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| | Summary of Views Question 1 Standards |
| | Religious Education Department |

1.1 Achievement and progress with the learning

| Lesson observation cycle | | | | | |
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| | Observation Cycle | Outstanding | Good | Adequate | Unsatisfactory |
| 2016-2017 | | | | | |
| 1 | Autumn Term 2016 | | | | |
| 2 | Easter Term 2017 | | | | |
| 3 | Summer Term 2017 | | | | |
| 2017-2018 | | | | | |
| 1 | Autumn Term 2017 | | | | |
| 2 | Easter Term 2018 | | | | |
| 3 | Summer Term 2018 | | | | |

| Book scrutiny cycle | | | | | |
|---------------------|-------------------|-------------|------|----------|----------------|
| | Observation Cycle | Outstanding | Good | Adequate | Unsatisfactory |
| 2016-2017 | | | | | |
| 1 | Autumn Term 2016 | | | | |
| 2 | Autumn Term 2016 | | | | |
| 3 | Easter Term 2017 | | | | |

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| 4 | Easter Term 2017 | | | | |
| 5 | Summer Term 2017 | | | | |
| | 2017-2018 | | | | |
| 1 | Autumn Term 2017 | * | | | |
| 2 | Autumn Term 2017 | | * | | |
| 3 | Easter Term 2018 | | | | |
| 4 | Easter Term 2018 | | | | |
| 5 | Summer Term 2018 | | | | |

| Attitude | Evaluation |
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| Evaluation of aspects noted in the ESTYN framework | |
| Recall of previous learning. | Observation reports of Religious Education lessons note that pupils in observed lessons recalled previous learnt work very well. |
| Developing thinking skills and applying to new situations | Pupils respond very well to the opportunities provided to develop thinking skills. The Department has developed these further and have also created differential thinking skills resources for ALN learners. |
| Gain knowledge, understanding and new skills and apply these to new situations. | |
| Other aspects | |

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| Reflection in lessons. | <p>Pupils respond very well to the many opportunities for reflection in lessons. The Department has planned these experiences at a high level within the work plan e.g. opportunities to assess peers, self-evaluation of tasks etc (See the work schemes).</p> |
| Answering extended questions | <p>Nearly all the pupils can respond in an extended way orally in the subject. As a result of the department's high expectations, which demands that pupils respond in an extended way orally and the hard work department members have undertaken to develop this skill in lessons, the pupils have a very high standard when giving an extended answer to questions in Religious Education lessons. The department has also developed and created learning materials using Wordwall, where there are questions that have been planned beforehand that are asked in lessons. The way these questions are asked (e.g. via the wheel on wordwall) creates enthusiasm, and that everyone wants to contribute to the lesson. The ability of pupils to answer in an extended way has improved as a result of this. The Department has also planned the questions by using the agreed list of questions, this encourages staff to ask questions in a way that demands extended answers.</p> <p>There are regular opportunities in the subject to answer questions in an extended way e.g. evaluation questions, presenting information (see the work schemes) across the range of abilities. The department provides tasks that challenge the able and talented pupils and scaffolding and writing frames to assist ALN pupils to ensure that they receive support to answer in an extended way in writing. This element has developed further during the year and has had a further impact on the quality of the pupils' work. The department is developing the frames further in order that they comply with the new GCSE evaluation technique this year. Therefore, this extends the answers of learners further and to the standard of GCSE courses. As a result of this support, pupils standards have improved. Marginal department members need to ensure that ALN learners are also challenged to respond in an extended way by using the frames with effective questioning within the lessons.</p> |
| Pupils' awareness of the standard of their work and how to improve. | <p>Pupils have a very good awareness of the quality of their work and how it can be improved further with the department's provision of specific marking cards for specific tasks and the departmental policy of using the 3* marking system for tasks. This has improved the pupils' awareness of the standard of their work and what needs to be done to improve it significantly. This year the department has also increased the element of re-drafting work following a peer assessment session. Learners have seen the value of this and as a result have made progress in their work by responding to the teacher's marking.</p> |
| Progress against targets. | <p>Generally, pupils are making good progress to achieve the targets specified by the teacher. A few achieve better than expected. The department believes that it is a reflection of the department's hard work preparing pupils for examinations/specific assessment targets that is responsible for this success. The department needs to ensure that boys at the end of KS3 are making progress by ensuring that their interest, commitment and motivation towards the subject is maintained by ensuring that themes that are of interest to them are introduced at the start of year 9 before they choose their GCSE courses.</p> |

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| | <p>As the system to undertake this has changed, the department has looked again at the work scheme in order to deal with themes that would appeal earlier in the year.</p> <p>Lesson observations and department results show that pupils are making good and regular progress in individual lessons.</p> |
| Progress of ALN pupils towards the targets. | <p>ALN pupils are making good progress in the subject as a result of the department making effective use of a classroom assistant with expertise in the subject when preparing for the examinations. A few pupils have not reached the target set in the KS4 analysis this year as the department could not use MH. Targets were set when the department was under the impression that we would receive the support of a classroom assistant. The Department anticipates that this will be a problem again this year with the results of KS4, as support was only received for three weeks in some lessons.</p> |
| Evidence | |
| <ul style="list-style-type: none"> • Pupils' forum. • Scrutiny of written and practical work. • Lesson observation evidence. | |

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| 1.3 Standards and progress in skills | |
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| Attitude | Evaluation |
| Writing | <p>Able pupils write very extensively and well in the subject e.g. evaluation questions. Many pupils write well in their extended responses. However, a minority of pupils, do not write sufficiently accurately in their efforts. In these cases the work presented is a lower standard and the initial efforts of pupils include too many spelling and expression errors. The department has responded to this by creating a SC for tasks with a specific focus on language e.g. correct verb tense for the specific task with a correct example of the verb tense to be used. In addition to this, the department has developed the practice of including a space on the marking cards to correct three misspellings in the piece of work once the teacher has marked the work. The department also follows the school's marking policy as well as including a faculty language correction sheet in the books of all pupils. The majority of pupils respond enthusiastically to this work. As a result standards improve. The department has also started to use the school's language correction cards for some extended tasks in the scheme of work to develop the pupils' literacy skills further. As a result pupils' writing standards have improved. The department has also created differential writing frames in order to support learners in their writing work. The department has specific writing frames for specific tasks and differentiated ones. The department has also mastered the school policy regarding learners responding to the teacher's marking work and there is evidence of this in book monitoring reports. Nearly all of the pupils respond to the teacher's marking work independently.</p> |

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| | <p>The department also needs to continue to support teachers who do not have an expertise in the subject to ensure they stretch the pupils they are responsible for - to the expected standard of the Religious Education department.</p> |
| Reading | <p>Reading standards are good. The department has developed this further, introducing more opportunities in the scheme of work. As a result, the reading skills of the majority of pupils have improved. The majority of pupils can deal very well with extended reading material in the subject. The majority of pupils can follow instructions, summarise and have purposeful concurrent use of language effectively. Pupils respond enthusiastically to this work. The department has provided posters that develop the pupils' awareness of the different reading skills and SC task sheets note what reading skill the pupils will develop in completing the task. This has improved the pupils' awareness of the different reading skills and when they use them. The department has also created SC reading tasks for tasks within the work, by clearly explaining to the learners what reading skill they are developing and what needs to be done. The department has also developed the skill of scrutinising reading in order to find specific information and the technique of highlighting facts / specific terms by following the key that the learners create independently.</p> <p>The department has developed differentiated materials for the lower sets across KS3. The department had differentiated the work scheme for year 9 in detail (materials/reading tasks) as well as the materials to jointly teach year 7/8 to ensure that everyone can take an active role in these tasks and make progress.</p> |
| Listening | <p>Pupils' listening skills are excellent. The pupils' listening skills of each other and the teacher are very high. There is evidence of this in the lesson observation reports.</p> |
| Oral | <p>Most pupils made oral contributions of very good quality in the classroom. Specific tasks have been provided within the scheme of work to ensure that every pupil contributes in the lessons e.g. by using stimulus tasks at the start of a lesson, memory picture tasks, pair/group work, class discussion etc. The department has worked hard on developing the pupils' skills in order to answer in an extended way orally. In addition, the system the department uses to review the previous lesson at the start of lessons means that everyone has the opportunity to contribute, in a respectful and non-threatening environment. The department has also tried to develop the practice of questioning the learners using wordwall that makes the learners more eager to respond orally in order to take part in the lesson. The majority of pupils have mastered bilingual vocabulary and subject terminology well. The department has also developed specific opportunities to assess the pupils orally as well as to create self-evaluation sheets for oral tasks.</p> |
| Numeracy and reasoning | <p>The pupils have sufficient opportunity to make use of number skills in their work in the subject. The department has worked to identified additional opportunities within the scheme of work to develop pupils' numeracy skills in the subject e.g. the world's largest religions task in year 7, creation cycle task. The department has also developed the creation cycle task further and has created a numeracy SC for the task.</p> <p>Evidence seen in pupils' books show that pupils have good skills to get to grips with numeracy within the subject when opportunities arise.</p> |
| Digital Curriculum | <p>Most pupils use their ICT skills to complete a variety of tasks within the subject by using different software e.g. Microsoft Word, Publisher, PowerPoint</p> <p>Most pupils can collate information and have purposeful concurrent use of information from different electronic sources to create presentations fit for purpose and the audience e.g. PowerPoint presentation 'How can we be better Stewards?' Information sheet on Internal Features, 'Welcome to the Mosque' pamphlet. The work presented by the pupils is of a very good standard. The department has created a few tasks to try and promote the digital framework by creating some tasks using ipads. The department has also developed the practice of including creating extended tasks/home work by using QR codes to undertake further research or to better develop their understanding of the theme.</p> |

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| Subject skills | Subject skills highlighted in lessons and pupils' books. |
| Thinking skills | Pupils' thinking skills are very good. They can respond very well to tasks that require them to identify the learning strategies used in a task effectively. Nearly all of the pupils can solve the problems given to them in the lessons e.g. how Sikhs become a member of their religion? There are a number of opportunities for them to ask questions and then strive to find the answers themselves by the end of the lesson etc. The evaluation skills of the majority of pupils are good and therefore this gives them the opportunity to evaluate various ideas in the subject e.g. 'Should the death penalty be brought back in Britain?' |
| Creativity and physical skills | There are a variety of opportunities for the learners to develop their creativity within the subject. The department has identified specific tasks to develop pupils' creativity in the subject e.g. Nicky Cruz task, play on Christ's miracles, stained glass window task. See the work schemes for specific examples. The learners' creativity tasks within the subject are good. |
| Access to the curriculum | Most of the learners develop the required skills in the subject and there are specific tasks in the lesson plans to develop specific skills within specific tasks. There is a SC for each extended task with a focus on a specific skill for the particular task e.g. world creation cycle developing the skill of using ordinals correctly. See the work schemes for further examples. |

Evidence

- Lesson observation evidence.
- Scrutiny reports of written and practical work.
- Pupils' forum.

The Welsh Language.

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| Standards of Welsh Language | <p>The quality of the pupils' oral language, reading and writing in Welsh is very good. The department corrects the language orally when required if an English word is used instead of the Welsh term. The department has developed the custom of getting learners to re-copy a piece of writing full of errors correctly in their work but this practice needs to be developed further within the department.</p> <p>Listening: The teacher modifies the language as required for the learner's level of understanding. As a result learners understand the work and feel confident within the lesson. These standards are good. Lesson observation reports support this.</p> <p>Oral progress: it is ensured that pupils have suitable opportunities to use Welsh orally in accordance with their ability, be that at an initial practical use level or when dealing with work in the lesson. As a result, learners gain confidence and their oral standards are good. The environment within the lessons is safe for learners so that they feel confident enough to venture to start to say a few words in Welsh and then develop from there. The department is to be applauded for the minimum use made of Welsh at the start in order to motivate learners to strive further. One example of this is a transition pupil stating one of the ten commandments in Welsh.</p> <p>Writing skills progress: The department's language mats, scaffolding and differential writing frames assist learners to write brief and extended pieces successfully. As a result of this provision the learners' writing skills are very good. The department also provides subject terms bilingually at the start of each unit in KS3.</p> <p>Reading skills progress: There are some good opportunities for learners to read in Welsh and this mainly consists of work sheets, research work etc. Lesson observation reports support the effective use made of reading sheets. As a result of this provision the</p> |
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| | learners' reading skills are very good. The department has SC for specific reading tasks. These can be seen within the department's books. |
| Linguistic Progression | The department provides excellent linguistic progression in KS3 and KS4 following the whole school guidance provided. |
| Implementing the school's after care strategy | The department implements the standard school's after care strategy in all its aspects. The department feels that transition learners are excited to use Welsh in the Religious Education lessons e.g. one challenging extended task completed in Welsh by one transition pupil. |
| Implementing the school's language strategy including informal use of Welsh | The department implements the school's language strategy. The department provides the best opportunities for the learners to confidently develop bilingually and foster confidence in the required language skills to discuss varied topics within the subject in both languages. The department has identified specific tasks where the subject is presented through the medium of English. The department also follows the school's marking policy and has adopted specific agreed methods that promote pupils' oral, writing and reading skills, this can be seen in the school's literacy policy. Subject terms are given bilingually at the start of each unit to the learners. Pupils are expected to continue to follow the same medium as that used in Key Stage 3. See the work plans for examples of specific tasks. |
| Bilingual learning | Lessons are planned to ensure that every learner, in accordance with his/her mastery of Welsh and English are fully included in the lesson. As a result of this provision the achievement standard and progress of pupils is good. |

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| Evidence | |
| <ul style="list-style-type: none"> • Learners' books. • Lesson reports. • Pupils' forum. • Departmental implementation of the school's language strategy. | |

| Summary of matters for attention | | |
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| Attitude | Strengths | Matters for further action |
| 1.1 Achievement and progress with the learning | <ul style="list-style-type: none"> • Participation level and pupils' enjoyment in lessons. • The ability of pupils to answer in an extended way orally and in writing in the subject • Pupils' ability to recall previous information • Techniques to promote the extended answering skills of ALN pupils. | <ul style="list-style-type: none"> • Ensure that the department receives the regular support of MH in lessons (from January onwards) and in the after school lessons when preparing pupils for external examinations. |
| 1.3 Standards and progress in skills | <ul style="list-style-type: none"> • Extended writing tasks • pupils' reading skills • Include bilingual terms at the start of the units | <ul style="list-style-type: none"> • Further contribution to the digital framework • Continue to thoroughly implement the after-care strategy. |

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| | <ul style="list-style-type: none"> • Provide English medium revision notes in order the parents of learners can assist pupils with their revision work at home. • Oral skills of learners in the subject • Pupils' reading skills in the subject | <ul style="list-style-type: none"> • Continue to develop the system where each of the learners respond to the teacher's marking independently. |
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Review date:

By whom: SR