator to introduce the play and keep it going with explanations. Act it out in front of the class.

This example provides students of differing levels and prior knowledge to develop skills of understanding and analysis. This can be adapted to the needs of each group of learners.
In the 4 Gospels there are about 35 occasions when Jesus performed a miracle. These miracles fall into roughly 4 groups:

1. When Jesus healed the sick he showed the love of God reaching to people who were suffering.
2. When Jesus raised people from the dead he showed that the power of God was stronger than death.
3. When Jesus cast out demons he showed that the kingdom of God was stronger than the kingdom of Satan.
4. When Jesus showed His power over nature he showed God's power breaking into the world.

Activity 9:

Imagine you are a reporter for a local newspaper and you have just witnessed one of Jesus's miracles. Write a front page newspaper story of what you witnessed. You should include the following:

- Title of newspaper
- Headline for story
- Location of the event
- The atmosphere in the crowd after it happened
- Quotes from what people were saying
- What Jesus said
- Pictures from the scene

This task developed further with classes – additional resources were used (NUA video resources to enhance knowledge) and use of technology to look at ‘Modern day’ miracles and the connection to faith, belief and understanding.
Learner Evidence Discussions

- Learner 1 example a

A father had two sons and the younger of the two asked if he could get his share of his father's wealth before he died. The father complied and gave him share of estate to the son to spend however he wanted. The son took the money he had been given from his father's property and moved to a different country. The son spent all of the money on partying and women. Once all of the money was gone, the son had no food or money and he had to work with pigs. Since the son had no money for food, he had to feed himself the food the pigs ate. He soon regretted squandering the money and thought that his servants, his father hired had a better life than him. They were paid whereas, he was not starving and they had a place to live. He returned home in hope of becoming his father's servant. His father saw him from afar and was overcome with compassion. As soon as the son approached the father kissed him. The son apologised and begged his father to take him back as a servant. However, the father said: I only want you back as my son and soon after he told the servants, get me the fattest sheep, for my son has been lost and now he is found. The father celebrated the return of his son clothing him in fine clothes and rings. Although the older brother was jealous, the father told him, we must show mercy.

18 Parables of Jesus
Learner Evidence Discussions

- Learner 3 examples
Dear Leaky, Today I was with Jesus. One of his good friends, Judas, showed up with a large number of men armed with swords and clubs. Jesus spoke confidentially to the men trying to stop the negotiations after the high priest's servant had his ear cut off.

I tried to run away. But one of the armed men grabbed me and ripped off my linen clothing.

I ran away while the guard held the cloth on his hand. My Mother would be so disappointed.

Please don't tell her as I do not wish to get into trouble. If you were there, I bet you would have laughed.
Learner Evidence Discussions

• Learner 5

The younger son worked a share of his father's estate, but the younger son left. He ended up going back to his father and his father was happy to see him. The brother celebrated his return. The other son got angry that there was a party and refused to go in.

Learner 6

In the 4 gospels there are about 35 occasions when Jesus performed a miracle. These 35 miracles fall into roughly 4 groups:

1. When Jesus healed the sick
   - he showed the love of God
   - reaching out to people who were suffering
2. When Jesus raised people from the dead
   - he showed that the power of God was stronger than death.
3. When Jesus cast out demons
   - he showed that the Kingdom of God has power over the Kingdom of Satan.
4. When Jesus showed his power of nature
   - he showed God's power.
Learner Evidence Discussions

- Learner 7

Activity 4

2. Jesus was invited to a Pharisee’s house for a meal, however he was not welcomed by the Pharisee. A woman came into the Pharisee’s house but she was previously a prostitute. The woman came and knelt down at Jesus’ feet to show respect and Gratitude. The Pharisee didn’t accept her and thought she should have nothing to do with him. Jesus disagreed; he said “I told her that her sins are all forgiven and that’s why she is so close to me.”

We should try to be like Jesus and see the good in other people. This often helps them to be friendlier and to be accepted by others.

We should try not to be down on other people as though we are better than them.
Learner Evidence Discussions

• Learner 8

Luke writes about people flows from people who have made a part of their lives.
Art in Heaven'
In its 15th year, this competition has attracted over 300,000 participants averaging 2,000 entrants per year since 2004. Hundreds of UK schools get involved, and we get entries coming from as far afield as Cyprus and Australia, Indonesia and South Africa.

What you need to do
Create your competition entry using drawing, painting, video, sculpture or other media. You should write briefly about your artwork. A single A4 sheet of a maximum 400 words should accompany your Art. Entries must be no larger than A3 in size.

Looking for God?’
We have often found the theme about God is the most popular in this competition: atheists and believers of all kinds all have something to say about God and where to find him – or her. Is God nowhere, or hiding? Is God in your heart, or in the scriptures? Is God far away, or close? Can we find God in nature, or in worship? Do some people find God in suffering or pain? Whatever you think, show your ideas about the search for God in creative work that goes deep. Use a holy text or saying if you like (the theme comes from the Jewish Psalms, 42 + 43). Be deep, and be subtle: a bearded man on a cloud won’t win!

Activity 11
Quickly brainstorm the different ways you think God speaks to us:
- Think of our schools mission statement: justice, wisdom, integrity and compassion
Learner Evidence Discussions

• Learner 1 example 2

"I am picking the theme of ‘looking for God’ because I truly believe God is all around us. My favourite way of imagining God is in the stars in the sky but also in our guardian angels. I think it’s so comforting to imagine someone looking over you, that’s right beside you even though you can’t see them. They can miraculously save you from simple things such as falling down the stairs or even a car crash. This is God acting through your guardian angel, which personally I find amazing. The stars also remind me of God because it is as if they are cameras, each star showing a different angle from possible danger. The stars at night can look magical and when you think about it, God is majestic. For my poster, I am thinking of combining both of these concepts by drawing guardian angels saving people on different occasions in a busy city whilst the night sky is filled with stars above."
Learner Evidence Discussions

• Learner 9
Learner Evidence Discussions

• Learner 10

[Image of a drawing with the words "HOPE OR NOPE"]

learner 11

[Image of a drawing with a dolphin and a figure]
Learner Evidence Discussions

• Learner 12

learner 13
Learner Evidence Discussions

• Learner 14

learner 15