


SIAMS Inspector Training 2021-22

Day 3: Collective worship and RE

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Session A

Do you know the facts about RE and collective worship?
What does the law say?



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Activity 1 Do you know the facts about RE and collective worship?

We start with a quiz.
The questions will be on screen.
The sheet to record your answers is in the unit book.

The answer to each question may change in different schools so there are three columns:

- community school
- voluntary controlled or formerly VC
- voluntary aided or formerly VA.

This is yet another example of how context shapes the inspection
Do not over-think your answers!




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Do you know the facts about RE and collective worship?

1 The school has to employ at least one teacher qualified to teach RE. True/False	2 Who has responsibility for deciding on the RE course provided by the school? Who	3 Learning in RE must be multi-faith in nature. True/False	4 Teachers may withdraw from teaching RE. True/False
5 Alternative work must be provided for pupils who are withdrawn from RE by parents. True/False	6 The content of the daily act of worship must be Christian? True/False	7 CW means the whole school gathered together at the start of the day True/False	8 Who is responsible for what takes place in collective worship? Who
9 In planning worship schools must take account of the family backgrounds of the pupils? True/False	10 The deputy head refuses to take part in collective worship. Can she do this legally? Yes/No	11 A parent requests that her son be excused from collective worship and gives no reason. What does the school do? Action	12 A head decides that broadly multi-faith worship is appropriate for the school and implements this. Is it legal? Yes/No
13 A head advertises for a class teacher who will lead collective worship. Is this legal? Yes/No	14 An act of worship must contain an element of prayer to be defined as worship? True/False		

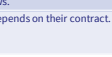


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Do you know the facts about RE and collective worship?

Question	(former) community	(former) VC	(former) VA
1 The school has to employ at least one teacher qualified to teach RE. True/False	False	False but the CoFE SoE sets out an aspiration for having someone with expertise and specialists for secondary	False but the CoFE SoE sets out an aspiration for having someone with expertise and specialists for secondary
2 Who has responsibility for deciding on the RE course provided by the school?	The LA agreed syllabus, to which more can be added. Academy – trust, governors. May need to check funding agreement and scheme of delegation	The LA agreed syllabus, to which more can be added. Academy as VC – trust, governors. May need to check funding agreement and scheme of delegation	Governors/Members (not the DBE). Could be the Trust Board in a MAT. May need to check funding agreement and scheme of delegation
3 Learning in RE must be multi-faith in nature. True/False	True – all ASs since 1988 have to be multi-faith	True – all ASs since 1988 have to be multi-faith	Not necessarily. It's up to governors but the CoFE SoE does expect T&L about world faiths and world views.
4 Teachers may withdraw from teaching RE. True/False	True	True	It depends on their contract.

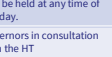


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Do you know the facts about RE and collective worship?

Question	(former) community	(former) VC	(former) VA
5 Alternative work must be provided for pupils who are withdrawn from RE by parents. True/False	False. Neither school nor parents are required to provide. Health and safety responsibility only.	False. Neither school nor parents are required to provide. Health and safety responsibility only.	False. Neither school nor parents are required to provide. Health and safety responsibility only.
6 The content of the daily act of worship must be Christian? True/False	The majority of AoW in each term must be 'wholly or mainly of a broadly Christian character'.	Church school worship should be Christian/Anglican in nature BUT think about the implications of schools serving local communities and being inclusive of all.	Church school worship should be Christian/Anglican in nature BUT think about the implications of schools serving local communities and being inclusive of all.
7 CW means the whole school gathered together at the start of the day True/False	False. Worship can take place in any groups that are a natural feature of the school and be held at any time of the day.	False. Worship can take place in any groups that are a natural feature of the school and be held at any time of the day.	False. Worship can take place in any groups that are a natural feature of the school and be held at any time of the day.
8 Who is responsible for what takes place in collective worship?	Headteacher in consultation with governors	Governors in consultation with the HT	Governors in consultation with the HT



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Do you know the facts about RE and collective worship?

Question	(former) <i>community</i>	(former) <i>VC</i>	(former) <i>JA</i>
9 In planning worship schools must take account of the family backgrounds of the pupils? <i>True/False</i>	True	Not necessarily BUT think about the implications of schools serving local communities and being inclusive of all.	Not necessarily BUT think about the implications of schools serving local communities and being inclusive of all.
10 The deputy head refuses to take part in collective worship. Can she do this legally?	Yes	Yes unless appointed as a reserve teacher.	Maybe – depends on the nature of her/his contract.
11 A parent requests that her son be excused from collective worship and gives no reason. What does the school do?	If possible meet with parents to explain the nature of CW but accept their decision if they stick with it. Ensure health and safety properly addressed. Ask for written confirmation of the request so there is a record.	If possible meet with parents to explain the nature of CW but accept their decision if they stick with it. Ensure health and safety properly addressed. Ask for written confirmation of the request so there is a record.	If possible meet with parents to explain the nature of CW but accept their decision if they stick with it. Ensure health and safety properly addressed. Ask for written confirmation of the request so there is a record.

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Do you know the facts about RE and collective worship?

Question	(former) <i>community</i>	(former) <i>VC</i>	(former) <i>JA</i>
12 A head decides that broadly multi-faith worship is appropriate for the school and implements this. Is it legal?	Not exclusively. The majority of AaW should be wholly or mainly of a broadly Christian character unless the school has been granted a 'determination'	In a CoFE school worship should be Christian but the trust deed and context of the school community (not just other faiths but also those not affiliated to any faith) needs to be taken into consideration. The 3 'I' of worship.	In a CoFE school worship should be Christian but the trust deed and context of the school community (not just other faiths but also those not affiliated to any faith) needs to be taken into consideration. The 3 'I' of worship.
13 A head advertises for a class teacher who will lead collective worship. Is this legal?	No	If the post is for a reserve teacher	Yes – contract needs to reflect this.
14 An act of worship must contain an element of prayer to be defined as worship? <i>True/False</i>	False	False although prayer is a key feature of Christian worship	False although prayer is a key feature of Christian worship

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You may have some thoughts for the chat from that session.



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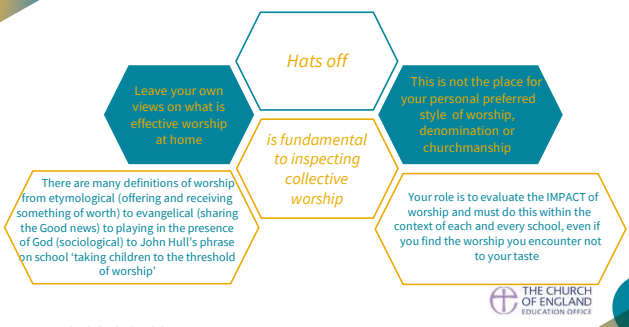
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Session B What the Schedule says



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Hats off

- Leave your own views on what is effective worship at home
- This is not the place for your personal preferred style of worship, denomination or churchmanship
- is fundamental to inspecting collective worship
- There are many definitions of worship from etymological (offering and receiving something of worth) to evangelical (sharing the Good news) to playing in the presence of God (sociological) to John Hull's phrase on school 'taking children to the threshold of worship'
- Your role is to evaluate the IMPACT of worship and must do this within the context of each and every school, even if you find the worship you encounter not to your taste

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Taking the pulse – worship as the heartbeat

Remember:

- it is worship over time that SIAMS judges
- one grade for worship is awarded which may differ from the overall grade
- the variation must be explained in the report.

Think

In what context might the grade for worship be higher or lower than the overall grade?



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Activity 2 The impact of worship

1. Read Strands 1 and 6 in the Schedule
2. Highlight/note key sections which are about impact
3. Note verbs which point to impact

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Know what you are looking for

The inspector looks **at** provision but looks **for** impact of worship
Pay attention to the focus questions
(bold bullet points in the Schedule)

Strand 1

- How well the school has developed and implemented an inclusive and distinctive Christian vision, monitoring its impact to ensure the school's original foundation is maintained.
- How well the school lives out that Christian vision in relationships and partnerships with key stakeholders.

Strand 6

- The ways in which collective worship is an expression of the school's Christian vision

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Know what the school must evaluate (lettered questions a) b) ...)

- Be familiar with the **grade descriptors** for Good which relate to collective worship.
- Be familiar with possible **illustrations** of excellence that refer to worship.
- Remember collective worship is one of many vehicles for **spiritual development** in the life of the school.

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Do not get buried in provision, focus on **impact**

Strand 1 sets out clear expectations for worship.

- ...priority given to collective worship
- ...work with the local diocese/circuit and churches
- ...ensure that a robust and continuous self-evaluation process is...
- ...ensure that worship celebrates difference and encourages respect and dignity
- ...raises aspirations
- ...engages creatively with the school's Christian vision and associated values
- pupils reflect on...local, national and international events

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...and from Strand 6

This strand has a vitally important subheading

In a Church school collective worship should be
inclusive
invitational
and inspiring.



We call these the three 'Is'.

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Activity 3 Spotting and dotting the Is

A. **Inclusive**

In your breakout groups:

1. Take this 'I' and in your break out room, discuss what **inclusive** means in the context of school worship?
2. What evidence are you looking for?
3. How would you gather the evidence and from whom?

8 mins

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Spotting inclusive elements – possible signs

Adults present, who, how often, why, when
Parents/carers/family members/wider community included in worship
Care is taken to reflect those of a range of faiths or backgrounds, as fits context, language of 'Christians' not 'we'

Language and liturgy is age appropriate
Pupils rarely, if ever, in alternative activities, eg phonics group, catch up
Pupils from support centre, playgroup or Sixth Form included in the worship life

Range of ages included in planning, delivering and evaluating
Meaningful partnership with local churches, where possible
Right of withdrawal respected, where requested
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Context specific worship

Remember the three 'Is'

Scenario 1:

- small, rural VC school
- majority White British heritage, small number of Sikh and Muslim families
- vision based on John 10:10.

How will this context shape your enquiry into how those of a range of backgrounds feel included in worship?

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Activity 4 Spotting and dotting the Is

B. Invitational

In your breakout groups:

1. Take this 'I' and in your break out room, discuss what **invitational** means in the context of school worship?
2. What evidence are you looking for?
3. How would you gather the evidence and from whom?

8 mins

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Spotting invitational elements – possible signs

Welcome given to all present
Care taken to invite individuals to respond, not compel or expect this
Different ages are invited, supported and feel safe to contribute and lead elements

Experiences are offered
Range of ages included in planning, delivering and evaluating
Meaningful partnership invited with local churches/organisations

Engagement with worship is high
Themes explore Christian teaching and traditions, taking to the threshold of Christianity and NOT suggesting conversion is an aim

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Activity 5 Spotting and dotting the Is


C. Inspiring

In your breakout groups:

1. Take this 'I' and in your break out room, discuss what **inspiring** means in the context of school worship?
2. What evidence are you looking for?
3. How would you gather the evidence and from whom?

8 mins

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Spotting inspiring elements – possible signs

Excitement and anticipation for worship
Responses are deep and wide – courageous advocacy +
More pupils and adults seek to participate, support and lead

Impact ripples beyond the school day and site
Challenges and unites, provokes deeper thinking and spiritual growth
School worship impacts positively on local churches and organisations (note this does not mean encouraging children to attend church)

Engagement with worship is high, including CPD uptake
Leads to change for the better individually and collectively

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Context specific worship

Remember the three Is

Scenario 2:

- an urban secondary academy (former VA) school with a Sixth Form
- 70% FSM and 94% Muslim families and two pupils of White British heritage
- vision based on Jeremiah, 'I know the plans I have for you, plans of hope and plans for the future'.

How will this context shape your enquiry into how those of a range of backgrounds are inspired by worship?

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In Strand 6, attention is given to...

but the question is still about impact

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'Musts' in collective worship

Bible	Anglican/Methodist traditions
<ul style="list-style-type: none"> • Exploration of the Bible • Life and teaching of Jesus • Centrality of Jesus to Christians 	<ul style="list-style-type: none"> • Elements over time • Eucharist as appropriate/Agape meal/Open table • Age-appropriate reference to the Trinity • Events in the Church's calendar, local festivals/saints' day

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Add your reflections to the chat if you wish.

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Session C Practising skills

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Activity 6 Assessed task

We will share a video of collective worship on the theme 'Community' from St Nicolas' Church of England School, Taplow.

The school's vision is:

Jesus said 'I am the vine and you are the branches'.

Our school is rooted in the Christian Faith. Nourished by God, we want to grow together drawing on His strength to live out our Christian values so that we can reach out to others in our community.

We are all unique and together with God we want to be the best that we can be. As we learn together in a supportive and nurturing school, we will thrive and be ready to face the challenges of life.

What evidence does the video offer for the focus question, the three 'Is' and for the possible impact of worship?

Strand 6 Focus question

The ways in which collective worship is an expression of the school's Christian vision

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Activity 6

Competencies

- DEMONSTRATE COMPREHENSIVE KNOWLEDGE AND UNDERSTANDING OF SIAMS DOCUMENTATION
- MANAGE THE INSPECTION AS A SEQUENTIAL PROCESS

Remember - this is practice, it is not perfect, yet! Write your name on the EF.
Remember the pink boxes.

Criteria

- Comment on the 3 'I's
- Note evidence of how worship expresses the vision
- Note evidence of spiritual development
- Note evidence of impact
- EF is legible/accessible (don't type it up in 'best')
- Pink boxes flow from evaluation box
- Use margin
- Avoid jargon
- Do not identify individuals

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Activity 6 Practical points

https://www.youtube.com/watch?v=TbZsh3e37Zo&list=PLCZA51diSEsV3MU6GGQ_cjYnF40cytKv

The video lasts just over 12 minutes



Following the video, please return to the training room in 15 mins time. This allows you to take a 5 min break and have 10 minutes for completing and submitting the EF.

Please email your form (with your name in both document and email title line) to SIAMS@churchofengland.org

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Session D Checking consistency

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- The grade for worship is NOT based on your observations of the relatively little time you spend observing it.
- Doing this helps you see engagement (inclusive), attendance (invitational), Anglican traditions (true to trust deed), response (inspiring), how it might express the vision and how it contributes to spiritual development.

The grade is based on evidence of

the **impact** of worship

over **time**

and for a **range** of stakeholders.

- You must triangulate views from the SEF and leaders, with evidence from a range of pupils and adults.

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Stopping point

- What will you take away from today? Think context/impact/musts/'is'
- What have you found most interesting?
- What do you need to address when inspecting worship?

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To prepare for the second part of the session...

Please use your 30 minutes to:

- Re-read and think carefully about RE in Strands 1 & 7 of the Schedule and in the Statement of Entitlement for RE (2019). Check you know these documents well.
- If you have time, read the Ofsted 2021 research review of RE - <https://www.gov.uk/government/publications/research-review-series-religious-education/research-review-series-religious-education>. Note strengths and weaknesses of RE.

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Day 3: RE

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Inspecting RE – Caveats for current times

1. Since Covid-19, many schools have not been collecting progress data in the same manner. At present, no secure data is available and teacher assessed grades must not be used.
2. You cannot ask for last year's work or assessment records as there is no requirement for schools to hold on to them. Schools may store and offer them to you but do not expect to see them.
3. Be aware that many schools currently use live marking strategies and so feedback in books may be limited. There is no requirement for teachers to record oral feedback. You can check whether oral feedback was given by asking the pupils. The school's assessment policy will tell you the method being used.
4. There may be other changes...
 - We await guidance and will share it when it arrives via briefings and email updates. Be patient, it will take time.

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Session E What are we looking for?


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Important to distinguish between what you are looking at and for


Be clear in your mind what you are looking at



...and what you are looking for



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These documents tell you what to look for

1. Evaluation Schedule
2. Church of England Statement of Entitlement for RE 2019

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You...will know the evaluation schedule inside out

So you can

- plot a discernible path to a reliable judgement
- take the school with you to a shared acceptance and understanding
- articulate the deeper meaning and purpose of the schedule

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The Church of England Statement of Entitlement 2019:

- has no legal status
- is a clear statement of what the Church of England expects RE to be like in Church of England schools
- is a measure against which RE in Church of England schools is inspected
- is a document SIAMS inspectors need to know well.

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Look for the cohesion between the documents

2019 Statement of Entitlement says, ... This is included on p15 of the SIAMS schedule.

- Balanced and coherently progressive curriculum
- Develop, skills of evaluation, critical thinking, analysis and interpretation
- Christianity – a living and diverse faith, theological concepts
- Informed and respectful understanding of other religions and world views
- A safe space to explore beliefs
- Effective assessment
- CPD for all teachers

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Session F Reporting on RE

What goes where?

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Context is still everything

Lets start by making sure we know what sort of school we are inspecting

VA or VC or academy?

Voluntary Controlled Controlled by the LA RE inspected by Ofsted CW inspected by SIAMS SIAMS inspectors paid £450	Voluntary Aided Aided by the LA RE inspected by SIAMS CW inspected by SIAMS SIAMS inspectors paid £550 (primary) £1000 (secondary VA 2 days)
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Academies are usually inspected as either VA or VC as they were before conversion. Confirmation is found in the funding agreement.

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What about VA schools and academies inspected as VA?

VA ONLY


The green box

As a result of the rich and engaging RE curriculum, which reflects and takes account of up-to-date thinking and developments in the subject, teaching and learning is consistently graded good through regular school monitoring (verified at inspection). As a result, pupils respond keenly, learning and progressing well. This includes pupils with SEND and the most able. As a priority, the school is enabling its vulnerable pupils, including those with learning difficulties, to flourish in their RE learning.

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What about VA schools and academies inspected as VA?



In short:
The way the curriculum supports

- Teaching and learning, monitored by the school and verified at the time of inspection
- Learning and progress for all pupils, including SEND and vulnerable groups

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Activity 8 Where to report the outcomes for RE

Use two colours to highlight the boxes in the table. **3 minutes**

Use one colour for what should be included in the VA box, referring to the criteria which contribute to the VA grade.
Use the second colour for what should be included in the inspection findings in relation to Strand 7.

<p>Colour 1 The inspection findings</p> <ul style="list-style-type: none"> RE in all schools RE in strands 1 & 7 	<p>Colour 2 The green box</p> <ul style="list-style-type: none"> RE in VA schools and academies inspected as VA, where a RE is grade for RE is required
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What goes where – the answers

The VA Green box *Maximum 75 words*

Boxes 26, 3, 4, 9 perhaps with very brief reference to 5 & 6

- The way the curriculum makes an impact on the quality of RE teaching and learning. Verification of the school's monitoring.
- Progress of all pupils, including vulnerable pupils/SEND

You might include some brief reasons for these judgements in line with writing evaluatively, for example, to explain why the teaching is good.

Everything else goes into the inspection findings

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Session G Getting inside the SIAMS Schedule & the Statement of Entitlement

What are we looking for?

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What signposts poor practice in RE?

You will know from your pre-reading that research and inspection experiences indicate that common features of poor practice in primary RE include:

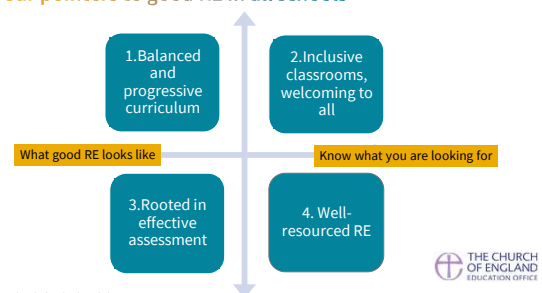
- Lack of clarity about purpose (academic v personal); nurture v challenge)
- Poor subject knowledge, eg world faiths and world v lews.
- Lack of strategic planning
- Inconsistency in monitoring and evaluation
- Pressures on L&M of the subject
- Isolation from wider curriculum and limited opportunities for sustained and challenging learning
- Inappropriate assessment arrangements
- Limited CPD opportunities and not focused on promoting high quality RE

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Four pointers to good RE in all schools



1. Balanced and progressive curriculum

2. Inclusive classrooms, welcoming to all

3. Rooted in effective assessment

4. Well-resourced RE

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Good RE has a balanced and progressive curriculum

What the 2019 Statement of Entitlement says

- Balanced and coherently progressive curriculum
- Develop, skills of evaluation, critical thinking, analysis and interpretation
- Christianity – a living and diverse faith, theological concepts
- Informed and respectful understanding of other religions and world views
- A safe space to explore beliefs
- Effective assessment
- CPD for all teachers

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1. Good RE has a balanced and progressive curriculum

What the grade descriptors for Strand 1 of the schedule say

- Reflecting the Church of England Statement of Entitlement religious education (RE) is well resourced.
- Leaders ensure that: sufficient dedicated curriculum time is given to RE;
- RE leaders and teachers have access to regular high quality professional development;
- RE continuing professional development (CPD) is appropriate, funded and monitored;
- RE leaders have opportunities to monitor RE lessons.
- In secondary schools, the school seeks to employ specialist RE teachers.
- Where relevant, all pupils follow a recognised, externally accredited and appropriate RE qualification at KS4.

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A balanced curriculum


- Balance between Christianity and other religions/world views
- Balance between theology (thinking about God), philosophy (big questions about life) and human science (impact of religion on individuals and communities).

World Views

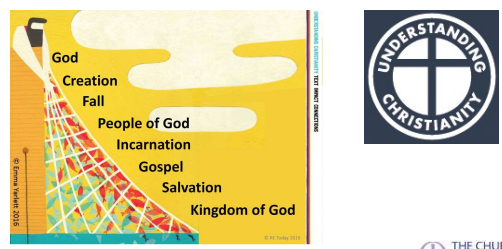
Explanation from the Statement of Entitlement

- The term worldviews is used throughout the document to refer to a person's way of understanding, experiencing and responding to the world. It can be described as a philosophy of life or an approach to life. It could refer to an 'institutional' worldview to describe organised worldviews including religions as well as Humanism, Secularism and Atheism or a 'personal' worldview for an individual's way of understanding and living in the world which may be drawn from one or many institutionalised worldviews.


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THE BIG FRIEZE



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2. Good RE has inclusive classrooms, welcoming to all

What the 2019 Statement of Entitlement says

- Balanced and coherently progressive curriculum
- Develop, skills of evaluation, critical thinking, analysis and interpretation
- Christianity – a living and diverse faith, theological concepts
- Informed and respectful understanding of other religions and world views
- A safe space to explore beliefs
- Effective assessment
- CPD for all teachers

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The Statement of Entitlement 2019
 Quote from 'Deeply Christian, Serving the Common Good'

'Religious education in a Church school should enable every child to flourish and to live life in all its fullness. (John 10:10). It will help educate for dignity and respect encouraging all to live well together. Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person.'

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Inclusive classrooms

Imagine you are taking part in a learning walk in a school and the headteacher tells you about the lesson you are about to visit.

This is a lesson on Judaism and is part of the 20% of our curriculum time devoted to different faiths and world views other than Christianity. Pupils looked at the story of the Last Supper last week, as part of their work on Easter. They are now enacting a Passover Meal. They are sitting around a table and have brought homemade cakes and sandwiches to share as part of the meal. They will explore symbolism, eg the symbols on the Seder plate and the four cups of wine, making links to the story of the Exodus which they did last year. They will think about the way in which the Matzah on the table and the cup of wine represents Jesus' body and blood. This links with our Easter worship which takes place next week.

Bearing in mind the opening of the RE Statement of Entitlement, what are your thoughts about this lesson?
 Does it suggest any new lines of enquiry?

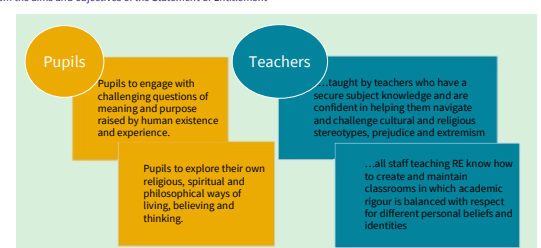
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Inclusive classrooms – a safe space to explore beliefs

From the aims and objectives of the Statement of Entitlement



Pupils
 Pupils to engage with challenging questions of meaning and purpose raised by human existence and experience.
 Pupils to explore their own religious, spiritual and philosophical ways of living, believing and thinking.

Teachers
 ...taught by teachers who have a secure subject knowledge and are confident in helping them navigate and challenge cultural and religious stereotypes, prejudice and extremism

...all staff teaching RE know how to create and maintain classrooms in which academic rigour is balanced with respect for different personal beliefs and identities

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Expectations of an inclusive classroom

We would expect teachers to use inclusive language.
 What are the problems with these learning outcomes?

By the end of this lesson you will:

1. know that Jesus is the Son of God
2. be able to explain that God is omnipresent
3. know we believe that Jesus is the light of the world
4. be able to explain what other faiths say about euthanasia
5. be able to explain how you could put into practice the teaching of Genesis 1 about being a good steward.

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Activity 9 Looking for signs of a safe place to learn

In breakout rooms, discuss the significant factors resulting in an RE classroom which is a safe space in which to explore beliefs and ideas. **10 mins**

Use one colour to highlight those you think are important. Choose three which are very important.

Use a different colour to put a cross through any which you think are less important or inappropriate.

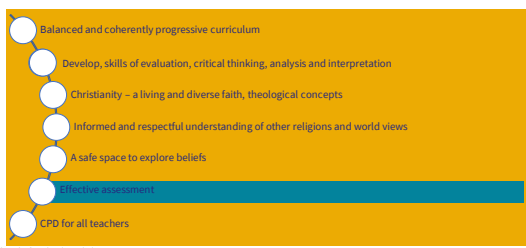
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Good RE is rooted in effective assessment

What the 2019 Statement of Entitlement says



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Good RE teaching and learning is rooted in effective assessment

Teachers assess pupils' work and learning in RE

Teachers provide feedback to help pupils make progress

Assessment informs planning by;

- providing appropriate challenge
- setting tasks well-matched to learning outcomes
- directing effective support
- identifying and addressing common misconceptions

Success criteria shared with pupils

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Good RE is resourced well

What the 2019 Statement of Entitlement says

- Balanced and coherently progressive curriculum
- Develop... skills of evaluation, critical thinking, analysis and interpretation
- Christianity – a living and diverse faith, theological concepts
- Informed and respectful understanding of other religions and world views
- A safe space to explore beliefs
- Effective assessment

CPD for all teachers

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Good RE is resourced well

What the grade descriptors for Strand 1 of the Schedule say

- Reflecting the *Church of England Statement of Entitlement* religious education (RE) is well resourced.
- Leaders ensure that: sufficient dedicated curriculum time is given to RE;
- RE leaders and teachers have access to regular high quality professional development;
- RE continuing professional development (CPD) is appropriate, funded and monitored;
- RE leaders have opportunities to monitor RE lessons.
- In secondary schools, the school seeks to employ specialist RE teachers.
- Where relevant, all pupils follow a recognised, externally accredited and appropriate RE qualification at KS4.

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Stopping point

Time to think

Perhaps add your perceptions, reflections, connections, questions to the chat.

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Session H Gathering evidence for a secure judgment in RE

What are you looking at?

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Activity 10 Which methods of gathering evidence are most fruitful?

Working in breakout groups, use the table in the unit book

1. Identify the strengths and limitations of the activities in bold blue text.
Take it in turns, spend a maximum of 2 minutes on each one.
2. If the PIP analysis suggests the case for securely Good and possibly excellent RE is convincing, which two activities would be most useful for the timetable? **2 mins**
3. If the pre-inspection evidence is pointing towards a grade of RI, which three activities would you prioritise for the timetable? **2 mins**

If there is time, or in your own time, weigh up the relative value of these different methods of gathering evidence in RE?

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Add your reflections to the chat if you wish.




Join your colleagues for a refreshment break
10 mins.

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Session 1 Following an RE evidence trail



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A chance to practise following an evidence trail

The assessed task will be to write the paragraph on RE for this VA school.

The activities are to help you become familiar with the process and develop skills in working quickly. We understand you might miss some of the details but suggest you make full use of your breakout groups.

The information you will need is in the **Day 3 book**

1. You are going to discuss the evidence in breakout rooms so you could minimise zoom and use your main screen to view the evidence booklet if you choose.
Alternatively, you could view the evidence booklet on a different gadget or print it.
2. Make notes either on evidence forms (they will not be collected in) or on notepaper
Stay focused on evidence for RE relevant to the VA box (which is the focus of the assessment). You should still keep an eye on evidence for RE in Strands 7 and 1. This may help you to analyse some reasons for pupil progress and the quality of teaching.
3. During the activities you will need to consider which grade is emerging.
At the end of activity 13 you will be told the given grade and will look for confirmatory evidence during activity 14.
4. Timings are included in the evidence book.
Keep an eye on your watch. This is intended to mirror the time pressure of an inspection.

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Activity 11 Start at the beginning... Is this a Good school?

Begin by reading the extracts from school's summary self-evaluation, the inspector's analysis and the PIP in the **evidence book**

5 minutes

Does the PIP suggest that the inspector thinks that the VA grade for RE may be Good?

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Activity 12 How does the learning walk inform the inspector's thinking?

In breakout rooms – **18 minutes**


Read and discuss the evidence from the learning walk in the unit book.

How is the emerging grade looking?

Make a note of significant evidence

- Evidence about teaching and learning/progress for the VA box (you will need this for the assessed task)
- Evidence about RE from Strand 7
- Evidence about RE in Strand 1

(Remember, strands 1 and 7 may provide you with the reasons for the grade in the VA box)

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Activity 13 Does a scrutiny of pupils' work question or confirm the emerging grade?

In breakout rooms – 15 minutes

Read and discuss the evidence for the work scrutiny in the unit book. How well does it fit with the evidence from the learning walk?

Is there an emerging grade?

Make a note of significant evidence

- Evidence about teaching and learning/progress for the VA box (you will need this for the assessed task)
- Evidence about RE from Strand 7
- Evidence about RE in Strand 1

(Remember, strands 1 and 7 may provide you with the reasons for the grade in the VA box)

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What do you know so far?

- Is there an emerging grade?
 - What are the strengths?
 - What are your concerns?
- You started from an assumption that the school is Good.
 - Are you still thinking this is Good?
- What about the school's case for Excellent?

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Responding to an emerging grade

At this point in the inspection, the inspector believes a grade is emerging. In reality, a greater volume of evidence would be available but what is included here is sufficient to both discern a grade and write the paragraph for RE.

The emerging grade for RE is ????????

In the next activity, the inspector will focus on checking if the evidence confirms this grade.

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Activity 14 Do conversations with the headteacher, RE lead and pupils secure the grade?

Read the evidence forms in the unit book. 15mins

Fill in the margin and complete the pink boxes. Remember you are looking for evidence to support the emerging grade for RE

The EFs have been prepared with the planned starter questions at the top. Please note that EFs would not usually record conversations as narrative or in this degree of detail. On this occasion, they are written to give you maximum information to secure the grade and to inform your writing.

In your breakout groups, discuss whether the two meetings support the grade 15mins

Identify where there are concerns about teaching and learning/pupil progress which mean that the RE grade cannot be good.

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Session J Assessed task

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Activity 15 Write the text for the VA box on the report

Take yourselves off camera and mute your mic but stay in the training room.

Take 20 minutes to complete this task. When finished, email the completed task to the National Team.

- Use the analysis of the evidence from the RE evidence trail you have followed.
- Use the second page of the VA report template. Remember to add your name.
- Write to the given grade in no more than 75 words.

Criteria

- Appropriate grade awarded.
- VA box has appropriate focus
 - Quality of teaching
 - Quality of learning/progress for all pupils
 - The way in which the quality of teaching and learning results from a rich and engaging curriculum
 - Verifies school's own monitoring of teaching and learning
 - Aspects of RE relevant to Strand 7 are not explained in depth
- Strong grade to text match
- Writing is evaluative
- Adheres to requirements of report template
- Follows SIAMS house style
- Judgements may be supported by brief evaluative statements which would normally be explained fully in the inspection findings

Please email your paragraph to: SIAMS@churchofengland.org

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....From the prayer for understanding...

Instruct my tongue,
And pour upon my lips the grace of your blessing.

Give me acuteness to understand,
Capacity to retain,
Insight to interpret,
Facility to learn,
And eloquence to speak.

Guide me in my beginnings, direct my progress,
And set your seal upon my conclusions;
For you alone are truly God and truly man,
And live and reign with the Father and the Holy Spirit, one God,
World without end. Amen.



St Thomas Aquinas. Prayer for Understanding, from Heart of Pilgrimage.
Ed Eamon Duffy [Bloomsbury, 2013]
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