



St John's Church of England Academy



Belonging Believing Becoming

Religious Education Policy

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Date of Review: October 2023

Date of Next Review: July 2024

Responsible Group: School Policy

Perseverance

Respect

Forgiveness

Truth

Aspiration



Religious Education Policy

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Mark 4: 30-32

Statement of intent

Every child has the right to the best possible education. We aim to ensure that all pupils, regardless of ability, SEND or circumstances, grow and flourish, and gain the skills and knowledge necessary to lead successful lives.

This policy provides procedures aimed towards ensuring high quality teaching and learning throughout the school.

It aims to:

- Embed an agreed range of good practice across the school.
- Ensure consistency throughout the school.
- Inform staff of the school's expectations led by our Christian Vision and Values.
- Provide a unified focus for monitoring learning and classroom practice.
- Ensure that the needs of pupils are met.
- Improve and enhance the quality of teaching.
- Ensure that pupils are receiving a broad, balanced and relevant curriculum, meeting the requirements of the national curriculum.
- Ensure that teaching is appropriately differentiated for all pupils.
- Enhance the professional development of staff.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- DfE (2018) 'Primary school accountability in 2018'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- STA (2018) 'Early years foundation stage: Assessment and Reporting Arrangements (ARA)'
- STA (2018) 'Key stage 1: Assessment and Reporting Arrangements (ARA)'

- STA (2024) 'Key stage 2: Assessment and Reporting Arrangements (ARA)'
- DfE (2021) 'Statutory framework for the early years foundation stage'
- DfE (2019) 'Assessment framework: Reception Baseline Assessment'
- DfE (2018) 'Reporting to parents at the end of key stages 1 and 2'

This policy operates in conjunction with the following school policies:

- Teaching and Learning Policy
- Behaviour Policy
- Marking and Feedback Policy
- Special Educational Needs and Disabilities Policy

Roles and responsibilities

2.1 Subject Leaders are responsible for:

- Developing and reviewing curriculum policies and schemes of work in collaboration with colleagues.
- Writing Subject SEFs and Action Plans for their specific subject.
- Taking accountability for the progress of pupils in their given subject.
- Reporting on the effectiveness of the curriculum to the SLT and the governing board.
- Providing professional advice to the governors.

2.2 Teaching staff are responsible for:

- Monitoring and evaluating their teaching.
- Seeking professional dialogue and constructive criticism from subject leaders, SLT and external professionals.
- Reviewing and evaluating their planning regularly.
- Setting appropriate and challenging targets for pupils based on ability.
- Collaborating with colleagues to moderate pupil achievement.
- Involving parents and other professionals in the monitoring process.
- Completing an annual review assessing the progress of their pupils.
- Accessing appropriate CPD to support their professional development.

2.3 Teaching Assistants are responsible for:

- Ensuring they are fully up to speed with what is being taught and expected of them.
- Supporting the class teacher and pupils
- Participating in professional dialogue and seeking advice from teachers, subject leaders, SLT, SENDCo and external professionals.
- Accessing appropriate CPD to support their professional development.

2.4 Pupils are responsible for:

- Being on time for school.
- Being prepared to learn.
- Placing coats and bags in the appropriate area.
- Being attentive.
- Listening to and following all reasonable instructions.
- Treating everyone with respect.
- Not disturbing others learning.

2.5 External monitoring

- School improvement support will be provided by DGAT.
- A DGAT school improvement partner will work on an annual cycle to monitor teaching performance.
- DGAT personnel will scrutinise all available data and discuss the school's self-evaluation, along with all matters arising from it, with the Headteacher, Chair of Governors and SLT.
- The school improvement partner, DCEO and QAL will undertake lesson observations.
- The support of leaders from local schools will be sought to evaluate the work of the school through professional discussion and joint lesson observations.
- Ofsted and SIAMS inspections will be used to identify strengths and weaknesses, and to develop an action plan for improvement.

3. Self-evaluation and Monitoring

3.1 Discussion with subject leaders

Subject leaders should discuss the following questions to assess the quality of teaching at the school:

- What are the school's area of strengths and development in the teaching of History?
- What is being done to monitor teaching?
- How is assessment used to inform planning, ensure appropriate challenge, set targets and provide feedback?
- How do teachers use assessment for learning within the lesson to ensure that all pupils understand the lesson objectives?
- How are data and evidence used to support judgements?
- How are TAs deployed to support learning?
- What strategies do TAs use to support learning?
- How do pupils work independently, co-operate to solve problems, develop workplace skills and understand what they need to do to improve?
- What happens if pupils are absent or fall behind with their work? What support is in place to help them?

3.2 Discussion with pupils

The following questions should be discussed with pupils to assess the quality of teaching and learning at the school:

- Tell me about this piece of work. What were you learning?
- Show me a piece of work that you are really proud of? Why?
- Do you know how to improve your work? Do you have the opportunity to improve your work?
- Can you show me somewhere that you have up-levelled your work.
- What do you think about your homework?
- What do you think the school could do to make phonics/reading/writing more enjoyable/interesting for you?
- Which aspect of History do you find challenging/difficult?
- What do you think about Worship in the school? How do you think it could be made more interesting for you?
- What is in your classroom that helps you the most?
- How are you encouraged to develop your learning powers?
- How have you flourished and grown in this subject?

4. Our Principles for Teaching and Learning

4.1 We will provide opportunities for our pupils to practice the key principles of our curriculum intent.

These will be carefully considered when planning sequences of learning.

We will use Rosenshine's Principles of Instruction in our classroom practice:

- Begin a lesson with a short review of previous learning. (Retrieval)
- Present new material in small steps, with pupil practice after each step.
- Limit the amount of material the pupils receive at one time. (Adaptation of materials to meet individual needs)
- Give clear and detailed instructions and explanations.
- Ask questions and check the understanding of all pupils.
- Provide a high level of successful active practice for all pupils, with enough mistakes to show that they are being challenged
- Guide pupils as they begin to practice.
- Teachers model and demonstrate steps and think aloud to show pupils how to solve problems. (Provide scaffolds for difficult tasks.)
- Provide models for problem solving and worked examples.
- Ask pupils to explain what they have learned.
- Check pupil's responses / understanding in a variety of ways
- Provide systematic feedback and corrections
- Use more time to provide explanations
- Provide many examples
- Re-teach material when necessary

- Prepare pupils for independent practice (review & review)
- Monitor pupils through weekly/monthly reviews of learning

4.2 Pupils at St John's are encouraged to develop and grow their learning behaviours through 5 key approaches.

- Being **Brave**
- Being **Resilient** and bouncing back when things do not always go as planned
- Being **Articulate** and talking about their learning
- Being **Inquisitive** and asking questions
- **Never** giving up

The first letters of these 5 words spell the word **BRAIN**

4.3 To ensure that the quality of teaching is of the highest standard, we commit to ensuring that our teachers:

- Understand what excellent teaching is.
- Creatively plan and deliver lessons.
- Motivate pupils effectively.
- Enjoy and have a passion for teaching.
- Continue to learn and enhance their skills.
- Hold high expectations for all pupils.
- Understand how thinking and questioning develop learning.
- Are consummate professionals.
- Engage pupils of all abilities.
- Seek out and accept constructive feedback from peers, pupils and parents.
- Are given opportunities to lead.
- Involve parents and carers in their teaching.
- Understand and implement effective behaviour management strategies.

5. The curriculum

5.1 Reception classes follow the EYFS Framework and the Gloucestershire Agreed Syllabus

5.2 Years 1-6 follow Gloucestershire Agreed Syllabus for Religious Education and use the supporting *Understanding Christianity* resource.

5.3 The curriculum is balanced, with suitable proportions of time spent on statutory and non-statutory subjects. The curriculum is carefully timetabled and the content is taught to age related expectation and is made accessible through adaptation and the provision of appropriate resources.

5.4 While teaching the National Curriculum, wider aspects of learning, such as the development of social skills, self-esteem, mental health and well-being also form a significant part of pupils' education.

6. Implementation of RE

- St John's has a fully sequenced yearly overview for RE.
- Each class teacher follows the yearly overview.
- Teachers use the Agreed Gloucestershire Syllabus and Understanding Christianity resource to support the teaching of RE.
- At St John's, RE is taught weekly every term, with additional RE weeks or days as and when appropriate.
- Lessons take place weekly for approximately 1 hour per week.
- Each lesson will begin with an opportunity to reflect upon the week, thinking about our Ows, Wows and Nows quietly to ourselves. This is a time of personal reflection and marks RE as a special subject at St John's.
- Teachers make explicit links to where Christianity units sit within the "Big Story" of the Bible enabling our children to make links and activate prior knowledge.
- A wide range of different activities are used to support and challenge pupil's knowledge, understanding and skills.
- Visits and visitors are encouraged to bring the subject to life for our pupils.
- At St John's we participate in the annual Spirited Arts competition.

7. SEND

7.1 Pupils with SEND are treated as individuals. Every pupil is provided with the appropriate support. Pupils causing concern are discussed with the SENDCo, if necessary, additional professional support is provided. Teachers also discuss, informally, the needs of individual pupils, enabling all teachers to be aware of pupils requiring support.

7.2 In order to best meet the needs of our disadvantaged children and children with Special Educational Needs and Disabilities, we ensure that every child has their barriers to learning identified and discussed. Quality First Teaching is our main driver to try to close the gap and appropriate interventions are considered, planned and reviewed termly.

Graduated Pathway – My Plan / My Plan+

7.3 My Plan / My Plan + are written for pupils who are not progressing as expected.

7.4 My Plans / My Plan + are regularly reviewed to ensure that they are still appropriate.

EHC plans

7.5 Some young people with SEND may require additional support from professionals outside of the school setting. In these cases, the views of parents, psychologists and further specialists will be sought. Based on these views, and in collaboration with the pupil, an EHC plan will be sought. More information can be found in the school's SEND Policy.

8 Reporting

8.1 Reporting to parents provides the opportunity for communication about their child's achievements, abilities and future targets. End of year reports are written so that they have a positive effect on pupils' attitudes, motivation and self-esteem.

8.2 We provide opportunities for parent consultation sessions so that parents can discuss how well their child has settled and are developing. In addition, we provide opportunities for a mid-year progress report and a final end-of-year report.

8.3 We provide parents with an end-of-year written report before the end of the Summer term, which includes the results of statutory tests and assessments, and gives information relating to progress and attainment

8.4 We give parents the opportunity to discuss their child's progress, by appointment.

8.5 We will publish the following KS2 results on our school website:

- Average progress scores in reading, writing and maths
- Average 'scaled scores' in reading and maths
- Percentage of pupils who achieved the expected standard or above in reading, writing and maths
- Percentage of pupils who achieved a high level of attainment in reading, writing and maths

8.6 We will provide a link to our performance tables on our school website.

8.7 We also provide reports for pupils at the end of KS1 and KS2 which include the outcomes of national curriculum assessments.

9. Monitoring and reporting

This policy will be reviewed annually by the SLT.