

RE Best Practice Grid

<p>What should we see in RE lessons as best practice?</p> <ul style="list-style-type: none"> • Retrieval as starter activity e.g. do now activity. This can be from previous lesson/s, topics. • Expert teacher explaining key concepts/ideas through direct instruction e.g. sanctity of life, salvation, samsara. • Use of Dual coding – this needs to be used with purpose. Avoid using images that are too abstract for the key term / concept, as may cause confusion. • Use of stories as metaphors/ analogies to support students learning key concepts. • Addressing misconceptions e.g. Jesus was a Christian. • Modelling using Principles of Instruction e.g. I do, we you, you do activities. This can take form of model answers, scaffolded writing frames etc. This may not be seen in every lesson. • In KS4 lessons use of exam style questioning and written tasks. • Questioning: Cold Calling (no hands up), targeted, probing and no opt out. • Videos with targeted questioning e.g. religious views on an issue, identifying different arguments. • Discussion and debates: Group/Paired discussion task: Think – pair – share. This can be used for the sharing of experiences or opinions to allow students to articulate viewpoints before they are shared. Ensure guidance/questions are in the notes and incorporate more in KS3. • Teaching RE should be unbiased e.g. when teaching about different religious beliefs or moral and ethical issues, teachers should be impartial, providing the relevant information for students to come to their own informed judgement. • Where possible, links are made with PSHE/SMSC/BV e.g. when exploring Jesus’s teachings – Link to tolerance and respect from British Values. • Scaffolded tasks (not in all lessons). 	<p>What does effective questioning and scaffolding look like in RE?</p> <p><u>Questioning</u></p> <ul style="list-style-type: none"> • Group/Paired discussion task: Think – paired – share e.g. Students may be assigned number in their pair/ group to give feedback of their discussion. Prevents one student taking over and other students becoming ‘passive’. Motivates all students to be involved in discussion as may be called for feedback. Teacher can patrol as discussions are taking place, and support, guiding discussions. • Cold Calling and targeted questioning e.g. no hand up. • Questioning can involve statements in which students need to consider alternative viewpoints e.g. Is it ever right to take a life? • Development of questioning using ‘ABC’ strategy: Add, build, challenge. • Mix of questioning: identify, explain, compare, give an example, finish the sentence, can you use that word in a sentence, ABC strategy etc. • Probing questions e.g. Give reasoning, why do you say that, how did you arrive at that view? Why might a Christian agree/disagree...? what evidence can you use for support? Where does this evidence come from? • Students build on answers of others and consider the ‘why’ for their opinion. • Provide pause time when posing questions. Allow time to reflect and if needed return to student. • Students record answers to low stakes questioning on whiteboards. • Use of low stakes questions e.g. multiple choice, definitions to keywords etc. • Instead of students opting out of questioning, teacher will give aid to support, if still struggling – come to them later in lesson and check they now know the answer or get answer from another member of class and get original student to repeat correct answer. <p style="text-align: center;">Scaffolding: May not see all in all lessons:</p> <ul style="list-style-type: none"> • Scaffolded activities as and when required, this can involve whole class/ groups rather than differentiated by ability. • Scaffolded writing frames, and use of model answers. • Scaffolded / selective questioning – see above. • Prompts to encourage students to draw information from previous knowledge.
<p>What does great modelling and exposition look like in RE?</p> <ul style="list-style-type: none"> • KS3 + 4 Lessons will model Principle of Instruction e.g. ‘I do, we do and you do’ activities to support students. This will include model of how to do activities, model answers and feedback to student tasks. This can involve the use of visualisers. • KS4- practice of all ‘types’ of exam questions- using variety of model answers of different levels/abilities e.g. if this is the answer what is the question. 	<p>What does retrieval practice look like in RE?</p> <ul style="list-style-type: none"> • Starter Activity e.g. REmember slide/ Do now activity. Activity covering prior learning from previous lessons/topics of work. • Retrieval activity/ questions could be focused on misconceptions identified through formative / summative assessment. • True or false quizzes. • If this is the answer what is the question.

<ul style="list-style-type: none"> • Expert teacher explaining key concepts/ideas through clear direct instruction This can be done sometimes using dual coding / info on board. Teacher may use stories as metaphors/ analogies to support students learning key concept e.g. the Trinity as one God diagram. • Teacher addresses misconceptions in topic/ concept e.g. The Trinity does not mean there are 3 Gods and Jesus was not a Christian. • Scaffolded writing frames (sentence starters) available to all students to develop skill of extended writing in order to analyse/evaluate e.g. PEE chains. • Allow thinking time and discussion e.g. for student to articulate their response. • Use of visualisers to model written answers or analysis of written information/ reading material or looking over how to improve extended answers. 	<ul style="list-style-type: none"> • Multiple choice questions that include plausible detractors, that can expose misconceptions e.g. what is the correct criteria of the Just War Theory. • Questioning of students-cold calling, targeted and probing questioning. • Retrieval worksheets e.g. Place Mats (KS3 or 4). • Retrieval homework activities e.g. quizzes testing of Knowledge Organiser content. Consistency in how this information is shared with students to be implemented. • In class verbal questioning during lesson to check understanding – verbal feedback. • Mid lesson knowledge check e.g. asking students true or false questions, multiple choice questions. • Unit tests. • Keyword / Concept tasks e.g. key vocab worksheets, call and response. • Ask students to think of own question based on prior learning.
<p style="text-align: center;">What will you see in pupils' workbooks?</p> <ul style="list-style-type: none"> • Exam practice (KS4) • Knowledge Organisers and glossaries • Guided reading activities (KS3) • Summaries of key information/ analogies e.g. as notes taken from PP content. • 'Take it to 10' student tasks: Scaffolded learning tasks for different abilities (KS3). • Independent and extended writing tasks e.g. diary writing, opinion writing to evaluation questions. • Reading and comprehension tasks e.g. parables, creation story, Adam and Eve (original sin): what do certain words mean/ what happens/what is the meaning behind the story/ are there different interpretations? • Recall/retrieval activities. • Memorisation activities. • Stretch/Challenge tasks e.g. tasks that allow students to use the information learned and apply it to an opinion or evaluation of a point. • Opinions and evaluative paragraphs that challenge and analyse the knowledge from lessons. 	<p style="text-align: center;">What formative assessment and feedback will you see in RE.</p> <ul style="list-style-type: none"> • In class verbal questioning during lesson to check understanding of content– verbal feedback. • Different forms of retrieval activities during lesson e.g. multiple choice, retrieval starter activities, true or false questions etc. (see above for different retrieval activities). Feedback can be verbal or students correcting answers in exercise books following feedback from teacher. • KS3- Written tasks to check understanding of content taught. Feedback - Sample answers/answer sheets/ teacher goes through answers on PP for students to improve/check answers. • KS4- answering exam questions in lessons. Feedback - provide sample answers/ share mark schemes for students to improve answers. Teacher will also read targeted students work and provide verbal feedback e.g. use of a visualiser to model improvements together. • Students read out answers and teacher give specific verbal feedback: www and ebi e.g. learning key terms, to include a quote as evidence to support religious view. • Circulating around the room so that formative assessment is live and can be reactive to the situation.
<p style="text-align: center;">What questions are useful to ask the children about their learning to elicit understanding?</p> <ul style="list-style-type: none"> • What are you learning and why am I learning about this? • Why do you think it is important to be learning about this? • How does this lesson fit in with the topic? • How does this theme/idea/term link to work we did in this other topic? • Give me 3 things you have learned in RE in the last 2 weeks? • What tasks/strategies do you find most useful in RE to help you understand the subject? • Can you describe or explain keywords/ events/ beliefs you have learned in this topic? • Why do you have a particular opinion on? • How do they know something to be true/reliable/valid? • Why a believer acts/believes/behaves a certain way? 	<p style="text-align: center;">How do teachers in RE engage with the subject community?</p> <ul style="list-style-type: none"> • Members of facebook groups e.g. Respect: The Subject Community for RE professionals and AQA GCSE RE. • Twitter- following teachers/members of NATRE • NATRE membership- Resources, magazines and article about RE. • REonline Website. • Liaise with RE teachers in other schools. • Read blogs, articles etc. • Reading different RE syllabuses. • Engaging with the local religious community e.g. religious leaders, places of worship.

<p style="text-align: center;">What does literacy look like in RE?</p> <p>KS3 lessons are split into types of study e.g. theology, philosophy and human/social sciences. Examining knowledge from different perspectives.</p> <ul style="list-style-type: none"> • RE equivalent of High 5 Reading Activities incorporated into lessons e.g. Abraham, parables. • Provide students with contextual understanding of written texts e.g. bible and its authenticity. • Use of and annotation of revision guides in lessons: (comparative analysis, Critical Thinking, Ethical and Moral Considerations, Theological Reflection:). • Read theological stories which are analysed. • Examine and compare religious teachings. This involves looking at interpretation, analysis and critical thinking. • Examine and analyse case studies e.g. moral and ethical dilemmas. This involves looking at interpretation, analysis and critical thinking. • RE teachers recommend books and display in lesson. • Rushey 3 in RE activity e.g. read book and review. • Use of articles and poems in lesson. 	<p style="text-align: center;">What does Oracy look like in RE?</p> <ul style="list-style-type: none"> • Discussion activities during which students are supported with structured dialogue stems e.g. using oracy worksheet. These can be small group discussion activities, paired discussion or class discussions e.g. think, pair, share / turn and talk/ 12- mark evaluation questions. • Students are allowed thinking and planning time for oracy activities. • Instead of students writing answers to 4/5 mark questions, in groups of 4 students provide verbal answer, with each having a specific role e.g. point explain, point, explain, evidence. • Teachers pose open cold call questions with thinking time – (students can use oracy w/sheet for support) • When students provide oral responses to questions, teachers ask student or other students to improve answer e.g. expand/ provide example/ alternative view. • Students answer questions in starter activities in full sentences rather than one-word answers. • Teacher provides word bank of tier 2 and 3 words on board for students to use in oracy activities. • Teacher poses open deeper questioning during class discussion. • Teacher provides feedback of how student can improve oracy during activities. • RE department investigate developing discussion / debate lessons.
<p style="text-align: center;">What does writing look like in RE?</p> <ul style="list-style-type: none"> • Use oracy to inform writing • Add, remove, refine in 12-mark questions • Students to correct model answers with errors • Sentence signposting should be seen in all lesson with exam practice • Live writing with the use of visualisers. • Identify tier 1,2 and 3 vocabularies in the knowledge organisers e.g. God – omnipotent – monotheistic 	<p style="text-align: center;">What does meeting the needs of SEND, NTE, emerging readers and PP students look like RE?</p> <ul style="list-style-type: none"> • Use of images/dual coding to help understand difficult concepts. • Provide all students with a knowledge organiser (KS3) or Revision Guide (GCSE) which contains simplified definitions and explanations of key concepts. • Chunking of information – encourage staff to use visualiser to highlight key information in Revision guides and annotate, sometimes mind mapping information with teacher guidance. • Lessons include a range of ways to record understanding of content, through written responses with sentence starters, opportunities to discuss to develop oracy. • Use modelling and guided practice - teacher models example answers before students work independently. You do, We do, I do. • Scaffolded reading – breaking down of complex religious texts, teachers explain context and meaning of teachings. RG includes quotes and explanations to help with understanding. • use of mini whiteboards enables teacher to address misconceptions or revisit content. • Seating plans – staff highlight students with PP/SEND needs as a prompt for targeted questioning. • Use of high five reading • Pairing up students with stronger english efficiencies • Re enactment of ritual and use of artefacts