

St Philip's Primary School Action Plan 2025 - 26

Subject Area: RE

Leader: Emma Cooper

Consider when writing your plan... • Quality of Provision • Curriculum design, coverage, appropriateness • Curriculum delivery, teaching and assessment, • Parental engagement • Attainment, Progress, Basic skills • Personal Development • Leadership and Management • Key stage markers and end points • Intervention and provision for lowest 20%		Priority Targets from the School Development Plan: • Design learning tasks with precision and clarity to enable the systematic delivery of sequenced knowledge, promoting both recall and independent learning, while allowing for timely correction and intervention. Enable thoughtful opportunities for the recording and retrieval of knowledge. • Begin to work towards increasing levels of oracy as a cross-curricular thread, ensuring purposeful opportunities for spoken language development across all subjects to enhance communication skills and pupil confidence. • Embed adaptive teaching strategies, both during planning and at the point of delivery, to meet the diverse needs of all learners. • Strengthen the accuracy and consistency of teacher assessment across all subjects by refining and standardising assessment criteria to ensure accuracy, consistency, and inform effective teaching • Review and update subject-specific curriculum documentation, ensuring clarity of intent, implementation, and impact for each subject area.		Priority coordinator	
Objectives	Actions (Processes)	Success criteria (Outcomes)	Monitoring arrangements (Outputs)	Evaluation process and time line	£
Priority Target 1 • Design learning tasks with precision and clarity to enable the systematic delivery of sequenced knowledge, promoting both recall and independent learning, while allowing for timely correction and intervention. Enable thoughtful opportunities for the recording and retrieval of knowledge.					
Plan learning sequences using curriculum maps to ensure a clear progression of knowledge across lessons and units.	Review existing long- and medium-term plans for knowledge gaps or repetition. Update subject-specific progression map outlining key knowledge and skills by year group. Monitor planning termly to ensure learning sequences follow the agreed progression. Staff to write and refer to clear learning objectives and success criteria. Use Primary Task design to provide examples of well-aligned tasks and poorly aligned ones for comparison. Ensure MTP planning is updated using the Questful website resources	Tasks clearly align with intended outcomes. Pupils can recall key knowledge from prior lessons. Pupils demonstrate growing independence. Misconceptions are identified and corrected during lessons. Pupil work shows clear progression and purposeful recording. Pupils refer back to previous learning to support understanding. Teachers adapt instruction based on pupil responses.	Lesson observations / drop-ins (half-termly) – SLT / Subject leaders Planning scrutiny (half-termly) – SLT / Phase leaders Book looks (termly) – Subject leaders / SLT Pupil voice (termly) – Class teachers / SLT Assessment data reviews (termly) – Teachers / Assessment Lead CPD follow-up reflections – SLT / Subject leaders	By end Autumn 1 By end Autumn 1 Continuous Continuous Continuous-ensure is evidenced across terms.	

Design tasks that are explicitly matched to specific learning outcomes to maintain focus and clarity in teaching. Embed regular retrieval activities, such as quizzes and flashbacks, to strengthen long-term memory and support recall. Use modelled → guided → independent approach to develop pupil independence over time. Incorporate scaffolds such as sentence stems, checklists, and success criteria to support learners in accessing and completing tasks.	Support year groups to plan tasks that focus on the intended knowledge/skills. During planning scrutiny, check that tasks are purposeful, not just engaging. Give feedback and suggest refinements where learning objectives and tasks are misaligned. Introduce staff to retrieval practice strategies and their purpose. Provide templates for quick quizzes, flashback slides, or exit tickets. Encourage staff to include retrieval at the start or end of lessons. Model the use of retrieval practice in staff meetings or CPD. Monitor planning and lesson delivery for evidence of consistent use. Gather pupil voice to evaluate effectiveness and confidence in recalling knowledge. Share the gradual release of responsibility model in CPD or staff briefing. Provide planning templates or lesson structures that reflect this model. Encourage use of ‘I do, we do, you do’ or similar frameworks across lessons. Observe lessons to identify where support could be more effectively scaffolded or released. Offer coaching or peer support to staff who need help balancing support and independence. Audit current use of scaffolds across classrooms.			Continuous-ensure is evidenced across terms Continuous-ensure is evidenced across terms	
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Build in regular opportunities for feedback, correction, and reflection (e.g., fix-it time) to address misconceptions and improve learning. Create structured and purposeful opportunities for recording knowledge using methods such as concept maps and guided note-taking.	Add to subject-specific bank of scaffolds/adaptation ideas already kept on staff shared drive Share examples of effective scaffolding that promotes independence. Support staff to plan adapted scaffolds for varied needs. Monitor classroom displays and books for use of scaffolds. Encourage gradual fading of scaffolds as pupils become more confident. Promote the use of whole-class feedback and quick verbal interventions. Encourage staff to include 'fix-it' or reflection time in weekly planning. Provide examples of effective feedback strategies (e.g., marking codes, peer feedback). Observe lessons and look for time given to respond to feedback. Review books for evidence of acted-on feedback and progress. Share feedback strategies in staff meetings or INSET. Audit how pupils currently record knowledge in RE books and Reflection books Share alternatives to standard worksheets (e.g., concept maps, double-page spreads). Offer examples of high-quality recorded work and discuss what made them effective. Encourage the use of dual coding, visuals, and graphic organisers.				
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	Monitor pupil books/Reflection books for clarity, organisation, and knowledge retention. Gather pupil feedback on how recording helps them remember and understand learning.				
Priority Target 2 Embed oracy as a cross-curricular thread, ensuring purposeful opportunities for spoken language development across all subjects to enhance communication skills and pupil confidence.					
Oracy Staff Training Audit current curriculum planning to identify where oracy opportunities already exist and where they can be added. Introduce oracy frameworks and strategies Embed structured talk activities (e.g. talk partners, debates, presentations, role play, hot seating) across all subjects. Model high-quality spoken language and use of subject-specific vocabulary. Plan explicit vocabulary instruction and link it to speaking tasks. Scaffold speaking opportunities with visual prompts, planning frames, and rehearsal time.	Review current long- and medium-term plans. - Highlight where oracy already exists. - Identify missed oracy opportunities in each subject. - Annotate plans with potential speaking tasks. Share a simple oracy framework - Explain key strands (Physical, Linguistic, Cognitive, Social/Emotional). - Provide examples of sentence stems and discussion rules. - Choose one oracy tool to trial in lessons. Demonstrate use of clear, precise vocabulary in teacher talk. - Show how to rephrase and recast pupil responses. - Encourage speaking in full sentences. - Highlight and praise effective pupil talk. Pre-teach key vocabulary using visuals and context (RE Key word mats start of each unit and Knowledge Organisers) - Link new words to speaking tasks (e.g. explain using vocabulary). - Display or collect subject- specific vocabulary (e.g. word walls, glossaries)- links to Bible timeline. Provide speaking frames, visual prompts, and sentence starters. - Allow rehearsal time before speaking. - Adapt support for EAL/SEND or shy pupils.	Pupils confidently speak in full sentences using subject-specific vocabulary. - All subjects include planned oracy activities linked to learning objectives. - Pupils participate actively in structured discussions. - Increased pupil confidence and fluency when speaking. - Improvement in listening and turn-taking behaviours. - Evidence of oracy development in classroom displays, books, or recordings. - Teachers assess oracy development informally and use it to support next steps.	Lesson observations / learning walks with oracy focus (termly) – SLT / Subject leaders Planning scrutiny to check inclusion of oracy opportunities (half-termly) – SLT Pupil voice interviews / focus groups (termly) – Oracy / Literacy leads Teacher self-assessment and peer observation on oracy strategies – Termly Showcase events or recorded pupil presentations Class teachers CPD sessions and follow-ups – SLT / Oracy Lead	Continuous	

Provide feedback on spoken language just as you would for written outcomes.	- Encourage group roles (e.g. summariser, questioner) to guide discussion.				
Celebrate oracy (e.g. assemblies, performances, pupil voice opportunities).	Use live feedback during speaking tasks. - Share simple oracy feedback prompts (e.g. "You spoke clearly, next time..."). - Use peer and self-assessment strategies. - Include oracy in learning reviews and reflections. Class worship and whole-school speaking events (e.g. assemblies and special events- Christmas, Harvest) - Use pupil voice as a speaking opportunity. - Display speech scripts, quotes, or photos of pupils speaking. - Praise confident or improved speakers publicly.				

Priority Target 3

Embed adaptive teaching strategies, both during planning and at the point of delivery, to meet the diverse needs of all learners.

Use assessment information (including prior attainment, SEND profiles, and pupil voice) to inform lesson planning.	Ensure teachers have access to up-to-date pupil data, including SEND and EAL profiles. - Support staff in identifying pupils needing adaptation. - Include space in planning formats for noting individual needs. - Lead pupil voice discussions around subject engagement and support.	Lessons show evidence of planned adaptations. - Pupils access learning successfully at their level and make good progress. - Teachers can explain how they've adapted tasks or delivery to meet needs. - Pupil's report feeling supported and challenged in learning. - SEND and disadvantaged pupils make measurable progress. - Classroom displays and workbooks reflect inclusive approaches. - Teachers use formative assessment to guide in-the-moment decisions.	Lesson observations / drop-ins with focus on adaptation (termly) – SLT / Inclusion Lead Planning scrutiny (half-termly) Phase Leaders / SENDCo Pupil voice surveys (termly) – Inclusion Lead / Class teachers Work scrutiny with focus on scaffolds and outcomes (termly) – SLT / Subject Leads Assessment tracking for vulnerable groups (termly) – Assessment Lead / SENDCo CPD evaluations and impact reviews – SLT	Continuous	
Plan lessons with a range of entry points, scaffolds, and challenge tasks to cater for different needs.	Share examples of adapted task design in your subject. - Provide a planning checklist to include support and stretch. - Encourage use of "must/should/could" or tiered task structures. - Monitor plans and lesson delivery for clear adaptations.				
Include adaptive elements such as visual aids, sentence starters, manipulatives, or chunked instructions.	Create a subject-specific bank of scaffolds (e.g. word mats, sentence stems, visual prompts). - Model how to use these supports in lessons. - Promote multimodal learning (visual, verbal, kinesthetic) in your subject area.				

Develop flexible groupings that allow for peer support and targeted adult intervention.	Discuss with staff how to best use TAs for targeted support. Share grouping strategies (e.g. mixed ability, peer tutoring, guided groups).				
Respond in real-time during lessons by adjusting explanations, questioning, and tasks based on pupil responses.	Promote use of live assessment techniques (e.g. mini-whiteboards, exit tickets). - Support teachers in developing responsive questioning strategies. - Encourage flexibility in pacing and task adjustment during lessons.				
Regularly review and adapt resources and strategies to suit evolving learner needs.	Conduct a termly review of teaching resources to ensure they are inclusive. - Collect feedback from staff and pupils on what supports or hinders access. - Update or replace resources that no longer meet the needs of learners.				
Engage in CPD and collaborative planning to share effective adaptive teaching practices.	Facilitate CPD focused on inclusive/adaptive teaching in your subject. - Create opportunities for team planning or paired observations. - Share best practices through staff meetings or subject newsletters.				
Promote high expectations for all, with scaffolding that supports independence, not limits it.	Emphasise that scaffolds should enable, not reduce, challenge. - Share examples of pupils achieving high standards with the right support. - Monitor for over-scaffolding or limiting tasks. - Encourage gradual removal of scaffolds as confidence grows.				

Priority Target 4

Specific subject Development Areas

To deepen pupils' understanding of world faiths- within RE lessons and by integrating learning into wider curriculum areas, promoting respect, curiosity, and appreciation of diversity.	Audit existing RE provision and wider curriculum links. Identify natural points of connection (e.g., festivals in Art/DT, faith traditions in History, sacred music in Music, ethics in PSHE/Science). Provide CPD for staff on world faiths and strategies for cross-curricular teaching.	Pupils can articulate similarities and differences between world faiths. Evidence of cross-curricular links in planning, displays, and pupil work. Pupil voice reflects increased respect, curiosity, and engagement with diversity.	Regular learning walks focusing on RE links across the curriculum. Review of medium-term plans to ensure faith content is embedded. Work scrutiny for evidence of cross-curricular learning.	Continuous	
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	Share high-quality teaching resources (e.g., artefacts, texts, online materials). Plan opportunities for visits (places of worship, cultural centres) and invite faith representatives into school (Interfaith week activities) Celebrate world faith festivals through assemblies and themed weeks. Engage parents/carers in celebrating world faith learning (e.g., sharing traditions, storytelling). Develop planning showing how RE learning threads link across curriculum areas. Ensure progression of knowledge, vocabulary, and skills in relation to world faiths.	Staff confidence in teaching about world faiths improves (pupil voice) Increased involvement of community and parental engagement in world faith activities.	Pupil conferencing to assess knowledge, understanding, and attitudes.		
To enrich pupils' understanding of all world faiths and practices by increasing the use of artefacts and hands-on resources in RE lessons, making learning more engaging, memorable, and meaningful.	Audit current RE artefacts and practical resources. Identify gaps in representing major world faiths- purchase any further resources needed Staff Development- Deliver CPD on effective use of artefacts in RE (enquiry-based questioning, storytelling, cross-curricular links). Model exemplar lessons using artefacts. Plan at least one artefact/practical resource activity per RE unit. Incorporate artefacts into displays and learning environments to promote curiosity. Invite visitors from faith communities to demonstrate the use of artefacts in authentic practice.	Increased use of artefacts observed in RE lessons and classroom displays. Pupils demonstrate greater curiosity, respect, and understanding through handling and discussing artefacts (pupil voice) Staff report improved confidence and creativity in teaching with practical resources. Resource bank is maintained, accessible, and used by all year groups. Pupil voice reflects enjoyment and deeper engagement with RE	Learning walks and lesson drop ins focusing on artefact use. Work scrutiny to see evidence of artefact-inspired enquiry. Staff feedback on resource effectiveness. Pupil voice to evaluate impact on engagement and understanding.	Continuous	
To ensure RE teaching and provision meet SIAMS expectations, demonstrating high-quality learning, clear curriculum intent/implementation/i	Review RE and collective Worship policy to align with SIAMS guidance and the Statement of Entitlement. Ensure long-term plans demonstrate coverage of Christianity and world faiths.	RE policy, schemes of work, and progression documents are inspection-ready. Evidence shows consistent, high-quality RE teaching across all year groups.	Regular learning walks, book scrutiny, and lesson observations. Review of planning and assessment records to ensure coverage and progression.		

mpact, and the distinctiveness and effectiveness of RE within a Church school context.	Map progression of knowledge, skills, and vocabulary across all year groups. Ensure a minimum of 5% curriculum time is dedicated to RE. Embed enquiry-based approaches and ensure balance between learning about and from religion. Evidence cross-curricular opportunities (links with PSHE, History, Art, English). Provide CPD on SIAMS expectations, including assessment in RE. Share good practice and model outstanding RE lessons. Develop clear assessment processes for RE that demonstrate progress over time. Collate pupil work portfolios, display evidence, and prepare case studies showing impact. Strengthen pupil voice in RE through discussions, surveys, and leadership opportunities (Worship Warriors) Engage local faith leaders and the PPW church in supporting RE teaching and learning. Ensure pupils can articulate the school's Christian vision and how RE links to it.	Pupils demonstrate secure knowledge of Christianity and world faiths, and can articulate how RE shapes their thinking and values. Assessment systems show clear progression in knowledge and understanding. Staff report increased confidence in teaching RE.	Governor link reports on RE and SIAMS preparation.		
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