



## Curriculum Action Plan

### Subject: RE (2024-25)

LEADERSHIP AND MANAGEMENT							
Objective from SIP	Key actions	Lead	Timescale	Resources	Success Criteria	Monitoring	Impact
Subject leadership development	<ul style="list-style-type: none"> <li>Complete 2024/2025 actions</li> <li>Plan is published on the school website</li> </ul>	RE leader	July 2025	Time	<ul style="list-style-type: none"> <li>Plan reflects the achievements made by the RE lead and measures impact to enable forward planning</li> <li>SSE practices are strong and reflect current practises/attainment and achievements</li> <li>A vision of how RE teaching will look going forward</li> </ul>	SLT FGB	
Leaders to ensure the school is delivering a broad and balanced curriculum to all groups of learners	<ul style="list-style-type: none"> <li>Consistency in books inline with whole school procedures</li> <li>Review LTP in respect of transition to the Kapow SOW in terms of being fit for purpose – knowledge rich, skill development, links to cultural experiences and real life opportunities</li> <li>Complete work scrutiny to ensure curriculum coverage</li> <li>Complete learning walk to ensure learning environments show a broad and balanced curriculum</li> </ul>	RE leader	December 2024 for January 2025 rollout	Time	<ul style="list-style-type: none"> <li>Books should show a range of concepts and knowledge being taught</li> <li>Knowledge organisers are year group appropriate with vocabulary expectations and information</li> <li>Front sheets are age group appropriate so that the children can understand them and are not over burdened – references made prior and post learning.</li> </ul>	SLT FGB	
Develop assessment practices	<ul style="list-style-type: none"> <li>Staff to trial assessment using Kapow scheme of work</li> <li>Assessment lead to ensure INSIGHT tracking system has objectives added</li> <li>Ensure KOs are consistently used at the beginning of each theme and used for retrieval midway and at the end of the theme as an assessment tool.</li> </ul>	RE and Assessment leader	By end of July 2025	Time	<ul style="list-style-type: none"> <li>Children use KOs as a way of self-evaluation</li> <li>Lessons include opportunities for AfL and self-assessment</li> <li>Tracking and assessment tools are being considered and trialled</li> </ul>	SLT FGB	

	<ul style="list-style-type: none"> <li>Retrieval practices are common place.</li> </ul>						
Develop vocabulary progression	<ul style="list-style-type: none"> <li>Review vocabulary progression document and upload to school website</li> </ul>	RE leader	End of December 2024	Time	<ul style="list-style-type: none"> <li>Vocabulary is progressive yet supports a spiral curriculum</li> <li>Key vocabulary is revisited during retrieval practises</li> </ul>	SLT FGB	
Develop links with prior learning	<ul style="list-style-type: none"> <li>Review front sheets in pupils books and ensure links are made</li> </ul>	RE leader	End of July 2025	Time	<ul style="list-style-type: none"> <li>Children are secure in their ability to explain their prior learning and can communicate this to a range of stakeholders</li> </ul>	SLT FGB	
Consider end points	<ul style="list-style-type: none"> <li>Review roadmap of learning in RE year and create for individual year groups ready for new academic</li> </ul>	RE leader	End of December 2024	Time	<ul style="list-style-type: none"> <li>Road maps show end points from EYFS to end of Year 6</li> <li>Further develop to create road map for each year group</li> </ul>	SLT FGB	
Reporting to stakeholders	<ul style="list-style-type: none"> <li>Complete RE SSE document and share with all teaching staff</li> <li>Complete end of year report for FGB</li> <li>Take part in Governor monitoring visits</li> </ul>	RE leader	End of July 2025	Time	<ul style="list-style-type: none"> <li>All stakeholders have an awareness of standards and effectiveness of RE</li> </ul>	SLT FGB	

## QUALITY OF EDUCATION

Objective from SIP	Key actions	Lead	Timescale	Resources	Success Criteria	Monitoring	Impact
To ensure children's understanding of what a RE learner looks like in each year group	<ul style="list-style-type: none"> <li>Classteachers and children to develop a character portrait of what an 'Eynesbury RE learner' looks like in each year group</li> </ul>	Classteachers	September 2024	Time	<ul style="list-style-type: none"> <li>Children are able to communicate confidently their ideas of an Eynesbury linguist</li> <li>Children are included in the process of developing an Eynesbury linguist in all year groups</li> </ul>	RE lead	
To improve monitoring of the quality of teaching and learning	<ul style="list-style-type: none"> <li>Evidence gather to enable a full understanding of areas of strength and areas for development</li> <li>Regular monitoring of the quality of teaching and learning</li> </ul>	RE leader	Ongoing	Time	<ul style="list-style-type: none"> <li>Lesson observations and drop ins demonstrate at least 'good' teaching and learning</li> </ul>	SLT FGB	
To ensure progression is key	<ul style="list-style-type: none"> <li>Maintain the RE display to a high standard showing progression between different year groups</li> </ul>	RE leader	Ongoing	Time	<ul style="list-style-type: none"> <li>Displays are showing progression and are closely aligned to the SOW</li> </ul>	SLT FGB	

Leaders to ensure the school is delivering a broad and balanced curriculum to all groups of learners	<ul style="list-style-type: none"> <li>Learning is adapted to meet the needs of pupils with SEND.</li> <li>Seek advice from SENDco to support this aspect and then share with teaching staff.</li> </ul>	All teaching staff	Termly	Time	<ul style="list-style-type: none"> <li>RE books show scaffolding/ differentiation/ annotations to show how pupils are supported.</li> <li>Observations show that all pupil are included and that lessons are adapted to meet pupil's needs.</li> </ul>	SENDCo FGB	
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### PERSONAL DEVELOPMENT/BEHAVIOUR AND ATTITUDES

Objective from SIP	Key actions	Lead	Timescale	Resources	Success Criteria	Monitoring	Impact
Safeguarding is effective	<ul style="list-style-type: none"> <li>Ensure all safeguard practises are embedded and when completing drop in observations note any areas of strength and further areas for development</li> <li>Increase opportunities to develop children's voice through the use of a pupil survey</li> </ul>	RE leader	Ongoing		<ul style="list-style-type: none"> <li>Children show high levels of wellbeing and involvement</li> <li>Children involved and interested in own learning</li> <li>Children feel safe</li> <li>Children's well-being is maximised</li> </ul>	SLT FGB	Completed and in place. Safeguarding is effective.
Ensure breadth of opportunity for all learners.	<ul style="list-style-type: none"> <li>Opportunities to develop cultural capital provided (and evidenced in book).</li> <li>Explicit links are made on long term overview and KO to show links to British Values</li> <li>Teachers make reference to links when appropriate.</li> </ul>	All teaching staff	Ongoing	Time	<ul style="list-style-type: none"> <li>Cultural Capital book updated</li> <li>Lesson observations/ drop ins/ pupil voice shows pupils can identify how SLT links with British Values.</li> </ul>	SLT FGB	

<b>Written: 10/09/24</b>	<b>Autumn term review: 02/12/24</b>	<b>Spring term review:</b>	<b>Final review:</b>
<b>Subject leader signature:</b>	<b>Sam Pritchard and Alana Brown</b>		<b>Date:</b>