**Option One** – using the grade descriptions below, ‘RAG’ rate the description that is the best fit for your school. Start with the descriptors for ‘Good’.

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| Outstanding | Good | Requires Improvement  | Inadequate |
| Teachers have a high level of confidence based on authentic subject knowledge and teaching expertise, appropriate to the phase in which they are teaching. | Teachers are confident in their subject knowledge and have a good understanding of how pupils learn, appropriate to the phase in which they are teaching. | Teachers have insufficient subject knowledge or a limited understanding of how pupils learn. They are insufficiently prepared to lead the learning in religious education. | Teachers have little, if any, appropriate subject knowledge or no real understanding of how pupils learn. They are not equipped to lead the learning in religious education. |
| Teachers demonstrate a deep commitment and high expectations for religious education and they communicate this highly effectively to their pupils. | Teachers are committed to value of religious education and they communicate this effectively to their pupils. | Teachers are passive in their commitment to religious education and this is communicated to their pupils. | Teachers lack commitment to religious education. |
| Planning is linked to pupils’ current assessment and their knowledge of the individual, such that lessons consolidate and extend pupils’ knowledge and understanding, so that they learn extremely well. | Planning is linked to pupils’ current assessment so that pupils learn well. | Planning is not always linked to pupils’ current assessment such that learning is limited. | Planning is not linked to pupils’ current assessment. |
| Teachers use questioning skillfully during lessons to identify precisely where pupils are in their understanding. As a result, they adapt explanations and tasks, thus increasing engagement and maximising learning for all pupils. | Teachers use questioning during lessons to identify where pupils are in their understanding. As a result, they adapt explanations and tasks, thus improving learning for most pupils. | Teachers’ skill in questioning is limited and/or their adaptation of explanations and tasks and explanations is minimal. | Teachers rarely ask questions and/or do not adapt explanations or tasks as a consequence of questioning. |
| Celebration of effort is clearly evident, leading to high levels of motivation from pupils. Teachers provide pupils with relevant and specific feedback which ensures that all pupils clearly understand what they need to do to make progress in their learning. | Pupil effort is often celebrated leading to good levels of motivation from pupils. Teachers provide pupils with feedback which ensures that most pupils understand what they need to do to make progress in their learning. | Celebration of pupil effort is inconsistent. Teachers provide pupils with feedback, but this makes little difference to pupils’ understanding of how to make progress in their learning. | There is no culture of celebration of effort. Feed-back rarely, if ever, happens and when given makes no difference to pupils’ understanding of how to make progress in their learning. |
| Teachers have a profound understanding of the impact religious education has on the moral and spiritual development of pupils and their ability to meaningfully make sense of their experience of the world. Therefore, teachers give pupils space and time for purposeful reflection in lessons. | Teachers recognise the impact religious education has on the moral and spiritual development of pupils. Therefore, teachers give pupils space and time for reflection in lessons. | Teachers have a limited understanding of the importance of religious education as a component of moral and spiritual development. As a consequence, they do not value, or make little time for reflection in lessons. | Teachers do not appear to recognise the value of moral and spiritual development as an integral part of learning in religious education. |
| Teachers plan carefully to ensure that pupils are given extensive opportunities to present their learning using a wide variety of forms of expression to meet the differing needs of all pupils. High quality resources, including other adults, are used very effectively to optimise learning for all pupils. | Teachers provide pupils with opportunities to present their learning using a variety of forms of expression to meet the differing needs of pupils. Good quality resources, including other adults are used effectively to optimise learning for most pupils. | Teachers provide limited opportunities for pupils to use a variety of forms of expression and do not fully meet the differing learning needs of pupils. The quality of resources is limited and the use of resources, including other adults, is not as good as it should be. | Teachers provide few, if any, opportunities for pupils to use a variety of forms of expression and the differing learning needs of pupils are overlooked. The quality of resources is poor and resources, including other adults, are not well deployed. |

**Option Two** – Complete the ‘Audit Tool’ below

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|  | Fully | Partially | Not evidenced |
| Teachers are confident in their subject knowledge and have a good understanding of how pupils learn, appropriate to the phase in which they are teaching. |  |  |  |
| Teachers are committed to value of religious education and they communicate this effectively to their pupils. |  |  |  |
| Planning is linked to pupils’ current assessment so that pupils learn well. |  |  |  |
| Teachers use questioning during lessons to identify where pupils are in their understanding. As a result, they adapt explanations and tasks, thus improving learning for most pupils. |  |  |  |
| Pupil effort is often celebrated leading to good levels of motivation from pupils. Teachers provide pupils with feedback which ensures that most pupils understand what they need to do to make progress in their learning. |  |  |  |
| Teachers recognise the impact religious education has on the moral and spiritual development of pupils. Therefore, teachers give pupils space and time for reflection in lessons. |  |  |  |
| Teachers provide pupils with opportunities to present their learning using a variety of forms of expression to meet the differing needs of pupils. Good quality resources, including other adults are used effectively to optimise learning for most pupils. |  |  |  |
| **ACTION POINTS** |  |  |  |