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| Monitoring and evaluation tool kit for Religious Education  |  |

**The overarching question that needs answering is:**

* How well do pupils **make progress** in RE as a result of a **rich and engaging** curriculum?

**In order to answer this question, you will need to consider the following:**

* What makes for a rich and engaging RE curriculum?
* The curriculum is the progression model - (the curriculum is the assessment tool.) Are you confident that your curriculum facilitates pupil progress?
* Does your curriculum enable academic flourishing for all pupils?
* Progress happens at different rates for different pupils.
* Assessment relies on the teacher knowing the curriculum and knowing the pupils. It requires practitioners to trust their own professional judgement.

**What is the statement of entitlement for RE requiring?**

**Curriculum statement: challenging, accurate and diverse**

“Pupils are entitled to a balanced RE curriculum which enquires into religions and worldviews through **theology, philosophy** and the **human and the social sciences**. It should be a **coherent curriculum** that **enables progress** through **ordered** and **sequential** learning developing both **knowledge** and **skills.** There should be a **clear curriculum vision and intent**, a **structure for implementation** and provision and a process for **evaluating impact.” (Religious Education in Church of England Schools. A Statement of Entitlement.)**

**In this tool kit you will find the following:**

* Overview of what makes for a rich and engaging curriculum
* Overview of how you might capture the learning journey of a child.

**Templates to support you as a leader, to capture the evidence to help answer the overarching question.**

* Pupil voice
* Teacher voice
* Learning environment
* Learning walk
* Book look/work scrutiny
* Progression of skills
* Curriculum design
* Case study

**How to use the material:**

It is the school’s decision as to how they wish to monitor and evaluate the quality of education in RE. This resource has been made available to help you to do just that. Use/adapt/tweak the templates so that they work for you.

**Providing opportunities to….**

* **Ask questions**
* **Express views and opinions related to beliefs and worldviews**
* **Share their personal experiences**
* **Enable pupils to better understand their own position, presuppositions and values and develop the skills.**

**Providing opportunities to….**

* **Receive a breadth of knowledge of world religions and world views that has been carefully selected and sequenced**
* **Know more and remember more**
* **Apply knowledge learned to a variety of contexts**

**Providing opportunities to….**

* **Explore things through the different lenses – theology/philosophy/human and social sciences**

**Providing opportunities to….**

* **Explore big questions**
* **Talk, discuss and debate**
* **Ask deep and meaningful questions**
* **Think critically**
* **Engage critically with texts**
* **Make connections**
* **Reflect/respond/express their own religious, spiritual and/or philosophical convictions**

**Providing opportunities to….**

* **Visit recommended places of worship**
* **Visit places of interest to enhance and embed knowledge**
* **Invite recommended outside speakers in**
* **Engage with a range of faith communities**
* **Engage in creative ways of learning**
* **Make effective cross-curricular links**

**Providing opportunities to ….**

* **Study religion and worldviews through the disciplines of the subject – theology, philosophy and human and social science**
* **Develop specialised skills associated with the disciplines eg using sources of authority , interpreting texts, developing reasoning, analysing data**

**Providing opportunities to ….**

* **Know more and remember more**
* **Retrieval practice**
* **Make links with prior knowledge**
* **Apply known knowledge to a different context.**

**Sources of evidence**

**Sources of evidence**

**Level of pupil engagement and participation in collaborative learning tasks**

**Sources of evidence**

**Level of engagement and participation in whole class sessions**

**Sources of evidence**

**Curriculum design**

**Sources of evidence**

**Pupil voice**

**Teacher voice**

**Learning = a change in the long-term memory.**

**“If nothing has changed nothing has been learned.”**

**Sources of evidence**

**Independent learning**

**Sources of evidence**

**Case studies**

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**Pupil voice:**

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| **Possible questions to explore** | **Responses** | **Things to consider** |
| What do you enjoy about RE? Can you tell me about a lesson that you particularly enjoyed and what it was that made it enjoyable? |  |  |
| Talk to me about what you are currently learning in RE? |  |  |
| Can you tell me about anything you learnt last week/last term/last year that is helping you with your current learning? |  |  |
| Can you share with me a piece of work you are very proud of?   |  |  |
| Do you get the chance to share your own opinions about how people live, think and what they believe? |  |  |
| Can you tell me about any important words (vocabulary) you have learnt in RE lessons and what they mean? |  |  |
| Has there been anything that you have learnt in RE that has surprised you?  |  |  |
| How do you think the RE lessons challenges you? |  |  |
| How does your teacher help you know more and remember more in RE? |  |  |
| How do you know what to do to improve your work in RE? |  |  |
| If there is one thing you would like to see more of in your RE lessons, what would it be? |  |  |
| Is there anything you would change about the way you are taught RE? |  |  |

 **Teacher voice:**

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| **Possible questions to explore** | **Responses** | **Things to consider** |
| How confident are you with your RE subject knowledge? |  |  |
| What support have you received to help you develop your subject knowledge? |  |  |
| What CPD have you/would you like to receive? |  |  |
| What are your pupils’ attitudes to RE?What difference do you think the teaching of the subject makes to enabling your pupils to flourish? |  |  |
| How do you ensure all pupils in your class are making progress in RE? |  |  |
| Can you give me an example of how you have adapted the planning to meet the needs of all the pupils in your class? |  |  |
| When you taught ‘X’ unit, what evidence did you look for to show the progress pupils are making? |  |  |
| What prior knowledge do your pupils need, in order to access ‘X’? |  |  |
| What do you expect to see by the end of the academic year for the pupils in your class? |  |  |
| How do you help pupils to know more and remember more in RE? |  |  |
| Can you explain a time your have used formative assessment to inform your planning in order to move the learning on? |  |  |
| How do you approach the answering of difficult questions in RE? |  |  |

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**Learning environment:**

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| **What to look for** | **Comments**  | **Next steps** |
| How are displays being used? |  |  |
| Quality of resources |  |  |
| Pupil participation |  |  |
| Relationship between children and children and children and adults |  |  |
| Is the classroom and open classroom where there is deep respect for all? |  |  |
| Is the learning environment conducive to questioning? |  |  |
| Is the learning environment one where children can take risks? |  |  |
| Does the learning environment allow for all to flourish? |  |  |
| Does the learning environment speak of the school vision in action? |  |  |

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**Learning walk:**

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| **Possible questions to explore** | **Comments** | **Next steps** |
| Is the learning enquiry-based? |  |  |
| Do pupils know the big question they are exploring? |  |  |
| Is the lesson driven by an enquiry question? |  |  |
| Do pupils know the core concept they are exploring when learning about Christianity? |  |  |
| Is religious vocabulary being taught and re-visited? |  |  |
| Are the lessons being sequentially taught? |  |  |
| How are pupils building on and using their prior knowledge? |  |  |
| Is there evidence of effective differentiation? |  |  |
| How are pupils being challenged? |  |  |
| Are lessons engaging and motivating for all pupils? (quality of talk/discussion/collaborative learning tasks/independent tasks/resources |  |  |
| Is there evidence of formative assessment in action? |  |  |
| Are there opportunities for pupils to ask questions? |  |  |
| What opportunities are being provided for pupils to think critically? |  |  |
| What opportunities are being provided for pupils to share, develop and express their own views and opinions? |  |  |
| Quality of outcomes |  |  |

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**Book look/work scrutiny**

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| **Possible questions to explore:****Pupil progress** | **Possible questions to explore:****Curriculum progression** | **Possible questions to explore:****Extent to which RE meets the expectations of the Statement of entitlement** |
| Is there evidence that pupils are acquiring the knowledge taught? | Is there evidence that the RE curriculum is an expression of the school’s Christian vision? | Is there evidence that RE meets all statutory requirements? |
| Is there evidence that pupils are acquiring an understanding of the theological concepts? | Is there evidence of a rich and engaging curriculum being offered? | Is there evidence that RE is provided with appropriate curriculum time (not less than 5% and aiming for 10%) |
| Is there evidence that pupils are engaging with Biblical texts? | Is there evidence of pupils engaging in an enquiry approach to the teaching and learning of RE? | Is there evidence that pupils are engaging in a coherent curriculum that enables them to make progress through ordered and sequential learning, developing both knowledge and skills? |
| Is there evidence that learning is being appropriately differentiated? | Is there evidence that learning is building on prior learning based on secure knowledge and skills building blocks? | Is there evidence that the RE curriculum is balanced (underpinned by the three disciplines of RE: Theology, philosophy and human and social sciences)? |
| Is there evidence that pupils are being given the opportunity to extend their thinking? (Quality talk, discussion, debate, questioning, next steps) | Is there evidence that pupils are being given the opportunity to engage in the three disciplines of RE: Theology, philosophy and human and social sciences? | Is there a clear focus on core concepts and questions? |
| Is there evidence that pupils are making progress as a result of a rich and engaging curriculum? | Is there evidence that pupils are being exposed to a range of engaging and motivating learning opportunities? | Do pupils study Christianity as a diverse, global living faith?  |
|  | Is there evidence that pupils are being exposed to enrichment opportunities? | Is there evidence that there is critical engagement with text, including biblical texts? |
|  |  | Do pupils have opportunities to gain knowledge and understanding of a range of religions and worldviews? |
|  |  | Do pupils engage with challenging questions of meaning and purpose raised by human existence and experience? |
|  |  | Do pupils recognise the concept of religion and its continuing influence of Britain’s cultural heritage and in the lives of individuals and societies in different times, culture and places? |
|  |  | Is there evidence that pupils are developing a wide range of skills (Eg: enquiry, analysis, interpretation, challenging their own thinking etc)? |
|  |  | Is there evidence that RE provides a safe space for pupils to express and explore their own religious, spiritual and/or philosophical thinking? |

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**RE skills progression map:**

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| **Lines of enquiry** | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Beliefs, teachings, sources of wisdom and authority** | **Talk about** a religious story | **Retell** a religious (eg Christian, Hindu etc) story and **talk about it.** | **Retell** a religious story and **suggest meanings** to some religious and moral stories. | **Describe** what a believer might learn from a religious story/sacred text.**Reflect and respond thoughtfully.** | **Make links** between the beliefs(teachings, sources, etc) of the different religions studied and**show how they are connected** to believers’ lives. | **Suggest reasons for the similar and different beliefs** which people hold, and **explain** how religious sources are used to provide answers to important questions about life and morality. | **Describe, connect and explain different features** of religion and worldviews in terms of celebration, worship, pilgrimage and the rituals which mark important points in life. |
| **Ways of living** | **Talk about** some belonging ceremonies. (eg Christening) | **Recall and name different** beliefs and practices, including festival, worship rituals and ways of life. | **Ask and respond to questions** about why religious communities do different things. | **Describe and begin to make links** between some of the things that are the same and different for religious people. | Use the **correct religious vocabulary** to **describe** and **compare** what practices and experiences may be involved in belonging to different religious groups. | **Begin to explain, with reasons,** the meaning and significance religion/faith to individuals and communities.  | **Understand and explain** how concepts/beliefs resonate in their own life and in the life of a believer and how this impacts on the way they and a believer chooses to live their life. |
| **Ways of expressing meaning** | **Talk about** a religious symbol. (eg star at Christmas) | **Recognise** religious art, symbols and words and **talk about them.** | **Recognise** that religious symbols, words and actions **express** a community way of living. | Use **religious vocabulary** to **describe** some of the different ways of life and ways of expressing meaning. | **Verbalise and/or express their own thoughts about belief,** ways of living and **expressing meaning,** using a range of media. | **Show understanding of the similarities and differences** in forms of religious, spiritual and moral expression found within and between religions and begin to apply their knowledge to their own understanding of religious and spiritual expression of belief and value. | **Consistently use correct religious and philosophical vocabulary** in explaining what the significance of different forms of religious, spiritual and moral expression might be for believers.  |
| **Questions of identity, diversity and belonging** | **Talk about** their family. | **Begin to ask questions** about the faith communities in their school. | **Notice and respond sensitively** to some similarities between different religious and worldviews. | **Compare** their own understanding of belonging with that of someone else's. Identify **similarities** and **differences.** | **Verbalise their own understanding of the concept/belief,** e.g. belonging, and start to **relate** this to the people they are studying e.g. Jewish people. | **Begin to consider and apply ideas** about ways in which diverse communities can live together for the well-being of all and r**espond thoughtfully** to ideas about community, values and respect.  | **Consider the challenges and impact of belonging** to a religion today with reference to **our own and other people’s views** on human nature and society, supporting those views with reasons and examples. |
| **Questions of Meaning, Purpose and Truth** | **Say how they feel** when they are happy or sad. | **Think about** the special things that happen to them and others. | **Explore questions** about meaning and truth. Discuss sacred writings and sources of wisdom. | **Ask important questions** about life and compare their ideas with those of other people. | **Begin to apply their own and others' ideas** to a given question and support their viewpoint with facts and evidence. | **Represent the views of others** about meaning, purpose and truth. | Use **reasoning** and examples to **express confidently insights** into their own and others’ views on questions about the meaning and purpose of life and the search for truth. |
| **Questions of Values and Commitments** | **Say why their family** is important to them. | **Think about** what is important to them and to other people. | **Begin to express their ideas and opinions** and to recognise there could be more than one answer. | **Link things** that are important to them and other people with the way they think and behave. | **Confidently ask questions** about the moral decisions they make and **suggest what might happen as a result of different decisions,** including those made with reference to religious beliefs/ values. | **Apply and express their own and others' ideas** about ethical questions, including ideas about what is right and wrong and what is just and fair. | **Use reasoning** and a range of examples to **express insights** into the relationship between beliefs, teachings and world issues. **Reflect on their own ideas.** |

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**Curriculum design:**

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| **Possible questions to explore** | **How might you respond?** | **Things to consider** |
| How does the school make sure all pupils flourish through the provision of high quality RE? |  | * What does the quality of education look like for all pupils in RE?
 |
| How does the school ensure that religious education expresses the school’s Christian vision? |  |  |
| Describe the curriculum design for RE in your school. Why has it been designed in this way? Why have you placed units in the year group and term you have placed them in? |  | * Context
* Demographics
* School vision
* Whole school curriculum intent
* How RE connects to the whole school curriculum map
 |
| Does the curriculum design provide pupils with a balanced curriculum? |  | * Do pupils have exposure and experience of working within a multi-disciplinary approach (Exploring through the lenses of theology, philosophy and human and social science.)
 |
| What do you want pupils to know, understand and be able to do by the time they leave your school? |  | * Having an awareness of the LDBS end of year group assessment criteria.
 |
| How does the curriculum design enable pupils to build on prior knowledge? (Progression of knowledge. Are pupils able to recall prior learning and make the links? |  | * How the core concepts are developed over time.
* Progression within the Christmas and Easter units.
* Progression within the world faith units.
 |
| How does the curriculum ensure progression of skills? |  | * Compare skills across the school.
* How the skills of text analysis are developed from EYFS to Year 6.
 |
| How do you ensure the curriculum meets the needs of all pupils?(SEND, EAL, PP) |  |  |
| How do you enrich the RE curriculum for all pupils?Give examples |  | * Use of: visits, visitors and the wider community.
 |
| How does RE connect to the wider curriculum offer? |  |  |
| How successful is the curriculum design in enabling all pupils to make progress?Evidence of impactStrengths and weaknesses |  |  |
| What would you consider your next steps to be in how you might strengthen your curriculum design even further? |  |  |

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**Template 1**

**Case study:** Capturing the child’s learning journey in RE over time:

**Core purpose:** To enable a child to be religiously literate.

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| **Name of child** |  |
| **Year group****Academic year** |  |
| **PP/Vulnerable/SEND** |  |

**Developing knowledge:**

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| **Substantive knowledge: Content and concepts*** What can the pupil tell you about the curriculum they have been taught? What knowledge has gone into the long-term memory?
* What does the pupil’s work tell you about the level of understanding and application of the knowledge learnt?
 |
| **Term** | **Comment** | **Evidence** | **Next steps to consider** |
| **Autumn** |  |  |  |
| **Spring** |  |  |  |
| **Summer** |  |  |  |

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| **Ways of knowing: Disciplines of the subject. Theology, philosophy and human/social sciences*** Is the pupil able to give age appropriate theological, philosophically and socially informed accounts of Christianity and other religious traditions?
* What examples do you see in the pupil’s work that demonstrates their engagement with the three disciplines?
 |
| **Term** | **Comment** | **Evidence** | **Next steps to consider** |
| **Autumn** |  |  |  |
| **Spring** |  |  |  |
| **Summer** |  |  |  |

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| **Personal knowledge:*** How well is the pupil able to express themselves and ask questions?
* What evidence do you see that the pupil is developing as a critical thinker?
* What evidence do you see that the pupil is developing their own ideas, views and opinions?
 |
| **Term** | **Comment** | **Evidence** | **Next steps to consider** |
| **Autumn** |  |  |  |
| **Spring** |  |  |  |
| **Summer** |  |  |  |

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| **Further comments/observations:** |
| **Autumn term:** |  |
| **Spring term:** |  |
| **Summer term:** |  |

**Template 2**

**Case study:** Capturing the child’s learning journey in RE over time:

**Core purpose:** To enable a child to be religiously literate.

**To note:** Pupil voice questions might be useful to refer to, to aid conversation

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| **Name of child/focused group** |  |
| **Year group****Academic year** |  |
| **PP/Vulnerable/SEND** |  |

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|  | **Reflection following a conversation with the child/group about their RE learning journey** | **Things to consider****Questions to explore further** |
| **Autumn** |  |  |
| **Spring** |  |  |
| **Summer** |  |  |

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**Triangulating the evidence:**

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| **Summary of pupil voice** | **Summary of teacher voice** | **Summary of learning walk** | **Summary of book look** | **Summary of learning environment** | **Curriculum design** | **Case studies** |
|  |  |  |  |  |  |  |

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| How well do pupils **make progress** in RE as a result of a **rich and engaging** curriculum?**Reflection based on evidence gathered:** |