

		Outstanding (1)	Good (2)	Requires Improvement (3)	Inadequate (4)
Learning	Enjoyment	Pupils demonstrate passion and commitment in their learning.	Pupils enjoy their learning.	Whilst pupils are not uninterested in Religious Education they show few outward signs of enthusiasm for it.	Pupils lack all interest and enthusiasm for Religious Education.
	Focus	Most pupils concentrate very well and are rarely off-task.	Pupils apply themselves diligently and work at a good pace.	Pupils work steadily but they are not completely focussed and the lesson is such that pupils are often inattentive.	Pupils unable to work independently and are frequently off-task.
	Progress	Almost all pupils, including the most able and those with D&SEN, are making progress in Religious Education within lessons and over time.	Most pupils, including the most able and those with D&SEN, are making progress in Religious Education within lessons and over time.	A minority of pupils are making progress in Religious Education within lessons and over time.	No more than a very small minority of pupils are making progress in Religious Education within lessons and over time, including the most able and those with D&SEN.
	Pupil knowledge of progress	Pupils have a detailed understanding of how well they have done, what they need to do to improve and are able to precisely articulate how they have made progress within lessons and over time.	Pupils understand how well they have done, what they need to do to improve and are able to give some examples of how they have made progress within lessons and over time.	Pupils have a limited understanding of how well they have done, what they need to do to improve and find it difficult to give examples of how they have made progress within lessons and over time.	Pupils have no understanding of how well they have done, what they need to do to improve and cannot give examples of how they have made progress within lessons and over time.
	AT1	Pupils learn exceptionally well and as a result acquire knowledge quickly and in depth and are developing their understanding rapidly.	Pupils acquire knowledge quickly and are secure in their understanding.	Whilst pupils acquire knowledge and understanding over time, the pace of learning requires improvement.	Insufficient new knowledge and understanding is gained in individual lessons or across a sequence of lessons.
	AT2	They develop and apply a wide range of skills to great effect, including the ability to interpret sources and symbol, to ask deeper questions, to understand nuance and subtlety, to reflect and evaluate, the ability to engage with religious ideas and integrate them into their lives.	They develop and apply a range of skills well, including the ability to interpret sources and symbol, to reflect and evaluate, to engage with religious ideas and integrate them into their lives.	Pupils are developing skills appropriate to their age and ability, although the pace of this skill acquisition requires improvement.	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	Pupils are given many opportunities to listen and respond to a point of view. They 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.	Pupils are given some opportunities to listen and respond to a point of view. They 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.	Pupils are still developing the skill of listening and responding to a point of view. They are occasionally invited to listen and respond to questions about some sources (prayers, hymns, scripture stories, religious artefacts, images and sacraments).	Pupils are given insufficient time to develop the skill of listening and responding to a point of view. They are rarely invited to listen and respond to questions about some sources (prayers, hymns, scripture stories, religious artefacts, images and sacraments).
	Behaviour	Behaviour for learning is outstanding and the lesson proceeds without any interruptions.	Behaviour for learning is good and disruption to the lesson is unusual.	Behaviour for learning requires improvement since there are at least some examples of low-level disruption that are not addressed often enough to prevent impediments to learning for some pupils.	Persistent low-level disruption occurs more than occasionally and hinders learning for many pupils. Lesson is disorderly.

Teaching and Assessment	Subject Knowledge	Teacher has a high level of confidence and expertise both in terms of their specialist knowledge and their understanding of effective learning in Religious Education.	Teacher has a confident level of specialist expertise which is used well in planning and teaching Religious Education.	Whilst teacher has some specialist expertise which is used in planning and teaching, this lacks depth and breadth.	Specialist expertise is limited and, as a result, teacher does not provide the resources or teaching strategies necessary to ensure a basic minimum level of learning.
	Assessment & Planning	Teacher plans challenging and focussed learning activities based on systematic and accurate assessment of pupils' prior skills, knowledge and understanding.	As a result of good assessment procedures, teacher has a good awareness of pupils' prior learning and capabilities and plans well to meet the needs of all pupils, both the most and the least able.	Teacher uses assessment to arrive at a broadly accurate understanding of the prior learning and capabilities of the class, though it is not refined enough to fully meet the needs of all students.	Teacher does not assess regularly enough and/or no account is taken of this assessment of prior learning in planning.
	Use of time	Teacher consistently uses time effectively to maximise learning opportunities in lessons and across sequences of lessons.	Teacher manages time well and secure good learning in lessons and across sequences of lessons.	Time management requires improvement since the pace of learning in lessons or across a sequence of lesson is too slow.	Time is grossly mismanaged; learning experiences within lessons and across sequences of lessons remain incomplete; pupils' time is wasted
	Activities	Teacher uses a very wide range of innovative and imaginative resources and teaching strategies to stimulate pupils' active participation in their learning and to secure outstanding progress.	Teacher uses an appropriate range of resources and teaching strategies to promote good learning.	Teacher uses only a limited range of resources and teaching strategies to which leads to at best a minimal level of learning.	Learning activities are not sufficiently well matched to the needs of pupils so that they make inadequate progress.
	Expectations	Teacher communicates high expectations, enthusiasm and passion about Religious Education to pupils.	Teacher has a clear understanding of the value of Religious Education which they communicate effectively to pupils.	Teacher has a basic but limited understanding of how to maintain pupils' interest in Religious Education.	Teacher does not have sufficiently high expectations and/or teaching over time fails to excite, enthuse, engage or motivate particular groups of pupils.
	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.
	AfL	Teacher regularly listens astutely to, carefully observes and skilfully questions groups of pupils and individuals during the lesson in order to re-shape tasks and explanations to maximise learning for every pupil.	Teacher systematically and effectively checks pupils' understanding throughout the lesson, anticipating where intervention is needed and this has notable impact on the quality of learning.	Whilst teacher monitors pupils' work during the lesson, adaptations made as a consequence require improvement since they are not timely or relevant enough and hence do not impact effectively on pupils' learning.	Teacher does not assess learning during lessons and/or does not reshape learning in response to recognising where learning is slower.
	Feedback	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.
	Self-assessment	Pupils are consistently involved in evaluating how well they achieve. This contributes to their improved achievement and provides them with a high level of confidence in making further improvements.	Pupils are often involved in evaluating how well they achieve which gives them greater confidence in making improvements.	Pupils are only sometimes involved in assessing how well they are achieving.	Pupils are never involved in evaluating their own learning
	Celebrating achievement	Celebration of achievement and effort are central to the teachers' assessment strategy.	Achievement and effort are often celebrated.	Achievement and effort are only sometimes celebrated.	Achievement and effort are rarely, if ever celebrated.