

## Work Scrutiny Chart for Religious Education

| Key Questions  | Inadequate   | Requires Improvement   | Good  | Outstanding  |
|--|--|--|---|--|
| <i>How does the standard of work in RE compare to the standard in another Core Subject e.g. Literacy?</i>      | The standard of work in RE is far below work in other Core Subjects.   | Some RE work matches the standard of work in other Core Subjects.  | Pupil's work in RE consistently matches the standard of work in other Core Subjects.  | All work in RE matches the standard of work in Other Core Subjects and at times even exceeds it.   |
| <i>Is there evidence of progression?</i>   | Little evidence of progress/ improvement across the year   | Most pupils make progress/ improvement across the year   | All pupils make progress, the majority make good or better progress/ improvement across the year  | Nearly all pupils make good or better progress/ improvement across the year  |
| <i>Is the work appropriate to the age expectations and ability range of the class?</i>                         | Little or no evidence of differentiation of task or support for lower ability pupils. More able are not challenged.        | Some tasks have been differentiated to support lower ability and challenge the more able. Others are sufficiently flexible to provide differentiation by output. | All pupils including the more able, are consistently challenged. Support and scaffolding is in place for the less able.   | All pupils, including the more able, are significantly challenged.   |
| <i>How is the work in the RE books presented?</i>  | Presentation of work is poor.  | Some evidence of good presentation.  | Presentation of work is consistently good.  | Presentation of work is of an exceptionally high standard.   |
| <i>Do the pupils/ teachers value their work?</i>   | The respect given to RE books by the children is less than for other Core Subjects.  | Children respect their RE books and work.  | Children take great pride in their RE books and work.   | All children recognise that RE has a special place within the school's curriculum.   |
| <i>Is there evidence of a variety of teaching approaches?</i>  | The teaching of RE contains no creativity and relies on a limited range of activities.                                     | A variety of teaching approaches and activities are employed. Some RE taught through creative opportunities.   | A comprehensive and appropriate variety of teaching activities and approaches employed. RE is consistently taught using cross – curricular links and children are given regular opportunities to explore their learning creatively. | RE taught through a wide range of teaching activities and inspirational approaches. Cross – curricular links expertly used and children given many opportunities to explore their learning creatively. |
| <i>Is RE being taught regularly? Is there an appropriate amount of work recorded?</i>                          | Little work is recorded in RE books and is often incomplete. Apparent that little time is dedicated to the teaching of RE. | Work is recorded in RE books but does not reflect the amount of time that should be spent on RE.   | Regular work in books reflects the time allocated to the subject. Reference is made to drama and art type activities.   | All pupils produce an appropriate quantity of work. Evidence such as photographs records activities such as drama, in addition to the inclusion of pupil's own reflective comments.                    |
| <i>Is there a consistent and effective approach to assessment and marking? Does it inform future learning?</i> | Not all work is marked. Comments are limited to one or two words. Marking does not inform future learning.                 | All work is marked. Some comments are linked to the learning objective, others also indicate how the pupil can improve.  | All work is marked and most comments are linked to the learning objective and indicate how pupils can improve.  | All work is marked. Comments outline what the child needs to do in order to improve their learning in the subject. Evidence that the child has acted upon these comments and improves their work.      |