

Summary of Views Well-being and attitudes to learning Religious Education Department	
2.2 Attitudes to learning	
Attitude	Evaluation
Evaluation of the four purposes of Successful Futures	
Ambitious, capable learners who are prepared to learn throughout their lives.	The department has high expectations in terms of the standard of work that learners present and there is evidence of this in the regular book monitoring reports over the years. The Department also ensures that the subject is open to all, and that everyone has the potential to succeed in the subject.
Enterprising, creative contributors, ready to play a full part in life and work.	The Department encourages every pupil to take an active role in each lesson. There are many varied opportunities for them to be innovative e.g. expressing an opinion, discussions etc. There are also a variety of tasks where they can be creative in the subject, see lesson plans for specific examples.
Ethical, informed citizens of Wales and the world.	Learners show respect and respond in a meaningful way to the different topics discussed in the Religious Education lessons. A wide variety of topics are discussed in the lesson plans that develop the learners' knowledge and understanding about events, cultures and traditions, both here in Wales and worldwide. There are also a variety of opportunities to discuss and evaluate matters that assist in the development of principled and informed citizens. See the work plans for examples.
Healthy, confident individuals, ready to lead fulfilling lives as valued members of society.	This department gives many opportunities for learners to develop their views and to express these which develops their confidence. The Department also develop learners to be respectful young people who are considerate of other beliefs and customs this creates healthy and valued individuals in future society.
Core learning skills of Successful Futures	
Participating in learning and enjoying it. Focusing and working consistently. Determination. Collaboration, working independently	<p>Within the department's work programmes there are specific, numerous and regular opportunities planned to ensure that all pupils actively participate, evidently and regularly in the lessons e.g by using a stimulus at the start of lessons where everyone has to think about questions they would like to find the answers to by the end of the lesson/unit, a memory picture tasks etc (see the work plans). This has contributed to nearly all pupils participating in lessons. The use of a wordwall has also ensured that more learners take part in lessons.</p> <p>Varying tasks and challenges give learners an opportunity to work independently and to gain confidence. The nature of the subject introduces learners to new experiences and ideas that are unfamiliar to many of them e.g. Khalsa, Amrit, Gurdwara, synagogue etc. By using contemporary examples in the lessons about themes such as euthanasia the learners' level of interest in their work is high.</p>

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Problem solving and decision making.

Enthusiasm, motivated, participation in lessons.

Discussing current issues such as the death penalty maintain the learners' concentration levels.

The lesson observation reports and book monitoring reports are evidence that the learners are challenged to be ambitious in tasks and take responsibility to finish the work.

Learners are encouraged to persevere to solve problems in Religious Education lessons. They know of the 'three before me' rule to seek other answers when they face difficulties.

There are numerous opportunities in lessons for learners to complete extended tasks and respond orally in order to target able and talented learners but also to ensure that other pupils also make progress,

As a result of starting many lessons with a stimulus on the interactive white board as pupils enter e.g. wordwall, picture, video clip the learners' curiosity is immediately fired and means they are ready to learn and can move easily between tasks in lessons and from one lesson to the next.

The department consistently gives opportunities for learners to work in various ways with group, individual and whole class tasks.

The department has a strong ethos of showing respect to the views, beliefs, religions and the way of life of others. This allows the learners to learn and enjoy their lessons in an environment of respect when others talk or express a different opinion to theirs. This is an essential skill within the subject and there are a myriad of tasks to promote this.

Lesson observation reports show that the majority of learners focus and work consistently in lessons. There are numerous opportunities for learners to work together on specific tasks and to work independently. Lesson plans show that there are also various opportunities for the learners to use their problem solving skills through thinking skills tasks etc.

The department has worked hard to get learners to participate in lessons e.g. trigger tasks that promote enthusiasm, motivation and participation in lessons.

Learners are encouraged to answer in an extended way regularly through questions asking them to extend their answers e.g. wordwall, trigger tasks.

Many pupils actively participate and enjoy the subject. The numbers who have chosen to study the subject in KS4 confirms this view. Both the book monitoring and the lesson observation reports demonstrate that nearly all the pupils are committed and actively participate in the work in Religious Education lessons.

(Working Independently) Many learners have shown very good progress in their ability to work independently on the tasks set. A minority of ALN pupils find it difficult to work without support from a classroom assistant/writing frame. The Department has been training and encouraging classroom assistants in order to encourage pupils to work independently and as a result the standards of ALN pupils

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	<p>are now improving. In accordance with the school's priorities, the department has differentiated learning resources for lower sets in the school in order that these pupils can become more independent when completing their work. The department has also trialled some tasks that have been further differentiated in order to make them more effective resources, having been trialled.</p> <p>(Problem solving and making decisions) Many of the pupils respond well to tasks in the subject that ask them to solve a problem and make decisions mainly when responding to evaluation questions and specific tasks with the work plans e.g. thinking skills task the history of establishing the Khalsa in year 8, tasks in year 9 e.g. 'What punishment do they deserve?' 'Should the death penalty be brought back in Britain?' and a task 'What happened to Anthony Walker?' in year 9. Pupils' problem solving and decision making skills have improved significantly as a result of these tasks as they are required to use their problem solving skills and reach an opinion.</p> <p>(Focusing and consistent working) There is a very good level of focus by the majority of the pupils in the lessons and getting enjoyment out of the work is also evident in the way the pupils respond in the lessons. This is confirmed by the number of pupils who choose the subject in KS4. The detailed differentiated work on the department's resources will also enable the ALN learners to make further progress and ensure that they can focus in the lessons and work consistently.</p>
Behaviour.	<p>The behaviour of nearly every one of the pupils is exceptional in the lessons with very few exceptions. Again, the work has been differentiated further and this will ensure that every pupil can focus in every lesson and work consistently. Learners respond in a considerate manner to each other and have different views within the subject. There is a relationship of respect between the teacher and the learners.</p>
Lifelong Learning skills.	<p>Nearly all of the learners behave excellently in the Religious Education lessons. They are aware of the expectations that the department has of them and what is accepted and not accepted in terms of behaviour. As a result, the department supplies the learners with key behavioural skills that will assist them to learn throughout their lives.</p>

Evidence
<p>Participating in learning and enjoying it: Evidence from classrooms, scrutiny of pupils' work, interviews with pupils, observing them participating in lunch time and after school clubs and activities, and the behaviour of pupils in lessons and around the school.</p> <p>Behaviour: Lesson reports, staff evidence and staff questionnaire.</p> <p>Lifelong Learning skills: Staff reports, Pupils' Forum, Parents' Forum.</p>

Summary of matters for attention		
Attitude	Strengths	Matters for further action
2.1 Well-being		
2.2 Attitudes to learning		