

## Maintaining highly effective practice in RE



Diocese of Norwich  
Education and  
Academies Trust

Based on the work of Mary Myatt (2015), the RE Quality Mark Gold award academies identified the following areas within RE that would enable them, and others, to maintain highly effective practice in RE.

### **Adding Value, in particular identifying and prioritising under performing groups**

- Looking at how we track pupils to identify the vulnerable and how to provide support
- Pupils may be vulnerable in different ways in RE- acknowledging this and recognising this e.g. weak subject knowledge, lack of open mindedness, lack of confidence to express views, struggling with abstract thinking
- Giving plenty of opportunities for pupils to share their idea and thoughts in a non-judgemental environment
- Support pupils who struggle with complexity of ideas and contestable nature of beliefs e.g. some see things in a very 'black and white way'.
- Know how to evidence to ensure we capture achievements of the most vulnerable e.g. use of video, use of photos, use of post it notes

### **A rich curriculum**

- Providing a variety of approaches to RE
- Ensuring RE is balanced (Theology, philosophy, human/social sciences)
- Providing a range of experiences e.g. visits and visits, virtual visits, email a believer, skype/facetime
- Involving parents and the community, making learning 'real'
- Going in depth, not trying to cover too much

### **Positive attitudes**

- Providing a non-threatening and non-judgemental setting
- Encouraging parents to get involved and learn about what pupils do in RE
- Encouraging 'I wonder' questions
- Using 'story cafes' or similar to share RE related stories and narratives, link to cultural as well as religious literacy
- Use the website and social media to promote RE learning beyond the school

### **Focus on self-evaluation**

- Ensure RE related issues/development is on the single change plan
- Create appraisal targets links to RE

- Use the REQM questionnaire with pupils at least once a year, link to raising standards
- Audit all new staff to establish their skill base and where CPD may be of benefit
- Ensure groups such as governor ethos committees discuss RE regularly

### **Raising achievement through outstanding teaching**

- Use good resources such as Understanding Christianity
- Use creative approaches such as effective storytelling/Godly Play
- Develop a respect for the subject amongst pupils
- Ensure tasks are high impact, low threat
- Use higher order questioning
- Develop creative ways of recording pupils' responses that do not always involve written work
- Provide feedback relating to RE specifically, not to English, when doing written work
- Monitor regularly, including talking to children and looking at pupil work
- Ensure RE has clear actions for development as part of the single change plan
- Ensure CPD for RE is of high quality- whether internally or externally
- Follow up non-negotiables for teaching of RE

### **Researched focused and aware of wider educational issues and concerns**

- Use CPD from other curriculum areas and relate it to RE
- Read more, provide time to read more widely about RE!
- Ensure research based practice is monitored for impact
- Share CPD with all staff
- Use social media and new Research for RE website to get initial ideas/as a starting point for RE

### **Networking**

- Use school website to showcase work
- Use social media e.g. twitter (RE Chat UK, 1<sup>st</sup> of each month)
- Join Facebook RE groups (e.g. NATRE primary group, Re East)
- Mentor and coach other RE leads as part of DNEAT REQM strategy
- Invite in other teachers to our schools
- Make most of links across the federations
- Attend local leaders forum (Diocese/DNEAT)

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Kathryn Wright  
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