

Minchinhampton C of E Primary Academy

Religious Education Policy

Chair of Governor: K Downton

Approved by: ENS Committee

Approved on: Summer Term Two 2024

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Other relevant policies: Safeguarding Policy, Special Educational Needs and Disabilities, Collective Worship, Spiritual, SMSC, Assessment, Teaching and Learning, Equality and Confidentiality Policies

Legal Position of Religious Education in school

Religious Education is unique in the curriculum as it is neither a core or foundation subject. In the 1988 Education Act it states, 'Religious Education(RE) has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all pupils'.

Minchinhampton C of E Primary Academy is a Church of England Voluntary Controlled School. The Governors, in accordance with the Head Teacher, have decided to adopt the Gloucestershire Agreed Syllabus for RE 2017 – 2022.

The Church of England's Statement of Entitlement

The Statement of Entitlement outlines the aims and expectations for RE in Church of England Schools and guides this school's approach to RE. Full details of this document can be found in Appendix One.

Aims of Religious Education

The aim of RE at Minchinhampton C of E Primary Academy is to develop an understanding about what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living. This aim lies in line with the Gloucestershire Agreed Syllabus for RE 2017 – 2022. We believe religious education in primary school is not just about imparting knowledge, but also about nurturing values, fostering empathy, and promoting appreciation of difference.

Our School Vision:

'Life in all its fullness'

For us, this means people who are flourishing:

- people who have the wherewithal to shape their own life well;
 - people who take a delight in learning;
 - people who are compassionate, who appreciate the value and preciousness of each and every person and all life on earth;
- hence people who help to make the world a better place.

'I have come that you may have life in all its fullness' (John 10:10)

School Approach to Religious Education

RE in this school contributes to the outworking of our vision by offering children rich opportunities to develop an accurate knowledge and understanding of religions and world views, as is our duty, in line with all church schools and in line with legal requirements, following the Gloucestershire Agreed Syllabus for Religious Education 2017-2022 and Understanding Christianity.

We appreciate the positive impact that local faith communities can have on pupils' experience in RE. Therefore, this school encourages visits to places of worship and welcomes visitors from different faith communities. We recognise it is vitally important that teachers demonstrate respectful attitudes towards all faiths, modelling the attitudes and responses we would expect from our pupils.

As identified in the Statement of Entitlement, the school ensures:-

- A challenging and robust curriculum based on an accurate theological framework.

- A curriculum that draws on the richness and diversity of religious experience worldwide.
- The opportunity for pupils to deepen their understanding of the religion and world views as lived by believers.
- An assessment process which has rigour and demonstrates progression based on knowledge and understanding of core religious concepts.

A wide range of imaginative teaching methods ensure effective RE sessions (see Appendix 3 for detail). We look to:-

- work collaboratively to develop pupil' interpersonal skills, such as listening, sharing, and respecting the views of others; in doing so to instil appreciation of different views and interpretations;
- encourage children to ask and reflect on challenging questions arising from the study of religion and belief; to engage in authentic dialogue and theological enquiry;
- promote personal, spiritual, moral, social and cultural development through exploring these questions;
- develop pupils' knowledge and understanding of Christianity and other religions and consider how the beliefs of others impact on their lives and the lives of others;
- enable learners to become aware of their own beliefs and values and their own spirituality; this to guide their own ethical decision making; this to have a positive attitude to the search for meaning;
- encourage children to develop an understanding and appreciation of diversity.

Planning

The school follows the Agreed Gloucestershire syllabus for teaching RE and Understanding Christianity. The school also has a subscription to NATRE and we use their resources to help structure our planning. Teachers also liaise with church leaders to support them in their planning.

The school's Long-Term planning for RE looks to ensure a clear progression in concepts and themes; looks to ensure opportunities to link to the yearly religious calendar are well taken; looks to identify opportunities to reflect on spirituality. The plan also identifies when visits to places of worship as well as visitors into school will support the curriculum delivery.

The school's RE Knowledge Organiser outlines the knowledge, skills and vocabulary required for each unit. We look to ensure a coherent and progressive pathway of learning that builds on prior knowledge and skills and is informed by an understanding of pupils' needs and backgrounds.

Knowledge Organisers detail opportunities for recall of previous learning and assessment.

Example:

Y3/4: L2.4 What kind of world did Jesus want?

Link to previous learning:

1.3: Why does Christmas matter to Christians?- Recognise that stories of Jesus' life come from Gospels

Recall of prev learning:

Revisit NATRE assessment: unit 8

Disciplinary Knowledge

*Identify and describe core beliefs and concepts

*Understand how people display their beliefs in how they practice and how they live.

*Make links between beliefs and practices studied and life in the world today.

Opportunities to explore spirituality: *Pathways:* compassion & appreciating difference

Threads: Appreciating Beauty/Eco

Key experiences:- Good Samaritan acted out in worship

Key reflections:- Compassion shown in story of the Good Samaritan; pathway- love is the answer; social justice demo by Jesus

Substantive

*Understand the concept of 'Gospel' which tells the story of the life and teaching of Jesus.

*Learn about the calling of the first disciples and make links to today's fishers of men.

Give examples of Christian leaders trying to show love for all

* Having found out about Jesus' actions towards other people, understand what example these set for the actions of Christians today, how they try to show love for all.

* Learn about links between the teachings within Bible and what the meaning of Jesus' good news for Christians is.

* Link Biblical love to life in the world today -learn about the parable of the Good Samaritan and the importance of charity within the lives of many Christian people.

NATRE assessment: unit 25

Assessment focus: **Understanding the impact:** Having found out about Jesus' actions towards other people, understand what example these set for the actions of Christians today, how they try to show love for all.

Where possible, teaching will be supplemented with trips to places of worship or visits from people from our local religious communities eg Year 3/4 visit the local mosque and Hindu temple. In EYFS RE is linked to the Early Learning Goals and provides children with opportunities to explore the world of religion in terms of special people, books, times, places and objects. Children learn through stories and songs and play based activities that introduce children to key religious concepts and beliefs with opportunities to handle religious objects/ artefacts. Children develop an appreciation of the cultural and religious diversity through celebrating religious festivals eg Diwali, Hanukah and Eid.

Lessons and teaching materials are well adapted for more vulnerable learners to allow them to access the curriculum.

Organisation & Time Allocation

In accordance with the structure of Gloucestershire Agreed Syllabus/ we have agreed that:

In the Foundation Stage pupils will be introduced to a range of faith traditions and will be taught RE for 36 hours over the year. This will be taught in discreet lessons and through RE focus days.

At Key Stage 1 pupils study Christianity, Judaism and Islam. RE will be taught for at least for 36 hours over the year. This will be taught in 1-day blocks approx every 3 weeks.

At Key Stage 2 pupils study Christianity, Judaism, Hinduism and also consider non-religious worldviews. RE will be taught for at least for 45 hours over the year. This will be taught in 1-day blocks approx every 3 weeks.

We relish RE for the big questions we encounter while studying it. We block RE to allow us to go deeper into some of these big questions.

Work expectations

Work expectations are clear – both in terms of quantity and quality. This is all detailed in one central ‘work expectations’ document. Task design looks to ensure/ prioritise the recording of children’s thinking.

When?

Blocked now across 2x 1 day as opposed to 2 days Eg 1x early Aut 1 and 1x late Aut 1

Quantity?

3- 5 pieces of work per unit, not including elicitation.

What?

-Work coverage to include elicitation –Work coverage to include at least each of all 3 elements of RE

-Use of task frames/ work sheets to aid/ get to thinking quickly

- Work coverage could include a copy/ photograph of group work/ P4C/ mindmaps/ discussions

-Expectations will be adapted to needs of SEND pupils and could include scribing/ writing frames etc

-Marking/ feedback: all work acknowledged. Detailed marking to focus where thinking being articulated by pupils—close questioning of their understanding.

Retrieval/ elicitation

-Assessments using NATRE assessment from previous relevant unit- see identified by subj lead on LT plan.

-Recall of previous learning in form of individual assessments from previous relevant unit revisited and annotated. This recall of previous learning should not be confined to individual filling in of assessments but must include class discussion making links back to previous learning. Pupils need to be pushed to recall all they know- elicitations should be full and annotated if we are achieving our learning aims.

Begin of unit-

1 revisit (or at this stage, having not done it before,- ‘do’) assessment from previous relevant unit

End of unit:-

2 assessment of present unit

-Retrieval encouraged throughout unit within lessons. This ongoing retrieval must become established part of teaching routine- expecting pupils to recall and remember as they go. Use NATRE 'sticky knowledge' quiz pwr point to support retrieval. NATRE lesson pwr points build in retrieval also.

-Retrieval opportunities will also be planned in between units

-If using a quiz as a retrieval opportunity, do it 3 weeks after unit or perhaps a longer quiz for more than one unit termly ½ yearly or yearly.

-Retrieval is built into NATRE power points.

Where?

RE folder- work in order and dated

Assessment/Recording & Reporting

The Gloucestershire Agreed Syllabus for RE 2017-2022 sets out a structure for recognising pupil achievements and each pupil can work progressively towards achieving the expected end of key stage learning outcomes as outlined in the syllabus.

Formative assessment takes place throughout the teaching process and includes retrieval practices both during a unit and in between units.

At the end of each unit, pupils are assessed against statements linked to NC for each of the following; Understanding the Impact, Making Connections, Making sense of belief.

Termly assessments are made against the criteria set out in the Gloucestershire agreed curriculum and are recorded on SONAR.

School reports are sent home in the Spring term each year and this includes RE.

Professional Development

The subject leader disseminates CPD through staff meetings and INSET. Staff attend specific training which will enhance learning in RE. For example the Deputy Head recently attended online training in task design from one of the Trust's TLP's.

Responsibilities for RE in School

The subject leader is responsible for overseeing the teaching and learning of RE in the school. The role includes:

- Ensuring personal subject knowledge and expertise are kept up-to-date by participating in continuous professional development (CPD) for RE and share good practice
- Providing and sourcing in-service training for staff as necessary
- Ensuring the staff are familiar with the syllabus and supporting resources such as *Understanding Christianity*
- Supporting and clarifying approach to planning, delivery and assessment being clear about the subject's intent, implementation and impact

- Acquiring and organising appropriate resources, managing a budget when necessary
- Monitoring the teaching and learning of RE through regular lesson observations, work scrutiny, learning walks, analysis of data and pupil voice and be able to discuss impact and standards
- Contributing to the SIAMS self-evaluation process particularly around Strand 7
- Reporting to Governors each year through a subject leader report

The Head Teacher and Governors make sure:

- RE has a high profile within the curriculum
- All pupils make progress in achieving the learning outcomes of the RE curriculum
- The subject is well led and effectively managed and that standards and achievement in RE and the quality of the provision are subject to regular and effective self-evaluation
- Those teaching RE are suitably qualified and trained in the subject and have effective and regular opportunities for CPD
- Teachers newly appointed to church schools are provided with support offered by the diocese to enable them to become effective teachers of RE
- Clear information is provided for parents on the RE curriculum and the right to withdraw
- Teachers are aware that they do not have to teach RE unless specifically appointed to do so
- RE is resourced, staffed and timetabled so that the school can fulfil its legal obligations on RE and pupils make good progress

The Right of Withdrawal from Religious Education

We wish to be an inclusive community but recognise that parents have the legal right to withdraw their children from RE on the grounds of conscience. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasions, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as history and citizenship.

We would ask any parent considering this to contact the head teacher to discuss any concerns and anxieties about the policy, provision and practice of RE at our school.

Managing the Right of Withdrawal

The school will ensure that parents who want to withdraw their children from RE are aware of the RE syllabus and that it is relevant to all pupils and respects their own personal beliefs.

- Parents should be made aware of its learning objectives and what is covered in the RE curriculum and should be given the opportunity to discuss this, if they wish.
- The school may also wish to review such a request each year, in discussion with the parents.
- The use of the right to withdraw should be at the instigation of parents (or pupils themselves if they are aged 18 or over), and it should be made clear whether it is from the whole of the subject or specific parts of it. No reasons need be given.

- Parents have the right to choose whether or not to withdraw their child from RE without influence from the school, although a school should ensure that parents or carers are informed of this right and are aware of the educational objectives and content of the RE syllabus. In this way, parents can make an informed decision.
- Where parents have requested that their child is withdrawn, their right must be respected, and where RE is integrated in the curriculum, the school will need to discuss the arrangements with the parents or carers to explore how the child's withdrawal can be best accommodated.
- If pupils are withdrawn from RE, schools have a duty to supervise them, though not to provide additional teaching or to incur extra cost. Pupils will usually remain on school premises.
- Where a pupil has been withdrawn, the law provides for alternative arrangements to be made for RE of the kind the parent wants the pupil to receive. This RE could be provided at the school in question, or the pupil could be sent to another school where suitable RE is provided if this is reasonably convenient.
- If neither approach is practicable, outside arrangements can be made to provide the pupil with the kind of RE that the parent wants, and the pupil may be withdrawn from school for a reasonable period of time to allow them to attend this external RE.
- Outside arrangements for RE are allowed as long as the diocese is satisfied that any interference with the pupil's attendance at school resulting from the withdrawal will affect only the start or end of a school session.

Monitoring and Evaluation

Leaders and Governors monitor the teaching and learning of RE to ensure that outcomes are good: looking at lessons, books and talking to children. This helps Governors know the key strengths and areas to improve, which then feeds into the school's development plan. Governors see practice - for example on a recent governor 'critical potter.'

This policy should be read in conjunction with the following policies: Assessment, Teaching and Learning, Equality, Confidentiality, SMSC, Safeguarding and Collective Worship.

APPENDIX ONE – Statement of Entitlement

https://www.churchofengland.org/sites/default/files/2017/10/re_statement_of_entitlement_2016_0.pdf

APPENDIX TWO – Assessment Tools

Proformas for end of unit relating to each strand

RE Assessment: Making Sense of Belief

Unit name:

Making Sense of Belief objectives: *Copy making sense of belief outcomes in focus here*

Teacher: Class: Pupil Premium SEN EAL FSM	Cohort Size: Boy / Girl Ratio: girls, boys
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CFC:	No of SEND:		Vulnerable:		Groups	HPA	MP A	LPA
	My Plan		PP		All			
	My Plan +		Service		Boys			
	EHC		LAC		Girls			

What percentages of pupils in your class are on track for Making Sense of Belief?

End of Unit		Well below	Below	On-Track	Excellence
Name of Pupils	year				
	year				
%					

% On-Track or above = %

Evidence of excellence	
Contextual issues eg variety of teachers/ clashes with violin lessons etc	
Pupils who are of specific concern	
Class Teacher response and next steps	
RE Co-ordinator/ leader response to this data and next steps to inform T&L	

Unit name:

Understanding the Impact objectives: *Copy making sense of Understanding the Impact in focus here*

Teacher:

Cohort Size:

Class:

Boy / Girl Ratio: girls, boys

Pupil Premium **SEN** **EAL** **FSM**

CFC:	No of SEND:		Vulnerable:		Groups	HPA	MPA	LPA
	My Plan		PP		All			
	My Plan +		Service		Boys			
	EHC		LAC		Girls			

What percentages of pupils in your class are on track for Understanding the Impact?

End of Unit		Well below	Below	On-Track	Excellence
Name of Pupils	year				
	year				
%					

% On-Track or above = %

Evidence of excellence	
Contextual issues eg variety of teachers/ clashes with violin lessons etc	
Pupils who are of specific concern	
Class Teacher response and next steps	
RE Co-ordinator/ leader response to this data and next steps to inform T&L	

Unit name:

Making Connections objectives: *Copy Making Connections outcomes in focus here*

Teacher:

Cohort Size:

Class:

Boy / Girl Ratio: girls, boys

Pupil Premium **SEN** **EAL** **FSM**

CFC:	No of SEND:		Vulnerable:		Groups	HPA	MP A	LPA
	My Plan		PP		All			
	My Plan +		Service		Boys			
	EHC		LAC		Girls			

What percentages of pupils in your class are on track for Making Connections?

End of Unit		Well below	Below	On-Track	Excellence
Name of Pupils	year				
	year				
%					

% On-Track or above = %

Evidence of excellence	
Contextual issues eg variety of teachers/ clashes with violin lessons etc	
Pupils who are of specific concern	
Class Teacher response and next steps	
RE Co-ordinator/ leader response to this data and next steps to inform T&L	

APPENDIX THREE – Pedagogy : guide

RE Curriculum and Pedagogy Guide for teachers

The curriculum is pieced together using the following principles:-

C1: Disciplinary Knowledge

We want our pupils to take from their primary education a delight in learning and to see possibilities everywhere; to be well set up for life. We see disciplinary knowledge as a way of revealing to them different ways of learning and hence opening up the world to them. We want children to understand what it is to engage in theological discussion and debate. We here echo Martin Robinson's call for our children to become 'philosopher kids' in his book 'Trivium 21C': *'We want our pupils to grow into 'Philosopher Kids', who are curious to know and to question; who can lead as well as follow; who like to feel, to think; who are notable for their eloquence and willingness to take part in the big conversation of life. We want them to engage thoughtfully in dialogue and argument; to appreciate and make beautiful things; to be confident grappling with difficult ideas; to appreciate quiet reflection and contemplation. We want them to be caring and compassionate- able to flourish both as individuals and contribute actively to the flourishing of those around them.'* Pupils engage in Philosophy for Children across the school.

C2: Substantive Knowledge

We look to ensure substantive knowledge is taught and learned in a carefully planned progression. We make links back to previous relevant knowledge and make this explicit to the children in the elicitation exercises we carry out at the outset of each unit. Knowledge must lead to greater understanding. *'We have reached a point in our evolution where we know a lot, we know a hell of a lot but we understand very little; never before in human history has there been such an accumulation of knowledge as there has been in the last 100 years but look where we are. What was that knowledge for? What did we do with it? The problem is that knowledge alone is not enough; we lack understanding.'* Manfred Max-Neef. To have understanding we need to live the knowledge, we need to belong, when you belong you understand, when you are separated you can accumulate knowledge but understanding is holistic.

C3: Botheredness & Purpose

Where we can, we aim to narrow the focus of a topic and go deep and/or provide a moral or practical purpose for the learning. This way we hope our pupils will become not just enthused but inspired or concerned or morally engaged in the knowledge they are encountering and this will lead to deeper thinking and questioning around a given topic.

C4: Spirituality

We look to identify opportunities for spiritual reflection and growth when planning and in practice. We want our pupils to have a reverence for learning and life; to be experiencing awe and wonder daily; to have a sense of something bigger beyond themselves. We want them aiming to live their lives by strong values and principles. We want our pupils to understand the influence of Christianity on our culture, community and way of life. We strive for spiritual growth...we are committed to developing our understanding and appreciation of the interconnection of the self with the universe; including inculcating and polishing all the innate qualities that allow one to feel a better communion with a higher sense of being.

C5: Threads

Wherever possible we plan for units of work to deliver one of our core threads as well as the subject specific objectives. Our threads represent a core body of understanding: substantive and attitudinal, and a means of linking knowledge and providing for an overarching spirituality/ purpose/ focus for our curriculum.

In defining desired outcomes for Year 6 pupils (at the end of the thread) we therefore look to:-

- a) our own beliefs about the purpose of primary education (i.e. what we would like to bring to the equation)
- b) our community context (ie what our community brings to the equation)
- c) our core values as a school (ie what our church distinctiveness helps to bring to the equation)

C6: Stories

Where possible we link learning with stories from the Bible and other religious texts as well as linking to stories in literature, for example the Selfish Giant. We recognise the importance of narratives, *'The human mind seems exquisitely tuned to understand and remember stories- so much so that psychologists sometimes refer to stories as psychologically privileged, in that stories are treated differently in the memory compared with other types of material.'* (Willingham, 2004)

C7: Oracy

We offer structured opportunities for pupils to share and debate ideas with others. We are committed to P4C as a way of working. We look to an approach which gives pupils the means to share their voice, turn outwards to the world, to communicate with it, have a relationship with it and make a difference to it.

RE Teaching methods used in RE lessons/ units.

Lessons/ units will/ may include the following strategies:-

Re 'Engagement':

E3: High expectations & formative intervention

If a pupil or pupils struggling to understand the learning we support them:-

- **WAGOLL-** folder of best work from the year before to demonstrate expectations to the pupils.
- **Pre- teach**—pre-empt learning taking place the next day and pre-teach the objectives beforehand to boost confidence.

E4: Engaging activities to start unit/ lesson:

- **Stimulus-** look at objects/ pictures/ video- discuss
- **Visit-** pupils go on a visit to place of interest to stimulate their interest/ questions/ ideas.

E5: Quality of Teacher Questions (ref also techniques to develop MASTERY)

- **Keeping it open**
- **Tell me-** don't always ask why because it's too interrogative—instead use 'tell me' which invites conversation and is more pen ended. Say, 'Tell me what you have done.' // Say, 'Tell me what you're going to do first.'
- **Exploring alternative views** (re-stating a view, speculation. distinctions, alternative views)
to encourage children to develop an understanding and appreciation of diversity;
- Can you put it another way? Is there another point of view? What if someone suggested that..? What would someone who disagreed with you say? What is the difference between that view and...?
to promote personal, spiritual, moral, social and cultural development through exploring these questions;

E8: Working together, talking

by working collaboratively to develop pupil' interpersonal skills, such as listening, sharing, and respecting the views of others; in doing so to instil appreciation of different views and interpretations;

- **Debates-** groups / pairs to persuade other groups/ pairs re their point of view
- **Role play**—pupils engage in role play/ freeze frames/ hot seating etc around the

subject.

E9 Vulnerable learners

For some vulnerable learners or those with SEND, their needs provide additional barriers to engaging with learning. Therefore it is important for teachers to adapt and use strategies to promote engagement, such as:-

- **breaking larger tasks** into small steps and offer a motivator for successful completion of each one.
- keeping focused **activities short** and intersperse with child-led activity.

Re Thinking:

T1: Generating thinking/ P4C

to encourage children to ask and reflect on challenging questions arising from the study of religion and belief; to engage in authentic dialogue and theological enquiry;

- **Ordering**—eg put list of statements in order- most important first/ most difficult first/ etc
- **Building an enquiry**- using unifix – build a line of enquiry block by block. Vary by using multifix- if contribution moves thinking sideways- add to side// if takes it forward- build on top

Re Clarity of Learning:

CL1: Know their starting points

- **Elicitation** - task in maths around key skills/ concepts in upcoming maths unit

CL2: Be clear about the end point and the big picture

- **Sharing the learning intention**- needs to be clear and unambiguous. Careful to separate clearly the task instructions from the learning intention; provide examples alongside the learning intention to ensure they are fully understood.

CL3: Be clear about the steps to get there

- **Success Criteria**- The purpose of the success criteria is to make the children absolutely sure about what is in the teacher's mind as the criteria for judging their work . The success criteria can take many forms. Examples might include a model algorithm; a modelled piece of writing; a writing frame; a self-evaluation checklist; a learning mat or a list of vocabulary. Basically they are a visual aide-memoir for pupils and a reference point for teachers when explaining and then evaluating learning during a lesson

Re Pupil autonomy:

PA1: Pupils exploring their own ideas and questions

- **Immersion**- before asking them what they know, pupils immersed in the topic / provided with experience to stimulate their interest/ ideas/ existing knowledge.

PA2: Pupil self-evaluation

to enable learners to become aware of their own beliefs and values and their own spirituality; this to guide their own ethical decision making; this to have a positive attitude to the search for meaning;

- **Journal entries**- pupils record their understanding re a topic or concept in their books or reflection journals

Re Proof of learning:

PL1: All student response systems

- **Randomiser/ numbers on each chair/ Lolly pop sticks**--Have lolly pop sticks with pupils' names written on. Vary the way you use the lolly pop sticks, for example have a 'joker' stick which allows you to ask anyone you want or use other randomiser strategies. Call out number on a chair to answer. Use randomiser on white board. Use all 3 different methods in each lesson to keep it from going stale. Have pupil photos to pull out of pack.
- **Card fans**— ABCD, Yes/No, 1-5, Strongly agree---Strongly disagree---For example give pupils multiple choice answers and ask them to vote A, B, C or D. (see *Embedded FA p 90*)

PL2: Picking up on and responding to needs quickly:

- **Do a quick check**- move quickly around room picking up on how well the pupils 'get' the learning. Work out how many pupils are struggling and respond immediately through-
- **Mini-lesson**- provide those pupils who need it with another mini-lesson- explaining concept in different way

PL3: Feedback pupils to teacher

- **Elicitations**- pupils revisit these
- **Artwork**- pupils asked to represent their understanding as a piece of art
- **Stories**— pupils tell/ write a story to demonstrate learning. Use anecdotes, analogies, parables.

PL5: How can we help our vulnerable/SEND learners with this?

Proving learning is particularly challenging for vulnerable children and those with SEND because they tend to show their learning in very individual ways. The challenge is therefore how to demonstrate both how and why progress is taking place, for example:- ideas to support organisation include-

- *Using post it notes – one idea per post it notes, then write each one as a discrete sentence*
- *Talking tins (pupil records one idea/sentence at a time)*

and the use of technology, for example:-

- *Speech-to-text software.*