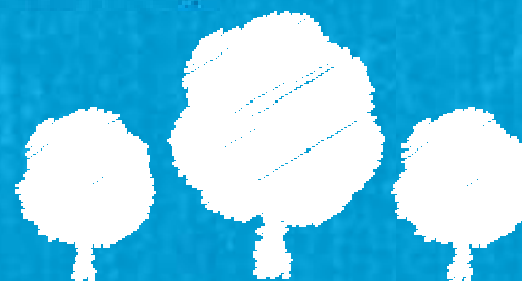
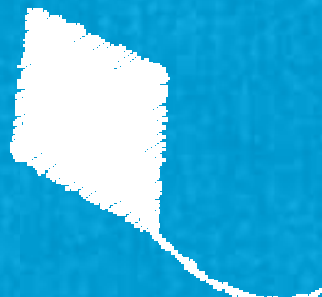
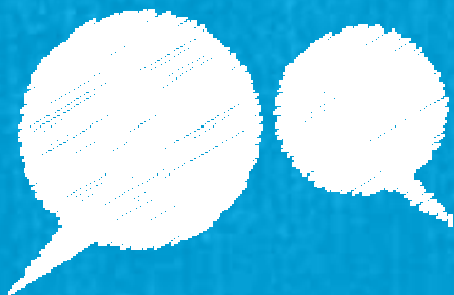


**RE**

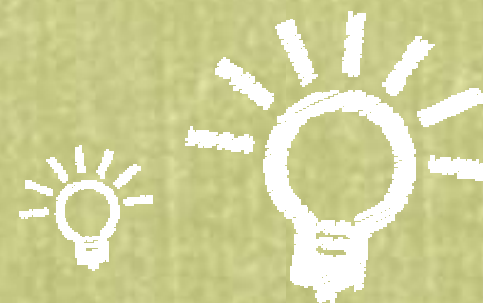
Quality Mark

**AG**

Marc ansawdd



# Introduction *Cyflwyniad*





# Introduction *Cyflwyniad*

## Why have an RE Quality Mark?

The REQM has been set up to:

- raise the profile of religious education in schools
- celebrate a commitment to excellence in religious education
- enable dissemination of quality RE through networking
- provide a framework for measuring, planning and developing the quality of RE teaching and learning
- encourage schools to increase the range and quality of teaching and learning in religious education to improve standards
- develop pedagogies which have impact on whole school improvement
- provide a structure and framework for dioceses and SACREs to map high quality religious education
- address the findings of Transforming RE relating to enquiry based learning

## Pam cael Marc Ansawdd Addysg Grefyddol?

Y marc ansawdd AG wedi cael ei sefydlu er mwyn:

- codi proffil addysg grefyddol mewn ysgolion
- dathlu ymrwymiad i ragoriaeth mewn addysg grefyddol
- galluogi lledaenu ansawdd AG drwy rwydweithio
- darparu fframwaith ar gyfer mesur, cynllunio a datblygu ansawdd yr addysgu a dysgu Addysg Grefyddol
- annog ysgolion i gynyddu ystod ac ansawdd yr addysgu a'r dysgu mewn addysg grefyddol i wella safonau
- datblygu addysgeg sy'n cael effaith ar wella ysgol gyfan
- darparu strwythur a fframwaith ar gyfer esgobaethau a CYSAGau i fapio addysg grefyddol o safon uchel
- mynd i'r afael a'r canfyddiadau TrawsnewidAddysg Grefyddol sy'n gysylltiedig â dysguseiliedig ar ymholiadau



# Introduction *Cyflwyniad*

“

*The process has challenged us further; we have already put in place a number of new ideas, such as the pupils planning and even teaching lessons. We have also renewed some ideas which had been allowed to slip for a year or two, such as developing closer community links and there are some exciting things happening as a result. You have made us take a fresh look at ourselves, through a different lens. Although we have gained a gold award, the criteria still provide lots of creative pointers to move ourselves forward even further.*

**Gold award winning school**

”





# Introduction *Cyflwyniad*

it recognises good  
practice in RE

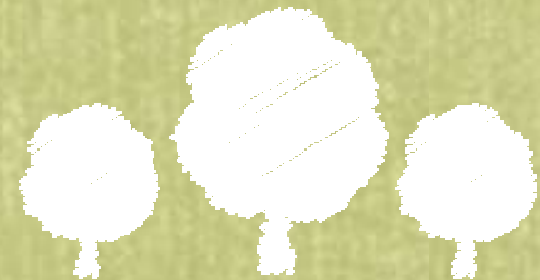
and...

provides a powerful  
tool for development.

mae'n cydnabod arfer  
da mewn AG

ac...

yn darparu arf pwerus ar  
gyfer datblygu.





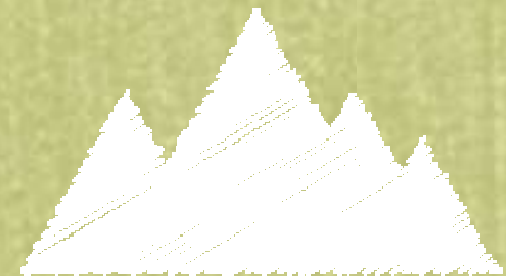
# Introduction *Cyflwyniad*

## 4 schools:

- Before – Criteria
- During – Meeting
- After – Evaluation

## 4 ysgol

- Cyn – Meini Prawf
- Yn ystod – Cyfarfod
- Ar ôl – Gwerthuso





# Preparation *Paratoi*

## Criteria

- Bronze – Department
- Silver – Whole school
- Gold – Local and national community

## Meini prawf

- Efydd – Yr Adran
- Arian – Ysgol gyfan
- Aur – cymuned lleol a chenedlaethol





# Preparation *Paratoi*

## 5 Areas

- Learners and Learning
- Teachers and Teaching
- Curriculum
- Subject Leadership
- Continuing Professional Development (CPD)

## 5 Ardaloedd

- Dysgwyr a Dysgu
- Mae gan athrawon ac Addysgu
- Cwricwlwm
- Arweinyddiaeth Pwnc
- Datblygiad Proffesiynol Parhaus (DPP)





# Preparation *Paratoi*

## Learners and Learning BRONZE

| Criteria<br><i>Schools should highlight where they meet the criteria.</i>                          | Suggested Evidence<br><i>The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.</i>   | Assessor comments if appropriate |
|--|--|----------------------------------|
| 3. Learners are responding to fundamental questions and are beginning to shape their own learning. | <ul style="list-style-type: none"> <li>Lesson titles are based on a key question.</li> <li>Each lesson in the midterm plans refer to which skills are covered e.g. engage with fundamental questions, exploring beliefs, teachings and practices, and</li> </ul> |                                  |

## Teachers and Teaching BRONZE

| Criteria<br><i>Schools should highlight where they meet the criteria.</i> | Suggested Evidence<br><i>The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.</i>   | Assessor comments if appropriate |
|---|--|----------------------------------|
| 1. There are high expectations and good subject knowledge.                | <ul style="list-style-type: none"> <li>Teachers are competent and enthusiastic about teaching RE as many children don't have firsthand experience of the subject in today's society.</li> <li>Questioning is aimed at making them think for themselves and at time out of</li> </ul> |                                  |

## Continuing Professional Development BRONZE

| Criteria<br><i>Schools should highlight where they meet the criteria.</i>  | Suggested Evidence<br><i>The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.</i>                                    | Assessor comments if appropriate |
|--|---|----------------------------------|
| 2. CPD relating to individual professional needs and local/national guidance (WG, SACRE's, WASACRE) and Estyn guidance documents have an impact on learners' learning and reported to governors as appropriate | <ul style="list-style-type: none"> <li>The school complies with Performance Management Regulations and teachers are able to identify individual professional targets.</li> <li>The subject leader has helped</li> </ul> |                                  |



# Preparation *Paratoi*



## Primary What do you think about RE in your school?

This questionnaire will help your school decide how well you are learning in RE.

|  |  |
|--|--|
| 1. What do you like learning about other people and their beliefs about life?  |  |
| 2. What are some of the things you discuss in RE?  |  |
| 3. What kind of important questions do you ask in RE?  |  |
| 4. How do you know what to do to improve your work in RE?  |  |
| 5. How often do you act or do a play in RE?<br>How often do you sing or play instruments in RE?<br>How often do you paint or |  |

|   |  |
|---|--|
| 6. What interesting things did you learn from the last visitor you had in RE?             |  |
| 7. How often do you go on visits, use artefacts or stories or art to explore ideas in RE? |  |
| 8. Do you get the chance to learn about people from around the world?                     |  |
| 9. What would make your learning in RE even better?                                       |  |
| 10. What else would you like to tell us about your RE?                                    |  |

Thank you for giving your ideas about RE in your school.

The RE Quality Mark Team



# Comparison *Cymharu*

## English/Welsh

- Acronyms (Estyn, Ofsted etc...)
- Skills from the Exemplar Framework for RE
- Resources and support within Wales

## Saesneg / Cymraeg

- Acronymau (Estyn, Ofsted ac ati ...)
- Sgiliau o'r Fframwaith Enghreifftiol ar gyfer Addysg Grefyddol
- Adnoddau a chefnogaeth o fewn Cymru



# Assessors visit *Aseswyr yn ymweld*

## Visit

- Contact through the website
- Arrange the assessment date
- Assessors visit 2-3 hours max

## ymweld

- Cysylltwch drwy'r wefan
- Trefnwch y dyddiad asesu
- Aseswyr yn ymweld 2-3 awr ar y mwyaf

# Assessors visit *Aseswyr yn ymweld*

## Secondary

### What do you think about RE in your school?

This questionnaire will help your school decide how well you are learning in RE.

|   |   |
|---|---|
| 1. What do you like best about RE?  | Relevance, perspective, other beliefs, arguments, stereotypes, why, actions, asking questions, opinions, pupil led questions, rules, other view points, academic learning.  |
| 2. RE lessons mean you have the chance to talk about big questions about life. What are some of the things you discuss in RE? | Why people commit actions and justification, women and discrimination, why have the caste system, medical ethics, capital punishment, Did Jesus come back to life, what is my opinion, west against Islam, misconceptions of Islam, universe, is there a god, sanctity of life. |
| 3. What kind of important questions do you ask in RE?   |   |
| 4. How often do you learn about people who have different beliefs from you?   | Lots of 5's   |
| 5. On a scale of 1-5 (1 = high, 5 = low) how much challenge do you have in RE?  | 3 and 4's   |



# Assessors visit *Aseswyr yn ymweld*

| Learners and Learning<br>SILVER   |   |   |
|---|---|---|
| Criteria<br><i>Schools should highlight where they meet the criteria.</i>                             | Suggested Evidence<br><i>The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.</i>  | Assessor comments if appropriate                              |
| 1. The criteria for Bronze are met.   | 1. The criteria for Bronze are met.   |   |
| 2. Learners make above average progress in relation to their age, ability and prior experience.       | 2. Records of assessment indicate learners make above progress within each key stage. For special schools, progress needs to take account of context and the criteria as appropriate. | Above county and national                                     |
| 3. Learners connect their learning in RE with other curriculum areas and the national community.      | 3. Curriculum plans indicate at least three connections with other curriculum areas and the wider world including Curriculum Cymreig/Wales, Europe and the World.                     | China day, Science vs RE, MLK history, Literacy and Numeracy. |
| 4. Learners are beginning to suggest their own lines of enquiry related to the programme of learning. | 4. Learners and subject leader interviews.  | Prayer lesson, own homework.                                  |

# Assessors visit *Aseswyr yn ymweld*



## | REQM possible questions for SLT by assessor

| Questions  | <i>Expectations</i>  |
|--|--|
| <b>General</b>   |  |
| 1. How is RE viewed by staff, parents, <u>pupils</u> ?<br>How do you know? | <i>Positive... KS3 curriculum... good response in KS4... relevance of course A level numbers</i>   |
| 2. What kind of pedagogy does the school encourage? Is it evident in RE?   | <i>Professional freedom to develop the best practices for the subject. Don't pigeon hole but promotes lit and num. Past <u>Afl</u>, Thinking skills but has the freedom to use appropriate skills.</i> |
| 3. How is the importance of RE reflected in                                | <i>5% extra time for year 9's</i>  |



Assessors visit *Aseswyr yn ymweld*

The outcome

*Y canlyniad*

# After *Ar ôl*



John Keast OBE  
Chair of the Religious Education Council of England and Wales

Valid until:  
20<sup>th</sup> March 2016

The Religious Education Council of England and Wales,  
Registered Charity No. 1110543. Company limited by  
guarantee no 5957308. Registered in England



## RE Quality Mark School Evaluation

Please complete this form within 2 weeks of receiving the award and return it to REQM Admin [admin@reqm.org.uk](mailto:admin@reqm.org.uk)

|  |        |
|--|--------|
| School name and address  |        |
| RE subject leader  |        |
| Telephone number   |        |
| Email contact  |        |
| Permission for photos to be used on the REQM website   | Yes/No |
| Permission for your school to receive publicity through the Religious Education Council (REC)? | Yes/No |

### 1. Application form for REQM

Comment upon the content and accessibility of the form:

Suggestions for improvement (please indicate which section you are referring to):

### 2. How will the RE quality mark help to develop RE in your school?

### 3. How much time was needed to prepare for the visit?

### 4. Evaluation of the assessor

Please comment briefly upon the role of the assessor including professional behaviour, integrity, efficient use of time.

### 5. Please make any other comments below:

Thank you very much for your feedback.



After *Ar ôl*

Inspiration for  
the future

ysbrydoliaeth ar  
gyfer y dyfodol



# Summary (crynodeb)

- Starting point

- dechrau pwynt

“

*I have read the quality mark criteria and they are very good. Well done to you and whoever else worked on them.*

**Liz Depper, Executive Member of the Association of Achievement and Improvement through Assessment**

”

# Summary (crynodeb)

- Identification of good RE

- Nodi AG dda

“

*It was great to have time to think about RE and wonderful to be able to discuss our department. The opportunity for this kind of professional dialogue about RE was a rare treat for me and it was a pleasure to be able to spend time thinking about our practice with you.*

**Gold award winning school**

”



# Summary (crynodeb)

- Sharing good practice

- Rhannu arfer da

“

*If we didn't do RE we would be stuck in our own little bubble.*

**Secondary student**

”

“

*I like acting things out. It makes it more interactive. I get to do it. I like talking and seeing other points of view.*

**Primary pupil**

”

# WASACRE...

Translation

Cyfieithu

|    | Document  | Words |
|----|---|-------|
| 1  | Assessors Training Agenda                             | 127   |
| 2  | Code of Conduct Assessors                             | 239   |
| 3  | Process of school application and assessment for REQM | 508   |
| 4  | REQM School evidence Wales 14_06_13                   | 4125  |
| 5  | Prim Questionnaire                                    | 169   |
| 6  | Secondary Questionnaire                               | 218   |
| 7  | SLT question  | 134   |
| 8  | Feedback from schools Y2                              | 151   |
| 9  | Proforma after the assessors visit                    | 56    |
| 10 | Feedback from assessor Y2                             | 141   |
| 11 | Quality Assurance of Assessors                        | 356   |
| 12 | Evaluation  | 74    |
| 13 | Invoice_Template_for_REQM-Assessor independent        | 86    |
| 14 | Agreement   | 318   |
| 15 | Complaints procedures                                 | 239   |
|    | Total   | 6941  |



# WASACRE...

Translation

Cyfieithu

$$6941 \times \text{£}0.0726/\text{words} = \text{£}503.91$$

# WASACRE...

Translation  
Publicity – SACRE's

Cyfieithu  
Cyhoeddusrwydd - CYSAG