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| **Key Priority:**  **1** | **To implement the newly developed curriculum for RE, ensuring that ambitious and high quality teaching is in place for all groups of learners so that all pupils apply their knowledge and skills with increasing fluency and independence to achieve age-related outcomes across the curriculum.** | **Monitoring documents to support evaluation and share with Governors** |
| **Individual Strands within the priority area** | 1. Ensure staff have sufficient knowledge and expertise in teaching RE with high quality planning, teaching and learning evidenced in subject monitoring | * **Curriculum Overviews** * **Subject Monitoring files** * **School Improvement Plan (SIP)** * **Subject Reports/Link Gov reports**   ***Colour Code:***  ***Autumn Actions***  ***Spring Actions***  ***Summer Actions*** |
| * 1. Ensure children are presenting work to a high standard and that RE is contributing to whole school improvement in writing |
| * 1. Developing cultural capital, SMSC and wider opportunities in RE |
| 1.4 Develop assessment in RE |
| 1.5 Communicate developments in RE to all stakeholders |

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| **Implementation – Curriculum Implementation and Monitoring** | | | | | | |
| **No.** | **Action** | **Lead Person** | **Monitored by** | **Method of Monitoring** | **Resource Finance** | **Success Criteria Milestones/Progress** |
| 1.1 | To ensure curriculum overviews are fully completed for the full two-year cycle and the overview for these is shared online. | JE | Curriculum Lead | Curriculum maps for RE | Release time for subject lead and curriculum lead. | Curriculum maps are completed for both cycles in all subjects and stored on Sharepoint for all staff to find. |
| Overviews for cycle A and Cycle B are on the school website and shared with parents for the current year during the first few weeks of term. |
| To monitor planning and work to ensure that teaching material is ambitious for all, matching the curriculum overviews and that learning is scaffolded for those who need additional support. | JE | DHT | Subject Monitoring Reports | Release time for subject lead and SENCO | RE lead monitoring clearly defines which areas of the curriculum/age phases are ambitious and which require further development. |
| Appropriate scaffolding is being used to support children with SEND/PP/EAL to ensure that they are able to access the full curriculum. |
| Planning and work matches closely the curriculum overviews and the Derbyshire and Derby City Agreed Syllabus (2020-2025). |
| To ensure that I am researching what best practice looks like in RE and how we can develop this across the school. | JE | JE and curriculum lead | Going to other schools | Release time to visit other schools. | Go to other schools and discuss what RE pedagogies they use and how/why they are affective. |
| To use this information to look into how we can progress our RE curriculum |
| To ensure that high quality learning opportunities are planned in a coherent manner and developed in line with the curriculum intent. | JE | Curriculum Lead | Subject Monitoring reports | Release time for subject lead and curriculum lead | RE lead monitoring identifies which areas of each subject are rich in learning experiences and which areas need further development in order to ensure achievement for all pupils. |
| RE planning is in line with the Intent statement for each area of the curriculum. |
| RE lead to look for any relevant subject training to ensure development of subject knowledge and strategies. |

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| 1.2 | RE lead to monitor the high standard of work. This will be done through a book look, looking at all classes collective RE book. | JE | JE | Book Look | Release time | All books are checked to ensure there are a variety of different teaching and learning methods, as well as varied opportunities to write. Speak to English Lead about how we can develop more writing in RE. |
| RE lead identifies which areas are being taught and evidenced well, as well as looking at the areas that may need development. |
| Staff to share class books and discuss what good RE practice looks like. |
| To monitor the high standard of work through lesson observations on all staff. | JE | JE and curriculum lead | Lesson Observation. | Release time | Monitoring to see if those high expectations are also set in RE, and that all children are both supported and challenged. |
| Feedback to staff, discussing areas of praise and areas for future development of how we deliver the RE curriculum. |
| To review RE planning across the school Monitoring to ensure it is being delivered in an ambitious and high-quality way. | JE | JE and curriculum lead | Check staff planning. | Release time. | Children’s work to a good standard and shows they are making progress and developing knowledge. |
| Support teachers with differentiation, as well as how to challenge those who require challenging. |

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| 1.3 | RE lead to create close links with the church and any other educational visit places to ensure that children can visit places. This includes the church and the mosque. | JE | JE and curriculum lead | Dates added to diary’s | N/A | All trips are organised and planned in advance with dates in diaries for all visits and year groups. |
| This is communicated to both staff and parents. |
| Looking at different celebrations across the school year that can be planned for all classes to take part in, such as an RE theme week across the school. | JE | JE | Team discussions | Resources for classes and time in timetable. | Giving all teachers dates for diaries for which celebrations we will look at when and what sort of thing we would like them to address and do upper and lower school assemblies based on these. |
| Share ideas on best practice and what ideas we can do as a school to support and develop knowledge based on these celebrations. |
| Review what culture capital experiences we can add in future such as artefacts and additional resources. | JE | JE | Team Discussion | Resources | Look at overview for cycle B and see what artefacts would spark discussion and curiosity. |
| Create a list of resources and artefacts. |

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| 1.4 | Looking at assessment sheets to ensure that staff are aware of which children are meeting. Staff to develop a quiz at the end of each unit to assess. | JE | JE | Looking at methods of assessment | N/A | Checking that teachers are assessing children on vocabulary and that this vocabulary is used in lessons. |
| Using different types of questioning to provoke a deeper level of thinking and responses. |
| Teachers are using child observations and verbal feedback, this can be seen in books. |
| RE lead will monitor the use of Rosenshine’s questioning techniques and how these are used in RE lessons to assess. | RE lead | RE lead and curriculum lead | Lesson observation | Release time to observe lessons. | Give staff valuable feedback to ensure we are providing the children with a variety of questioning opportunities. |
| Looking at how questioning is used to develop discussion in RE and curiosity in all learners and how children are probed and challenged to ensure deeper thinking. |
| To see teachers using open ended questions and are using ‘think, pair, share’ to allow children to develop and share their ideas and opinions. As well as using whole class responses to provoke discussion. |
| Correspond with other schools regarding RE assessment to gather CPD for staff to ensure we have a range of assessment methods. | JE | Curriculum lead | Share information with staff | Release time. | Latest ideas for RE assessment are being used during lessons. |
| All assessment opportunities are shared to staff. |

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| 1.5 | Meet with the Governors to share all new documentation and correspond over any changes that have been made. | JE | Curriculum Lead | Meeting date and documents shared. | Release time | The Governors are kept up to date with any changes that have been made to the RE curriculum. |
| Discuss what the next steps could be for the rest of the school year. |
| Ensuring that the RE section of the school website is kept up to date, so that all changes and things we do are communicated with parents and stakeholders. | JE | JE | Checking website | Time to update website. | Regular communication with staff to ensure they are sharing what they are doing in RE, so that it can be shared on the website. |
| Ensuring we are creating a range of opportunities in RE and are capturing these through photos for the website. |
| Towards the end of the year, review with all staff how the RE curriculum has worked. Look into how we can progress onto the next year. | JE | JE and curriculum Lead | Discussion and Book Looks. | Meeting. | What have been the positives and what can we adapt for next year to ensure children are making progress and are developing knowledge in RE. |
| Reviewing the class book approach. |
| Setting a plan for next year on planning, assessment and trips. |