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| **RE Action Plan** | | | **Completed by: Hannah Richards** | | | | | **Date: 20.10.2021** | |
| *Context*   * *RE curriculum well established across the school – Cornwall Agreed Syllabus used* * *RE mapped across the school with clear progression – Cornwall Agreed Syllabus* * *Interrupted learning due to COVID-19 pandemic* * *Monitoring system to be introduced - Sept 21* * *Assessment system to be introduced – Sept 21* * *Hannah Richards supporting interim Acting Head Rebekah Bailey to lead RE* * *Develop experiences by using virtual visits online to enhance RE teaching and learning* | | | | | | | | | |
| **Objective/ Priority** | **Action** | | | **Key Lead** | **Time Scale** | **Resources** | **Key Performance Indicators** | | |
| **Mid Year** | | **End of Year** |
| To develop the teaching and learning of RE by focussing on how faiths are lived in the modern world today and how worship is experienced. | * Hannah Richards to engage in RE CPD – Lat Blaylock (etc) training and disseminate to staff * Research virtual visits to places of worship to explore due to limited resources in Cornwall * Explore videos of living with a faith and share with colleagues to use for RE teaching * Discuss with staff importance of teaching RE as living with faith and exploring worship today in today’s world. Not just teaching facts. | | | Hannah Richards | Spring 2022 | CPD courses – Lat Blaylock  Staff meeting  Subject Lead time  Planning checks  BBC Teach videos | Evidence in RE books show focused learning on how faith and worship is lived in the modern world.  Planning monitoring evidences use of virtual visits and use of BBC teach (or similar) clips.  Children can talk about people with a religion/faith and explain how they worship. | | Staff are confident teaching new approach to RE teaching.  Children can talk about virtual experiences.  Books evidence variety of learning styles ensuring full coverage of RE curriculum and show focused learning on how faith and worship is lived in the modern world. |
| To implement an effective assessment system to track the progress of RE across school assessed against curriculum taught and progression documents. | * All teaching staff transfer taught objectives and skills from long-term planning onto assessment grid for each term. * Staff to create end of unit quizzes to support assessment of knowledge. * Use termly assessment grids and plan next steps * Ensure all RE lessons are taught ensuring full coverage termly. * Evidence of the lessons taught to be documented in books. | | | Rebekah Bailey  Hannah Richards  All teachers | Termly assessments | Termly assessment documents.  Kahoot for quizzes  s | Teachers and subject leads will have accurate data of subject and will know development points of subject.  Children will be taught the relevant RE knowledge and skills according to the overview.    Re is progressive across the school. Children can articulate their learning. | | Effective assessment system implemented, having impact on quality of teaching and learning. Assessment has identified development points and targeted support implemented to ensure no child is left behind. |
| To develop and implement robust monitoring system for RE to track coverage of curriculum, identify strengths and development points of the subject. | Introduce new monitoring system:   * Planning and Book Look (inc coverage)– * Lesson Drop Ins * Book Look and Pupil Learning Conference * Final Coverage and Attainment and Progress Check   Agree proformas for recording monitoring, identifying key focus priorities within classes and noting subject trends.   * All staff to complete first round of monitoring | | | Rebekah Bailey  Hannah Richards | Implement system by Nov 2021  Carry out system over the course of the year | Proformas for monitoring  Staff meetings  Release time for subject lead | Planning and Book Look and Lesson Drop ins completed. Subject Lead has clear knowledge of direction of RE  Strengths and Development points shared and acted upon and planned as focus for future monitoring.  CPD planned if required. | | Robust system implemented for monitoring RE All steps completed and feedback given to teachers.  Next steps identified for future monitoring.  RE teaching has full curriculum coverage and children making good progress and attainment. |
| **Monitoring:**   * Planning and Book Look (inc coverage) – completed Oct 2021 * Lesson Drop Ins - * Book Look and Pupil Learning Conference – * Final Coverage and Attainment and Progress Check - | | **Impact Statement**  **Oct 2021-** Lat Blaylock training booked.RE evidenced on new knowledge organisers in EYFS. First round of monitoring Planning and Book Look (Drop-in for EYFS) evidenced varied recording for RE – artwork, comic strips etc; good curriculum coverage this term. Structured support needed for some children identified. Misconception identified and feedback to teacher around Holy Trinity – not three beings, but as one. Suggested Mars Bars analogy. | | | | | | | |