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| **RE link governor visit – annual document**  **Dates of visits:** |

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| **Strand 7: The effectiveness of Religious Education**  **In this strand the following must be explored:**   * How effective the school is in ensuring pupils flourish through the provision of high-quality religious education reflecting the Church of England Statement of Entitlement. * How effective the school is in ensuring that religious education expresses the school’s Christian vision.   **In developing effective religious education, a school must evaluate the extent to which:**  a) Through effective curriculum planning, RE provision reflects the Church of England Statement of Entitlement, or Methodist equivalent, develops religious literacy and meets statutory obligations.  i. How well does RE help pupils to know about and understand Christianity as a living world faith  through the exploration of core theological concepts using an approach that critically engages with text?  How well does RE help pupils consider the impact and connection that Christianity has on Britain’s cultural heritage and the lives of people worldwide?  ii. How well does RE enable all pupils to develop knowledge and understanding of other major world religions and world views and their impact on society and culture?  iii. How well does RE give pupils a safe space to critically reflect on their own religious, spiritual and/or philosophical convictions?  b) Do teachers share effective practice locally and regionally and engage in professional development? Does RE have in place rigorous systems of assessment?  c) How effective is RE teaching and learning in the school? |

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| **Question** | **Response/observations made and evidence seen** | **Next steps** |
| **Is the policy up to date and does it reflect current practice?** |  |  |
| **Does the school have an awareness of the Statement of Entitlement document and are they adhering to it?** |  |  |
| **How is RE timetabled across the school?** |  |  |
| **What syllabus does the school use?**  Is there an accurate proportion of Christianity and other world faiths being taught (At least 50% Christianity is what should be being delivered) |  |  |
| **How well does the RE curriculum reflect the school’s Christian vision? What is your evidence base?** |  |  |
| **How is RE monitored and evaluated across the school and what impact does it have on ensuring improvement?** |  |  |
| **What does the quality of teaching and learning look like across the school? Things to consider:** Children’s knowledge and understanding of Christianity/core theological concepts/critical engagement with Biblical texts.  Children’s knowledge and understanding of other major world religions and world views and their impact on society.  How does the teaching and learning help children to critically reflect on their own religious, spiritual and/or philosophical convictions |  |  |
| **How does the teaching of RE ensure vulnerable groups flourish?**  (SEN/PP/vulnerable groups identified by the school.) |  |  |
| **How is RE assessed across the school?**  (A range of assessment strategies should be in place) |  |  |
| **What do the standards look like in RE across the school**? **What do they tell you about children’s religious literacy?**  (What evidence supports the judgements being made?) |  |  |
| **What do pupils say about the subject?**  Ie: Enjoyment/knowledge taught/skills learnt. |  |  |
| **What CPD for all staff has taken place to support the development of RE in the school? What has the impact been?** |  |  |
| **Is the leader of learning receiving appropriate training to enable them to be effective in their role? What has the impact of the training been?** |  |  |
| **How has the school used external support to enhance the quality of provision for RE?**  Eg: LDBS Primary Adviser, engagement in RE network meetings |  |  |
| **How does the school keep governors fully informed of progress in RE?** |  |  |
| **Budget and resources**  **How do the resources support the teaching and learning of RE?**  **Is the subject adequately budgeted for?** |  |  |

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| **Further comments:**  **Term 1:**  **Term 2:**  **Term 3:** |

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| **Recommendations for governors:**   * To use this form as an annual record of visits. Eg Add to it each time a visit is made. * Termly visits by a link governor. * Link governor to work with the RE leader during the visit. * To focus on **certain questions** each term, ensuring that at the end of the year, all questions have been explored. * To ensure next steps are followed through from one visit to the next. * To always talk to children about their views of the subject. * To carry out a learning walk with the RE lead to get a sense of what the teaching and learning of RE looks like in practice. * To look at books and other systems the school uses to evidence learning in RE. * To look at the school’s assessment systems and how they support pupil progress. * To look at the school’s monitoring and evaluation systems and how they support school improvement in the subject. * To always have a professional dialogue with the RE lead and Headteacher during and at the end of the visit. |