

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. • Embed high 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. • Challenge for the most able – evidence in planning, books and discussion • 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. • Support for ECT's • Stakeholder feedback			
Objectives	Actions (Processes)	Success criteria (Outcomes)	Monitoring arrangements (Outputs)	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.					
Strengthen RE curriculum delivery through effective sequencing, retrieval and independent learning.	Plan learning in a clear sequence using curriculum maps and guidance from Questful (Blackburn diocese) online resources • Use retrieval activities to revisit prior learning. • Match tasks closely to learning objectives. • Develop independence through modelling, guided practice and scaffolding. • Provide timely feedback to address misconceptions. • Use effective methods for recording and organising knowledge.	Learning builds on prior knowledge. • Pupils recall key knowledge confidently. • Tasks support intended outcomes. • Pupils show increasing independence. • Misconceptions are addressed promptly. • Work demonstrates progression over time.	Learning walks and lesson observations. • Planning scrutiny. • Book scrutiny. • Pupil voice. • Assessment data reviews. • CPD impact evaluation.		

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.					
Develop pupils' oracy skills across the RE curriculum	Embed structured talk activities in lessons- theological and philosophical discussion through RE enquiry questions – introduce new characters based on Questful scheme (Godfrey theologian, Philosopher Phil, Sally the human social scientist) • Teach and model subject-specific vocabulary – use of Knowledge organisers, RE Key word mats and Digging for treasure tasks • Plan opportunities for discussion, debate and presentation (windows, mirrors and doors) • Use speaking frames and visual prompts where needed. • Celebrate pupil voice and speaking opportunities (e.g. Inter faith week opportunities, collective worship, faith visitors and Spirited Arts activities) • Share effective practice through CPD (Diocesan training, in-school training in staff meeting time)	Pupils speak confidently and use subject vocabulary accurately. • Oracy is evident across subjects. • Pupils participate actively in discussions. • Confidence, listening and turn-taking improve.	Learning walks and lesson observations. • Planning scrutiny. • Pupil voice. • Work scrutiny and displays. • Staff reflections and CPD reviews.		
Priority Target 3 Continue to refine adaptive teaching strategies, both during planning and at the point of delivery, to meet the diverse needs of all learners.					
Strengthen adaptive teaching to meet the needs of all learners.	Provide appropriate support, scaffolds and challenge- Digging for Treasure, knowledge organisers, vocabulary mats, sentence stems and visual supports • Use adaptive resources and flexible grouping. • Adapt teaching through effective questioning and assessment. • Share good practice through CPD (RE cluster meetings, Diocesan meetings) and collaboration- add further resources to the shared drive folder and ensure staff use this and adapt as needed.	Lessons show effective adaptation and challenge. • Pupils access learning and make good progress. • SEND, EAL and disadvantaged pupils achieve well. • Pupils feel supported and challenged. • Teachers confidently adapt learning to meet needs.	Learning walks and lesson observations. • Planning and book scrutiny. • Pupil voice. • Assessment and progress data. • Monitoring of vulnerable groups. • CPD impact reviews.		

	• Maintain high expectations and promote independence. • Use Insight data, RE writing assessments, SEND/EAL profiles and pupil voice to inform planning.				
Priority Target 4 To ensure the most able learners, including middle-attaining pupils with Greater Depth potential, are consistently challenged through adaptive teaching, effective questioning, rich learning experiences and opportunities for independent research, critical thinking and self-directed learning.					
Increase challenge and attainment for the most able pupils and those with the potential to achieve Greater Depth Standard (GDS).	Create a targeted "potential GDS" RE register and review termly. • Develop effective questioning strategies that promote reasoning, explanation, justification, inference and deeper thinking across the RE curriculum. (including theological thinking, interpretation, justification and comparison of beliefs and worldviews) • Plan opportunities for pupils to investigate big questions, analyse religious teachings and apply learning independently. • Embed high-quality challenge within all lessons rather than relying on extension tasks. • Provide opportunities for pupils to undertake self-directed learning, research projects and enquiry-based activities which promote independence, curiosity and resilience linked to faith, belief and world views. • Ensure middle-attaining pupils capable of achieving GDS are regularly identified, monitored and challenged appropriately. • Provide opportunities for pupils to demonstrate greater depth through speaking, writing, reasoning, collaboration and independent outcomes across the wider curriculum.	Identified potential GDS pupils make accelerated progress towards end-of-year expectations. • Pupils demonstrate increased independence, resilience and ownership of learning. • Lesson observations and work scrutiny show consistent evidence of challenge for higher-attaining pupils. • Pupils can explain, justify and reason about their learning with confidence. • Teachers routinely adapt questioning and learning activities to deepen thinking and extend learning. • Termly analysis of assessment data- Insight	Pupil progress meetings. • Work scrutiny and book looks. • Pupil voice. • Learning walks and lesson observations. • Monitoring of identified potential GDS pupils' attainment and progress. Pupil Progress meetings		

	• Share examples of effective challenge through coaching, planning scrutiny and pupil progress discussions. • Increased proportion of pupils working at and achieving Greater Depth standards.				
Priority Target 5 Strengthen Staff Subject Knowledge and Curriculum Delivery Following Updates to Questful RE					
Ensure all staff confidently implement the updated Questful RE curriculum and understand progression across RE.	• Deliver staff training on amendments to Questful RE and any Blackburn Diocese updates (new philosophy characters and strands) • Provide induction and mentoring for new staff. • Share high-quality examples of enquiry-based learning. • Continue development of Digging for Treasure, knowledge organisers and supporting resources. • Share effective RE practice through staff meetings and cluster networks. • Audit staff confidence and subject knowledge.	• Staff demonstrate confidence in teaching RE. • Planning reflects accurate use of Questful RE and progression documents. • New staff understand expectations for RE teaching and assessment. • Pupils demonstrate secure understanding of key substantive and disciplinary knowledge.	• Staff questionnaires. • Planning scrutiny. • Learning walks. • Professional discussions. • ECT and new staff reviews. • Subject leader monitoring.		
Priority Target 6 Continue to Develop and Enhance the Interfaith Offer					
Further develop pupils' understanding of world faiths, diversity and respect through authentic experiences.	• Review and update the Interfaith curriculum map. • Continue annual Interfaith Week. • Develop links with local faith communities and places of worship. • Invite faith representatives into school. • Increase opportunities for visits, virtual encounters and workshops. • Celebrate faith festivals throughout the year. • Strengthen curriculum links across subjects using the updated curriculum maps.	• Pupils demonstrate respect, understanding and curiosity about different faiths and worldviews. • All year groups access meaningful interfaith experiences. • Pupils can confidently discuss similarities and differences between faith traditions. • RE contributes positively to pupils' personal development and understanding of modern Britain	• Pupil voice. • Work scrutiny. • Visit and visitor evaluations. • Curriculum monitoring. • Parent feedback. • Governor monitoring visits.		
Priority Target 7 Achieve Continuous Improvement Through the RE Quality Mark Framework					

Maintain excellence in RE and continue preparation and evidence gathering through the RE Quality Mark process.	• Continue gathering evidence against REQM criteria. • Implement actions identified through REQM self-evaluation. • Promote RE through Spirited Arts, exhibitions, church partnerships and community engagement. • Continue leading and contributing to local RE networks. • Review and update website content and curriculum documentation. • Celebrate pupil achievements through newsletters, displays and parish links. • Continue to develop opportunities for pupil leadership within RE	• RE remains highly visible throughout the school community. • Strong parental and community engagement continues. • Pupils can articulate the importance and relevance of RE. • Evidence demonstrates sustained excellence across REQM strands. • RE continues to be recognised as a strength of the school.	• REQM evidence portfolio. • Website audit. • Governor reports. • Parent and pupil voice. • Subject leader evaluation. • Annual review against REQM criteria.		
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