

	Outstanding (1)	Good (2)	Requires Improvement (3)	Inadequate (4)
Planning & Assessment	Plans challenging and focussed learning activities based on systematic and accurate assessment of pupils' prior skills, knowledge and understanding across a range of lessons. Coherent and explicit connection made between discrete learning episodes.	As a result of good assessment procedures, teachers and other adults have a good awareness of their pupils' prior learning and capabilities and plan well to meet the needs of all pupils, both the most and the least able. across a range of lessons. Connection made between discrete learning episodes.	Teachers and other adults use assessment to arrive at a broadly accurate understanding of prior learning and capabilities of the class; it is not refined enough to fully meet the needs of all students. Evidence of basic planning, though it lacks coherence and rigour.	Teachers do not assess regularly enough and/or they do not take account of this assessment of prior learning in their planning. Little evidence of planning. Each learning episode appears disconnected and random.
Differentiation	Work indicates fine-tuned differentiation ensures that the particular needs of almost every pupil are consistently and effectively addressed.	Work indicates teachers differentiate tasks well in order to meet the variety of pupil needs.	Work indicates differentiation is more often achieved through outcome rather than through the designing of individually targeted learning activities and so does not meet the needs of all pupils.	Work indicates there is little evidence of differentiation and/or little or no accommodation is made for the breadth of ability range across a cohort.
AT1	Work indicates that pupils learn exceptionally well; they acquire knowledge quickly and in depth and are developing their understanding rapidly.	Work indicates that pupils acquire knowledge quickly and are secure in their understanding.	Work indicates pupils acquire knowledge and understanding over time, the pace of learning requires improvement.	Work indicates that insufficient new knowledge and understanding is gained in individual lessons or across a sequence of lessons.
AT2	Work indicates imagination, originality, independence and an advanced ability to interpret sources and symbols, ask deeper questions, understand nuance and subtlety, reflect and evaluate, engage with religious ideas and integrate them into their lives.	Work indicates imagination, independence an ability to interpret sources and symbols, reflect and evaluate, engage with religious ideas and integrate them into their lives.	Work indicates pupils are developing skills appropriate to their age and ability, although the pace of this skill acquisition requires improvement.	Work indicates skill acquisition is neglected or its pace is inadequate and pupils demonstrate little or no ability to apply learning about religion to their own lives in any meaningful way.
AT3	Work indicates many opportunities to listen and respond to a point of view. Pupils are invited to listen and respond to questions about many sources (prayers, hymns, scripture stories, religious artefacts, images and sacraments). They also express a point of view and give many reasons for it.	Work indicates some opportunities to listen and respond to a point of view. Pupils are invited to listen and respond to questions about some sources (prayers, hymns, scripture stories, religious artefacts, images and sacraments). They also express a point of view and give some reasons for it.	Work indicates that pupils are still developing the skill of listening and responding to a point of view. Pupils are occasionally invited to listen and respond to questions about some sources (prayers, hymns, scripture stories, religious	Work indicates that pupils are given insufficient time to develop the skill of listening and responding to a point of view. Pupils are rarely invited to listen and respond to questions about some sources (prayers, hymns, scripture stories, religious artefacts, images and sacraments).

			artefacts, images and sacraments).	
Activities	Work indicates a very wide range of innovative and imaginative resources and teaching strategies.	Work indicates an appropriate range of resources and teaching strategies to promote good learning.	Work indicates a limited range of resources and teaching strategies.	Work indicates activities are not sufficiently well matched to the needs of pupils.
Feedback & Marking	Marking and constructive feedback are frequent and of a consistently high quality. Pupils have a detailed understanding of what they need to do to improve and are given the opportunity to respond to advice in a systematic and planned way.	Marking and constructive feedback are performed regularly and accurately so that pupils know how well they have done and what they need to do to improve. They are given time to respond to advice on improvement.	Marking and feedback is sometimes given so that pupils are informed about the progress they are making and how to improve. This does not occur frequently enough, or the gap between it and the completion of the learning activity is too great to allow it to be fully effective. Whilst advice on improvement is given, there are few opportunities provided for pupils to respond to this advice.	Marking and feedback are either too infrequent or insufficiently focussed to have any impact on learning or progress.
End of Year expectations	End of Year expectations are used consistently and effectively (in the relevant key stages) and pupils have a thorough understanding of their significance for their progress.	End of Year expectations are used consistently (in the relevant key stages) and pupils have a good understanding of their significance for their progress.	End of Year expectations are rarely used and pupils have only a limited understanding of their significance for their progress.	End of Year expectations are not used and/or pupils have no awareness of their significance for their progress.
Targets	Targets are negotiated with pupils, are made explicit in exercise books and used with great effect in feedback.	Targets are set for all pupils, are clearly evidenced in exercise books and are referred to in feedback.	Targets have been set, but there is little evidence of them in practice and they are only rarely referred to in feedback.	Targets have not been set, are not evident or are not referred to at any point in feedback.
Homework	From KS3 onwards, regular homework contributes very well to pupils' learning, providing stretch and challenge for the most able and consolidation for the least.	From KS3 onwards, regular homework contributes well to pupils' learning, allowing all pupils to consolidate their learning.	From KS3 onwards, homework is sometimes set and when it is, it contributes reasonably well to the quality of learning for most pupils. However, homework is not set frequently enough and is not well planned enough to make significant contributions to learning.	Even where the setting of homework is required it is set very infrequently, if at all and/or the demands it makes on pupils has no measurable impact on the quality of their learning.