

# **Raising Standards**

**at GCSE in**

# **Religious Education**

**Self-Review Audit Tool for RE Departments**

*AGENDA ITEM  
5*



## Raising Standards at GCSE in Religious Education

In order to ensure that pupils are able to achieve their full potential in their GCSE results, the following audit questions will help you to identify areas in which pupils can be supported.

### A. Targeting Pupils

Question	Secure	Developing	Requiring Improvement
<ul style="list-style-type: none"> <li>▪ Do you target pupils for support during KS3 and KS4?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Do you review the group regularly and talk to them about their standards of work?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Do you take into account gender variations in national, local and school performance?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Do you target pupils (not necessarily exclusively) in Easter revision classes and/or February half-term revision "club"?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Do you keep in touch with other departments in the school, form tutors or other staff, e.g. learning Mentors, to keep aware of changes to individual circumstances? <i>(These could be home problems, anxieties, relationship or health issues which may be influencing students' work and to which you need to be sensitive.)</i></li> </ul>			

## B. Empowering Pupils to Manage their Learning

Question	Secure	Developing	Requiring Improvement
<ul style="list-style-type: none"> <li>▪ Do you develop pupils' strategies to organise and remember what they have learned?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Do you encourage targeted pupils by building up their confidence and the mindset that they are going to do well?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Do you make clear to pupils the difference between performance at different levels and how to move from one grade to another?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Do you use grade exemplars in lessons?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Do you share this information with parents?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Do you set clear and precisely focused targets based on these definitions?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Do you teach pupils to assess their own work against grade criteria? <i>(It is useful to begin training pupils in this approach as early as is feasible in Key Stage 3 and to develop peer assessment from Year 7)</i></li> </ul>			
<ul style="list-style-type: none"> <li>▪ Do you include precise, detailed, subject-specific assessment criteria in pupils' workbooks / planners / diaries and refer to these in lessons, particularly in plenary sessions?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Do you maintain portfolios of previous pupils' work, by grade as exemplars and use these with pupils before key pieces of work?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Do you use the QCA exemplification materials with staff and pupils?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Do you use trial papers over a protracted period, not just before the exam, in order to develop exam technique and insight into question choice?</li> </ul>			

<ul style="list-style-type: none"> <li>Do you use paired and group activities to analyse examination questions and answers?</li> </ul>			
<ul style="list-style-type: none"> <li>Do you use pupil/pupil mentoring (e.g. support from an older pupil who followed the same course or a more able pupil in the same year group)?</li> </ul>			
<ul style="list-style-type: none"> <li>Do you encourage use of the Internet as a home study resource through focused task setting?</li> </ul>			
<ul style="list-style-type: none"> <li>Do you make use of relevant trips and other experiences for motivational purposes and make explicit links to the course / examination so that pupils apply understanding in other contexts?</li> </ul>			

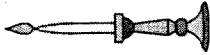
**C. Planning and time usage**

Question	Secure	Developing	Requiring Improvement
<ul style="list-style-type: none"> <li>Are you precise, realistic and unbending about coursework submission dates, including interim dates for feedback on progress? (You should lay down the principles of this regime in Key Stage 3)</li> </ul>			
<ul style="list-style-type: none"> <li>Do you use a lesson by lesson monitoring sheet so individual pupils can chart their progress through longer pieces of work?</li> </ul>			
<ul style="list-style-type: none"> <li>Do you prepare short, lively revision sessions tackling significant areas of the course?</li> </ul>			
<ul style="list-style-type: none"> <li>Do you provide home study for pupils who have difficulty in regular attendance due to personal, physical or mental health problems and offer encouragement to boost confidence that they can still achieve at a high level?</li> </ul>			

## Teacher Skills

Question	Secure	Developing	Requiring Improvement
<ul style="list-style-type: none"> <li>▪ Do you plan explicit "progression ladders" between KS3 experiences and the Key Stage 4 course and share these with pupils, e.g. in lesson objectives and plenaries?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Have you chosen the syllabus most likely to maximise your pupils' results and make use of websites / additional support offered?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Have you considered how the use of tiered papers might impact on D/C borderline pupils?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Do you ensure you keep up-to-date on syllabus information?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Do you read subject examiners' reports and feed back implications to pupils e.g. sample answers at different grades?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Do you regularly moderate pupils' perception of levels?</li> </ul>			

*(It helps if teachers can gain experience as examiners, markers and moderators)*



## Religious Education specific input

Question	Secure	Developing	Requiring Improvement
<ul style="list-style-type: none"> <li>▪ Do you inform parents of the requirements of the syllabus so that they recognise the benefits of studying RE in a pluralist society?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Have you ensured that there is enough curriculum time for the course to be delivered? (<i>entitlement and equal opportunity issue</i>)</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Do you ensure that wherever possible students are taught by or have access to specialist staff?</li> </ul>			

### Progression between KS3 and 4

If departments use the QCA non-statutory 8 level scale in Key Stage 3, schools should be able to predict more accurately expected levels of attainment and to map continuity and progression. Pupils should also be able to see how their progress in RE relates to their other subjects.

Departments often feel obliged in Key Stage 3 to make up for what students may not have done at Key Stage 2. This should be discouraged so that Departments are teaching the requirements of the Agreed Syllabus at Key Stage 3.

Departments need to ensure that the examination course chosen at Key Stage 4 offers continuity from work carried out in RE at Key Stage 3. This may mean reordering the Key Stage 3 curriculum offer in order to provide a better foundation and link to the Key Stage 4 examination syllabus.

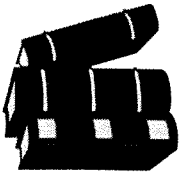
## Address different learning styles

Question	Secure	Developing	Requiring Improvement
<ul style="list-style-type: none"> <li>▪ Do you develop strategies which encourage the development of good learning styles in RE at GCSE and beyond?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Do you use a variety of resources for R.E: for example visual, artefacts, and ICT for extension tasks?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Do you draw on a range of textual resources for RE that are differentiated and draw on suitable illustrated books, art books, calligraphy or encyclopaedias, as a resource?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Do you use co-operative learning strategies to support all learners?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Do you give students opportunities for kinaesthetic activities in RE through drama, role-play and the use of empathy?</li> </ul>			

**Incorporate a range of teaching styles**

Question	Secure	Developing	Requiring Improvement
<ul style="list-style-type: none"> <li>▪ Do you ensure that teaching tasks in RE in Key Stage 3 relate to the two attainment targets of the Agreed Syllabus?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Do you develop thinking and analytical skills with students to familiarise them with analysis of key concepts in RE? (<i>Publications such as Thinking through Geography and History may offer useful strategies</i>)</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Do you focus on questioning in the classroom to stimulate thinking, promote reasoning and the ability to produce extended / sustained responses?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Do you use appropriate strategies like guided imagery, meditation, and reflection for aspects of RE?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Do you relate teaching to pupils' experiences?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Do you encourage high achievement high achievement by giving pupils ample opportunities to explore Attainment Target 2 - Learning from religion?</li> </ul>			





## Literacy in RE

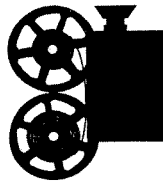
Focusing on literacy can raise standards in terms of the development of religious concepts, the acquisition of appropriate vocabulary and the development of the ability to clearly express knowledge, understanding and evaluation.

Terms in RE can be unfamiliar, particularly those from a range of religious traditions so vocabulary development must start in Ensure that teaching tasks in RE in Key Stage 3 relate to the two attainment targets of the Agreed Syllabus. 3.

Question	Secure	Developing	Requiring Improvement
▪ Do you display words and key concepts around the classroom to support students and refer to them in lessons?			
▪ Do you encourage students to keep an A-Z of religious terms and concepts in their exercise books to explore and find out definitions and make frequent reference to them?			
▪ Do you encourage the exploration of spiritual literature?			
▪ Do you use methods that help students to understand how to interpret texts that are sensitive to a religious tradition?			
▪ Do you use writing frames to support pupils who find it difficult to get started and to structure and format their answers?			
▪ Have you got a range of scaffold tasks to support note taking, research and the production of extended writing, e.g. discursive writing?			

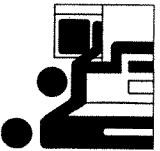
### Religious Literacy in the Symbolic and Expressive Aspects of Religion

Question	Secure	Developing	Requiring Improvement
<ul style="list-style-type: none"> <li>Do you give students a range of visual material to help them to identify and interpret the expressive aspects of religion?</li> </ul>			
<ul style="list-style-type: none"> <li>Do you sensitise students to the depth in religious symbols and help them to go beyond the symbol to what it conveys and reveals?</li> </ul>			
<ul style="list-style-type: none"> <li>Do you explore artefacts and their iconography and meaning? <i>(e.g. offer students a range of resources that help them to decipher iconography - especially Hindu and Buddhist?)</i></li> </ul>			



### Use of video resources

Question	Secure	Developing	Requiring Improvement
<ul style="list-style-type: none"> <li>Do you use videos supported by a variety of scaffolds, questions and writing frames?</li> </ul>			
<ul style="list-style-type: none"> <li>Do you test students' understanding of the information they have gleaned from videos?</li> </ul>			



# ICT in RE

There are a number of ICT packages and useful websites that can be accessed for RE.

Question	Secure	Developing	Requiring Improvement
<ul style="list-style-type: none"> <li>▪ Do you encourage the use of digital cameras to record religious celebrations, interviews, rites of passage and visits to places of worship?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Do you ensure these images are annotated and developed fully?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Do you encourage the use of websites for home study or research?</li> </ul>			

The following are 'gateway sites' which lead to many others:

- The RE Exchange <http://re-xs.ucsm.ac.uk/schools/>
- The RE Site <http://www.theresite.org.uk/>
- The RE Site (alternative address) <http://www.allre.org.uk/>
- RefIT (RE from IT) <http://refit.ucsm.ac.uk>
- Andy Bird's RE Site <http://www.albird.demon.co.uk/>
- The RE Net <http://www.cant.ac.uk/renet/>
- Strathclyde Uni's RE pages <http://www.strath.ac.uk/Departments/Social Studies/RE>
- Ontario Religions Site <http://www.religioustolerance.org/>
- The Religious Archive <http://lysator.liu.se/religion/index.html>
- The BBC RE Site <http://www.bbc.co.uk/religion>
- Re-Quest <http://www.request.org.uk>
- VTC Resources <http://vtc.ngfl.gov.uk/resource/cits/re/resources/sites.html>
- Canterbury Christ Church College <http://www.cant.ac.uk/renet/>
- BBC World Service 'Guide to Religions of the World' [http://www.bbc.co.uk/worldservice/people/features/world\\_religions/index.shtml](http://www.bbc.co.uk/worldservice/people/features/world_religions/index.shtml)

Question	Secure	Developing	Requiring Improvement
<ul style="list-style-type: none"> <li>▪ Do you explore the use of animation for students to develop and animate their own stories/research for R.E?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Do you explore the use of web cams for particular places of worship - e.g. Wailing Wall in Jerusalem?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Do you explore a list of useful ICT resources for Christianity and the principle religious traditions and encourage pupils to share their views on these?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Do you encourage and develop the use of video cameras to record visits and religious events and to develop a commentary / guided tour to accompany these?</li> </ul>			

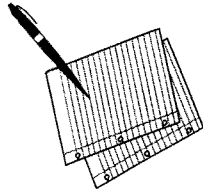
## Use websites for revision or study support:

### GCSE RE

The GCSE Revision Site	<a href="http://www.hopkins.ndirect.co.uk/revision/">http://www.hopkins.ndirect.co.uk/revision/</a>
The GCSE Coursework Site	<a href="http://www.hopkins.ndirect.co.uk/coursework">http://www.hopkins.ndirect.co.uk/coursework</a>
BBC Bitesize	<a href="http://db.bbc.co.uk/education-bitesize/">http://db.bbc.co.uk/education-bitesize/</a>
NEAB	<a href="http://www.neab.ac.uk/">http://www.neab.ac.uk/</a>
CCEA	<a href="http://www.vvea.org.uk/gcse.htm">http://www.vvea.org.uk/gcse.htm</a>
Edexcel	<a href="http://www.edexcel.org.uk/">http://www.edexcel.org.uk/</a>
OCR	<a href="http://www.ocr.org.uk/">http://www.ocr.org.uk/</a>
AEB/SEG	<a href="http://www.aeb.org.uk/">http://www.aeb.org.uk/</a>
WJEC	<a href="http://www.wjec.co.uk/">http://www.wjec.co.uk/</a>
Damaris Organisation	<a href="http://www.relessonline.com">http://www.relessonline.com</a>
Exit	<a href="http://www.euthanasia.org/">http://www.euthanasia.org/</a>
Religious & Moral Education Project	
	<a href="http://www.strath.ac.uk/Departments/SocialStudies/RE/Database/index.html">www.strath.ac.uk/Departments/SocialStudies/RE/Database/index.html</a>

### SHORT COURSE RE

Commission for Racial Equality	<a href="http://www.cre.org.uk/">http://www.cre.org.uk/</a>
Black Britain	<a href="http://www.blackbritain.co.uk/">http://www.blackbritain.co.uk/</a>
Equal Opps Commission	<a href="http://www.eec.org.uk/">http://www.eec.org.uk/</a>
Greenpeace	<a href="http://www.greenpeace.org/">http://www.greenpeace.org/</a>
The United Nations	<a href="http://www.un.org">http://www.un.org</a>
The Holocaust	<a href="http://shamash.org/holocaust/">http://shamash.org/holocaust/</a>



## Marking, assessment and testing

Question	Secure	Developing	Requiring Improvement
▪ Is marking done regularly?			
▪ Is marking formative?			
▪ Does marking reassure pupils that their work matters to their teachers?			
▪ Does marking affirm successes, challenging lack of effort and support the pupils' knowledge of how they can improve?			
▪ Are regular opportunities planned to test students in a variety of ways on aspects of the syllabus and of key religions?			

The Key Stage 3 Training materials folder for foundation subjects contains useful strategies within its 14 modules and is accompanied by a series of video clips. Module 2 is about the formative use of summative assessment based on an RE lesson.

Question	Secure	Developing	Requiring Improvement
<ul style="list-style-type: none"> <li>▪ Do you review examination choices and if necessary introduce a different syllabus for some pupils?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Do you know which students need support? (<i>Be aware of their needs and targets that have been set for them e.g. in IEPs</i>)?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Do you ensure that work set for them is appropriately pitched and enables them to achieve?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Do lessons challenge and engage less able pupils?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Are instructions clear and do students understand what is expected of them?</li> </ul>			
<ul style="list-style-type: none"> <li>▪ Do you differentiated resources, eg. foundation level texts?</li> </ul>			





# SACRE DEVELOPMENT PLAN – 2003 - 04

## Monitor Standards of RE & Collective Worship in Haringey Schools Objective 1

Method of Achievement	Inputs	Outcomes	Resource Implications
RE, SMSC and Collective Worship data from school OFSTED reports.	At every SACRE meeting consider reports received in the LEA since the previous meeting.	SACRE will develop knowledge of standards of RE and Collective Worship in Haringey Schools in order to report to QCA and the LEA, inform their advice to the LEA and support to the schools.	1 day per meeting for the Adviser to prepare commentary and attend meeting – 6 days annually.
Review public exam result data.	Annually in Autumn term as part of process of preparing annual report.		
Review other information available.	Progress reports from SIFS for Special Measures/Serious Weaknesses schools where RE or collective worship is an issue.		Possibly some time for Adviser to prepare commentary.

## Raise Standards in the provision of an act of Collective Worship Objective 2

Methods of Achievement	Inputs	Outcomes	Resource Implications
SACRE members are confident about and have accurate knowledge of what is required of schools in relation to collective worship.	Training for SACRE members autumn 2003	SACRE have shared understanding of the legal requirements, issues and concerns of schools and what constitutes good practice.	1 day Adviser time for planning and delivering training.
Provision of advice on guidance materials about good practice in Collective Worship for schools.	SACRE members review materials and advertise materials agreed by members in one of the two news sheets.	Schools have up-to-date information on resources and methods that can raise standards.	1 day Adviser time to set up loan or purchase of materials. Materials purchased by SACRE budget. £500

AGENDA ITEM 8

## Support the development of good quality RE & Collective Worship in schools in order to raise standards Objective 3

<p><b>Method of Achievement</b></p> <p>Ensure that schools are up-to-date with and able to benefit from national initiatives by ensuring that information on RE and Collective Worship training is circulated to schools.</p> <p>Support schools in resourcing RE. Provide high quality advice and support for schools through access to publications, information about local and national initiatives &amp; resources to encourage good practice.</p> <p>Disseminate good practice.</p> <p>Project to promote effective transition from KS2 to KS3</p>	<p><b>Inputs</b></p> <p>Adviser reports national initiatives to SACRE; Representatives attend NASACRE and QCA meetings and conferences. Information about an appropriate programme of courses is provided to schools by the LEA, including one session per year for Primary and Secondary NQT's. SACRE monitor course programme take up and evaluations. Broker advice and advertise to schools; SACRE newsheet 2 per year. Resource exhibition for schools every 2 years</p> <p>Good practitioners provide presentations to SACRE following good OFSTED reports - one per meeting to start with as indicated. REASE project in Haringey EAZ promoted by Brunel Univ</p>	<p><b>Outcomes</b></p> <p>Information disseminated to schools via internal mail, QCA publications recommended to/ purchased for schools from SACRE budget. Schools develop better practice based on national guidance.</p> <p>Schools access training to raise standards of teaching. Target: all schools where RE is a Key Issue send subject manager on one course per year.</p> <p>Schools are informed about current issues. Advice on good practice supports raising standards of teaching and pupils' standards of learning.</p> <p>Refer to SIFS so that schools with difficulties can be linked to good practitioners in order to raise standards. Good practice in managing transition which can be disseminated to other schools</p>	<p><b>Resource Implications/Monitoring</b></p> <p>0.5 day annually Adviser time for preparing reports, NASACRE subscription and expenses for representatives on conferences. Publications £500</p> <p>One day annually for consultation between Adviser and LEA to draw up courses programme.</p> <p>2 days Adviser time annually and printing costs. SACRE promote arrangements for schools to subscribe to regional centres.</p> <p>Travel expenses for teachers providing presentations; £250</p> <p>LEA support time 12 days Adviser time 2 days Project resources £750</p>

## Foster good relationships with faith communities and inform them about RE in schools

### Objective 4

Method of Achievement	Inputs	Outcomes	Resource Implications
Work in partnership with local faith communities.	Ensure appropriate representation on the SACRE SACRE members support faith community functions.	SACRE has links with all local faith communities Faith communities learn about each other.	1 day Adviser time to research and liaise; travel expenses for representatives attending functions.
Encourage faith group members to work in schools	Provide training for faith community representatives wishing to support schools.	Register of faith community representatives available for schools to find recommended contacts to support them.	1 day course provider fee
Organise special events linked to local faith communities.	SACRE sponsored event every two years minimum.	Those attending develop greater knowledge about faith communities or issues.	Time for organisation - 2 days Adviser time to liaise, SACRE Working Party, printing costs, invitations etc. venue booking fee, refreshments for launch. Travel expenses, refreshment costs. £500
SACRE to meet in local places of worship.	One meeting per year.	SACRE members develop greater understanding of each others faiths and values, appreciate what pupils experience when they visit different faith venues.	

## Improve information that schools have about faith communities

### Objective 5

Method of Achievement	Inputs	Outcomes	Resource Implications/Monitoring
Research who and where are the faith communities in and around Haringey.	Produce a Haringey Places of Worship Directory.	Directory published by Autumn 2003, revised bi-annually. (supplement to Agreed syllabus).	5 days Adviser time 2002/03 + SACRE Working Group.
Support schools in the effective use of places of worship to support RE	REASE project on Faith Committees promoted by Brunel Univ and the LEA	Schools know who to contact and how to arrange visits to enrich RE provision. Good practice in use of places of worship	<b>After Agreed Syllabus</b> Secretarial, design, printing and distribution costs. £500 12 days LEA support 1 day Adviser time £750

**Inform QCA of local issues and standards  
Objective 6**

<p><b>Method of Achievement</b></p> <p>SACRE Annual Report</p> <p>Prepare for Ofsted inspection of SACRE and the LEA provision to support its work.</p>	<p><b>Inputs</b></p> <p>Report contains a record of SACRE's work, local standards and issues about these. Brief SACRE and raise awareness of the issues Prepare materials for potential inspection. Develop self-evaluation procedures</p>	<p><b>Outcomes</b></p> <p>To QCA by December annually.</p> <p>Positive inspection outcome with helpful indicators for future improvement</p>	<p><b>Resource Implications/Monitoring</b></p> <p>2 days Adviser time annually.</p> <p>Adviser input (already accounted for in SACRE meetings)</p>
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