

# Steps for planning Learning, Teaching and Assessment

## STAGES OF PLANNING for Learning, Teaching & Assessment

**1** Plan using the **Core Learning** from TIOF

**2** From the **Core Learning** Identify which E&Os will be the focus of learning

**3** Using the **Core Learning** Identify the key words from E&O for assessment

**4** Use these key words to formulate Learning Intentions

**5** Use these key words from your Learning Intentions to write Success Criteria

**6** Use your Success Criteria to plan the methodology for your lessons and to identify the assessment points.

**7** Use TIOF to plan next steps within and across levels

## NOTES ON STAGES OF PLANNING for Learning, Teaching & Assessment

All planning for Learning, Teaching and Assessment for RERC should begin with the core learning from This Is Our Faith for your stage. Using Liturgical Year as a guide, decide on Themes, Topics, Units. TIOF will give you the content, the **breadth, depth** and **relevance** of what you are teaching. By grouping the core learning from various strands you will be able to identify what learning will take place and what the focus for assessment should be.

Every piece of core learning unpacks an E&O. It is always the E&O which is the focus for assessment planning. Remember to consider which "Responsibility of All" E&Os will be covered.

As the E&Os cover different year groups you will never be planning to assess the whole E&O in one topic. Use the Core Learning to identify which parts of the E&O are the focus of the learning for your year group.

Learning Intentions do not need to be written for each lesson within a topic / unit. Rather they should outline what pupils are 'learning to/about' throughout the topic. By using the tag line "I am learning to" you will ensure that your L.I.s do not drift into Success Criteria. Try to use key words from the curriculum E&O and the ROA E&O in the same L.I. to show that the learning is not independent from each other.

It helps to track if the intended learning has been achieved if the Success Criteria correlate to the L.I. By using key words from the L.I. you will ensure that the success criteria remain linked to the E&O that you are assessing. (This will help to limit embarking on a lot of learning and assessing that is not connected to any E&O.) Good success criteria include statements of what pupils **can** do. i.e. I know, I can explain, I understand, I can speak about etc.

This aspect of planning will ensure that you have **challenge & enjoyment and personalisation & choice** for your pupils. The National Assessment Resource highlights examples of how to plan lessons which integrate assessment throughout. It identifies assessment opportunities as moments where pupils: **WRITE / SAY / MAKE / DO** something which is evidence that they have worked towards achieving the success criteria. Not all pupils will achieve all of the success criteria so this evidence will not always prove they have overtaken the intended learning.

By looking at the learning within the core learning for the previous and subsequent years you will ensure you have evidence of **progression** and **coherence** of what is being taught. Considering this with other colleagues will aid in next steps, moderation, 'bench-marking' and reporting.

## EXAMPLE OF STAGES OF PLANNING for Learning, Teaching & Assessment

S2- Holy Week identified as the theme.

**RERC 3-07a:** **Having examined key events** during the Ministry, **Passion**, Death and Resurrection **of Jesus** and the beginnings of the Church, **I can describe how these events**, and the **influence of the Holy Spirit**, affected:

- **the early Christian communities' understanding of Jesus' nature**
- **His continuing presence and identity.**
- The development of the Church.

**HWB 3-05a:** **I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.**

**I am learning** about how the **passion** of Jesus helped the **early Christian communities** understand His divine *and* human **nature**.

**I am learning** to deepen my awareness that the **Passion of Jesus** begins in the Garden of Gethsemane and continues through His trials to His crucifixion and death.

**I am learning** to make connections between these events and how to follow Jesus' example of building **positive relationships**, even in difficult situations.

**I am learning** to reflect upon how Jesus **continues to be present** in the world and how the **Holy Spirit** enables me to **show care and respect for myself and others**.

- **I understand** the importance of the passion of Jesus for the early Christian communities in discovering his divine and human nature.
- **I know** the term The Passion of Jesus means the events from the Garden of Gethsemane and results in his trials, crucifixion and death.
- **I can describe** how Jesus is an example of how to build positive relationships even during difficult events.
- **I can explain** how Jesus continues to be present in our world today.
- **I can express** how the Holy Spirit influences how I show care and respect for myself and others.