

Ensuring Outstanding Provision in RE



Pete Byrne
St Richard's Catholic College



A little background

- Assistant Principal.
- Lead whole school Teaching & Learning.
- Subject Leader, RE.
- Specialist Leader of Education (SLE).

St Richard's

- High Performing Teaching School.
- RE is the highest performing subject in the school

2013: 94% A*-C

67% A*/A

Focus on five key areas

1. Developing a clear vision of what constitutes outstanding T & L in RE.
2. Using data to drive outstanding achievement.
3. Monitoring.
4. Assessment in RE.
5. Extracurricular RE and enrichment.



1. Clear Vision of what Outstanding T & L looks like



- St Richard's 10.
- Departmental Scheme of Work (adopted by all).
- All meetings T & L focused / opportunities to share good practice.
- Rigorous monitoring of teaching and learning.



EXPERIENTIAL LEARNING





- Ark and the Torah
- It is where the Torah Scrolls, which contain the text of the Hebrew Bible are kept
 - The Hebrew words of the Ten Commandments are usually written somewhere above the ark.
 - The Ark is named after the wooden chest which held the stone tablets of the Covenant that God gave to Moses on Mount Sinai.
 - The Eternal Light is always burning, as a symbol



T & L focus for each term

- Term 1- Pace and Engagement.
- Term 2- Questioning.
- Term 3- Differentiation: support and challenge.
- Term 4- Pupil Progress.
- Term 5- Assessment.
- Term 6- Pupil Independence.



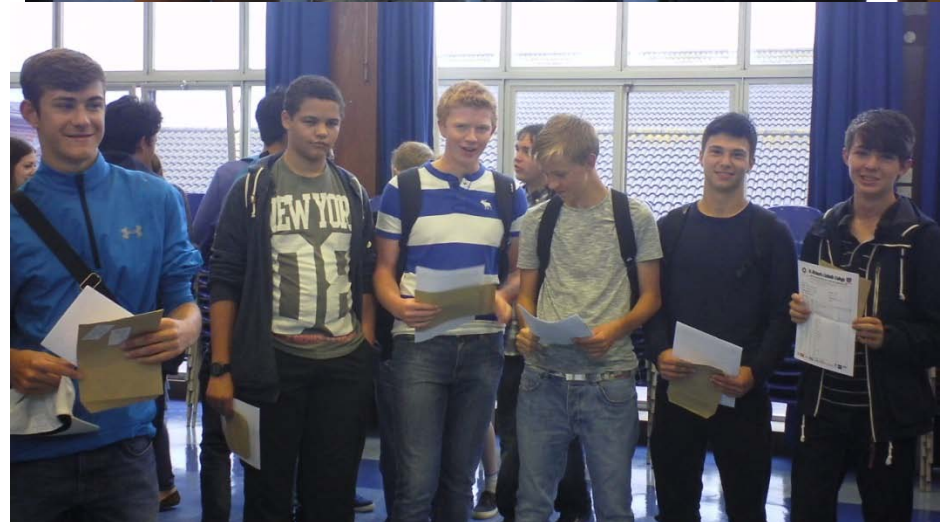
The themes affect the INSET, teaching tips, monitoring etc for that term.

2. Using Data to drive Outstanding Achievement

- Centrally set FFTD+1 targets.
- Focus is on the pupils (not the staff).
- Regular formal assessment followed by intervention.

“Success breeds success.”

J.Gallivan



PROGRESS is the key!!!

KS2 Level / APS	Year 7 Target	Year 8 Target	Year 9 Target	GCSE Target (4 levels of progress)
3c (19)	3a	4b	5c	C
3b (21)	4c	4a	5b	C
3a (23)	4b	5c	5a	C
4c (25)	4a	5b	6c	B
4b (27)	5c	5a	6b	B
4a (29)	5b	6c	6a	B
5c (31)	5a	6b	7c	A
5b (33)	6c	6a	7b	A
5a (35)	6b	7c	7a	A

3. Monitoring



Subject Leader Accountability Cycle

- Week 1- Book / work scrutiny.
- Week 2 & 3- Learning Walks.
- Week 4- Tracking and pupil progress.
- Week 5- Learning Walks.
- Week 6- Review including pupil voice.

Every lesson should be an outstanding lesson.

Monitoring of Teaching & Learning

Name: Lydia Henry

Department: RE

Term: 1- 2013

No.	Feature of St Richard's 10	RAG
1	Evidence of thorough planning with levelled outcomes, which is inclusive, challenging and inspiring.	G
2	A culture of high expectations and pupils are seen as highly motivated, committed and autonomous learners.	G
3	A variety of tasks, resources and support allows all pupils to learn.	G
4	A safe inclusive environment which promotes positive behaviours from all.	A
5	Pace is used effectively to engage all pupils.	A
6	Effective use of <u>AfL</u> to engage and support personalised learning.	A
7	Successful use of data to build on prior attainment and enable each pupil to make significant progress.	A
8	High level of diagnostic and open questioning to assess and reinforce learning.	A
9	Pupils think for themselves and are given opportunities to demonstrate higher order thinking skills.	G
10	Pupils and staff review learning, progress and targets together at regular intervals.	G

Strengths

- Excellent planning and creation of interesting resources.
- Differentiation for the most able.
- Great variety in lessons.
- Detailed feedback with clear guidance on how to improve.

Area for development

- BfL- Develop strategies that minimise disruption in lessons.
- Questioning- develop techniques that increase pupil participation instead of the traditional "Hands Up" approach.

4. Rigorous Assessment

**Three forms of assessment
that place each term:**

- 1. Formal exam.**
- 2. Levelled tasks.**
- 3. AfL Review.**



UNIT: PHILOSOPHY (YEAR 8 TERM 3)



UNIT	LEVEL 4	LEVEL 5	LEVEL 6	LEVEL 7
AT1 i) Beliefs, teachings and sources	Describe the design or causation argument.	Explain the beliefs of the design argument or causation argument.	Explain the evidence and reasons which defend the design or causation argument.	Evaluate the implications of the design or causation argument and a coherent understanding of the criticisms against these views.
AT1 i) Celebration and ritual	Describe the features of a religious experience.	Describe and explain the features of at least one religious experience.	Explain how at least one religious experience can support belief in God.	Defend and justify the diverse variety of religious experience and how they support belief in God.
AT1 ii) Social and moral practices and way of life	Describe animal testing stating if you agree or disagree with this practice.	Explain the consequences and effects of animal testing and your own opinion.	Explain the advantages and disadvantages of animal testing and outline a Christian viewpoint.	Analyse the controversy of animal testing showing a balanced argument and defending your own opinion with reasons and evidence.
AT2 i) Engagement with own and others' beliefs and values	Describe the historical relationship between Science and Religion.	Interpret why Science and Religion have been in conflict in the past.	Analyse how the relationship between Science and Religion has changed Christianity.	Critically evaluate the impact of the relationship between Science and Religion in the past and decide whether they can work together harmoniously.
AT2 ii) Engagement with questions of meaning and purpose	State the theories of creationism and evolution.	Explain the theories of creationism and evolution.	Analyse how creationism or evolution gives meaning and purpose to people today.	Evaluate the controversy between creationism and evolution and how they give meaning and purpose to people today.

National Curriculum Target _____

TEST _____%

End of unit level _____

Use Feedback to Closing the Gap

Step 1- Carefully planned assessed task



Step 2- Pupils complete task



Step 3- Work marked and pupils given feedback on how to improve.

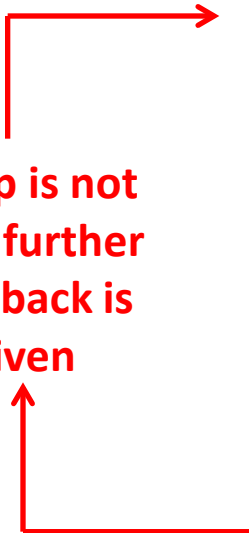


Step 4- Pupils given time to respond to feedback



Step 5 – Teacher acknowledges the improved work and that the “gap has been closed”.

If gap is not met, further feedback is given



us8/6/19

40 years
(later)

We are still in the desert. Everyone is complaining about not having another food and water. I told them there is nothing I could do but that did not convince them.

1 Day) The end of the desert was found. But that did not stop the complaints coming in. One after another after another. Then all of a sudden food kept popping up all over the place. That stopped the complaints.

8 days) I woke up 1 day and found this sheet of paper on my pillow. It turned out to be the Ten Commandments from God.

10 days) That story has started a lot of things in J. for Jews like Passover. Passover

is when the Jews Angel of Death killed the firstborn of the families of the animals. The Jews painted lambs blood on their door to tell the Angel of Death to fly over.

It also started the Jewish one of the Jewish beliefs believe to follow the Ten Commandments.

Good account of the Passover, including the key events
L5a

For L6, explain the importance of these events ✓ TC

Key events:

- * Moses Mother doesn't kill Moses → Love - Mother cares about Moses and will do anything to save her
- * First son. She broke the Order. If there was no Moses then there would be no freedom.

Good improvements well done

in God *1
 However, there is also plenty of evidence against the goodness of God in the Bible, the biggest of which must be the problem of evil. It has been asked for many years how someone as good as God can allow such pain and suffering to his creation. Some would argue to this, however, that God is omnipotent therefore he would exactly know what he's doing. Also the Euthyphro dilemma causes a problem because it raises the issue of how things are classed as 'good' to begin with. There are issues with all ways of interpreting it *3

In conclusion, it is still somewhat of a mystery as to what God's goodness means and how God comes to be good at all. *3 The Jewish writers would have seen God to be completely good through and through. Band 7 (16-27) as they saw no flaw in his goodness. We've done some good ideas but need to be careful not to evaluate in an explain question. Aristotle's prime mover also is linked to this idea.

Evaluation Question

The Bible is too inconsistent for moral teachings
 whether or not one chooses to use the Bible to seek moral teachings depends mainly

on the validity of the teachings the Bible presents us with. For instance someone who takes the Bible completely literally will find many more moral inconsistencies with the Bible's moral teachings than someone who takes what the Bible says in a more symbolic sense. As the key theme which runs throughout both the Old and New Testaments is more than likely to be evident. This theme is love. To try and take the messages presented through the Bible is to take again an understanding of what God wants from humanity which is to 'love my neighbour' *1

However some may disagree because of the obvious contradictions in the Bible. For instance in Leviticus God says that homosexuals should be stoned but in the 10 commandments God says 'thou shalt not kill'. How are we expected to know God's stance on an issue when there is always an argument against it? Also, it can be extremely hard to follow the Bible for moral teachings when the goodness of God is questioned as much as it is. If we cannot rely on God to do the right thing then we cannot expect his teachings on a moral issue to be correct either. *2

8 marks well: you showed good evidence to support your argument. It also shows more of a critical analysis of points and a conclusion.

25/35 B

*2 In conclusion it is clear that the evidence points to the Bible having so many inconsistencies on a number of subjects that it would be impossible to use the Bible as a source for moral teachings because you can justify anything with what God says.

Extracurricular RE

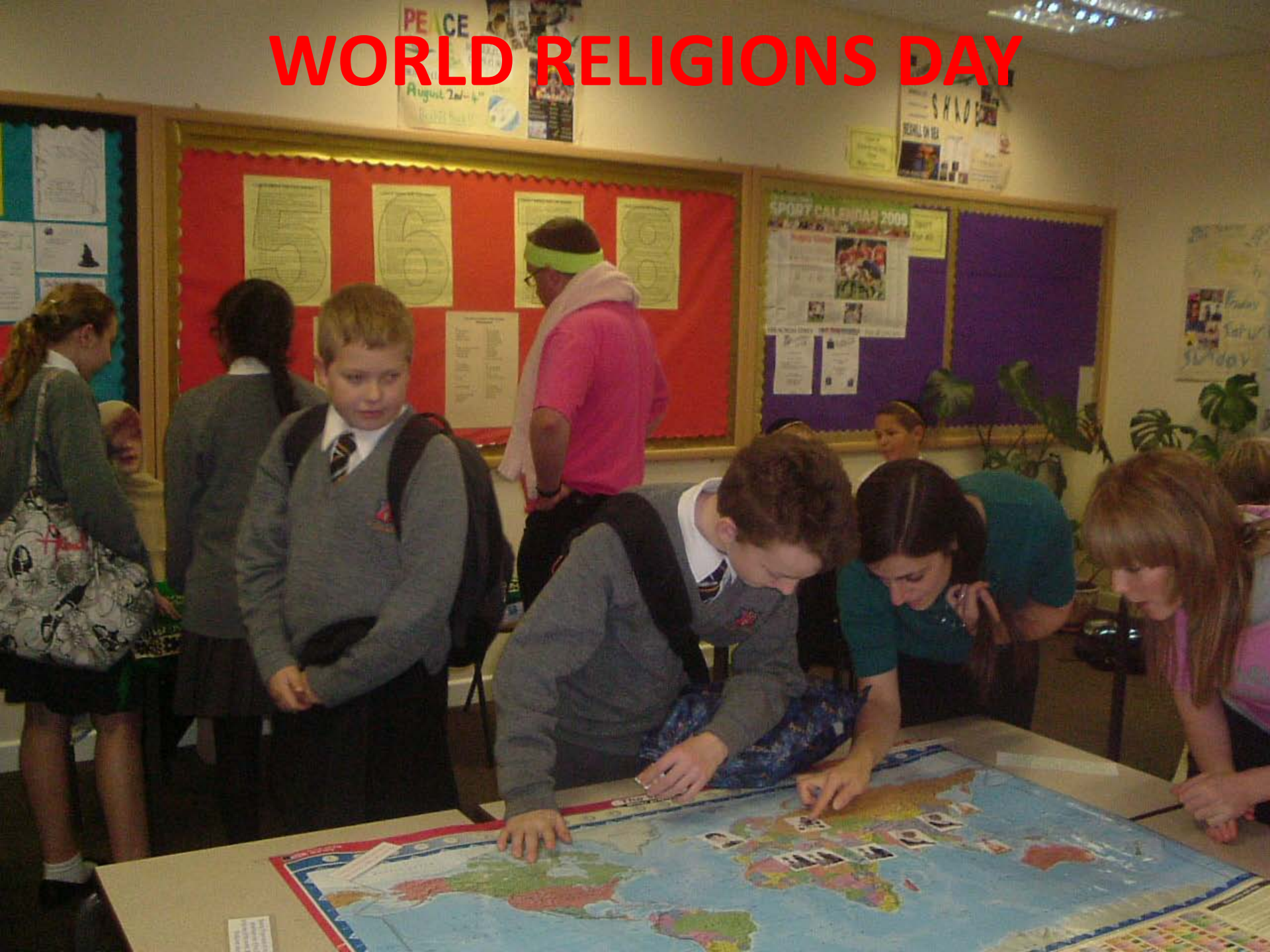
Embracing the diversity of our
community.

Extending the most able.

CELEBRATING THE PASSOVER



WORLD RELIGIONS DAY



TRIP TO THE GURWARA





TRIP TO THE MOSQUE









اللهم لا مانع لما أعطيت، ولا معطي لما منعت، ولا ينفع ذا الجد منك الجد.
سبحان الله (٣٣ مرة)، والحمد لله (٣٣ مرة).
والله أكبر (٣٣ مرة) ويقول تمام الملة: لا إله إلا الله، لا شريك له، له الملك وله الحمد، وهو على كل شيء قدير.
لا إله إلا الله وحده لا شريك له، له الملك وله الحمد، يحيي ويميت وهو على كل شيء قدير.
آية الكرسي: لا إله إلا هو الحي القيوم...
سورة الإخلاص: قل هو الله أحد، قل أعوذ برب الناس، سورة الناس.

RE Summer Conference

ation - Summer Conference

Debate Motion:

"All countries should have the right to apply the death penalty for certain crimes."

From arguments for and against:
Deterrence, Islam, Retribution, Innocence, Christianity, and Human Rights







Five Key Areas underpin Outstanding RE Provision

1. Developing a clear vision of what constitutes outstanding **teaching and learning** in RE.
2. Using **data** to drive **outstanding achievement**.
3. **Monitoring** to ensure **high standards** at every level.
4. Rigorous **assessment** to ensure rapid and sustained **progress**.
5. **Extracurricular** RE and **enrichment** (especially for the most able).

