

KWS R.E. Report

Summer 2 – July 2022

Summary of Main Findings

Key Areas to Celebrate:

- Coverage is significantly improved from last year.
- New Local Authority Agreed RE Curriculum organised and distributed across each year group and knowledge mats/skills mats created to support new units.
- Staff voice indicates that Toolkit is making an impact upon quality of teaching and knowledge retention.
- Positive learning walks, work scrutiny and pupil voice support subject SEF judgement of Good.
- Enrichment and Enhancement opportunities through links with the local church. Rev. Hazel involved in leading acts of worship in school, and leading learning in the church.
- Pupils speak positively about R.E. and their learning experiences.
- Pupil data is more accurate the previous data collections and broadly in line with core subject outcomes.
- Whole staff RE CPD training with Leading RE trainer, Lat Blaylock.
- Subject Facilitator Training re: Agreed Syllabus
- Resources shared on GoogleDrive
- Strong links with 2 local churches – St John’s and Annesley church. (Harvest and Christmas services, year group visits, Hazel does assemblies.)
- The new Notts agreed syllabus is now being rolled out across the school.
- Regular assemblies with Hazel (Vicar)
- Hazel to lead specific sessions to support learning within year groups.

Part 1: Discussion with Senior Leaders / Subject Leaders

- Leaders articulate their approach to the sequential teaching of R.E. across the school. There is a skills and knowledge progression document in place to support teachers in understanding the required knowledge and skills to be taught in each year group. This includes access to the RE syllabus adopted for 2022-2026.
- The school uses a Local Authority approved scheme which it has adapted to create progression documents.
- Each year group covers 4 units of R.E. 1 unit is delivered as a whole school response. 1 unit is taught and delivered by the local vicar at the church. 2 units are delivered in school. All units link directly to the toolkit. This has been amended over academic years 21-22 for full implementation 22-23
- The teacher toolkit is designed to follow a whole school intent model of PROVIDE, ENHANCE, ENRICH, BE.
- Planning ensures the incremental building up of the knowledge and skills. This is mapped out in medium term plans which identify the Knowledge Mats being taught in each half term, as well as which skills will be taught to acquire the knowledge. and when they are being taught. It also provides opportunities to see where learning is linked to other subject areas. E.G Year 3 Egyptians, Exodus and Reggae.

- Prior learning is identified in the toolkit. Teachers are able to see the skills and knowledge that was taught in previous year groups to inform their own planning.
- Evidence for progress and attainment is found in end of year teacher assessments, as well as through a range of monitoring activities such as work scrutiny, pupil interviews and learning walks.
- The subject leader cites evidence of disadvantaged pupils achieving broadly in line with their non-disadvantaged peers. Data collection occurs at the end of the year and is informed by the assessments identified above.
- From a range of evidence, leaders believe that achievement in R.E. is broadly comparable to achievement in Maths and English.
- Leaders provide a clear example of identifying a weakness – subject knowledge of staff and access to a broader range of faiths in action e.g. visiting places of worship beyond Christian denominations. Adapted curriculum, new syllabus and CPD staff meeting training have been planned in/delivered to address this.
- To quality assure delivery of R.E. and to support colleagues, the subject leader conducts learning walks, conducts observations, checks planning, talks to pupils, carries out work scrutiny and provides training inputs.
- Improvement plans for R.E. are clear and concise. This includes improvements identified above.
- The subject facilitator attends the subject networking group across ASPIRE MAT and supports the R.E. facilitator in managing and auditing the curriculum.

Part 2: Book Scrutiny: Coverage and Achievement

- There is work in books to indicate that teachers have been delivering according to their curriculum plans. Topics indicated on the planning are evident in books. New topics have been introduced/adapted based on this monitoring.
- Work is inconsistent across year groups due to the implementation of a new agreed syllabus. This is to be monitored in Academic Year 22-23.
- Regarding achievement, pupils' work provides evidence of the building up of understanding - e.g. there are differences in challenge and expectation between KS1, LKS2 and UKS2.
- The scrutiny provides clear evidence that teachers have been following the vocabulary and skills progression document.
- Quality and amounts of work have improved following feedback from work scrutiny and staff discussions.

Part 3: Discussion with Pupils

- Pupils express an enthusiasm for R.E., especially for acquiring new knowledge and for practical activities:
 - "Learning about RE is important so you can find out about people who are different to you."
 - "We get the chance to see Reverend Hazel. She does assemblies for us where we can learn about God."
 - "I really like doing performances and we do shows at Christmas to celebrate Jesus being born."
 - "We did the story of Moses in Year 3. It was from the same time as our Egyptians topic."

- "Learning about RE help us follow our school rules like taking care of people and each other."
- Pupils said that they are getting better at R.E..
 - "I don't go to church so I learn lots of new things about Jesus."
 - "I find out about new religions like Hinduism. We made Diva Lamps and lit candles."
- Pupils could identify some topics they had been taught previously.
 - "We learned about the nativity in the infants and did a production."

*The new agreed syllabus means that some topics taught previously will not support future learning.

Part 4: Discussions with Teachers

- Teachers can discuss how R.E. units are planned and how they know what to teach.
- Teachers are able to explain a child's journey both within their year group and beyond using the toolkit to identify prior and future learning.
- Teachers identified that learning is important to the school and supports a comprehensive production program and opportunities for choirs in Key Stage One and Two.
- Teachers' responses make it clear that the school's progression and planning documents greatly support the incremental journey from Early Years to Year 6.
- Teachers talk passionately about the importance of linking learning across multiple subject areas to broaden children's understanding and commit learning to long term memory more often.

Conclusion: Whilst a single subject deep dive is never going to provide enough evidence for a secure Quality of Education judgement, the key question we ask on each deep dive is the same: "Does the evidence of this deep dive support or challenge the school's self-evaluation for Quality of Education?"

I feel this R.E. curriculum review supports the school's self-evaluation of good.

Recommendations:

THIS SUBJECT AREA HAS BEEN IDENTIFIED FOR CURRICULUM IMPROVEMENT IN ACADEMIC YEAR 22-23

- Continue to develop opportunities for experiential learning and broadening opportunities to experience different faiths beyond Christianity.
- Continue to develop links with the church including working in partnership with the vicar to deliver high-quality R.E. teaching.
- Embed the new syllabus including new knowledge mats and skill linked to the Notts Agreed Syllabus.
- Developing pupil vocabulary – talking during the topic and when recalling taught information.
- Pupils articulating metacognition in R.E "How are you getting better and how do you know?"

- SEN Pupils achievement – How can we assess this more effectively if written and spoken communication are not strengths?
- Subject Leader to continue to strengthen understanding of EYFS and how to track this knowledge and skills progression
- Continue to develop links across the MAT – “what does expected standard look like? How are we measuring it?”