



**Jerry Clay Academy
Subject Leader Action Plan**

Subject: R.E	Leader: J Karlsson	Date: October 2019
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<p>Target 1 Priority 1: Leadership and management</p>	<p>What will success look like?</p> <ul style="list-style-type: none"> • Ensure that there are opportunities for CPD within the subject across the year utilizing whole team emails, staff meetings and discussions to up-skill staff across school. • Allow for a range of evidence to show children have accessed a range RE topics throughout the year to be gathered using photos, videos, post it notes, range of assessment. • Evidencing how some children are developing GD knowledge and skills using discussions, work examples and post-it notes with real life discussion examples on. • Ensure school has resources available for staff if needed to teach RE units to a high standard. • Share outstanding practice across the school using Twitter, shared resources and excellent practice from within JCA and outside of JCA. • Utilise the RE Today Programme of study that the school introduced in September 2020 so that the Wakefield LEA Agreed Syllabus can be taught to a high standard with consistency across school. 			
<p>Action</p>	<p>Who?</p>	<p>When?</p>	<p>Resource</p>	<p align="center">✓</p>
<p>Display monitoring – what do these look like? Good examples?</p>	<p>JK</p>	<p>Autumn 1 Continue this throughout Autumn 2</p>	<p>Cameras</p>	
<p>Monitor planning across year groups</p>	<p>JK</p>	<p>Each half term</p>	<p>-</p>	
<p>Book scrutiny</p>	<p>JK</p>	<p>Each half term</p>	<p>RE Books</p>	
<p>Subject evidence folder</p>	<p>JK</p>	<p>Ongoing</p>	<p>-</p>	
<p>Collect feedback on visits throughout the year and rebook/book new for next year.</p>	<p>JK</p>	<p>From Spring Term. Ask all classes to produce pages in giant book about this</p>	<p>Cultural Experiences book to be purchased</p>	
<p>Feedback given to governors at end of year meeting.</p>	<p>JK</p>	<p>Summer 2</p>		
<p>Evaluation (impact on learning and progress) (Who? How? Reported to?)</p>				

Target 2

Priority 2: Quality of Education - attainment & progress in all subjects, particularly Reading at greater depth in Key Stage 2.

What will success look like?

- Ensure new scheme of work is in place and is being taught consistently across school.
- Make sure staff allow for AT1 and AT2 skills to be developed through teaching – allowing children to be able to demonstrate where they have learnt about and from different religions, stories and/or experiences.
- Work produced should show a range of religions studies, comparisons, differences and opportunity for thoughtful discussion and evaluation.
- Allow children opportunity to ask questions and explore concepts and themes to a deeper level.
- Further development of vocabulary across the school strengthening our work on tier 2 words every week – allowing children to be secure with new subject specific vocabulary that link to a chosen religion or aspect.
- Staff will have a clear understanding of how to teach the subject in an interesting and engaging way to allow more children to work at 'Greater Depth' within the subject.
- A wide range of religions are to be taught across school in a progressive way – building upon prior learning each year.
- Teacher feedback and marking to ensure development of AT1 and AT2 skills. Teachers to be more confident in ensuring that both of these skills are developed equally throughout a unit.
- Photographic evidence of any resources or artefacts used, workshops carried out or trips to show how they have supported current learning and to contribute towards non written assessments.

Action	Who?	When?	Resource	✓
Lead staff meetings, sharing good practice and new ideas within them	JK	Ongoing		
Develop vocabulary document for staff to use	JK	From Spring Term using knowledge organisers as a basis for this		
Observations	JK	Spring		
Book looks	JK	Autumn 1 onwards		
Evaluation (impact on learning and progress) (Who? How? Reported to?)				

<p>Target 3 Priority 3: Develop the understanding that our children have of other cultures, faiths and celebrations across the world.</p>	<p>What will success look like?</p> <ul style="list-style-type: none"> • Ensure that all key faith celebrations around the world are discussed and heightened through Assembly timetables and also through Book Displays across school – changing and including when needed. • Allow children opportunity to develop an understanding of the key Christian celebrations including Easter and Christmas. Reception and Key Stage 1 to continue with celebrating the Christmas Story through their Christmas productions. • Allow all children the opportunity to visit a range of Places of Worship during their time at Jerry Clay Academy including those from all major religions. • Develop a Cultural Experience Passport for all children ensuring that a range of experiences is had throughout their time at JCA. • A well-resourced RE Book Library to be sought and gathered for teachers to access to further deepen and develop knowledge across the subject. • Children to be confident in discussing the religion their year group is focusing on and the elements they have learnt during the visit they have undertaken that year. • Children to become more knowledgeable and understanding of others, the faiths they have and the celebrations they undertake. 			
Action	Who?	When?	Resource	✓
Ensuring that all cultural visits are established and booked each academic year	LB and KS Leaders	Spring Term		
Pupil Voice	LB	Spring Term and Ongoing		
RE Curriculum books to be purchased (or ordered from LSS where needed)	LB and TP	Spring Term		
Cultural Passport to be created	LB	Spring Term – finalised and published for Summer Term.		
<p>Evaluation (impact on learning and progress) (Who? How? Reported to?)</p>				