Governors Report – Religious Education

Date: January 2023

Conducted by Jon Schwartz

Background information

Following the recent visit from the RE lead advisor from Clifton Diocese, Louise White, the school has conducted monitoring to assess how the school have made progress in RE throughout the 2022-23 academic year. The subject lead also took part in RE moderation with schools from the Dunstan Partnership in December 2022 to compare ARE and GDS writing in years 4 and 6. Monitoring has already taken place in the Autumn term in the form of lesson observations alongside the link governor, Maria Edwards.

At the end of the Autumn term, all teachers were asked to submit data assessing their class on the following areas:

AT1 – Learning About

AT2 – Learning From

And in KS2, the children are also assessed in:

AT3 - Analysis and Evaluation

These assessments have been taken from the units covered throughout the Autumn term. These have been:

- Creation
- Prayers, Saints and Feasts
- Advent

For each year group, the subject lead has given an overview of assessment figures, including children who are SEN, pupil premium or free school meals. To support the evidencing of work, there are also examples of work that show children who are 'working towards' the expected standard (WTS), 'working at' the expected standard (ARE), as well as some examples of children who are expected to finish the year working at a 'greater depth' (GDS).

EYFS

Autumn Data – See attached sheet

	ARE/GDS	GDS	SEN [ARE/GDS]	PP [ARE/GDS]	FSM [ARE/GDS]
AT1	14/16 = 88%	2/16 = 13%	n/a	n/a	n/a
AT2	14/16 = 88%	2/16 = 13%	n/a	n/a	n/a

Feedback given to staff

- Good understanding of where children are from assessments from Autumn Term.
- Evidence in books is comprehensive and is supported by work in floor books
- Evidence shows examples of AT2 and reflects assessment [eg GDS child: 'Jesus was born in a stable and Mary was the servant to God'.
- Differentiation shown through outcomes from evidence stickers. Vocabulary choices by GDS child show wonderful understanding of topics.

Actions: Offering differentiated tasks within year groups to meet the needs of vulnerable groups, either through scaffolding or challenges wherever possible.

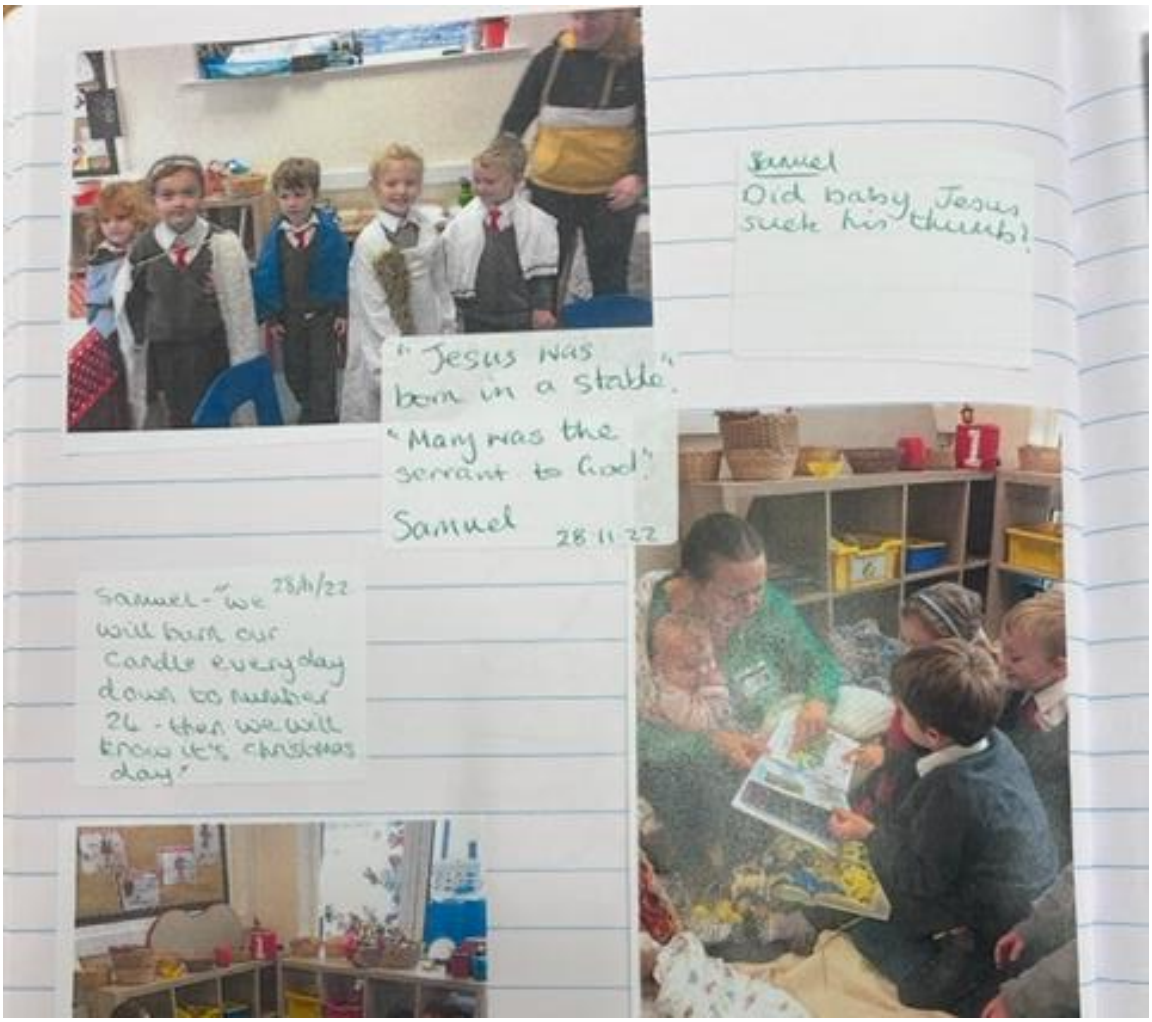
Examples of WTS



Examples of ARE



Examples of GDS



YEAR 1

Autumn Data – See attached sheet

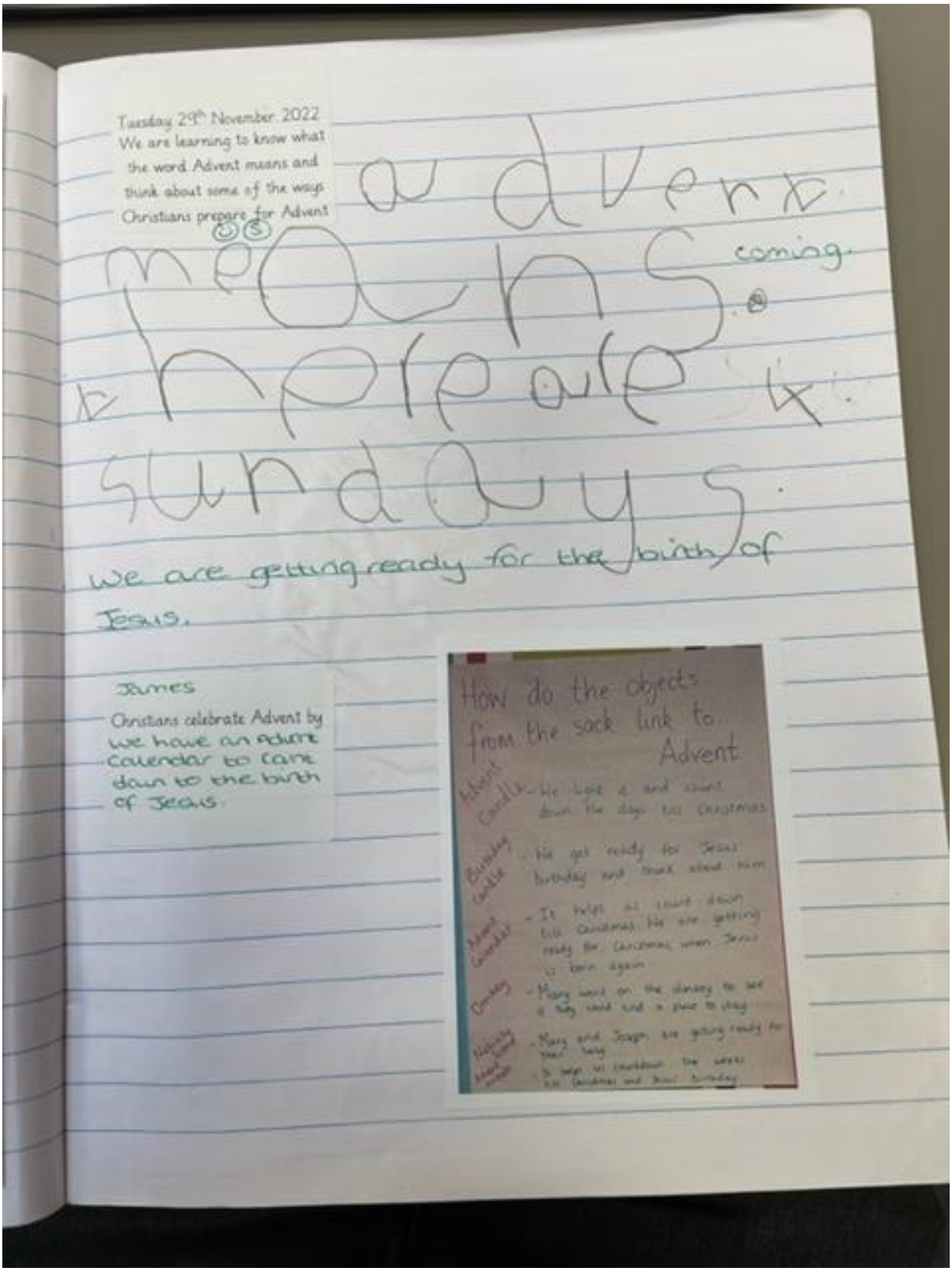
	ARE/GDS	GDS	SEN [ARE/GDS]	PP [ARE/GDS]	FSM [ARE/GDS]
AT1	21/22 = 95%	3/22 = 14%	0/1	1/2	1/2
AT2	20/22 = 91%	5/22 = 23%	0/1	1/2	1/2

Feedback given to staff

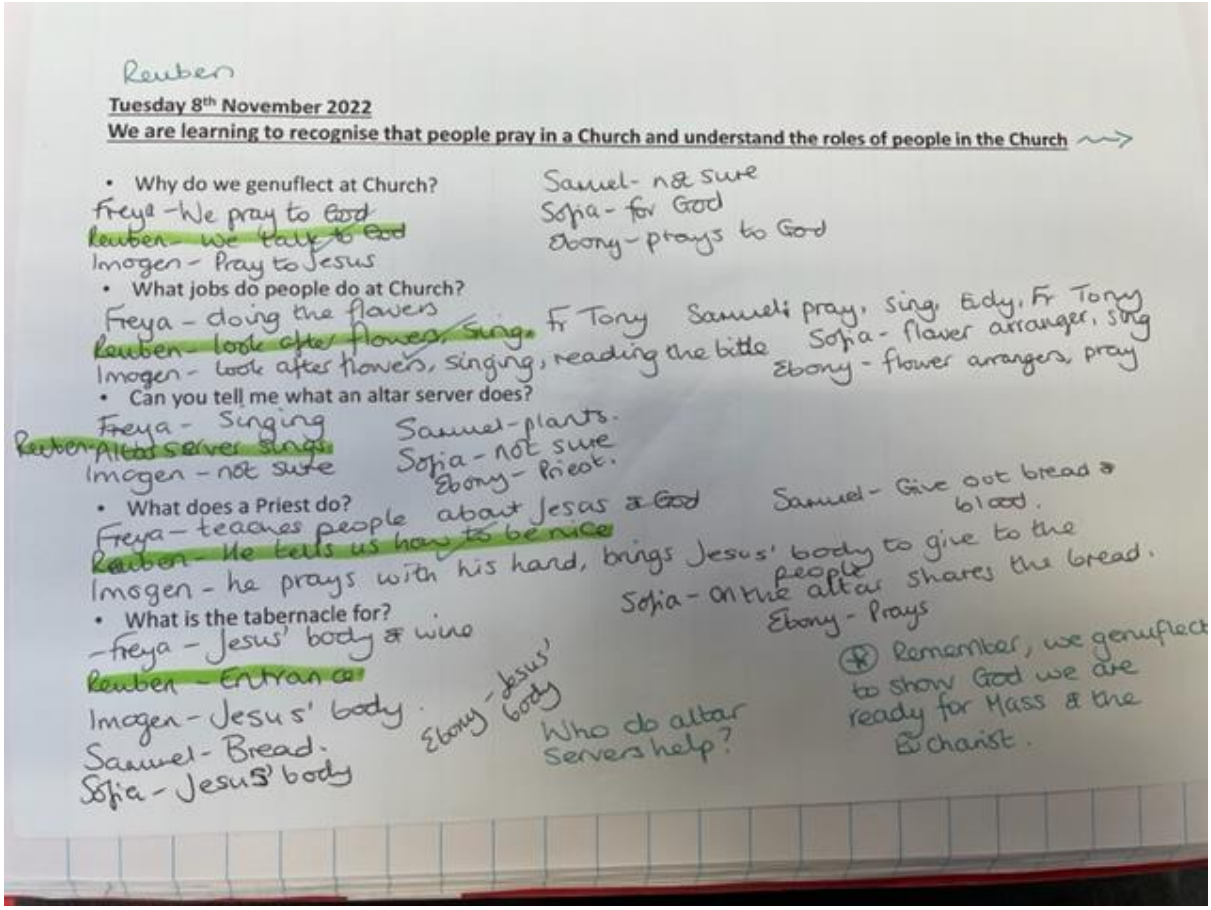
- Differentiation through questioning evidence in class books
- Children given opportunities to achieve through various tasks (drama/role play)
- Evidence in books is comprehensive and shows a good understanding of vocabulary and AT1 skills

Actions: Extend further opportunities for all learners, especially those from vulnerable groups to develop their learning [AT2]

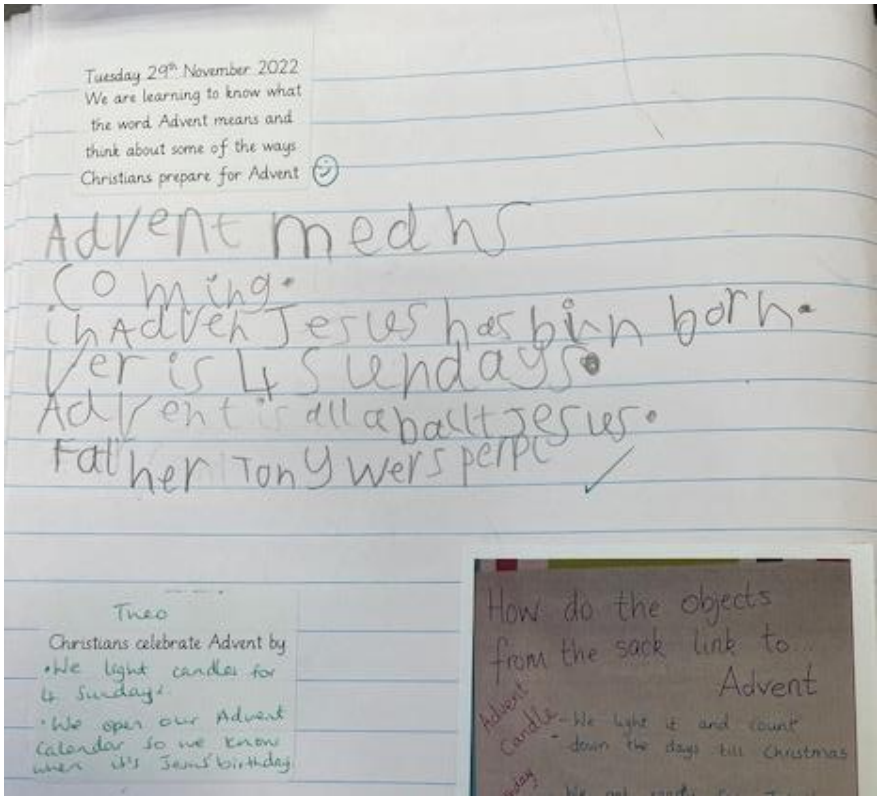
Examples of WTS – Year 1



Examples of ARE -Year 1



Examples of GDS – Year 1



YEAR 2

Autumn Data – See attached sheet

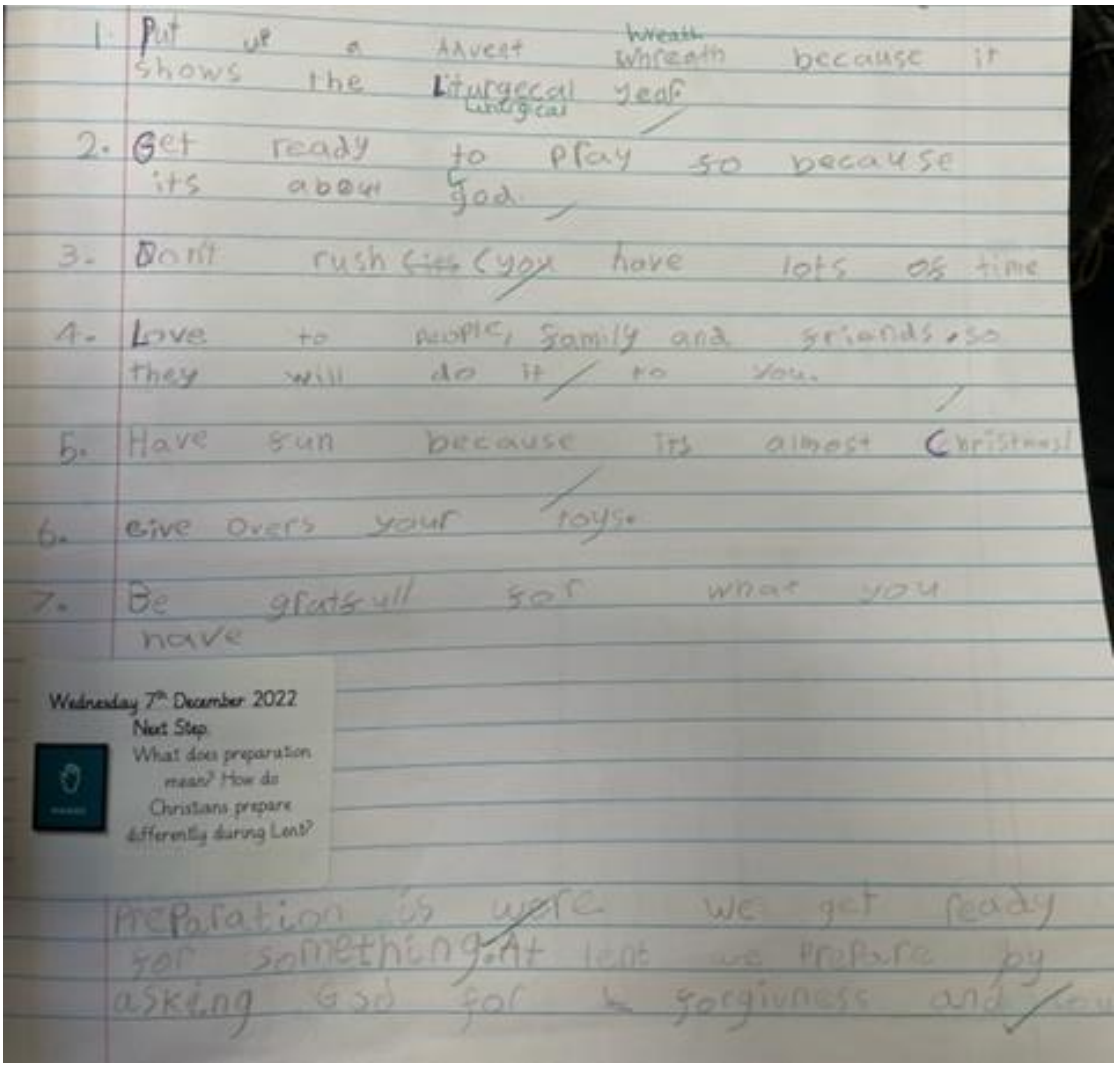
	ARE/GDS	GDS	SEN [ARE/GDS]	PP [ARE/GDS]	FSM [ARE/GDS]
AT1	17/21 = 81%	3/21 = 14%	0/2	1/2	1/2
AT2	18/21 = 86%	6/21 = 29%	1/2	1/2	1/2

Feedback given to staff

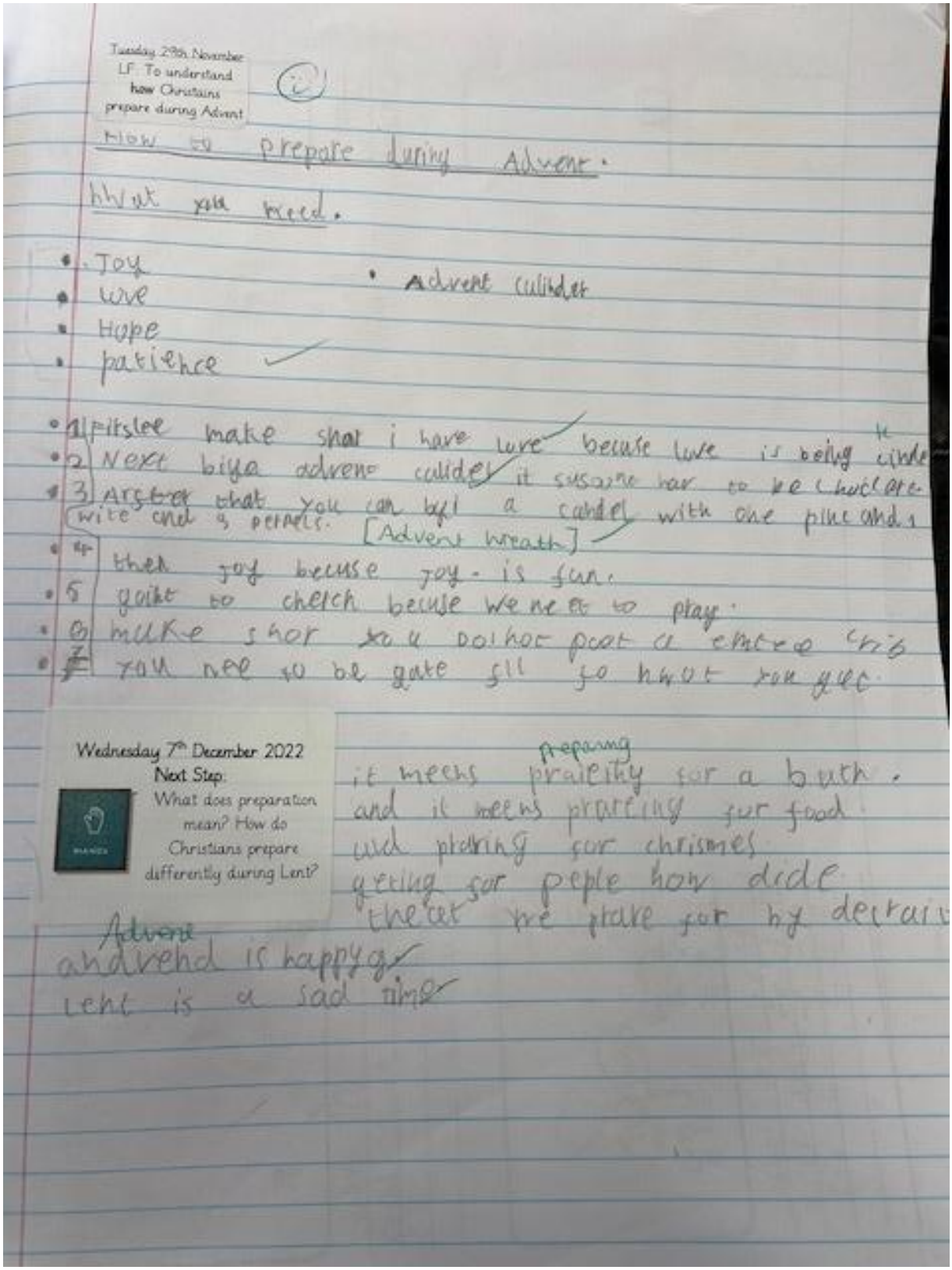
- Super use of next step stickers to extend children – referencing AT1/AT2 skills
- Children given opportunities for extended writing, complementing creative tasks. Good understanding of where children are from assessments from Autumn Term.
- Evidence in books is comprehensive and is supported by work in floor books

Actions: Offering differentiation within year groups to meet the needs of vulnerable groups, either through scaffolding or challenges.

Examples of ARE – Year 2



Examples of GDS – Year 2



Tuesday 29th November
LF: To understand how Christains prepare during Advent

How to prepare during Advent.

What you need.

- Joy
- love
- Hope
- patience
- Advent cuilder

1. Firstly make shar i have love beause love is being kinde
2. Next biya advent cuilder it susame har to be chocolate.
3. After that you can byi a candel with one pike and 1 wite one 4 peaces. [Advent wreath]
4. then joy beause joy - is fun.
5. goibt to chelch beuse we ne et to play.
6. mulke shor you do hor post a emtee cris
7. you nee to be gate fil to hwot you get.

Wednesday 7th December 2022
Next Step:
What does preparation mean? How do Christians prepare differently during Lent?

it meens preparing praiethy for a burth.
and it meens prarring for food
and praring for chrismes
geting for peple how dide
the at we prake for by detrai

Advent
andvehd is happy
Lent is a sad time

YEAR 3

Autumn Data – See attached sheet

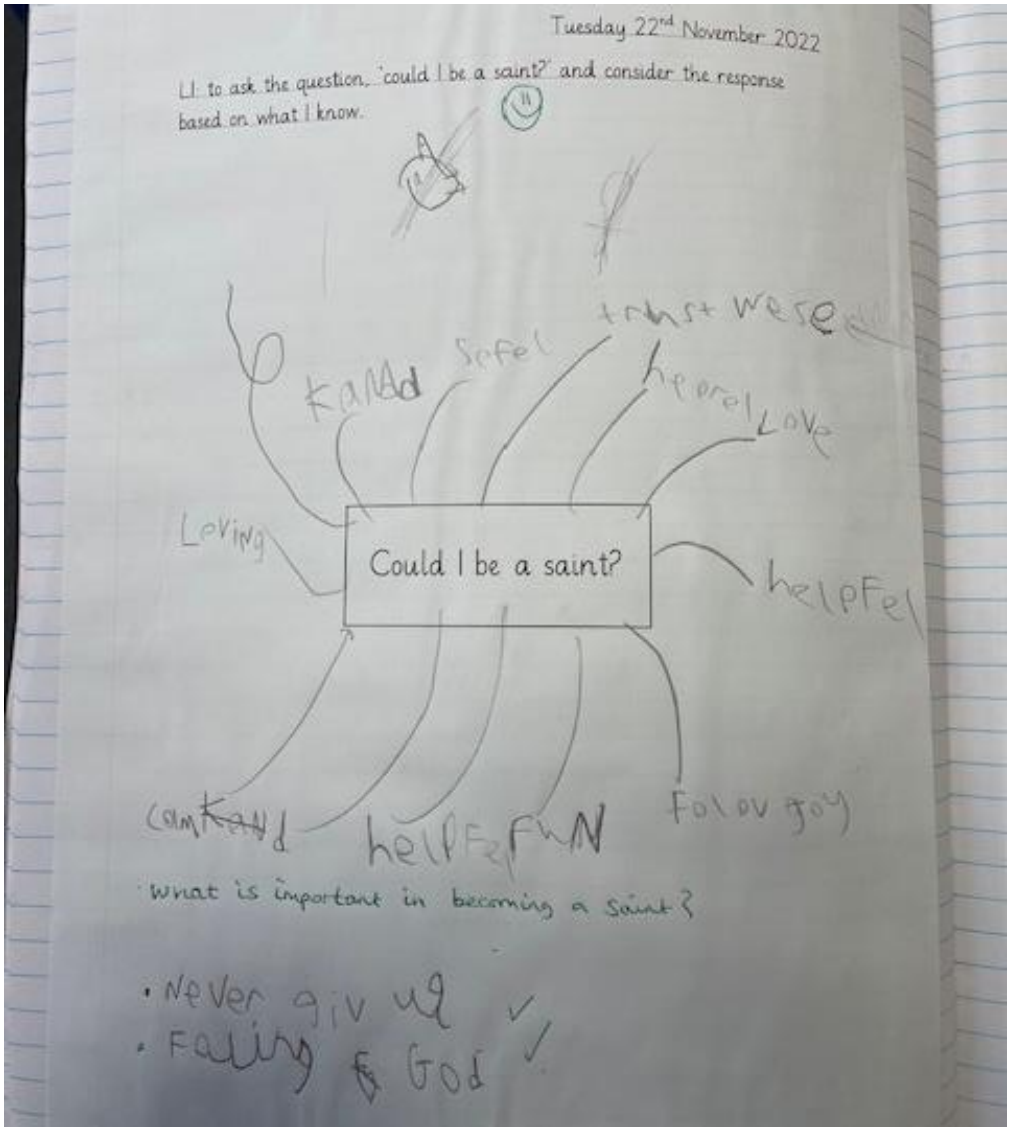
	ARE/GDS	GDS	SEN [ARE/GDS]	PP [ARE/GDS]	FSM [ARE/GDS]
AT1	12/21 = 57%	2/21 = 10%	1/5	0/1	0/1
AT2	15/21 = 71%	2/21 = 10%	1/5	0/1	0/1
AT3	13/21 = 62%	2/21 = 10%	1/5	0/1	0/1

Feedback given to staff

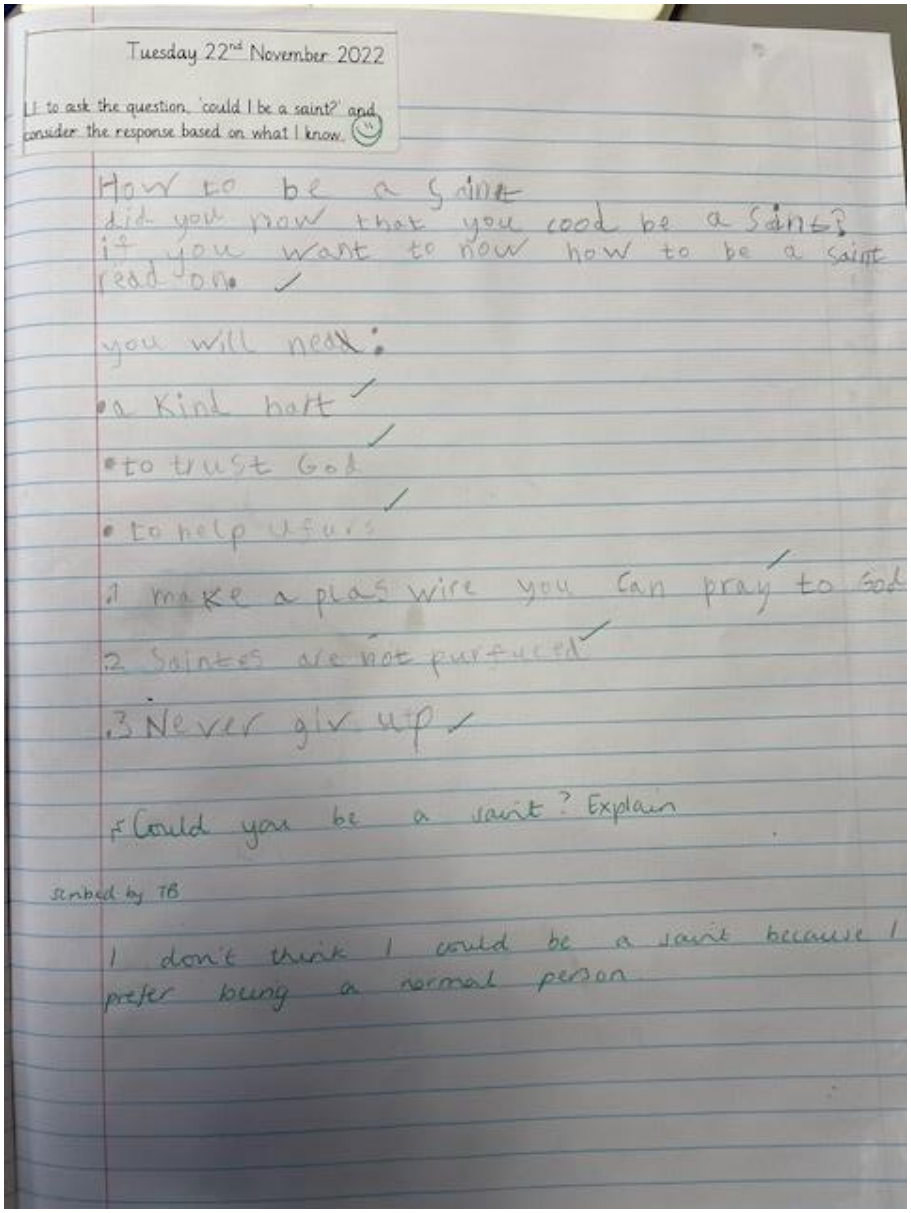
- Differentiated tasks for learners throughout the year group
- Extension questions/next steps to build on a child's knowledge and to allow them to explore AT2/AT3 skills eg 'Could you be a saint? Explain'
- Clear understanding of where children are through assessments in AT1/AT2/AT3

Actions: Evidence any extended AT3 opportunities, allowing children to analyse and evaluate scripture. Focus on vulnerable groups to extend their knowledge wherever possible

Examples of WTS – Year 3



Examples of ARE – Year 3


Tuesday 22nd November 2022

LI to ask the question, 'could I be a saint?' and consider the response based on what I know.

How to be a Saint
did you now that you cood be a Saints?
if you want to now how to be a saint
read on. ✓

you will need:

- a Kind hart ✓
- to trust God ✓
- to help ufurs ✓

1 make a plas wire you can pray to God ✓

2 Saintes are not purfuced ✓

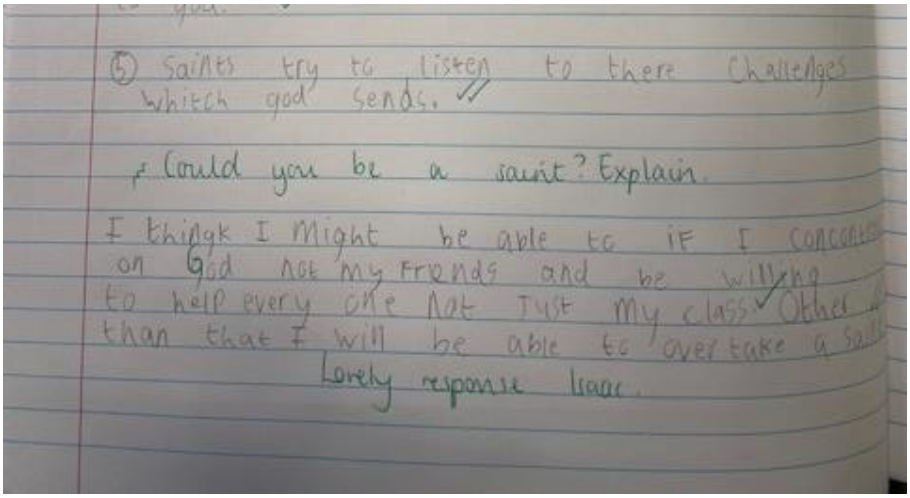
3 Never giv up ✓

Could you be a saint? Explain

Senbed by TB

I don't think I could be a saint because I prefer being a normal person.

Examples of GDS – Year 3


⑤ Saints try to listen to there Challenges whitch god sends. //

Could you be a saint? Explain.

I thingk I might be able to if I concentrate on God not my Frends and be willing to help every one Not Just My class ✓ Other than that I will be able to overtake a Saint

Lovely response Isaac.

YEAR 4

Autumn Data – See attached sheet

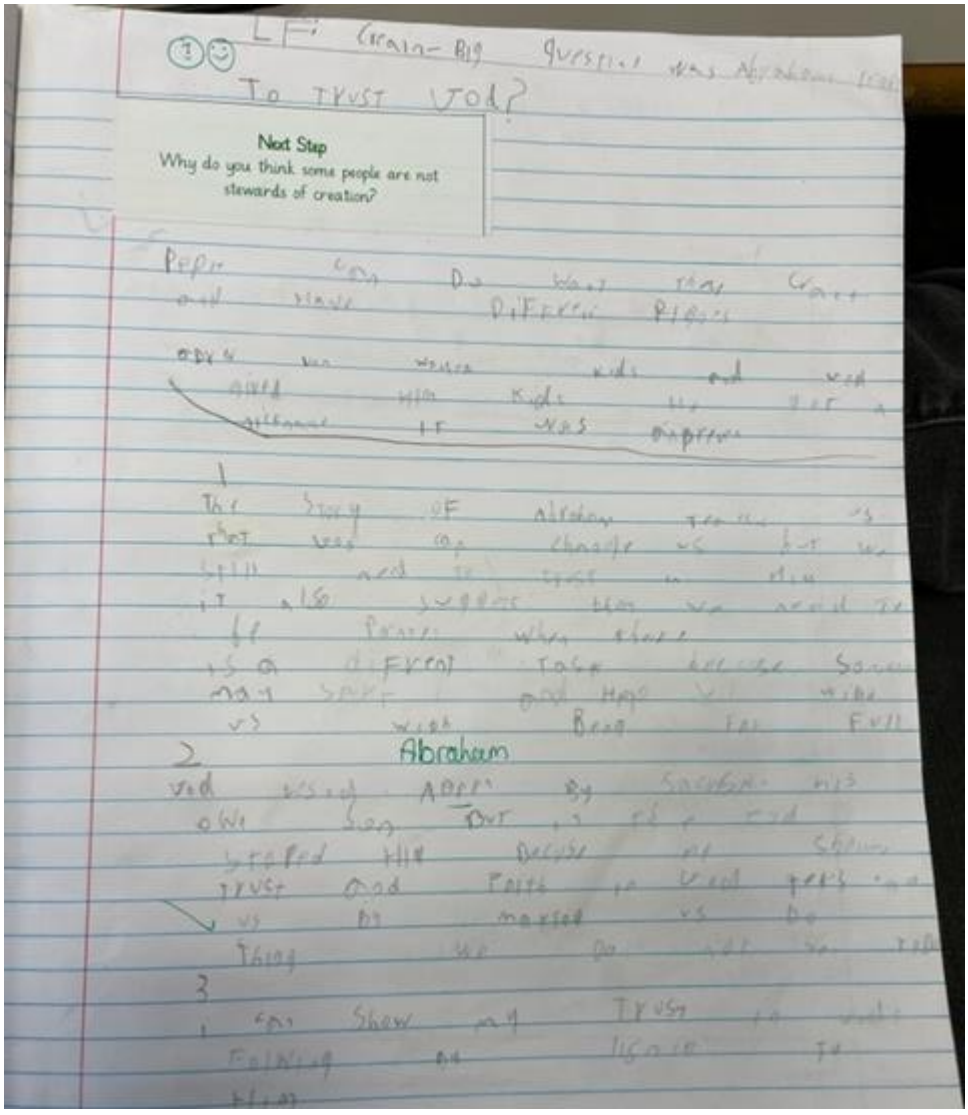
	ARE/GDS	GDS	SEN [ARE/GDS]	PP [ARE/GDS]	FSM [ARE/GDS]
AT1	17/22 = 77%	0/22 = 0%	0/4	0/1	0/1
AT2	14/22 = 64%	0/22 = 0%	0/4	0/1	0/1
AT3	12/22 = 55%	0/22 = 0%	0/4	0/1	0/1

Feedback given to staff

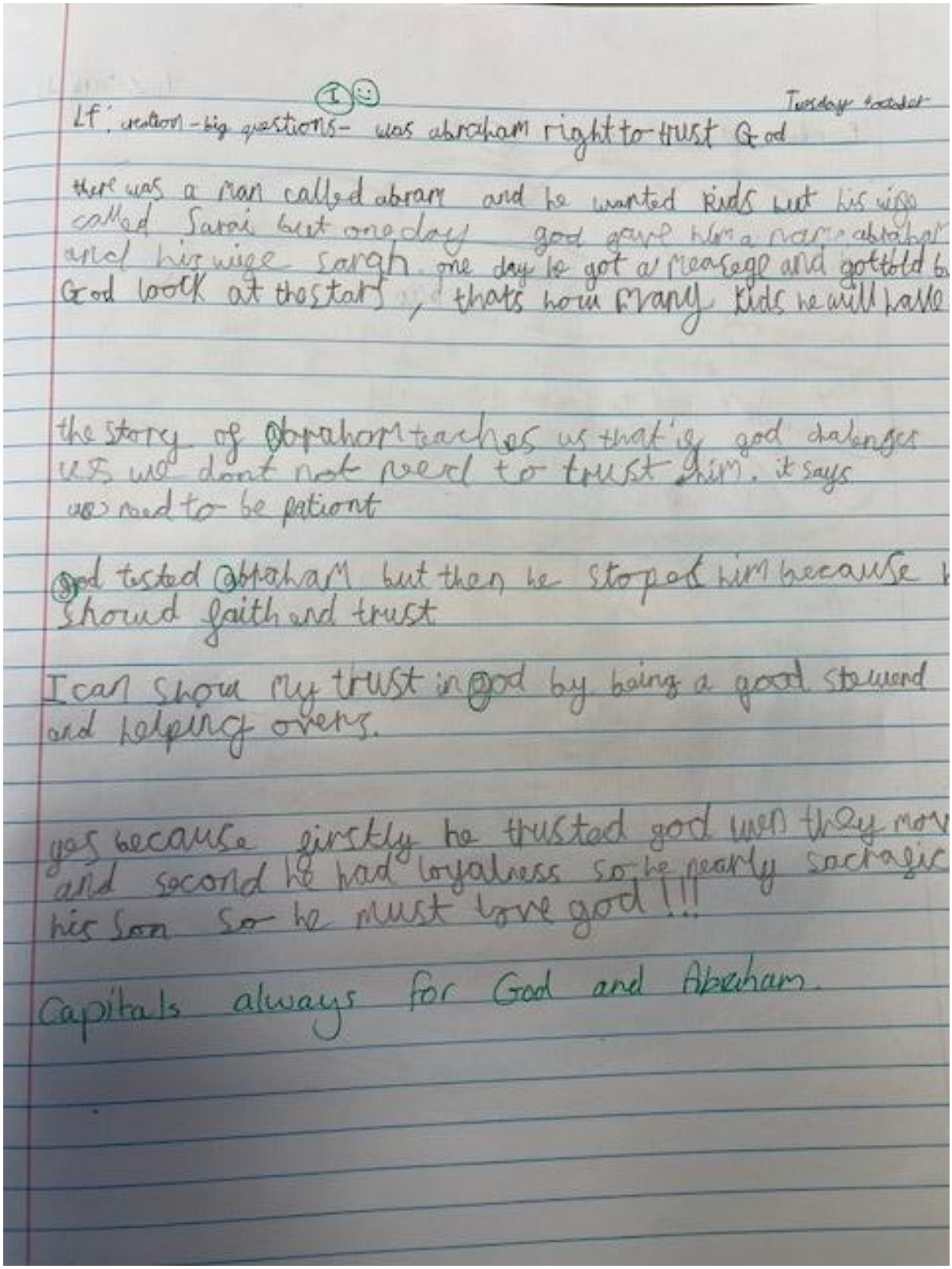
- Assessment reflects a good understanding of class
- Some creative tasks to compliment extended written pieces
- Scripture used in places to support learners to develop their ideas
- Opportunities for extended answers in most topics

Actions: Use of toolkits and planning sheets to support extended writing. Writing frames to be used to support children who are currently WTS or need extra support [SEN/PP/FSM]. Ensure adequate opportunities for extended answers to AT2 and AT3 elements from the curriculum

Examples of WTS – Year 4



Examples of ARE – Year 4



LF: creation - big questions - was abraham right to trust God

Tuesday

there was a man called abram and he wanted kids but his wife called Sarai but one day god gave him a name abraham and his wife sarah. one day he got a message and got told by God look at the stars, that's how many kids he will have

the story of abraham teaches us that if god challenges us we dont not need to trust him. it says we need to be patient

god tested abraham but then he stoped him because he should faith and trust

I can show my trust in god by being a good steward and helping others.

yes because firstly he trusted god when they move and second he had loyalness so he nearly sacrafic his son so he must love god !!!

Capitals always for God and Abraham.

YEAR 5

Autumn Data – See attached sheet

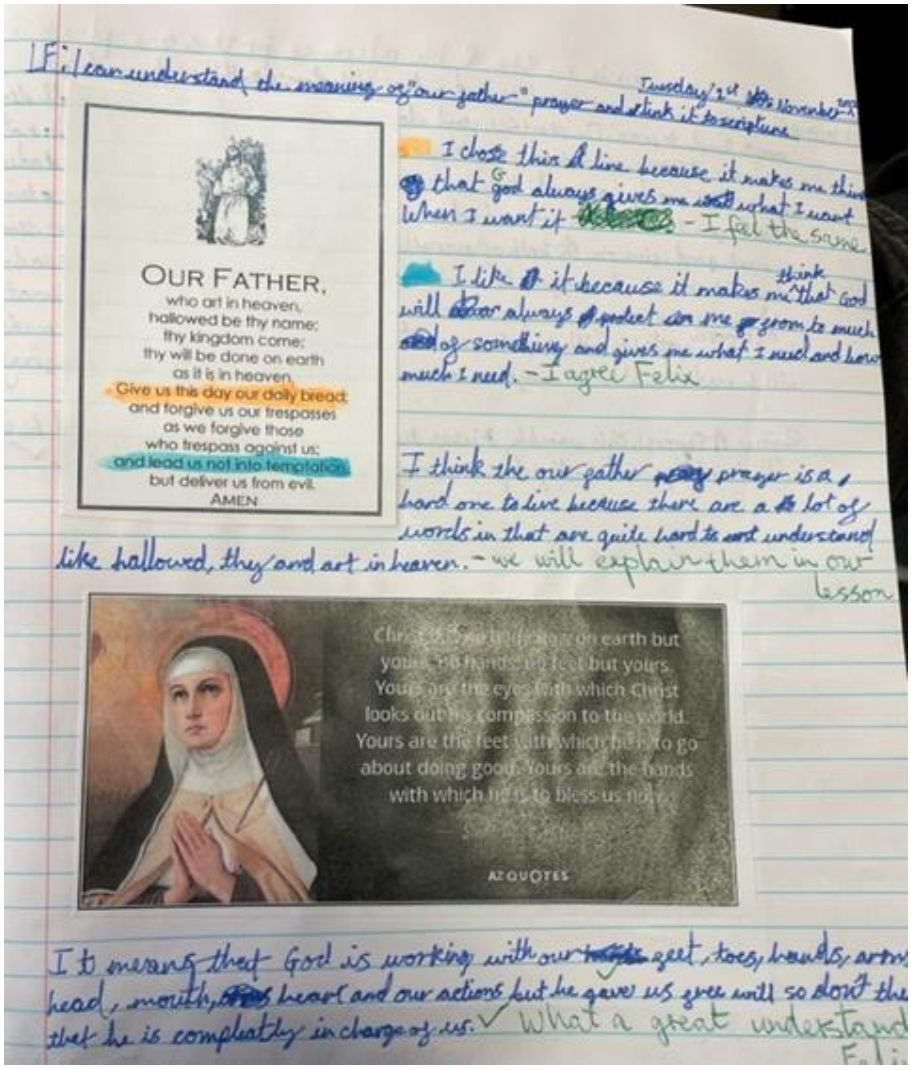
	ARE/GDS	GDS	SEN [ARE/GDS]	PP [ARE/GDS]	FSM [ARE/GDS]
AT1	10/17 = 59%	3/17 = 18%	1/1	2/3	1/2
AT2	10/17 = 59%	2/17 = 12%	1/1	2/3	1/2
AT3	10/17 = 59%	3/17 = 18%	1/1	2/3	1/2

Feedback given to staff

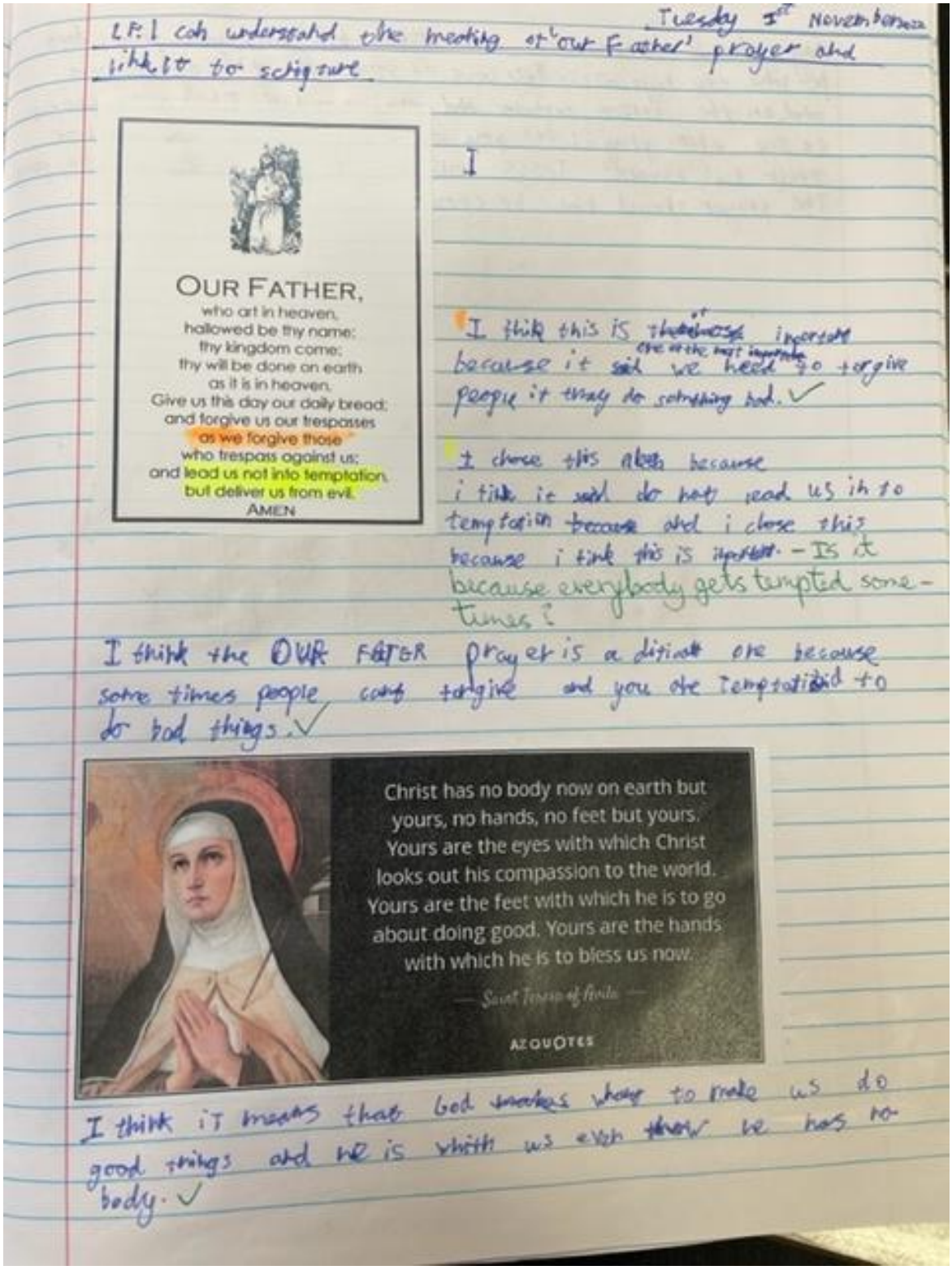
- Work evidenced thoroughly in books
- Children given variation of opportunities to deepen their understanding
- Written comments from class teacher allow children to explore AT2 and AT3 elements
- High expectations for presentation and outcomes
- Great use of scripture throughout

Actions: Use of toolkits and planning sheets to support extended writing. Ensure assessment reflects AT1 knowledge [learning about] as well as AT2/AT3. Planning to coincide with diocesan plans to ensure progression between year groups

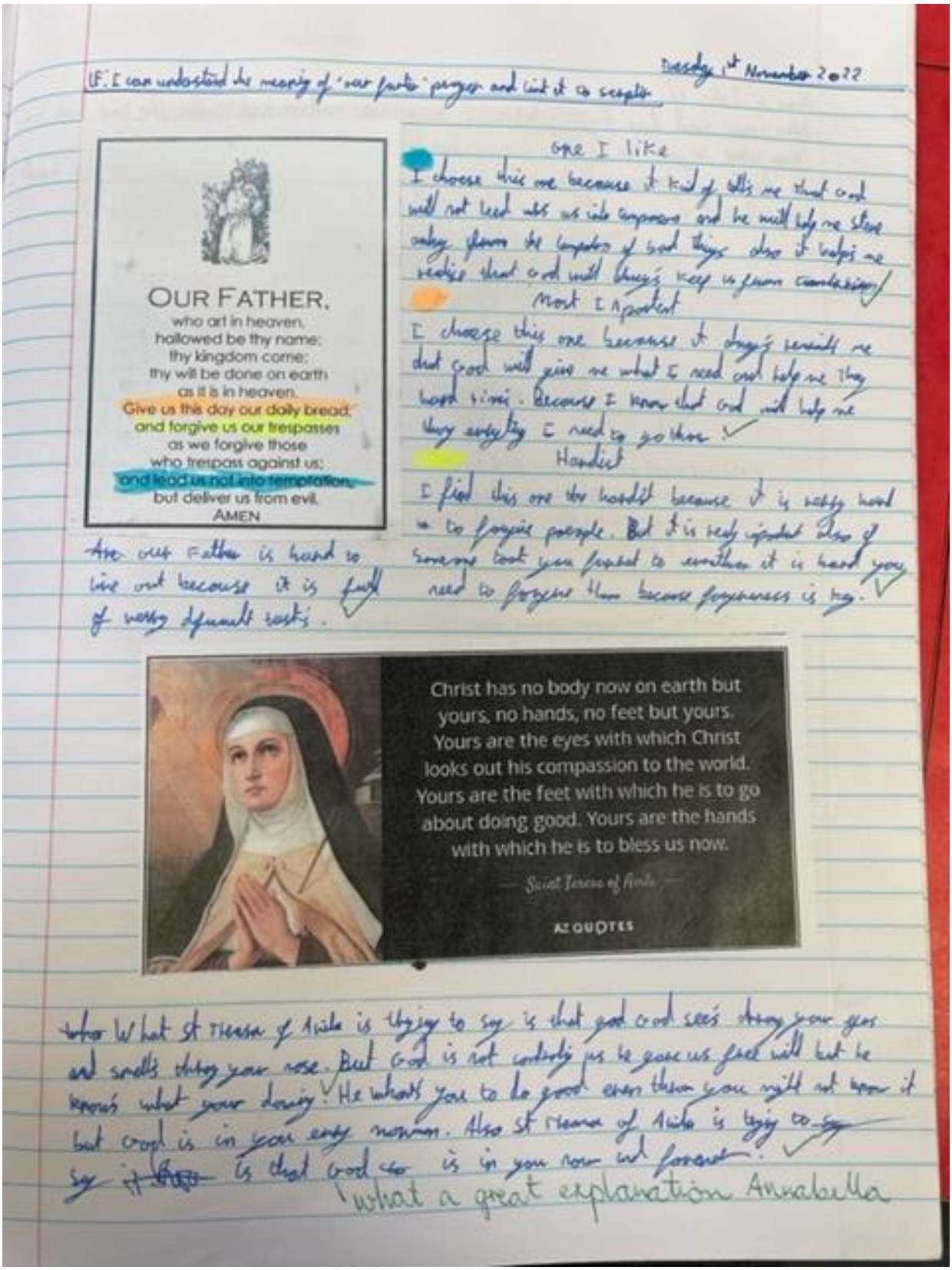
Examples of WTS – Year 5



Examples of ARE – Year 5



Examples of GDS – Year 5



Tuesday 1st November 2022

LF: I can understand the meaning of 'our father' prayer and link it to scripture.

One I like

I choose this one because it kind of tells me that god will not lead me into temptation and he will help me stay away from the temptation of bad things also it helps me realise that god will always keep us from confession.

Most important

I choose this one because it always reminds me that god will give me what I need and help me through hard time. Because I know that God will help me have everything I need to go through.

Hardest

I find this one the hardest because it is really hard to to forgive people. But it is really important also if someone took your pencil to another it is hard you need to forgive them because forgiveness is key.

Are our Father is hard to live out because it is full of really difficult tasks.

~~Who~~ What St Teresa of Avila is trying to say is that god sees ~~them~~ your good and smells ~~them~~ your rose. But God is not controlling us he gave us free will but he knows what your doing! He wants you to be good even though you will not know it but God is in your every moment. Also St Teresa of Avila is trying to ~~say~~ say ~~it~~ is that God ~~is~~ is in your now and forever.

What a great explanation Annabella

YEAR 6

Autumn Data – See attached sheet

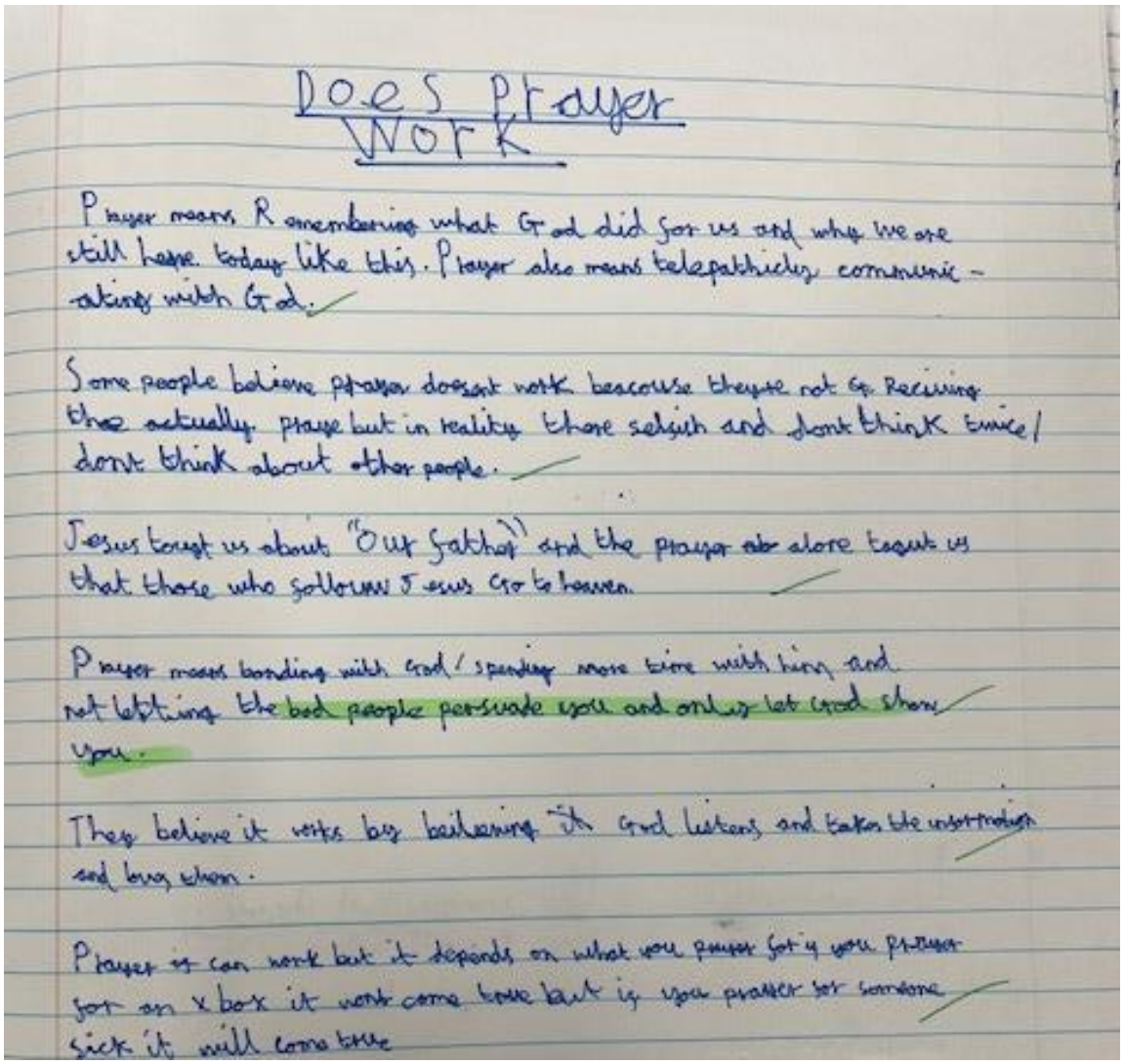
	ARE/GDS	GDS	SEN [ARE/GDS]	PP [ARE/GDS]	FSM [ARE/GDS]
AT1	16/22 = 73%	0/22 = 0%	1/2	3/4	1/2
AT2	16/22 = 73%	0/22 = 0%	1/2	2/4	1/2
AT3	11/22 = 50%	0/22 = 0%	0/2	1/4	0/2

Feedback given to staff

- Extended written tasks at the end of all units
- Scripture embedded in most lessons
- Creative tasks to engage pupils with AT1 elements
- Drama/role play used to explore AT2/AT3

Actions: Develop GDS writers within the group. Ensure all children from vulnerable groups are given opportunities to achieve. Written feedback to be developed to ensure AT2/AT3 coverage. Next steps used more frequently

Examples of WTS – Year 6



Does Prayer Work

Prayer means Remembering what God did for us and why we are still here today like this. Prayer also means telepathically communic - ating with God.

Some people believe prayer doesn't work because they're not Receiving they actually prayed but in reality they're selfish and don't think twice/ don't think about other people.

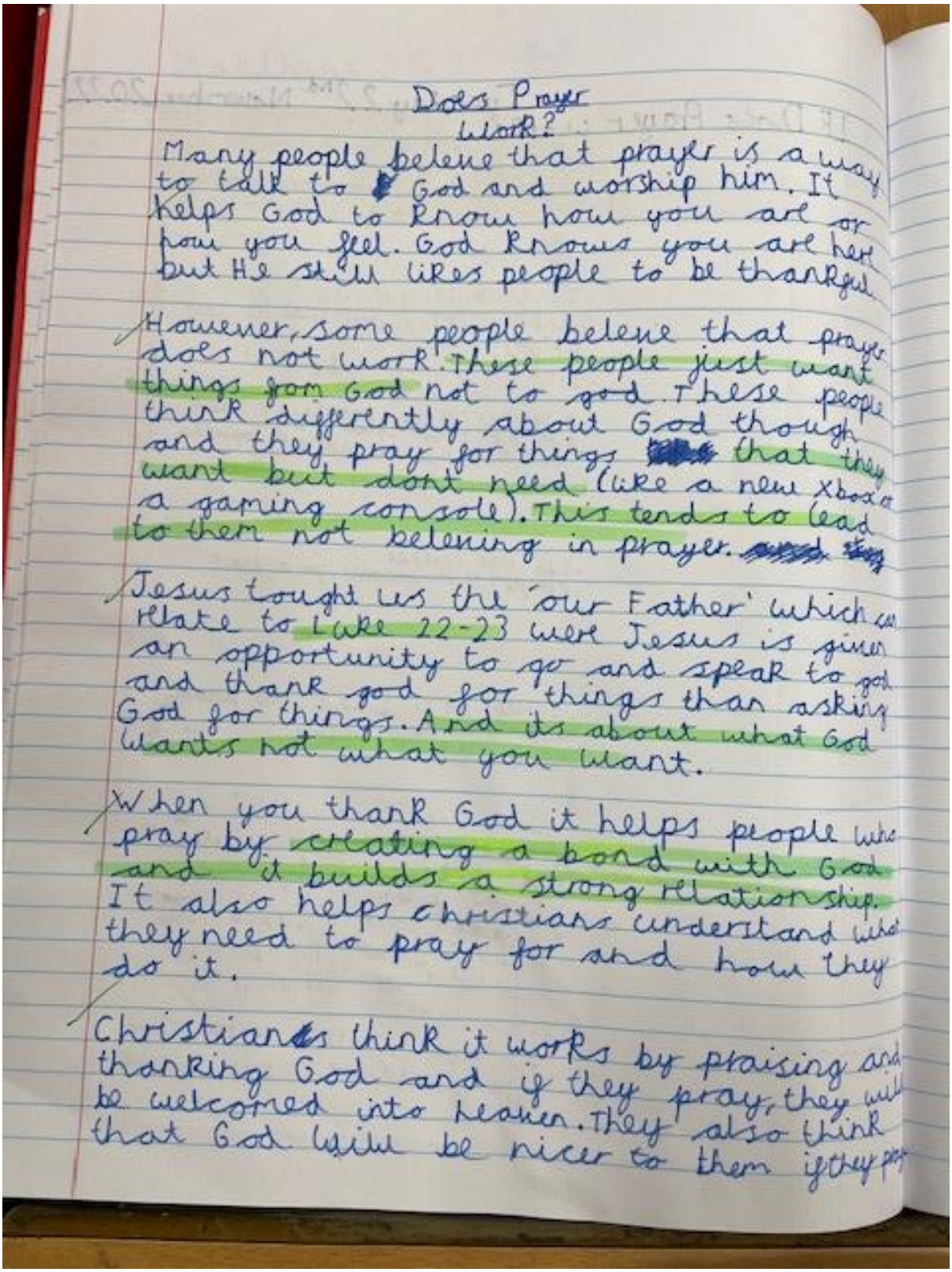
Jesus taught us about "Our father" and the prayer also alone taught us that those who follow Jesus Go to heaven.

Prayer means bonding with God / spending more time with him and not letting the bad people persuade you and only let God show you.

They believe it works by believing it God listens and takes the information and buys them.

Prayer it can work but it depends on what you prayer for if you prayed for an x box it won't come true but if you prayed for someone sick it will come true

Examples of ARE – Year 6



Does Prayer Work?

Many people belene that prayer is a way to talk to God and worship him. It helps God to know how you are or how you feel. God knows you are her but He still likes people to be thankful

However, some people belene that prayer does not work. These people just want things from God not to god. These people think differently about God though and they pray for things that they want but dont need (like a new xbox a gaming console). This tends to lead to them not belening in prayer.

Jesus tought us the 'our Father' which we relate to Luke 22-23 were Jesus is given an opportunity to go and speak to god and thank god for things than asking God for things. And its about what God wants not what you want.

When you thank God it helps people who pray by creating a bond with God and it builds a strong relationship. It also helps christians understand who they need to pray for and how they do it.

Christians think it works by praising and thanking God and if they pray, they will be welcomed into heaven. They also think that God will be nicer to them if they pray