

Curriculum Leaders Self Evaluation: RE

Self Evaluation	Area for development:
<p>Intent:</p> <p>RE is well planned through a comprehensive progression grid that sequences the knowledge, skills and vocabulary to be learned towards defined end points (Progression Grid). As a result, teachers know the sequence of learning and can base teaching on prior learning.</p> <p>Long term plans, timetables and teachers weekly planning demonstrates that all pupils can fully access the RE curriculum at all levels and fully participate in all aspects of the curriculum. As a result, pupils have demonstrated knowing more and remembering more through celebrating different festivals and understanding a variety of faiths and beliefs, this has had an impact upon children's independence to be responsible members of society who understand and explore big questions about life.</p>	<p>Fran to plan for the rest of the year using the progression grids and the Wakefield syllabus.</p>
<p>Implementation:</p> <p>Teachers have had significant training to use the Rosenshines model to teach RE . This supports them to introduce religious vocabulary, use resources to model new skills and learning and ask questions and give feedback in relation to celebrations and understanding</p> <p>Teachers subject knowledge is supported by the use of external experts and follow the Wakefield syllabus for Religious Education.</p> <p>The learning wall environment supports children to develop their religious knowledge through celebrations of festivals and the Wakefield syllabus.</p>	<p>Ensure that teachers and other adults are confident to deliver their curriculum using the Rosenshines pedagogy.</p> <p>Fran to provide training and support/materials to ensure that those who are not experts in this area are able to deliver the content effectively.</p> <p>Monitor the learning walls and school environment to assess whether RE is represented clearly and effectively.</p> <p>Audit the current way that RE is assessed and ensure that this is manageable and effective.</p> <p>Ensure that children have access to non-fiction books that support their understanding of RE and enhance their religious education.</p>

Impact:

Undertake pupil voice in RE

Agree how pupil's work in music is collated/ stored / saved with class teachers.

Undertake work scrutiny in RE