

Target	Actions	Evaluation Timeline	Evidence
IQ6- Is the RE curriculum effective?			
A challenging, accurate, well-sequenced, well-balanced, relevant and diverse curriculum exists from year 7-11	<ul style="list-style-type: none"> • GME to review and re-sequence curriculum • RF/CST to QA against target • GME/SAW to attend training for illumination pathways • Align ambitious curriculum with illuminating pathways • GME to ensure Tier 3 vocabulary is prevalent in the curriculum • GME to ensure that teaching of knowledge leads to application of knowledge throughout the curriculum 	<ul style="list-style-type: none"> • Internal subject curriculum review July - CST/SN Oct- CST/SN • External subject curriculum review 16th and 23rd June- Fiona Ashton, Jo Venn Jane Griffiths- TBC (July) Jo Williams (July) SIAMS Sept TBC Fiona Ashton • Weekly CPD • Coaching CST/GME • Coaching GME/SAW 	Feedback from subject curriculum review Audit of curriculum Feedback from stakeholders.
Continuing professional development has an impact on the effectiveness of the curriculum	<ul style="list-style-type: none"> • CPD is closely linked to the delivery of an effective curriculum • SAW to introduce intellectual planning sessions on Friday P2. • GME to lead intellectual planning sessions so that all teachers are teaching ambitious content effectively. • Subject knowledge is a focus of CPD, in particular the new knowledge introduced to the curriculum. • Internal QA processes are in place by SAW and leaders have an accurate picture of emerging priorities. • Weekly meetings between leaders address emerging priorities and action these immediately. 	<ul style="list-style-type: none"> • Weekly Dept LW and feedback May-September 	Feedback from learning walks Evidence from meetings
Systems in RE, such as data tracking, work scrutiny and feedback are robust and effective.	<ul style="list-style-type: none"> • Leaders must evaluate the current systems and refine so that evaluation in RE is robust, effective and leads to positive outcomes • Pupil data informs curriculum plans and is a focus of department CPD. • All teachers are aware of their top 5 pupils and have clear actions in place to support their progress in RE. 	<ul style="list-style-type: none"> • Review June • Refine July • In place September 1st 	LM meetings

IQ7- Is the quality of teaching and learning effective?

<p>Leaders have a clear understanding of the quality of teaching and learning across the department</p>	<ul style="list-style-type: none"> • QA is sharply focussed on the SG5 • Feedback is regular and drives teaching and learning forward • Department CPD focuses on areas of development • Leaders track the impact of CPD to ensure it has a positive impact on the quality of teaching and learning. • Seek support from T&L team to lead CPD if required. 	<ul style="list-style-type: none"> • May- QA plan in place • June- tracking systems in place • May- Plan for CPD in place 	<p>Feedback from learning walks/reviews LM meetings</p>
<p>Quality of teaching in RE is consistent with high levels of challenge and regular AFL resulting in good progress.</p>	<ul style="list-style-type: none"> • Staff actively seek out best practice both with the department and around school • All members of the department are coached on effective implementation of a challenging curriculum. • All staff engage with teach like a champion, actively seeking ways to improve their practice. • Staff are open to team teaching as a method to improve practice. • CPD is regular and ongoing- the department is supported by the teaching and learning team when needed. 	<ul style="list-style-type: none"> • Teaching and Learning revisit- July VDN • External reviews (see above.) • Teaching and learning review- October VDN • Weekly learning walks- SAW, GME, RF, VDN 	<p>Feedback from learning walks/reviews</p>
<p>Leaders ensure that all assessments build pupils' knowledge over time leading to good outcomes and progress.</p>	<ul style="list-style-type: none"> • Review and refine current assessments so they align to the new curriculum and lead to progress over time. • Embed a robust moderation cycle into subject CPD so that consistency in marking and expectations is clear across the department. • Utilise training from exam boards and exam markers so that all staff across RE are clear on expectations and standards in work. • Use sample material and moderation reports from exam boards to standardise practice across the department. 	<ul style="list-style-type: none"> • Moderation • 	<p>Feedback from moderation and exam boards.</p>