

Leaders: Louise Longman and Nikisha Bhima Link Leader Ellie Newnham

Intelligence already gathered	Previous M&E indicated that: We noticed teachers felt more comfortable to implement the new style of planning because the floorbooks were consistent, precise and relevant to the learning. We now want to enable teachers with the confidence to provide engaging, creative lessons.				
Performance criteria (What do we want to see?)	ACTION / TASK - what will you do?	When will it be done ? By who?	Impact of action – what difference have we made? Data cycle 1 / Data cycle 2 / Data cycle 3	Evidence -How will you know ? Data cycle 1 / Data cycle 2 / Data cycle 3	Next steps – how do we make further impact? Data cycle 1 / Data cycle 2 / Data cycle 3
<p>1.4 Teachers confidently share knowledge and expertise in all subject areas as a result of strong subject leadership.</p> <p>For teachers confidence to be high whilst delivering and planning cohesive well thought out sequences of lessons within the RE curriculum.</p>	<i>To create a clear set of expectations for RE planning in response to teacher voice.</i>	LL/NB Spring	<p>Through clear planning expectations lessons are well sequenced. Teachers’ use of subject knowledge powerpoints it evident in the similarities and differences planned and taught through the 4 main faiths.</p>	Monitoring of lesson plans, seesaw, floorbooks and RE books.	<p>Ensure that teachers are using the prior knowledge section of the long term plan to make links with pupil’s prior learning.</p> <p>Develop planning to make explicit the use of resources.</p>
	<i>Refining and improving clear subject knowledge PowerPoints.</i>	LL/NB Autumn/Spring		Teachers using the refined subject knowledge powerpoints to inform their planning. Teachers and children to be more confident about RE.	
	<i>Identify where and how to use RE resources in line with the curriculum expectations.</i>	LL/NB Autumn 2		To see year groups confidently using the resources within lesson time. This will be observed on seesaw and books.	
<p>6.5 Subject champions can confidently speak about their subject area and effectively discuss monitoring and evaluation to improve outcomes for children</p> <p>For all pupils to have a confident voice when speaking about their RE learning journey identifying engaging lessons.</p>	<i>To create a bank of engaging RE lesson ideas for teachers to implement in planning.</i>	LL/NB Autumn 2	<p>RE champions know that Formulation of big questions in RE has been successful evidenced by the pupil’s ability to talk about their learning and understand the links between this and their prior knowledge in RE.</p> <p>Floor books show the pupils’ progress in learning through the big question and how they can make links with prior learning.</p> <p>Subject champions know their subject well and have clearly set out the expectations for SEND pupils and how learning in the EYFS feeds into the subject.</p> <p>Monitoring of pupil voice showed that pupils enjoyed RE and that they understand its importance in a respectful school; pupils in year 5 and 6 were able to make links between RE and the mutual respect they show to all members of the community.</p>	Observing lessons that show creativity and confidence in teaching the RE curriculum. Children to show excitement in lessons. Monitor planning.	<p>Build on subject champions’s knowledge of SEND and EYFS offer to create key information about progression up to upper key stage 2. Develop these into responses when sharing progression of their subject.</p>
	<i>To collate pupil voice and understanding around each question.</i>	LL/NB Ongoing		Children to be confident, enthusiastic and happy to talk about what they have learned. Children to be able to relay the big question and informatively express how it is being answered.	