A close up of a logo

Description generated with high confidence**PERFORMANCE SCALES FOR CHILDREN WITH SPECIFIC RELIGIOUS EDUCATION NEEDS/DISABILITIES October 2018**



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| Date | Name/  Age/Year Group | Information | Key: **responsiveness curiosity discovery anticipation persistence initiation investigation** |
| **P1 to P3 describe early learning and development before pupils begin to engage in subject-specific learning.** | | | |
| Level P1(i) | * Pupils encounter activities and experiences. * They may be passive or resistant. * They may show simple reflex responses, for example, startling at sudden noises or movements. * Any participation is fully prompted. | Tolerates,  explores,  encounters experiences though the process  is fully prompted  P1(i) |  |
| Level 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. | Reacts,  appears alert,  begins to focus attention  P1(ii) |  |
| Level 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 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. | Responds with  facial expression,  body language  to stimuli  P2(i) |  |
| Level 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. | Engages co-actively,  shows interest  P2(ii) |  |
| Level 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. | Anticipates,  participates.  Begins to communicate,  demonstrates preferences,  begins to be pro-active,  examines with interest  P3(i) |  |
| Level P3(ii) | * Pupils use emerging conventional communication. * They greet known people and may initiate interactions and activities, e.g., 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. | Chooses to  get involved,  initiates  P3(ii) |  |
| **P4 is the entry point to subject specific learning and the remaining 4 P scales** | | | |
| Level 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 activities by initiating ritual actions or sounds. * They may demonstrate an appreciation of stillness and quietness. | Link Experiences.  P4-8 |  |
| **P5 to P8, are Religious Education subject-specific** | | | |
| Level 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 pupils. * They may also engage in moments of individual reflection. | Link Experiences.  P4-8 |  |
| Level 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 | Link Experiences.  P4-8 |  |
| Level 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. | Link Experiences.  P4-8 |  |
| Level 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. | Link Experiences.  P4-8 |  |

**Recommendation 4 The review recommends a statutory duty to assess pupils not engaged in subject-specific learning against the following**

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| 1. Responsiveness: |
| Assessment of responsiveness should evaluate any change in a pupil’s behaviour that demonstrates he or she is being attentive to a new stimulus or reacting in a meaningful way. This type of assessment is important for establishing what differing stimuli motivate a pupil to pay attention. This is a prerequisite for learning. It is particularly relevant for assessing pupils with multiple sensory impairments who have reduced and/or atypical sensory awareness and perception. |
| 1. Curiosity: |
| Assessment of curiosity demonstrates how a pupil is building on an initial reaction to a new stimulus, perhaps by reaching out or seeking the source of a new stimulus. |
| 1. Discovery: |
| Assessment of discovery provides information about the changing ways in which a pupil interacts with, or responds to, a new stimulus, sometimes accompanied by expressions such as enjoyment and excitement. Curiosity and discovery are closely linked. At a more advanced point of development they both help to demonstrate a pupil’s degree of interest in, and exploration of, activities and concepts. These both help to drive the acquisition of new knowledge and skills. |
| 1. Anticipation: |
| Assessment of anticipation should demonstrate whether a pupil is able to predict, expect or associate a particular stimulus with an event. This is important for measuring a pupil’s concept of cause and effect. |
| 1. Persistence: |
| Assessment of persistence measures the extent to which a pupil is sustaining attention towards a particular item or action and is therefore beginning to develop conceptual understanding. The ability to sustain attention is important for maintaining an activity long enough to develop the learning associated with it and for consolidating that learning. |
| 1. Initiation: |
| Assessment of initiation demonstrates the different ways, and extent to which, a pupil investigates an activity or stimulus in order to bring about a desired outcome. It is an important part of developing the autonomy required for more advanced cognitive development and learning. |
| 1. Investigation: |
| Assessment of investigation measures the extent to which a pupil is actively trying to find out more about an object or activity via prolonged, independent experimentation. This demonstrates a more advanced degree of autonomy than the other aspects of engagement and is important for ongoing learning. |