

Yarmouth and Shalfleet C.E. Primary School SIAMS Action Plan 2022-23

Target/Linked to the FDP	Actions	Success Criteria	Outcomes/Impact
<p>To develop the children's expertise in regularly planning and leading worship to enable them to have more ownership.</p>	<p>Collective Worship Support groups of children established at each school</p> <p>Provide further opportunities for children to lead elements of the whole school Collective Worship</p> <p>In KS2 classes, teachers to provide the children with the opportunity to plan and lead class worship at some point throughout the year at an age appropriate level</p> <p>To establish the spirit group, with children from years 1-5 to meet with RE leaders to evaluate and improve the Collective Worship experience.</p> <p>Children to begin to use the happening cards, to support children in leading class collective worship – in UKS2 with children recording their planning and evaluation</p> <p>Increase the times children visit the local churches to engage and lead in worship</p>	<ol style="list-style-type: none"> 1. Each school to have a regular Collective Worship Support group 2. More opportunities are provided for the children to lead aspects of the Collective Worship 3. Children to plan and lead (at an age appropriate level) elements of their class in KS2 worship at least once per term 4. Spirit group is set up with children from year 1-5, meeting with the RE leaders evaluation and improving the CW experience 5. Children will have begun to use the happening cards in UKS2 to lead class worship 6. More visits to the Churches planned and actioned 	<p>Children's expertise in regularly planning and leading worship has enabled them to have more ownership.</p>
<p>The school needs to deeply embed the Living Difference IV approach to the teaching of RE, ensuring excellence across the school.</p>	<p>Each teacher to confidently plan for each half term, delivered in a block, using the Living Difference 4 programme</p> <p>Each teacher will use the circle of enquiry to plan their RE block ensuring that the 5 areas are covered</p> <p>Establish the use of assessment for the Living Difference 4 programme</p> <p>Embed the RE Assessment Sheet indicating those children Working towards, at ARE and exceeding ARE</p> <p>RE leaders to observe some teaching of RE – for quality assurance to the Living Difference programme</p>	<p>Teachers will confidently use the Living Difference 4 programme to deliver their RE lessons in a block once a half term</p> <p>Teachers will use the Circle of Enquiry to plan their RE sessions</p> <p>Teachers confidently use ARE descriptors to assess RE units</p> <p>Teachers to confidently use the RE Assessment indicating those children Working towards, at ARE and exceeding ARE</p> <p>RE leaders will have observed and provided feedback to some teachers</p> <p>RE leader portfolio will be regularly</p>	<p>The school has begun to embed new approach to the teaching of RE, ensuring excellence across the school.</p>

	<p>RE leaders to provide members of staff with feedback following these observations</p> <p>RE leader to maintain a portfolio of planning and work which is validated to the new RE planning approach and standards</p> <p>Teachers to look at the LTP in Living Difference to see where Understanding Christianity is linked and teachers to start to use the UC document alongside Living Difference</p>	<p>maintained and standards in RE will be evident through work samples – focussing on one part of the planning wheel for each unit</p> <p>Teachers have look at the LTP in Living Difference to see where Understanding Christianity is linked and teachers to become more confident in using the UC document alongside Living Difference 4 where applicable</p>	
<p>The Federation needs to forensically use the class assessment data to look for trends and ensure that all children are making progress within the RE statements and meeting the end of year expectations</p>	<p>Teachers to record the data for each half term in RE on the data assessment program</p> <p>Teachers to use the information to look for trends in the children's learning and to address gaps in knowledge</p> <p>Teachers to track the number of children expected to reach end of year expectations in RE</p>	<p>Teachers will confidently use the data assessment program</p> <p>Teachers will be able to identify children not on track to achieve the end of year expectations</p> <p>Teachers will have a good understanding of the attainment in RE for their class</p>	<p>Assessment is used effectively to improve outcomes for children in RE</p>
<p>Effectively link aspects of Collective Worship to the teaching and learning in RE and the school curriculum to promote improved understanding.</p>	<p>Each topic in the curriculum to be linked to one of the school Christian values</p> <p>Through Curriculum time, where appropriate, teachers to highlight links to the spirituality board</p>	<p>Topics have a clear link to the one of the three Christian Values</p> <p>Children to have a developed understanding of spirituality and how this links to their experiences and the world around them – developing here</p>	<p>Aspects of Collective Worship are effectively linked to the teaching and learning in RE and the school curriculum to promote improved understanding.</p>
<p>Widen the children's cultural understanding and experiences to increase pupils' understanding of and respect for diverse communities.</p>	<p>Through all policy and procedure – ensure that they are underpinned by respect for diversity</p> <p>Through the Christian Values and British Values ensure that children are taught to respect and value different cultures and diverse communities – cultural calendar and RE syllabus</p> <p>Seek and grasp any opportunities to visit/link with members of different cultures and celebrate diversity</p>	<p>Policies and procedure are all kept up to date and current</p> <p>Christian Values and British Values are known and understood by the children - Ongoing</p> <p>Any possible trips or visitors from different cultures and to be arranged and diversity celebrated</p>	<p>The children's cultural understanding and experiences have increased and pupils' understanding of and respect for diverse communities</p>