**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 |
| Pupils are developing excellent knowledge, understanding and skills that exemplify the learning required by the Religious Education Curriculum Directory. | Pupils are developing secure knowledge, understanding and skills that reflect the learning required by the Religious Education Curriculum Directory. | For a significant minority of pupils, the knowledge, understanding and skills required by the Religious Education Curriculum Directory are insufficiently developed. | The knowledge, understanding and skills of pupils are limited or poorly reflect the learning required by the Religious Education Curriculum Directory. |
| Pupil progress from starting points is above average when compared with other core curriculum subjects in school or with national averages where available. | Pupil progress from starting points is above average when compared with other core curriculum subjects in school or with national averages where available. If it is not, it displays an historical and consistent trend of improvement in that direction. | Pupil progress from starting points of most pupils is at least average. However, some pupils make progress that is below average when compared with other core curriculum subjects in school or with national averages where available. | Pupil progress is consistently well below average when compared with other core curriculum subjects in school or national averages where available. |
| The progress of groups with specific needs matches or is improving towards that of other pupils with the same starting points | The progress of groups with specific needs is close to or is improving towards that of other pupils with the same starting points. | There are noticeable differences in the progress of groups with specific needs from similar starting points and improvement in narrowing these gaps is slow. | There are wide differences in the progress of different groups with specific needs from similar starting points and these are not improving. |
| Pupils, relative to their age and capacity, are religiously literate and engaged young people; they use their knowledge, understanding and skills effectively, to reflect spiritually, and to think ethically and theologically. As a consequence, they are particularly aware of the demands of religious commitment in everyday life. | Pupils, relative to their age and capacity, are religiously literate and engaged young people; they use their knowledge, understanding and skills, to reflect spiritually, and to think ethically and theologically. As a consequence, most pupils are aware of the demands of religious commitment in everyday life. | Pupils, relative to their age and capacity make some use of their knowledge, understanding and skills, to reflect spiritually and think ethically and theologically in a limited way about the demands of religious commitment in everyday life. | Pupils make little, if any use of their knowledge, understanding and skills, to reflect spiritually and think ethically and theologically. They are largely unaware of the demands of religious commitment in everyday life. |
| Pupils can speak fluently and confidently about what they have learned in religious education, using key concepts and subject-specific vocabulary. As a consequence, they ask incisive questions of adults and peers, which indicate an innate curiosity and a desire to deepen learning. | Pupils can speak with confidence about what they have learned in religious education, showing an awareness of key concepts and using some subject-specific vocabulary. As a consequence, they are able to ask good questions of adults and peers, which enhance learning. | Pupils are able speak about what they have learned in religious education, although with limited confidence and limited use of subject-specific vocabulary. As a consequence, they ask questions of adults and peers, which sometimes enhance learning. | Pupils are hesitant and unsure in their articulation of what they have learned in religious education. They rarely ask questions, or their questions are not relevant to their learning. |
| Pupils show notable independence in their learning; they can think for themselves, synthesizing what they have learned in original and creative ways. As a consequence, they concentrate exceptionally well, love the challenge of learning and are curious, interested learners | Pupils are able to work independently and take the initiative in their learning when given the opportunity to do so. As a consequence, they concentrate well, and respond to the challenge of learning. | Pupils demonstrate a limited ability to work independently and take the initiative in their learning. They struggle to concentrate and respond in a limited way to the challenge of learning. | Pupils rarely, if ever, work independently. They frequently lack concentration. |
| Pupils produce work of a consistently high quality, demonstrating excellent presentation, individuality and creativity. This motivates high performance from others through the modelling and displaying of excellent work. | Pupils produce good work that is presented well and shows signs of emerging individuality and creativity. Through the modelling and displaying of this work other pupils are encouraged to strive to improve. | Pupils produce work that is inconsistent in its quality, showing limited evidence of individuality and creativity. | Pupils produce work that is poorly presented, showing little if any, individuality or creativity; it is deficient both in terms of quality and quantity. |
| Pupils are actively engaged in lessons; they are reflective and are highly committed to improving their knowledge, understanding and skills, in order to further develop as competent learners. | Pupils engage in lessons and show a willingness to improve their knowledge, understanding and skills, in order to further develop as competent learners. | Pupils participate in their lessons but with limited motivation to improve their knowledge, understanding and skills as learners. | Pupils are not engaged in lessons and have little interest in the subject. |
| Pupils enjoy their learning and approach lessons with great interest, passion and enthusiasm. As a consequence, behaviour in lessons is outstanding because almost all pupils enjoy religious education and they remain fully engaged even in extended periods without direction from an adult. | Pupils enjoy their learning and approach their lessons with interest and enthusiasm. As a consequence, behaviour in lessons is good because most pupils enjoy religious education and are usually engaged. | Pupils show limited interest and little enjoyment of learning in religious education. As a consequence, behaviour in lessons is varied and disruptions in lessons sometimes take place. | Pupils show little or no enjoyment of their learning in religious education. As a consequence, their behaviour in lessons is disruptive and not conducive to learning. |
| Pupils have a clear understanding of how well they are doing, of what they need to do to improve, and can fully articulate how they have made progress. | Pupils have an understanding of how well they are doing, of what they need to do to improve, and can articulate how they have made progress. | Pupils have a limited understanding of how well they are doing and of what they need to do to improve. | Pupils have no involvement in assessing how well they are learning. |
| Pupils achieve above average attainment when compared with other core curriculum subjects or using national data where available. This has been sustained for the last three years for almost all pupils. | Pupils achieve at least average attainment when compared with other core curriculum subjects or using national data where available. This has been sustained for the last three years, or if it has not there is an improving trend. | Pupils do not always achieve average attainment when compared with other core curriculum subjects or national data where available. | Most pupils achieve below average attainment when compared with other core curriculum subjects or national data where available. |

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

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|  | **Fully** | Partially | Not evidenced |
| Pupils are developing secure knowledge, understanding and skills that reflect the learning required by the Religious Education Curriculum Directory. |  |  |  |
| Pupil progress from starting points is above average when compared with other core curriculum subjects in school or with national averages where available. If it is not, it displays an historical and consistent trend of improvement in that direction. |  |  |  |
| The progress of groups with specific needs is close to or is improving towards that of other pupils with the same starting points. |  |  |  |
| Pupils, relative to their age and capacity, are religiously literate and engaged young people; they use their knowledge, understanding and skills, to reflect spiritually, and to think ethically and theologically. As a consequence, most pupils are aware of the demands of religious commitment in everyday life. |  |  |  |
| Pupils can speak with confidence about what they have learned in religious education, showing an awareness of key concepts and using some subject-specific vocabulary. As a consequence, they are able to ask good questions of adults and peers, which enhance learning. |  |  |  |
| Pupils are able to work independently and take the initiative in their learning when given the opportunity to do so. As a consequence, they concentrate well, and respond to the challenge of learning. |  |  |  |
| Pupils produce good work that is presented well and shows signs of emerging individuality and creativity. Through the modelling and displaying of this work other pupils are encouraged to strive to improve. |  |  |  |
| Pupils engage in lessons and show a willingness to improve their knowledge, understanding and skills, in order to further develop as competent learners. |  |  |  |
| Pupils enjoy their learning and approach their lessons with interest and enthusiasm. As a consequence, behaviour in lessons is good because most pupils enjoy religious education and are usually engaged. |  |  |  |
| Pupils have an understanding of how well they are doing, of what they need to do to improve, and can articulate how they have made progress. |  |  |  |
| Pupils achieve at least average attainment when compared with other core curriculum subjects or using national data where available. This has been sustained for the last three years, or if it has not there is an improving trend. |  |  |  |
| **ACTION POINTS** |  |  |  |