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….**

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

**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 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**

**Pupil voice**

**Teacher voice**

**Sources of evidence**

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

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

**Sources of evidence**

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

**Sources of evidence**

**Curriculum design**

**Sources of evidence**

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

**Sources of evidence**

**Independent learning**

**Sources of evidence**

**Case studies**

**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? |  |  |

**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? |  |  |

**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 |  |  |

**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 adapted? | 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? |

**Disciplinary knowledge and skills**

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|  | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Theology**  *(Believing)*  **Textual interpretation**  Ways of  believing and the sources of authority they draw from  (Beliefs, teachings, sources of wisdom and authority) | * **I can talk about** a religious story. | * **I can retell** a religious (eg Christian, Hindu etc) story and **talk about** it. * **I can recognise** that stories used by religions and worldviews contain beliefs. | * **I can retell** a religious story and **suggest meanings** to some religious and moral stories. * **I can recognise** that some beliefs connect together and begin to talk about these connections. | * **I can describe** what a believer might learn from a religious story/sacred text. * **I can identify some links** between beliefs being studied within a religion or worldview. | * **I can make links** between the beliefs/ teachings of the different religions studied. * **I can show how beliefs are connected** to/ influence believers’ lives. | * **I can suggest reasons for the similar and different beliefs** which people hold. * **I can describe** how different sources of authority are used to help shape belief, actions and views. | * **I can explain** why believers hold key beliefs, and why they use worship and rituals to mark important events in life. |
| **Philosophy**  *(Thinking)*  **Reasoning**  Different ways of reasoning about God/human beings and/or the world  (Questions of identity, diversity and belonging.  Questions of meaning, purpose and truth)  Questions of values and commitment) | * **I can talk** about my family and say why they are important to me. * **I can talk about** what makes me feel happy and sad. | * **I can begin to ask questions** about the world around me - eg the different faith communities in my school. * **I can talk and think about**   what is important to me and other people. | * **I can explore questions** about a story or practice from a religion or worldview related to meaning, truth and the world around me. * **I can begin to express** my ideas and opinions and recognise there could be more than one answer. | * **I can ask important questions** about life and compare my ideas with other people. * **I can link things** that areimportant to me and other people with the way they think and behave***.*** | * **I can describe different** philosophical answers to questions related to belief and belonging. * **I can give reasons** for my own and others’ ideas to a given question and support my viewpoint with facts and evidence. * **I can confidently ask questions** about the moral decisions I make and know that others may make different decisions leading to a difference consequence. | * **I can begin to consider and apply ideas** about ways in which diverse communities can live well together. * **I can represent the views** of others about meaning, purpose and truth. * **I can express and apply my own and others' ideas** about ethical questions, including ideas about what is right and wrong and what is just and fair, recognising diversity of opinion. | * **I can consider** thechallenges of belonging to a religion today. * **I can explain my view of** how people express their ideas about the meaning and purpose of life, giving examples. * **I can explain** how beliefs and teachings influence what people think about ethical/ moral questions. I can give my own view. |
| **Human/social sciences**  *(Living)*  **Analysing data**  **The ways in which context affects ways of living**  (Ways of living  Ways of expressing meaning) | **I can talk about…**  Some belonging ceremonies (eg baptism) festivals (eg Christmas, Easter)  Religious symbols (eg cross) | * **I can recall and name different** beliefs and practices. * **I can recognise** that there are different symbols and practices used by people of different religions and worldviews (taking note of the diversity in my local community.) | * **I can ask and respond sensitively to questions** about why religious communities do different things. * **I can recognise** that religious symbols, words and actions **express** a community way of living. | * **I can describe and begin to make links** between some of the things that are the same and different for religious people. * **I can use** **religious vocabulary** to **describe** some of the different ways people live and express their belief or worldview. | * **I can use the** **correct religious vocabulary** to **describe** and **compare** religious practices and lived experiences across faiths. * **I can express my own thoughts** about belief, ways of living and **expressing.** | * **I can begin to explain** the influence and impact of religions and beliefs on individual’s lives, communities and society.   (recognising the **similarities** and **differences** found within and between religions.) | * **I can explain** the influence and impact religions and beliefs have on individual lives, communities and society.   (recognising the **similarities** and **differences** found within and between religions.) |

**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 impact  Strengths and weaknesses |  |  |
| What would you consider your next steps to be in how you might strengthen your curriculum design even further? |  |  |

**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** |  |  |

**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:** |