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| **Key Priority** | **To embed the RE curriculum, ensuring that there is consistency through the structure of lessons and quality of the learning experiences in RE so that all pupils apply their knowledge and skills with increasing fluency and independence to achieve age-related outcomes across the curriculum.**  | **Monitoring documents to support evaluation and share with Governors** |
| **Individual Strands within the priority area** | 1. Regular monitoring of the subject – pupil voice, book looks and planning scrutiny
 | * **Curriculum Overviews**
* **Subject Monitoring files**
* **School Improvement Plan (SIP)**
* **Subject Reports/Link Gov reports**

 ***Colour Code:*** ***Autumn Actions******Spring Actions******Summer Actions*** |
| * 1. To ensure consistency of teaching and learning throughout the school.
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| * 1. To ensure all children have access to real life experiences to enrich learning.
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| * 1. To include relevant texts, stories and reading opportunities in RE.
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| **No.** | **Action** | **Lead Person** | **Monitored by** | **Method of Monitoring** | **Resource Finance** | **Success Criteria Milestones/Progress** |
| 1.1 | To include non-fiction text and stories into resource boxes to be used in lessons. | JE | SLT | Look at planning | Have labelled resource boxes. | To finalise resource boxes in corridor, labelled up with checklist. Include a range of fiction and non-fiction texts.  |
| To check planning to ensure that opportunities for reading, and shared reading are included.  |
| To do a pupil voice, asking children about their experience of RE and reading.  |
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| Impact |  |

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| **1.2** To know what RE looks like in EYFS and ensure high-quality teaching.  |
| **No.** | **Action** | **Lead Person** | **Monitored by** | **Method of Monitoring** | **Resource Finance** | **Success Criteria Milestones/Progress** |
| 1.2 | To have good subject knowledge of RE in EYFS and the starting point for all children. | JE | SLT | Discussions and learning walk | Subject leader time. | To discuss with the EYFS lead to find out how RE is planned, recorded and what it looks like  |
| To do a learning walk to see RE in action.  |
| To monitor RE learning to ensure it follows our Curriculum Overviews.  | JE | SLT | Look at RE evidence  | Subject leader time. | To look at how EYFS plans RE using the curriculum overviews and resources.  |
| To collect samples of RE work.  |
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| Impact |  |

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| 1.3 To ensure consistency of teaching and learning throughout the school, as well as evidence of learning.  |
| **No.** | **Action** | **Lead Person** | **Monitored by** | **Method of Monitoring** | **Resource Finance** | **Success Criteria Milestones/Progress** |
| 1.3 | To monitor how RE is taught using resources (curriculum overviews, knowledge organisers, and resources) | JE | SLT | Learning walks | Subject leader time to observe.  | To look at planning from each Key stage to see if these resources are being used.  |
| To conduct learning walks of each key stage to monitor this. |
| To monitor the standard of RE floor books to ensure consistency and progression. | JE | SLT | Book looks. | Subject leader time. | To find some good examples of floor books to show staff and conduct a list of must-haves.  |
| To get all floor books out together so that we can compare and look against the lists and good examples. |
| To look at all floor books to ensure consistency.  |
| To ensure there are opportunities for wider experiences and external visitors  | JE | SLT | My own actions | Subject leader time | To plan in for external visitors linking to religions other than Christianity  |
| To plan wider religious experiences across the school to celebrate religions |
| To evaluate the wider experiences, the impact of these and prepare for Cycle A |
| Impact |  |