



Trust vision

We are a Catholic family of schools, working as one, transforming every individual, their family and our Trust community through the building of God's Kingdom, caring for our environment, **today rather than tomorrow.**

Religious Education Policy

'I'm important and precious because God Loves me.' (Fr. John RIP 2021)

This policy should be read in conjunction with the NRCDES policy.

[https://www.dioceseofnottingham.uk/application/files/4015/1022/7703/Religious_Education_Policy - January 2017.pdf](https://www.dioceseofnottingham.uk/application/files/4015/1022/7703/Religious_Education_Policy_-_January_2017.pdf)

The principles underpinning the spiritual development of our children are based on the Gospel Values of justice, compassion, forgiveness and reconciliation. Children learn to appreciate the love of God in their everyday lives and in the world about them.

The life of the school is underpinned by the school's Motto, which is displayed in every classroom and public area. School life is driven and shaped by these values, our mission statement and our Catholic ethos.

The School Motto is:

'God shines within our hearts. Jesus walks by our side. The Holy Spirit gives us strength.'

This policy will outline the approach to Religious Education including related issues such as collective worship, spiritual development and moral development.

1 Rationale

1.1 Every Catholic school in the Diocese of Nottingham is required to teach, develop and resource Religious Education with the same commitment as any other core subject;

'The outcome of excellent Religious Education is religiously literate and engaged young people who have the knowledge, understanding and skills - appropriate to their age and capacity - to reflect spiritually and think ethically and theologically, and who are aware of the demands of religious commitment in everyday life.' Religious Education Curriculum directory for Catholic Schools (CES 2012)

2 Our aims and objectives

2.1 At St. Mary's CVA, we aim to nurture every aspect of Catholic Life and to provide individuals with opportunities to develop a personal relationship with God by creating:

- An environment that uses Jesus as a role model, thus demonstrating the Christian values of respect, trust, honesty and co-operation
- A celebrating community, which uses prayer, assemblies, festivals, liturgies, positive discipline and worship
- A sense of belonging to and participating in a community
- A real understanding and practise of the Catholic Faith
- Opportunities to develop understanding, respect and appreciation of other faiths



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- Familiarity with religious language, symbols, signs and gestures of worship and prayer
- A curriculum that develops the whole child, integrating physical and intellectual growth alongside moral, spiritual, emotional and physiological growth.

3 The Religious Education Curriculum

3.1 Religious Education is a core subject which is central to the Catholic life of the school, based on the expectations and aims outlined in the Religious Education Curriculum Directory for Catholic Schools (CES 2012).

“Religious education is never simply one subject among many, but the foundation of the entire educational process. The beliefs and values studied in Catholic Religious education inspire and draw together every aspect of the life of a Catholic school.”

Catholic Bishops 'Conference of England and Wales (May 2000)

4 The 'Come and See' Programme

4.1 This programme of study forms the basis of our scheme of work and teaching. It is developed through three themes; the Church, the Sacraments and Christian Living. Each theme occurs once in every term and gradually builds on the understandings of the previous theme. Each theme is explored through different topics across the year groups.

4.2 During the Advent Term, a week is set aside to learn more about Judaism, which is another Abrahamic faith, and during the Pentecost Term, a further week is set aside to learn about another world faith, such as Islam, Hinduism, Sikhism and Buddhism.

4.3 In addition to the timetabled RE sessions and daily collective worship, St. Mary's CVA celebrates holy days, special feast days, key stage assemblies, class assemblies, hymn practice, liturgies, Adoration, class Masses and whole school Masses.

5 The Structure of Religious Education Teaching

5.1 This is delivered through a process recognised in the Catechism of the Catholic Church:

- By exploring their life experience to discover value and significance: **EXPLORE** (approx. 1 week)
- By hearing, understanding and reflecting on the Christian message: **REVEAL** (approx. 2 weeks)
- By bringing it to mind, by celebrating and applying it: **RESPOND** (approx. 1 week)

6 Planning

6.1 We carry out the curriculum planning in RE in two phases; long-term and short-term. The long-term planning maps the RE topics studied in each term by each year group. (These are found on the school website

<https://www.stmarysnewmills.srscmat.co.uk/catholic-life/r-e/#1643640766497-716945d1-71c3>)

The RE subject leader devises this plan in collaboration with teaching colleagues in each year



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group, using the Come and See primary map. Class teachers write short-term topic plans using the template provided in addition to planning guidance from the RE Advisor at Nottingham Diocese Education Service. Class teachers are provided with planning sessions with the RE subject leader, and plans are reviewed half-termly by the Senior Leadership Team. Planning must outline specific learning objectives and expected outcomes linked to the 'driver words' suitable for each year group (*Nottingham Diocese Education Service End of Year Expectations Document, 2019*). Planning is tailored to the specific needs of the children so that the learning is accessible and engaging.

7 Time allocation

7.1 The time allocation for Religious Education is 10% of the taught week in each key stage, in accordance with the guidelines from the Bishops of England and Wales (*May, 2000*). Therefore, children in EYFS and KS1 will receive two hours of RE per week and children in KS2 will receive two and a half hours per week. This allocated curriculum time does not include forms of collective worship as outlined above.

8 Early Years Foundation Stage

8.1 In Reception classes, RE is an integral part of the topic work covered during the year. We relate the RE aspects of the children's work to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children aged three to five. RE is included in 'Understanding the World' and 'Personal, Social and Emotional Development' areas of learning. Children complete a baseline assessment in recognising religious words, actions and objects at the beginning of EYFS and at the end. This information is submitted to the Diocese.

9 Assessment

9.1 St. Mary's CVA use the Nottingham Diocese Education Service End of Year Expectations Document (*July, 2019*) to assess children according to their year group expectations. Children are assessed against the 'driver words' applicable to their year group and are assessed in three strands; learning about religion, learning from religion, and forming an opinion about religion. Pupil progress is judged through observations, discussions and extended pieces of recorded work, which is internally and externally moderated to substantiate judgements. The Education Service also set assessment tasks once per term to aid moderation.

9.2 Lesson drop ins, book looks and pupil voice are used to inform termly pupil progress meetings with the Head Teacher.

9.3 Evidence is gathered against the standards throughout the year. This will include assessment tasks and extended pieces of writing that have been moderated and a judgement agreed upon. The aim of this is to exemplify RE standards for each year group for tracking purposes, and to further support teaching staff in their decisions and pitch of lessons. Monitoring is completed termly with



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the link governor. St. Mary's CVA use the Trust assessment framework on Insight to monitor pupil progress.

9.4 Pupil Progress meetings are held termly for each class with the Head Teacher. Children may be identified and targeted thereafter to ensure at least expected progress is made from their starting point in RE.

9.5 A baseline assessment is carried out at the beginning of Reception to help find out what basic Catholic knowledge, vocabulary and experiences children have on entry to the school. Throughout Reception, the teacher and the school 'add value' (teach the children basic Catholic knowledge, vocabulary and offer a Catholic context to give some experience of Catholic life). The baseline is then carried out at the end of Reception to demonstrate the gains in knowledge and understanding (value-added).

10 Marking and Feedback

Feedback occurs at one of three common stages in the learning process:

1. Immediate feedback – at the point of teaching/ during task
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching – usually at the start of the next lesson in that subject.

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving progress, especially for younger pupils.

The primary method of giving feedback at St Mary's will follow the procedure below:

The teacher will review the work completed by pupils noting in their planning:

- The work to praise and share
 - Need of further support
 - Notes on presentation
 - Basic skills error
 - Common misconceptions and notes for the next lesson
- Key issues for all children will be fed back to all children at the start of the next lesson* and an opportunity will be given to correct errors or to improve work. Children in KS1 and KS2 will edit their work in a red pen. Children who need more bespoke support will get this from classroom adults during this time.
 - The impact of this will be reviewed after this lesson as learning moves on.

No annotations or comments are expected in the child's book – these will be at the discretion of the teacher.

* [Feedback may be given at a time other than at the start of the next lesson – including during register time or bespoke sessions where appropriate – this is particularly encouraged in RE – where the use of 'heads, hearts and clouds' will be used to encourage improvements of further thinking around specific aspects of AT1, 2 or 3]



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Frequency of feedback

Assessment and Feedback in Religious Education (RE) will be at least weekly. Termly RE assessments will be formally marked.

Peer and self assessment will be used to give children the opportunity to reflect on their own successes and areas to improve and to help to provide that feedback for others.

Feedback that is verbally completed with the child is encouraged – especially while the children are working so that they can make an immediate change/correct a misconception. There is no need for the verbal feedback to be written in full but some markings can be made to support the feedback.

Staff are actively encouraged to use ways of giving feedback that works for them and their class – aiding them to maintain a healthy work life balance.

Feedback & assessment

All feedback should contribute to formative assessment and should feed directly into the short term planning in order to respond to current needs. It is assumed that work without a code has been completed without assistance. This will be taken into account when assessing and moderating work.

Foundation Stage

In Foundation Stage the main form of feedback for children will be in the form of verbal interactions. Adults will seek to build children's confidence and understanding by responding to the significant things which children do or say. Verbal feedback can serve to highlight the positive aspects of children's contributions and to suggest other ideas and ways forward.

Key Stage 1

Children in key Stage 1 will be supported to improve their own work and correct their mistakes by class adults in small groups. As much feedback as possible should be verbal.

Through Year 1, children will be introduced to self and peer assessment. This will be in the form of green for growth (not secure with the learning) and tickled pink (secure with the learning). The importance of precise verbal and written feedback which children can respond to during the lesson is a key strategy for securing progress.

Key Stage 2

From Y3 children (apart from new joiners) will have developed a secure understanding of the importance of using verbal and written feedback in order to confirm what they are good at and what requires improvement. It will be vital to continue to reinforce the message with children that work should show evidence of improvement as a result of verbal feedback, marking and self reflection. Progress and improvements should be particularly celebrated and rewarded.

Peer/ self assessment should be used regularly to support the learning and understanding of what is required.

KS2 Self and peer feedback

In Key Stage 2 children will be expected to conduct regular self-checking and review against specific criteria. Peer feedback will take the form of:

- Structured responses to another pupils work to look for evidence of specific aspects (avoiding generalized and superficial comments)



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- A bank of comments may be introduced for use by children e.g. This work shows good examples of.....
- As part of mini and final plenaries children will share an example of a classmate's work and be directed to look for examples of features in the success criteria. A comment for improvement may also be requested
- Peer marking can include a star and a wish model using peer partners, peer and self-marking and evaluative feedback. Acknowledgement always relates to the learning intention.
- In Ks2 children self-assess and put their book in a colour coded box to indicate their understanding of the learning.

Marking Codes

✓ or ● will be used when there is a right or wrong answer ● ● ● spelling mistake/3 green dots under the incorrect spelling.

All classes use a pink highlighter (tickled pink) to show that the learning objective has been achieved and a green highlighter to show further improvements are required.

Teachers will annotate pupil outcomes on their planning and add rocket recaps as identified. There is an agreed list of symbols to support the process. These symbols are as follows: ? (Check it makes sense) ^ (up skill word choice or word omission). These can be used by adults and children during marking.

Support codes: ink stamps

Pink stamp-teacher marked

Green stamp- teaching assistant marked

Purple stamp-peer marked

Addendum to feedback policy

Following on from COVID lockdown all teachers will now be marking one third of books weekly, this will also include teaching assistants marking another third and peer marking for the final third. This will allow teachers to focus on identified gaps to revisit daily.