



Longton
Primary
School



Subject Leader Raising Aspirations Plan

Subject: RE

Academic year 2023 - 2024



Curriculum Annual Targets

Please refer to the Inspection Handbook for guidance.

<https://www.gov.uk/government/publications/school-inspection-handbook-eif/schools-inspection-handbook-for-september-2021>

1. Leadership and Management including Safeguarding	<ul style="list-style-type: none">• Sort through evidence books to ensure there is coverage of all year groups• Monitor this year's big books for coverage
2. The quality of education (Teaching, Learning and Assessment)	<ul style="list-style-type: none">• Liaise with Linda to book different faith assemblies to support learning throughout the year• Set up competitions over the year within class to test the children's knowledge of the basic principles of the different religions taught in school• Ensure the correct skills are being taught in each year group
3. Personal Development. Behaviour and attitudes	<ul style="list-style-type: none">• Liaise with the RE team (Lancs) with a view to raising the profile of RE in school• Pupil interviews and discussions with their classes big RE books



Raising Aspirations Plan 2023 - 2024

- 1. Leadership and Management including safeguarding**
Sort through evidence books to ensure there is coverage of all year groups
Monitor this year's big books for coverage

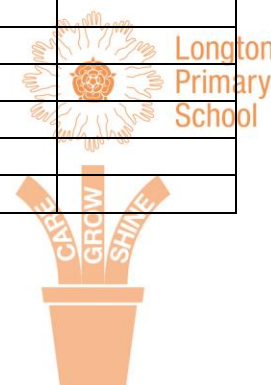
Key lines of Enquiry:

(Questions govs should be asking, SLT looking for, subject leader ensuring information is available, evident etc.)

- What is the data telling – can gaps be identified in an area/ year group and if so how are teachers being supported to pinpoint and accelerate knowing more and remembering more for all pupils.
- How do teachers assess and make judgements on children's RE knowledge and understanding?
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Half-termly Milestones to Achieve Annual Targets

Actions for each half term <ul style="list-style-type: none"> • Check Aut 1 big books, 	Timescale Term Week No	Lead	RAG rating G=Complete A= Partly R = No	RAG rating against annual target
	Week			
	Week			
	Week			
	Week			
	Week			
	Week			
	Week			



**2. The quality of education
(Teaching, Learning and Assessment)**

**Liaise with Linda to book different faith assemblies to support learning throughout the year
Set up competitions over the year within class to test the children’s knowledge of the basic principles of the different religions taught in school
Ensure the correct skills are being taught in each year group**

Key lines of Enquiry:
(Questions gobs should be asking, SLT looking for, subject leader ensuring information is available, evident etc.)

- What does the subject look like across the school – coverage and standards? Is this information used to support high quality teaching and learning?
- How do you know the teachers have a good knowledge of the subjects and that they present subject matter clearly in an interesting and engaging manner?
- How is the curriculum coherently planned and sequenced to ensure strong cultural capital?
- How are SEND/Vulnerable children being supported with accessing and experiencing the most from the full curriculum to ensure they are developing fluency and independence?
- How are more able pupils accessing and influencing the curriculum?
- How do teachers assess and make judgements on children’s RE knowledge and understanding?
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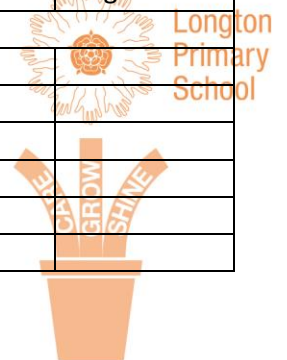
Half-termly Milestones to Achieve Annual Targets

Actions for each half term

- Speak to Linda and organise assemblies
- Christianity quiz prepared
- Check skills on planning

Timescale Term Week No	Lead	RAG rating G=Complete A= Partly R = No	RAG rating against annual target
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	Week 14.9		
	Week		
	Week		
	Week		
	Week		
	Week		



3. Personal Development. Behaviour and attitudes

Liaise with the RE team (Lancs) with a view to raising the profile of RE in school
Pupil interviews and discussions with their classes big RE books

Key lines of Enquiry:

(Questions gobs should be asking, SLT looking for, subject leader ensuring information is available, evident etc.)

- Do pupils behave as their best self in this subject?
- Are standards as high as they are in core subjects? Why is this?
- What are the pupils attitudes to the subject and how can these be further developed?
- How do pupils develop resilience to setbacks and take pride in their achievements in this subject?

Half-termly Milestones to Achieve Annual Targets
Aut 1 – pupil interviews

Actions for each half term

- **What needs to be done to achieve your Annual Targets?**
- **Refer to LPS Raising Achievement Cycle.**
- **Refer to the priorities in the SEF**
- **Refer to LPS Transition Documents**
- **Refer to the Roadmap to Excellence**

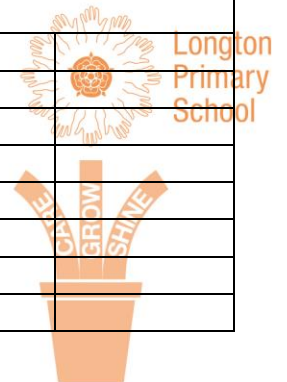
Timescale
Term Week No

Lead

RAG rating
G=Complete
A= Partly
R = No

RAG rating
against
annual
target

Actions for each half term	Timescale Term Week No	Lead	RAG rating G=Complete A= Partly R = No	RAG rating against annual target
	Week			
	Week			
	Week			
	Week			
	Week			
	Week			
	Week			
	Week			



	Week			
	Week			

Raising Aspirations Plan Autumn Term Evaluation

Subject:

	Impact of Actions Against Annual Targets	On track for Good+	Milestones for next half-term
Leadership and Management including Safeguarding			
The Quality of Education Teaching, learning and assessment.			
Behaviour and Attitudes and Personal development			



Raising Aspirations Plan Spring Term Evaluation

Subject:

	Impact of Actions Against Annual Targets	On track for Good+	Milestones for next half-term
Leadership and Management including Safeguarding			
The Quality of Education Teaching, learning and assessment.			
Behaviour and Attitudes and Personal development			



Raising Aspirations Plan Summer Term Evaluation

Subject:

	Impact of Actions Against Annual Targets	On track for Good+	Milestones for next half-term
Leadership and Management including Safeguarding			
The Quality of Education Teaching, learning and assessment.			
Behaviour and Attitudes and Personal development			

