

Subject RE

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## WHITE HAT THINKING

### FACTS Outcomes for pupils

#### → Key stage 1-

##### Year 1

(55 children)	0%	71%	29%
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#### → Groups

Boys (32 children)	0%	69%	31%
Girls (25 children)	0%	74%	26%
SEN (6 children)	0%	100%	0%
PP (10 children)	0%	70%	30%
EAL (12 children)	0%	83%	17%

##### Year 2

(52 children)	2%	69%	25%
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#### → Groups

Boys (28 children)	0%	71%	29%
Girls (24 children)	4%	67%	21%
SEN (11 children)	0%	89%	11%
PP (8 children)	0%	63%	27%
EAL (11 children)	9%	73%	18%



## Summative statement

### BLUE HAT THINKING

The children's knowledge of RE is high in KS1 and they could discuss concepts in detail, giving their own thoughts and opinions in Year 2.

The RE may needs to be rewritten to link more with the new Living Difference 4 Syllabus, which will released in Autumn 2021



## GREEN HAT THINKING

### Actions

Rewrite some units in line with Living Difference 4

Closely monitor the way new language is introduced and reinforced. Through pupil conference focus on the children's acquisition and use of language

Ensure that the lesson sequences are in line with the planning

Revisit the assessment activities



## BLACK HAT THINKING Areas for development

- Quality of teaching, learning and assessment

Investigate the opportunities for EAL and SEND children to show their knowledge, particularly in Year 2 next year

Ensure that the new vocabulary is taught and children are given the opportunity to embed it

Ensure that the Early Years planning is followed through in all units

- Quality of the curriculum

Rewrite some units for the new Living Difference 4

Add more creative activities to planning throughout

Ensure that there are opportunities to practice new vocabulary within each unit of work



## YELLOW HAT THINKING Strengths

- **Quality of teaching, learning and assessment** (include planning, task design, assessment and marking)

The lessons are much more concept based and the children, through pupil conferencing, have a very good understanding of these concepts

Short term plans use the medium term plans well and planning is thorough, using the Hampshire teaching cycle for RE

There are a range of tasks, practical, oral and written. This allows children to develop their thinking skills regardless of their writing ability

- **Quality of the curriculum**

The curriculum is based on the 'Living Difference 3' and the Hampshire planning models

Most of the units have worked well