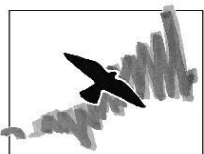


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 Diocesan House Kenwyn Truro Cornwall TR1 1JQ

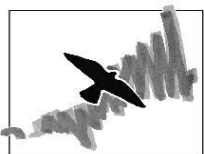
How effective is the Religious Education?

1. How high are standards in RE and how well do learners achieve? Why?	Evaluation and reference to evidence	
a. Overall, what is the level of progress all learners make in both attainment targets across the term/year? This will be based on sampling and assessment and/or examination grade descriptors for external courses?		
b. How high are standards of attainment and achievement in RE compared with other core subjects? Are they as high as in other core subjects?		
c. How well are learners able to use religious vocabulary and to express and explain their own beliefs?		
d. What are the reasons for the standards of attainment and levels of achievement in RE?		
	Grade:	1 2 3 4

2. How effective are learning and teaching in RE?	Evaluation and reference to evidence	
a. In lessons, to what extent are teachers well-prepared i.e. they have good subject knowledge and well-organised resources?		
b. How well-planned are lessons? i.e. with clear learning outcomes related to the two RE attainment targets, differentiated activities, good openings that make links with prior learning, plenaries that help learners see what they have learnt and a variety of thought provoking and challenging activities?		
c. How varied are learning and recording strategies, including ICT, so that all pupils are included and difficulty in using basic skills does not inhibit opportunities for learners' spiritual development?		
d. How effective are teachers' questioning skills? Are pupils given time to reflect and discuss and are their ideas valued?		
e. How well are resources used to promote learning?		
f. To what extent is homework (where appropriate) useful and appropriate to the subject?		
g. To what extent does marking encourage, affirm, correct misunderstanding and help learners to reflect?		
h. To what extent do teachers assess learners' work effectively based upon key skills, understanding and attitudes in RE, and adapt their teaching accordingly?		
i. How helpful and thorough is reporting on RE to parents? Is there a section in the reports sent to parents?		
	Grade	1 2 3 4



3. To what extent do learners and staff of all faiths and of none demonstrate a positive attitude towards the subject?	Evaluation and reference to evidence	
a. To what extent do learners speak of enjoying RE and of its relevance to their lives?		
b. In lessons, to what extent do learners behave well and work hard both on their own and in different groupings? Do they take pride in what they produce and work the best of their ability?		
c. In lessons, do learners contribute readily to discussions, listen to the views of others and speak confidently about their own faith?		
d. To what extent do those who teach RE demonstrate and speak of confidence, enjoyment and commitment to the subject?		
Grade:	1 2 3 4	
4. How well does RE contribute to the spiritual and moral development of all learners?	Evaluation and reference to evidence	
a. To what extent are learners helped to develop spiritually through the opportunity to explore religious ideas and relate them to themselves within a Christian context?		
b. To what extent are learners encouraged to develop morally by considering religious codes of conduct and discussing moral issues within a Christian context?		
Grade:	1 2 3 4	
5. To what extent does RE promote the distinctive Christian character of the school, together with an understanding of other faiths?	Evaluation and reference to evidence	
a. How fully does the teaching of RE comply with the locally Agreed Syllabus in VC schools or Governors’/Diocesan Syllabus in VA schools – and equivalent Foundation schools?		
b. To what degree does Christianity predominate? (In VC schools as much as the Agreed Syllabus allows)		
c. In VC schools, to what extent do parents/carers opt for denominational RE where this is different from the Agreed Syllabus?		
d. To what extent does the balance of the RE syllabus reflect religions other than Christianity, particularly those which are significantly represented in the school?		
e. To what extent are teachers helped to gain a good knowledge of the religions they teach? Is this demonstrated in lessons?		
f. In lessons how well do learners listen to each other and respect those who express beliefs and ideas different from their own?		
Grade:	1 2 3 4	



6. How important is RE in the life of the school and how is this demonstrated?	Evaluation and reference to evidence	Grade
a. To what extent does the Prospectus promote the importance of RE in a Church School and accurately describe it?		
b. To what extent does the school comply with the requirement to provide RE for all registered learners (unless withdrawn by parental request) for at least 5% of curriculum time i.e. 1 hour at KS1, 1.25 hours at KS2 and an appropriate allocation at KS3/4?		
c. How well is RE resourced in terms of staffing, time-tabling, accommodation, equipment and budget?		
d. In secondary schools are examination courses in the subject offered at KS4 and the sixth form? Where this is an option, how high is the number choosing to study it? What is the reason for this?		
e. How well-qualified, enthusiastic and up to date with professional development is the RE subject leader? Is s/he appropriately remunerated?		
f. How effective and systematic is the monitoring of RE throughout the school (including by governors e.g. through a link governor)? Are outcomes reflected in the subject development plan and acted upon?		
g. To what extent is RE enhanced through an interesting programme of visits and visitors?		
h. In primary schools, how effectively is spiritual development planned and promoted in the foundation stage in readiness for RE at KS1?		
	Grade:	1 2 3 4
Link with SEF: 5a/5b	OVERALL GRADE:	1 2 3 4