

R.E. Action Plan

(2023 - 2024)



Vision

At Knights Enham Junior School we provide...

'Inclusive and ambitious learning experiences where our school community feels safe and motivated to achieve their best.'

'Together We Achieve'

Curriculum Intent

Religious Education (R.E.) at Knight's Enham Junior School, using our locally agreed syllabus 'Living Difference IV', aims to be fully inclusive to every child and fulfil the requirements of the National Curriculum for R.E. KS2. Through our progressive R.E. curriculum, we seek to introduce our pupils to what a religious way of looking at, and existing in, the world may offer the children now and for their future outside of school.

R.E. at Knight's Enham Junior school intends recognise the link between religious education and rights respecting education (RRE). Our R.E. curriculum provides opportunities to promote children's spiritual, moral, social and cultural (SMSC) development and to promote British Values, particularly the mutual respect for and tolerance of those with different faiths

and beliefs, and for those without faith. Children are encouraged to use this understanding to help inform their responses to fundamental questions. Children are encouraged to reflect upon what it means to have a faith and consider their own beliefs.

These include the idea that:

- to live a religious life means to subscribe to certain propositional beliefs (religion as truth)
- to live a religious life means to adhere to certain practices (religion as practice)
- to live a religious life is characterised by a particular way of being in and with the world: with a particular kind of awareness of, and faith in, the world and in other human beings (religion as existence).

Implementation

In ensuring high standards of teaching and learning in Religious Education, we have created a customised curriculum for Knight's Enham Junior School, based on the syllabus, 'Living Difference IV'.

The curriculum approach encourages learners to follow each concept through the cycle of enquiry. The cycle takes place over several sessions. The steps of the cycle of enquiry taken together: **Communicate, Apply, Inquire, Contextualise** and **Evaluate** offer a secure process by which children and young people can be introduced to what a religious way of looking at, and existing in the world.

Latest Ofsted Inspection

Summary from Ofsted Inspection (Dec 2018)

Overall effectiveness Good

- **Effectiveness of leadership and management**
Good
- **Quality of teaching, learning and assessment**
Good

- Personal development, behaviour and welfare
Good
- Outcomes for pupils
Good

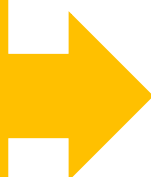
Ofsted Guidance for What the School should do to Improve Further

- Continue to improve the quality of teaching, learning and assessment to ensure that more pupils make strong progress from their starting points.
- Ensure that all teaching provides robust challenges for pupils, particularly those who have the potential to achieve higher standards in reading, writing and mathematics.
- Ensure that all teaching supports pupils with SEND effectively so that they make stronger progress in reading, writing and mathematics.

Key school Improvements Priorities – linked to School Vision and latest Ofsted report:

1. Teaching and Learning

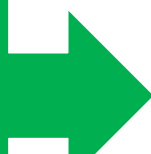
Improving all pupils' attainment and rates of progress from starting points.



1. To continue to raise the **standards of writing** across the school for all children.
2. To continue to develop **assessment for learning** within the school to provide the opportunity for challenge.
3. To continue embedding **early reading** and **phonics across the school** through rigorous reading interventions.

2. Curriculum

Creating our own curriculum which is rich, creative, and to be proud of.



1. To continue to embed the **school values** within the school curriculum.
2. To continue developing rich experiences through **cultural capital passports**.
3. To continue to **evolve the school curriculum** by adapting plans to meet the needs of our pupils and their outcomes.

1. Teaching & Learning

1. High-quality **assessment for learning** is being used to effectively plan lessons, which meet the needs of all children.
2. Ensure SEND children to achieve in line with their end of year expectations to make significant progress from their starting points.
3. Consistent **marking and feedback** enable pupils to be challenged and achieve End of Year targets through **flexible teaching**, which response to their immediate need.

Intent	Implementation	Monitoring	Timescale	Budget	Impact
To ensure that RE is taught regularly throughout the school.	Staff audit to identify areas for support	RE lead	Ongoing		
	Staff training to improve skills / confidence of staff when teaching RE.	RE lead / HT	TBC – Staff meeting		
Ensure that all planning and resources are available	Audit available planning resources and order additional as necessary	RE lead	Half termly		Planning is readily available on the system.

and adapted as needed to be able to deliver RE to a high standard.	Lessons clearly mapped out and resourced for HLTAs – supported provided as needed	RE lead	Ongoing/checked regularly		Lessons are on system. Flipcharts and resources are available for each lesson.
To raise the profile of RE across the school.	Ensure regular teaching of RE (blocked or weekly)	CT	Ongoing		RE is taught regularly throughout the term. Either in blocks or weekly.

2. Curriculum and outcomes

1. Promote and embed the **vision** and **values** across the school.
2. Improving subject knowledge by mapping out the **progression skills** across all subjects and year groups.
3. Develop subject leaders to ensure National Curriculum requirements are fulfilled and their **leadership** is focused on raising standards with **demonstrable impact**.

Intent	Implementation	Monitoring	Timescale	Budget	Impact
To engage all students in R.E.	Develop a new curriculum overview for RE (ensuring all the requirements of the locally agreed syllabus are met)	RE lead	Termly		All of the National curriculum objectives are being covered by the lessons planned.
To give children an opportunity to develop their own worldviews	All pupils are expected to take part in an RE lesson once a week.	RE lead / CT	Ongoing		Planning on the MTP has allowed For RE to be taught once a week or as a block for certain parts of the year (e.g. Christmas)
To ensure that the expected outcomes in R.E for each year group are met by the end of the academic year.	Ensure confidence in teaching the curriculum by having resources readily available.	RE lead	Ongoing		
	Feedback given to RE lead on the engagement of children following each block so planning can be adapted.	CTs / RE lead	Ongoing		

4. Parental Involvement

1. Introduce **systems** and **routines** which are consistent across the school and year groups
2. Parental communication is effective and consistent, which allows them to be fully engaged

Intent	Implementation	Monitoring	Time
To share information on what is being taught with parents	To ensure year group half termly overviews state what RE is being taught	CT / Phase leaders / RE lead	Term
To make the RE policy available to parents so they understand the right to withdrawal	To ensure policy (once written and approved) is on the school website	RE Lead	Ann
To report to parents regarding their child's achievements at the end of the year	Ensure the end of year report format meets the legal obligation to report on RE	CT / RE lead	Sum '2

Subject Leader Impact Statement

XXXX

TERM XXXX

How have you used your subject release time?	What has the impact been?	Next Steps:
Dates.....		

DATA

Attainment:		Autumn	Spring	Summer
Year 3	GDS			
	ARE			
	BARE			
Year 4	GDS			
	ARE			
	BARE			
Year 5	GDS			
	ARE			
	BARE			
Year 6	GDS			
	ARE			
	BARE			

Groups

% of chn. at ARE	Year 3	Year 4	Year 5	Year 6
Boys				
Girls				
PP				
Non PP				
EAL				
SEND				
Non SEND				

Data Analysis:

Points to consider for next year:

DEEP DIVE FORMAT CHECKS

Deep Dive: Date:

Carried out by:

Area	Prompts	Evidence
Views of the Curriculum Lead	<ul style="list-style-type: none">• How do you plan your curriculum?• How does it build on key concepts and learning?• How do you get children to develop their long-term memory and remember more?• How do you cater for varying abilities?• Why do you teach what you do and why then?• How do you organise your learning environment and resources? What impact does this have?• How do you ensure teacher subject knowledge is strong?	

	<ul style="list-style-type: none"> ● What CPD do you provide for teachers? ● How do teachers contribute to and discuss the curriculum? ● How do you know that your curriculum is having an impact on outcomes? ● What assessment do you use? Is it in line with school policy? ● How do you ensure consistency within and across departments? ● <i>When we go in lessons, what will you expect us to see?</i> 	
<p>Lesson visits</p>	<ul style="list-style-type: none"> ● Is there consistency? ● What is learning behaviour like across the subject? Why do you think this is? ● Reflect on what you have said above, does it match what you have seen? If not what doesn't match? Why? What will you do? 	

<p>Meet with teachers</p>	<ul style="list-style-type: none"> • How do you know what to teach and when? • How do key skills and concepts build up over time? (Take example used by Curriculum Lead to test depth of understanding) • How often do you review the curriculum? • How do you plan sequences of learning as a)individuals b)as a team? • What support do you get as a teacher in terms of subject knowledge and depth? • How do leaders ensure a work life balance for you? Is this is a priority? 	
<p>Work Scrutiny with pupils and leaders/ Meet with pupils</p>	<ul style="list-style-type: none"> • What do you know now in this subject that at the start of the year you didn't? • How do you think the learning has, within this subject, and across the school, developed since 	

	<p>last year? Is it harder or just the same? Why do you say this? Give me an example?</p> <ul style="list-style-type: none">• Show me your best piece of work and why did you choose this particular piece?• What happens if you get things wrong?• How do teachers get you to remember more stuff (knowledge)?• What are attitudes like in your lessons normally? Why do you think this is?• Do you feel confident in learning new things?	
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