



Religious Education Teaching and Learning Policy

This teaching and learning policy is underpinned by the school's vision and values:

Be happy: aspire, believe, achieve

Happiness is... the feeling you get when you help others and contribute to the world; when you work hard at something that was difficult to begin with; when you feel safe, cared for and respected; when you feel confident in your uniqueness and know where you are going.

Philippians 4:13

'I can do all things through Christ who strengthens me.'

1. Introduction

1.1 This teaching and learning policy is written so that staff, parents and governors are clear with regard to teaching and learning standards and expectations of Religious Education across the school.

1.2 The school's Religious Education subject leader is Mrs Lancaster.

1.3 The school's Religious Education link governor is Julia Clarke.

2. Aims and objectives

2.1 Intent

At Croft school, Religious Education has the status of a core subject. We believe that Religious Education both supports and strengthens what we aim to do in every aspect of school life. Our caring ethos and the values which we place on the development of the whole child: spiritually, morally, socially, culturally and intellectually is reflected in our RE curriculum. We acknowledge and celebrate that each child is unique and that they learn in different ways.

Our core aim is to provide a Religious Education curriculum that enables pupils of whatever ability and level of development, to hold balanced and informed conversations about religion and belief, empowering our children to be:

- Independent
- Perseverant
- Respectful

We believe that these are the three gifts that we would like to give our pupils help them to succeed as life-long learners and children of God. The 'giving' of these gifts are what drive the curriculum at Croft school.

The development of pupils as learners of the future is at the heart of what we are trying to achieve at Croft School. We want our children to be happy and confident learners who can engage in meaningful conversations about religious and non-religious worldviews by expressing their own personal viewpoints with an informed and respectful attitude.

2.2 Implementation

We follow an enquiry approach that is set out by the Leeds and York Diocese Syllabus. We aim to help pupils become theologically literate by encountering core concepts in religions and beliefs in a coherent way, developing their understanding and their ability to hold balanced and informed conversations and to ask inquisitive, exploratory

questions about religions and beliefs whilst also developing their skills of resilience, independence and emotional intelligence.

Learning in Religious Education supports pupils to debate, learn about culture and history and engage in social action projects which have a positive impact on the lives of others. Teaching promotes the development of pupils' own spiritual, moral, social and cultural convictions, exploring and enriching their own beliefs and values.

2.3 Impact

Our Religious Education curriculum ensures that our children develop detailed knowledge and skills across the curriculum and, as a result, achieve exceptionally well which is reflected in consistently high outcomes for our pupils.

Appropriate to their age, the expectation is that all pupils are religiously literate and as a minimum pupils are able to:

- Produce creative work, exploring their ideas and recording their experiences
- Give a theologically informed and thoughtful account of Christianity as a living and diverse faith.
- Show an informed and respectful attitude to religions and non-religious worldviews in their search for God and meaning.
- Develop, use and understand Religious Education technical and cultural language
- Engage in meaningful and informed conversations with those of other faiths and none by expressing their own personal viewpoints in a thoughtful, reasoned and considerate way;
- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions in the light of their learning.

Our pupils are continually growing as independent, perseverant and respectful learners and citizens.

3. Effective learning

3.1 We acknowledge that children learn in many different ways and we recognise the need to develop strategies that allow all children to learn most effectively. We take into account the different ways that children learn when planning and teaching in order to ensure all children access a full and varied curriculum.

3.2 Pupils will work independently, in pairs, small groups and larger groups in structured and unstructured ways. In addition to the curriculum knowledge that we deliver we also aim to develop children's learning to learn skills; life-long skills that will play a major role in their learning both at school and in later life.

These include:

- Observation and reflections skills
- Group work and team work skills
- Problem-finding and problem-solving skills
- Creative thinking skills and imagination
- Analysis, logic, reasoning and synthesis
- Lateral thinking skills
- Listening skills
- Research skills (including locating and managing)
- Resources, questioning, skimming, scanning
- Comprehension; (summarising, note-making)
- Personal organisation skills
- Presentation skills
- Peer teaching and learning skills
- Evaluation skills
- Personal and collaborative decision-making skills
- Time management skills
- Memory skills
- Leadership skills
- Social skills
- Digital literacy skills

4. Curriculum Design

4.1 Curriculum

Our school has a planned approach to Religious Education following the Leeds & York Diocesan Syllabus which draws on and is fully compatible with the Understanding Christianity materials. This has been determined by the governing board of the Dales Academies Trust.

We aim to develop a religious and theological literacy so that pupils will be able to engage with some of the big questions of meaning and purpose in life and develop an understanding of what followers of a religion believe and how those beliefs shape the lives of individuals, communities and the wider society. The faith background of both the staff and pupils is respected at all times.

Links with our key Christian values (compassion, friendship, endurance, peace, happiness, koinonia and reverence) are key to our RE curriculum and we believe they have a significant impact on our learners.

We believe that quality teaching in RE instils respect for different views and interpretations and provides opportunities for rich conversations and theological enquiry to take place in the classroom.

4.2 Content

As a Church of England School, our main emphasis is teaching about the Christian tradition. We do, however teach other major world faiths alongside non-religious world views.

In **EYFS**, children encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They listen to and talk about stories. Children are introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live.

In Early Years, pupils follow the recommended units from the Leeds and York Diocesan Agreed Syllabus alongside the 'Puddles and Freddie' series

At **KS1** pupils explore the traditions of Judaism and Islam and in **KS2**, children learn about Judaism, Hinduism, Sikhism and Islam.

The Leeds and York Diocese Syllabus is underpinned by three core elements, which are woven together to provide breadth and balance within teaching and learning about religions and beliefs:

Making sense of beliefs

Children will be able to identify and make sense of core religious and non-religious concepts and beliefs; understanding what these beliefs mean within their traditions; recognise how and why sources of authority are used, expressed and interpreted in different ways, and develop skills of interpretation.

Understanding the impact

Children will examine how and why people put their beliefs into action in diverse ways, within their everyday lives, within their communities and in the wider world.

Making connections

Children will reason about, reflect on, evaluate and connect the concepts, beliefs and practices that have been taught. This will allow pupils to challenge ideas and the ideas to challenge pupils' thinking; finding possible connections between these ideas and their own lives and ways of understanding the world.

These elements set the context for open exploration of religions and beliefs. They offer a structure through which pupils can encounter diverse religious traditions, alongside non-religious worldviews, presenting a broad and flexible strategy that allows for different traditions to be treated with integrity. These elements offer a route through each

unit while also allowing for a range of questions reflecting approaches from religious studies, theology, ethics, sociology and philosophy.

Understanding Christianity: Text Impact Connections

This approach has been developed to incorporate the teaching approach taken in Understanding Christianity: Text Impact Connections (RE Today, 2016).

Making sense of the text

Pupils will develop skills of reading and interpretation; understanding how Christians interpret, handle and use biblical texts; making sense of the meanings of texts for Christians.

Understanding the impact

Children will examine ways in which Christians respond to biblical texts and teachings, and how they put their beliefs into action in diverse ways within the Christian community and in the world.

Making Connections

Children will evaluate, reflect on and connect the texts and concepts studied, and find possible connections between these and their own lives and ways of understanding the world.

R.E. teaching specifically draws on the following:

1. Visits and visitors; enabling children to see at first hand religious people, objects, symbols, places, events, stories and explore with people who have faith
2. Role play and drama; encouraging children to learn through familiar or unfamiliar settings and ask questions from their own encounters
3. Artefacts; being able to explore items which are precious and/or used in religious worship, encouraging respect and questioning whilst deepening knowledge
4. Music and the arts; enabling children to experience elements of religions in a sensory way
5. Parents; by valuing the family backgrounds of the children and making them part of the school community
6. Food sampling, making and baking foods from different faiths to support children's understanding.

4.2 How does the school ensure curriculum coverage?

The Religious Education subject leader is responsible for developing the school's curriculum intent and ensuring that it is implemented consistently and effectively and is having an impact across the school.

The Religious Education curriculum is split into broad 'Learning Focuses' taken from the Leeds & York Diocesan Syllabus and Understanding Christianity resources to form a long term map. The Religious Education Learning Focuses are:

- Creation
- God
- Incarnation
- Salvation
- Gospel
- Kingdom of God
- People of God
- Fall
- Hinduism
- Islam
- Judaism
- Sikhism
- Thematic

The subject leader works with other subject leaders across the school to make relevant links between learning focuses and the co-curriculum. The Religious Education curriculum operates on a two year rolling cycle from Early

Years to Year 6 and ensures full curriculum coverage of learning focuses (see appendix 1 – Religious Education Long Term Map).

Time Allocation

In line with the recommendations of the Leeds and York Diocese Syllabus of Religious Education, approximately 5% of curriculum time is given to RE:

Early Years	50 minutes a week or as part of their continuous provision
Key Stage 1	an hour a week plus a series of RE days
Key Stage 2	At least an hour and a quarter per week plus a series of RE days to 45+ hours of RE

The time allocation does include visits, but not school productions related to festivals or collective worship time.

Christianity takes the majority (2/3rds) of study time in RE within our school as outlined in The National Society Council's approved Statement of Entitlement for RE 2016.

4.3 Curriculum Organisation

The Religious Education curriculum is organised so that key skills and key vocabulary are built upon sequentially to ensure that learning is deep and embedded. The subject leader developed a progression in Religious Education key vocabulary and key skills document to communicate this (see appendix 2 – Religious Education Key Vocabulary Progression Map and appendix 3 – Religious Education Key Skills Progression Map).

4.4 Planning

Using the Leeds & York Diocesan Syllabus and Understanding Christianity resources, the Religious Education long term map and progression in key vocabulary and key skills documents have been developed so that learning is structured into learning units (see appendix 4 - Religious Education Learning Unit Overviews). The subject leader produces learning unit overviews for staff that summarise key aspects of learning in Religious Education.

The school uses a cross-curricular approach to planning Religious Education and uses 'WOW' experiences to engage pupils' interest. This is intended to motivate and stimulate the children's curiosity.

5.0 Teaching

Learning Units

5.1.1 Each learning unit will usually last around 6-8 weeks. Learning unit overviews provide key medium term planning for teachers to follow. They include: key learning focus; learning theme; learning objectives; vocabulary; resources; assessment tasks; assessment criteria and suggested links to social action, cultural capital and opportunities to debate.

- Key learning focus
- Learning theme
- Learning objectives
- Vocabulary
- Resources
- Assessment tasks
- Social action
- Cultural
- Debate

5.1.2 Learning Unit Structure

Each Learning Unit begins with a Big Question (The learning theme) which children will return to throughout the unit. Children will be introduced to the key vocabulary. They will then focus on the text, this develops children's skills of reading and interpretation; making sense of the **text** for the religion being studied. Children then move on to understanding the **impact** by examining ways in which followers respond to the texts and teachings and how they put their beliefs into action in diverse ways within the community. This is followed by making **connections**. This is where children will connect ideas studied with their own ideas. Pupils will have the opportunity to challenge ideas and examine the implications for themselves, the world and others.

5.2 Lessons

High quality Religious Education teaching involves drawing on a range of strategies that are closely matched to the learning objectives of the lesson. This, in turn, will match the particular learning needs of the pupils in the class. Teachers plan and resource lessons with high expectations for all pupils including the most able. Learning objectives reflect this and are used to measure the outcomes of the lesson.

Lessons are not always the same, however teachers will always ensure that:

- 5.2.1 All tasks and activities that the children partake in are safe and appropriate risk assessments are made prior to learning.*
- 5.2.2 The leaders and experts in the classroom are the adults. However, children should feel safe to offer their opinions during discussions, even if they disagree with the adults. They should be taught how to do this in a respectful manner. Adults lead pupils decisively and confidently following school policies and class routines having high expectations of what pupils can achieve.*
- 5.2.3 Staff are always ready for pupils as soon as they enter the room with work and resources prepared.*
- 5.2.4 Learning objectives and key vocabulary are visually shared and discussed with pupils at the outset of learning. Learning objectives are used to measure the outcomes of the lesson. Pupils and staff know the language that they are expected to use and its meaning before learning begins. Technical and subject specific vocabulary is shared with Teaching Assistants prior to learning.*
- 5.2.5 Learning objectives and the date are written and underlined (with a ruler) at the top of the page in pupils' RE books.*
- 5.2.6 'Thinking Frames' are the only form of worksheets that are used to ensure that pupils remain focused on key learning skills. Pupils are taught to talk about the learning skills that they are developing.*
- 5.2.7 Learning is differentiated. The teacher will use resources such as: word mats, visual prompts, now and next prompts, technology, simplified texts etc to ensure that pupils can access learning and achieve. Some pupils will require more intense, targeted support and may need guidance from an adult to meet their needs.*
- 5.2.8 Learning is pitched to meet all children's needs. Children who are capable of more within a lesson are moved on swiftly to more challenging work. Pupils who are finding work challenging are quickly identified and supported.*
- 5.2.9 Questioning is purposeful and promotes learning. Teachers anticipate where mistakes arise and plan probing questions or examples ready to shape learning. Teachers provide TAs with examples of questions prior to learning. Children should be encouraged to ask their own questions in RE.*
- 5.2.10 Teaching assistants and other adult helpers are deployed effectively. Sometimes they work with individual children or with groups.*
- 5.2.11 Adults consistently and overtly praise and value 'hard work' and 'making mistakes' so that pupils feel empowered to take risks in their learning and develop resilience.*

5.2.12 Adults promote a culture of independence and enable pupils to solve their own problems and not do this for them. They work hard to help pupils to 'help themselves'.

5.2.13 There is a school expectation that pupils work in silence when working independently and that pupils raise their hand if they would like to speak and not 'shout out' or get out of their seat to get an adult's attention. Staff ensure that that this always happens.

5.2.14 Staff do not accept poor standards of handwriting and spelling in RE and work presented on Seesaw should be laid out neatly, demonstrating the pupils understanding of using technology to present information. Pupils are challenged to rectify this swiftly and consistently.

5.2.15 Lessons are concluded with a reflection activity where pupils assess their own learning and each other's. Pupils are provided with an introduction to where the learning will go to next.

5.2.16 For children to be able to hold balanced and informed conversations about religion and belief, oracy is so important in RE lessons, therefore, children will not always produce a piece of written work for every lesson. In those lessons that are conversation based, evidence should be gathered in the Class Big Books or on Seesaw. The lesson date and objective should be displayed in the Big Book.

5.2.15 Class Reflection Books are used to capture pupils' voice over time. It should include a class list on the inside cover to ensure that every child is contributing, this will inform assessment. Progress should be evident in Big Books as the children's responses become more critical. Children should be encouraged to be learning leaders and take ownership of their class Big Book.

5.2.15 RE links should be made across the curriculum to develop children's spirituality.

5.3 What resources are available?

The Religious Education subject leader is responsible for planning, ordering, managing, organising Religious Education resources. Religious Topic Boxes are available in school which include texts, artefacts and artwork. There is an annual resources budget available for the subject leader of £500.

6. Assessment

6.1 Formative assessment and feedback

Pupils' individual RE books, Class Big Books and Seesaw provide the main evidence for formative assessment.

In EYFS and KS1, class big books are named: **Reflections**.

In KS2, big books are named **Philosophy, Wisdom and Ethics**.

Pupils are also observed when they are working and are assessed against learning outcomes using the school's one page learning evaluation and feedback summary sheet.

6.1.1 All work in pupils' individual RE books is acknowledged. Staff will use written and verbal reflective questions to encourage children to think more deeply to in order to extend and consolidate pupils' understanding and thinking. Written questions in pupils' books are always responded to by pupils.

6.1.2 Sometimes teachers will assess learning using the school's one page learning evaluation and feedback sheet. This form of assessment reduces teacher workload and provides opportunities for teachers to assess all pupils swiftly. Outcomes of one page learning and feedback sheets are shared with pupils either at the end of the lesson or the beginning of the next lesson.

6.1.3 Mini plenaries are used during learning to assess and provide consolidation opportunities for pupils at transition points within a lesson. Pupils are also provided with 'live' individual feedback as pupils work by teachers and teaching assistants.

6.1.4 Conversations, debates and reflections are used regularly as an essential part of learning in Religious Education.

6.1.5 Children's ability to answer Big Questions is assessed using pre and post learning tasks.

6.1.6 The subject leader maintains a portfolio of examples of pupils' work to support assessment judgements and moderation.

6.1.7 Displays are used to exhibit whole class work and demonstrate that pupils' work is highly valued.

6.2 Summative assessment

Across each key stage, pupils are assessed against the following key assessment criteria:

EYFS

RE in EYFS is mainly assessed under the 'Understanding the world: People and communities' section of Development Matters, Early Learning Goals.

- Shows interest in the lives of people who are familiar to them.
- Remembers and talks about significant events in their own experience.
- Recognises and describes special times or events for family or friends.
- Shows interest in different occupations and ways of life.
- Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.
- Enjoys joining in with family customs and routines.

Early Learning Goal: Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

End of KS1

- Identify the core beliefs and concepts studied and give a simple description of what they mean
- Give examples of how stories show what people believe (e.g. the meaning behind a festival)
- Give clear, simple accounts of what stories and other texts mean to believers
- Recognise that God, Creation, Incarnation and Salvation are part of a 'big story' of the Bible.
- Identify at least two different types of texts from the Bible; for example, a story, a parable, a gospel account of Jesus' life, and instructions about how to behave.
- Tell stories from the Bible and recognise a link with a concept; for example, Creation, Incarnation, Gospel and Salvation.
- Give clear, simple accounts of what the texts mean to Christians.
- Give examples of how people use stories, texts and teachings to guide their beliefs and actions, individually and as communities
- Give examples of ways in which believers put their beliefs into practice
- Give at least three examples of ways in which Christians use Bible concepts, stories and texts to guide their beliefs, in their individual lives and in their church communities.
- Give at least three examples of how Christians put their beliefs into practice in church worship.
- Think, talk and ask questions about whether the ideas they have been studying have something to say to them
- Give a good reason for the views they have and the connections they make.
- Talk about what they have learned
- Think, talk and ask questions about whether the text has something to say to them, exploring different ideas.

End of LKS2

- Identify and describe the core beliefs and concepts studied
- Make clear links between texts/sources of authority and the key concepts studied
- Offer informed suggestions about what texts/sources of authority might mean and give examples of what these sources mean to believers
- Order at least five key concepts within a timeline of the Bible's 'big story'.
- List two distinguishing features of at least three different types of biblical text; for example, Gospel, parable, letter.
- Make clear links between biblical texts and the key concepts studied.

- Offer suggestions about what texts might mean and give examples of what the texts studied mean to some Christians.
- Make simple links between stories, teachings and concepts studied and how people live, individually and in communities
- Describe how people show their beliefs in how they worship and in the way they live
- Identify some differences in how people put their beliefs into practice
- Make simple links between Bible texts and concepts studied and how Christians live in their whole lives and in their church communities.
- Describe how Christians show their beliefs in worship and in the way they live.
- Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live.
- Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly
- Give good reasons for the views they have and the connections they make
- Talk about what they have learned and if they have changed their thinking
- Raise questions and suggest answers about how far the big ideas explored in the Bible and the concepts studied might make a difference to how pupils think and live.
- Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.

End of UKS2

- Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions
- Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts
- Taking account of the context(s), suggest meanings for texts/sources of authority studied, comparing their ideas with ways in which believers interpret them, showing awareness of different interpretations.
- Outline the timeline of the 'big story' of the Bible, explaining the place within it of the core concepts studied.
- Identify at least five different types of biblical texts, using technical terms accurately.
- Explain connections between biblical texts and the key concepts studied, using theological terms.
- Taking account of the context(s), suggest meanings for biblical texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.
- Make clear connections between what people believe and how they live, individually and in communities.
- Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures.
- Make clear connections between Bible texts and concepts studied with what Christians believe, how Christians worship and how Christians behave in their whole lives, their church communities, and in the wider world.
- Show how Christians put their beliefs into practice in different ways; for example, in different denominations.
- Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists).
- Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently.
- Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make.
- Talk about what they have learned, how their thinking may have changed and why
- Identify ideas arising from their study of texts and concepts, and comment on how far these are helpful or inspiring, justifying their responses.
- Weigh up how biblical ideas, teachings or beliefs relate to the issues, problems and opportunities of their own lives and the world today, developing insights of their own.

Pupils are assessed as either:

Emerging		Pupil is beginning to make simple connections within the assessment focus.
Developing		Pupil has started to develop an understanding of skills and ideas around the assessment focus.
Confident		Pupil has reached a good level of independence.
Competent		Pupil is skilled, independent and able.
Fluent		Pupil is highly able and can coach others.

At the end of the year, a judgement is made as to whether a pupil is 'on track' to complete the key stage as: working towards expectations, working at expectations or working above expectations. When a pupil reaches the end of a key stage a formal judgement is made using the same criteria.

7. The role of pupils

7.1 Our pupils will:

- Value themselves and each other
- Try hard and persevere with their learning
- Contribute to discussions during lessons
- Value their RE book and Class Big Book
- Respect and value Religious Education resources and materials
- Model positive attitudes to learning
- Value and respect each individuals faith and opinions
- Listen to others well and be respectful towards adults and each other

8. The role of Staff

8.1 Teachers and teaching assistants are responsible for the delivering high quality teaching and learning.

They will:

- Implement the school's Religious Education Teaching and Learning Policy rigidly to ensure consistent practice across the school
- Model an enthusiasm for Religious Education
- Model thinking and talk to develop pupils' metacognitive and cognitive skills and ensure that learning is sufficiently challenging to develop pupils' self-regulation and metacognition
- Ensure that pupils are taught how to organise and effectively manage their learning independently
- Plan lessons that consider prior attainment, individual learning needs, different learning styles in order all students can access the curriculum and make at least good progress
- Use questioning styles to stretch and challenge students
- Keep up to date with their Religious Education subject knowledge and pedagogical approaches to learning
- Be acutely aware of students who are not making progress in Religious Education and plan timely interventions to ensure that good progress is made

8.2 The Religious Education subject leader is responsible for the overall leadership and management of Religious Education across the school. They will:

- Maintain an effective Religious Education subject leadership file.
- Create and implement an annual Religious Education action plan and monitor and evaluate progress towards targets.
- Ensure that adequate and appropriate resources are stocked.
- Monitor the quality of teaching of Religious Education (evidence includes: Lessons, Planning, Pupils' Work, Learning Walks, Class Displays, Learning Environments, Pupil Surveys, Staff Surveys, Pupil interviews).
- Maintain Religious Education teaching and learning monitoring records.
- Maintain a termly updated Religious Education One Page Leadership Summary.
- Ensure that the school's Religious Education Teaching and Learning Policy and subject information on the school website are accurate and up-to date.
- Promote RE with staff, pupils, parents and governors;
- Promote display of pupils' work in RE;
- Audit available resources, buy new ones and deploy appropriately;
- Keep up to date with local and national developments.

- Lead staff meetings, support staff and ensure that staff are clear about teaching and learning expectations in Religious Education.
- Ensure SEN, EAL and gifted and talented school policies are promoted in RE
- Access and record Religious Education CPD and maintain personal subject knowledge and skills.
- Have high expectations of themselves within the role of Religious Education subject leader and of others in the implementation of the Religious Education Teaching and Learning Policy.

9. The role of Religious Education link governor.

9.1 The Religious Education link governor will support, monitor and review the Religious Education Teaching and Learning Policy.

In particular they will:

- Monitor the effectiveness of the school's Religious Education teaching and learning policy through the school self-review processes.
- Complete two governor monitoring visits each year alongside the Religious Education subject leader to ensure the highest possible standards in teaching and learning in Religious Education.
- Contribute to and support Religious Education, as a core subject of the school
- Contribute to and support the formation of a policy and curriculum for Religious Education;
- Ensure that the policy and curriculum prepares pupils with a religious understanding and sensitivity to take their place in the world;
- Ensure a curriculum that is inclusive and reflects breadth and depth

10. The role of parents

10.1 Parents have a fundamental role to play in helping children to learn. We expect that parents will be supportive of the implementation of the school's Religious Education teaching and learning policy.

11. Parental rights to withdraw children from R.E.

We acknowledge that parents have the right to withdraw their children from R.E. However, by choosing to send their child to a Church of England School, parents should acknowledge that the ethos of the school is underpinned by Christian values. Where parents have concerns about their children taking part in R.E., they are asked to discuss their concerns first with Mr Robson and/or Mrs Lancaster. They will be able to discuss the R.E. programme and teaching methods in greater detail and give parents access to the R.E. unit materials and resources used. Agreement on alternative provision for the children would need to be reached should they be withdrawn from the R.E. programme.

12. Digital Learning

12.1 The use of technology to support pupils' learning is a high priority in school. Increasingly jobs are becoming more dependent on employees using technology to work more effectively with technology. At Croft we recognise the need this creates for us to help pupils develop technological skills.

12.2 In KS2 we will allow all pupils to have access to a tablet. KS1 will have access to one between two.

12.3 Tasks that can be completed on these tablets:

- Research
- Accessing websites
- Screen sharing capabilities to support pupils work
- Screen sharing capabilities to give children live feedback within a lesson
- Support with spellings
- Access to online dictionaries
- To complete class work set on Seesaw
- To share work with home on Seesaw easily
- To have access to books and stories
- To create films
- To create posters

- Using Augmented Reality apps
- Educational games
- Whole class quizzes
- Work handouts to be available on the tablet

12.4 Work produced on I pads will be expected to be of the same quality of work produced in books. Presentation of core and non-core work must remain formal with no use of Emojis and drawings unless pupils have been directed to do so.

12.5 Sometimes an activity will be done on Seesaw. This work must be placed in a folder which follows this format: Subject: Unit e.g. Writing: Myths. This is in order for it be found easily when monitoring.

12.6 Pupils/Staff will write 'Work on Seesaw' in books when relevant to support monitoring.

12.7 The ways children can respond to work digitally are:

- Write in books and take photos of work
- Write on whiteboards and take photos of work
- Voice Recordings
- Screen Recordings
- Peer to peer interviews
- Screenshots
- Text
- Peer Text (#TAG)
- Videos

12.8 Screen Time must be monitored carefully. Pupils should be spending no more than 30 minutes on a tablet completing a task without an extended break. Lessons where pupils are using tablets to look at a handout can last for up to 1 hour as pupils will only be referencing the tablet while writing in their books.

12.9 Pupils will be made aware of the taking of photos on their tablets, it must be done with other people's permission. This is acceptable with the direction of the teacher and can be shared on Seesaw (if we have the child's permission)

12.10 At times pupils may be given the opportunity to partake in discussions on Seesaw. Pupils can use an informal tone of writing in their comments, this will be taught to them explicitly and support their learning of different levels of formality depending on purpose and audience. Pupils must not use abbreviations and any post containing them will not be approved. Pupils will be reminded of constructive feedback before these sessions.

12.11 Pupils will be allowed to read stories on their tablet however we will still endeavour to promote physical books. Pupils will be expected to be reading a physical book at all times during independent reading sessions, unless other provision have been agreed with parents to use a Kindle or similar device.

12.12 Work produced on I pads will be expected to be of the same quality of work produced in books. Presentation of core and non-core work must remain formal with no use of Emojis and drawings unless pupils have been directed to do so.

12.13 During formal lessons, pupils may be asked to share their screen so the teacher can monitor their usage on the classroom screen at the front of class.

