

## Sale and Davys C.E. (Controlled) Primary School Improvement Plan 2023-2024

**Subject: RE**

Subject Leader: Catherine Hetherington

SIAMS Inspection Key Priorities 2019:

Priority 1: To fully develop the recent visual support of the four spiritual themes to further enable staff to explore this approach.  
 Priority 2: To make use of recent developments in Religious Education, so that pupils benefit more fully from the use of assessment tools to inform progress.

Objective	Start Date	Success Criteria	Specific actions	Other Personnel	Resources	Next Steps
To ensure RE is taught in line with the agreed syllabus (2020-25) and that all documentation reflects this.	Sept 2023  <b>Planning Scrutiny/ Sequence of lessons/KMRM grids/ Knowledge Mats</b>	RE teaching, learning and progression of skills is in line with the expectations of the new RE agreed syllabus 2020-25.  High quality enquiry led RE is being taught.	Review long and medium term plans to check they are in line with the new agreed syllabus.  Review skills progression grid is in line with the new agreed syllabus.  Monitor RE through: *Planning Scrutiny *Learning walk *Pupil Voice interviews	All class teachers  RE Governors	Staff Meeting time  Subject Leader time	Address AFI
To ensure that the RE curriculum has	Oct 2023	Clear progression of knowledge and	Progression grid for Skills reviewed by SL.	All class teachers	Staff meeting time.	Address AFI

<p>clear progression for both knowledge and skills is in place (1.9)</p>	<p><b>Planning Scrutiny/ Sequence of lessons</b></p>	<p>skills is in place across the school</p> <p>Progression grids are consistently used for medium term planning</p> <p>Essential knowledge for RE is identified.</p>	<p>Progression grid for knowledge is written by SL.</p> <p>Know More remember more grid in place.</p> <p>All class teachers to highlight objectives on medium term planning taken from progression grids.</p> <p>RE subject leader to scrutinise planning and learning environment across the school and to identify subject essentials and AFIs</p> <p>Monitor RE through: *Planning Scrutiny *Learning walk</p>		<p>Subject leader time</p>	
<p>Implement specific RE vocabulary to be used in each year group/class</p>	<p>Oct 2023</p>	<p>RE vocab in place for each year group.</p> <p>Staff display and use RE vocabulary in a number of ways</p>	<p>RE subject lead to collate key vocab for year groups across the school. Vocab lists shared with staff</p>	<p>Shared with RE Governor</p>	<p>Subject Leader time</p>	<p>Monitor implementation of vocab.</p>

			Class teachers to use appropriate vocab for science topics.			
Ensure that the teaching is consistently strong and addresses the needs at all levels so that all groups make the necessary progress (including the bottom 20%) (2.1)	Nov 2023  <b>Pupil discussions/Book Trawl</b>	Children can articulate their knowledge, understanding and experiences in relation to their learning experiences during RE lessons.	Source questions for pupil discussion on RE. RE lead to speak with a selection of pupils about their books, lessons and experiences during the teaching of RE.  Specific focus on recall of key knowledge- KMRM Knowledge mats in books.  Findings to be recorded and integrated into SIP.	Pupils	Staff meeting time.  Subject leader time	Address AFI
Ensure that the teaching is consistently strong and addresses the needs at all levels so that all	Jan 2024  <b>Lesson Observations</b>	All ability groups are able to access RE Subject teaching	Lesson observations with a focus on: adapted teaching, SEND, Pupil premium, catch up and greater depth.	Teaching staff	Subject leader time	Reports shared with staff and governors.

groups make the necessary progress (including the bottom 20%) (2.1)			KMRM knowledge recall. Monitor RE through: *Lesson Observation *Pupil Voice interviews  Report produced with strengths and AFIs			
Ensure that the teaching is consistently strong and addresses the needs at all levels so that all groups make the necessary progress (including the bottom 20%) (2.1)	April 2024 <b>Learning Walk</b>	Displays show evidence of high quality RE. Books show that the bottom 20%, SEND, Pupil premium and greater depth children are appropriately challenged.  Adaptation of learning experiences is clear.	Book trawl with a focus on specific groups.  Report produced on strengths and areas for improvement.	Report shared with Governor	Subject leader time	Address AFIs
To embed the use of planning and assessment tools to ensure RE lessons are Enquiry Led with	Summer 2024 <b>Analysis of Class assessments</b>	Staff are familiar with the assessment tools in the New Agreed Syllabus and how to use them.	Staff meeting to share, model and discuss the assessment tools in the New Agreed	Teaching Staff	Staff meeting and subject leader time.	Address AFI's

<p>clear progression within each blocks of lessons and between year groups.</p>	<p><b>End of year evaluation</b></p>	<p>Staff are confident to use the assessment tools for formative and summative assessment.</p>	<p>Syllabus and how to use them.  Staff use these tools to assess the children's ability and understanding for both formative and summative assessment.</p> <p>RE Summative assessment data is collected and submitted to the RE subject lead July 2024.</p> <p>RE subject Lead analyses data and identifies AFI's for next academic year.</p>			
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