

	<b>Summary of Views Question 4</b>
	<b>Care, support and guidance</b>
	<b>Religious Education Department</b>

### 4.1 Tracking, monitoring and providing learning support

Aspect	Evaluation
<b>Assessing, tracking and ensuring the progress of ALN pupils:</b>	<p>The link between the whole-school intervention programmes and the department's skills provision have now been developed and are having a further impact on pupils' standards.</p> <p><b>How well does the department track the progress of pupils with additional learning needs in relation to the targets set in their individual plans, and their progress from their individual starting points? What is the impact?</b></p> <p>When the department is informed of learners' targets, the department endeavours to remind and support the learners to complete these targets within the subject. The department praises the progress of the ALN learners and provides more specific support where needed. The impact of this is that these learners make progress within the subject and succeed in the subject.</p>
<b>Contact with parents</b>	<p>The department attends every parents' evening for each year and the school's open evenings. Homework is set on 'Show My Homework', and parents have access to this site.</p> <p>The department also sends text messages praising the learners on successful tasks presented. This is an effective way of working with parents to support, e.g. remind them of the dates of mock exams or tests. The department also sends disappointing KS4 work home through the post to the parents' attention in order to receive their support to improve the learners' attainment who have underachieved in a specific task.</p>
<b>Pupil reports:</b>	<p><b>Do annual reports for parents provide appropriate information to parents about their child's progress and how the child could make more progress in the future?</b></p> <p>Yes, the reports specifically discuss the progress the pupil makes, noting specific examples, e.g. evaluation skills, knowledge and understanding, terminology, etc. The department's reports also note targets for improvement in addition to what support the parents can provide in order to support the learners to make progress in the subject.</p>
Evidence	
<ul style="list-style-type: none"> <li>• ALN Strategy.</li> <li>• Review of individual plans</li> <li>• Parents' contacting arrangements.</li> <li>• Annual Reports</li> </ul>	

### 4.2 Personal development (including spiritual, moral and social development).

Aspect	Evaluation
<b>Responsibility for work.</b>	<p><b>How does the department develop a feeling of responsibility for work by pupils?</b></p> <p>The department ensures that every piece of work is completed by every pupil. The department punishes pupils who do not catch up with work or underachieve. The department sends text messages home to pupils' parents if they have not completed a task or have done poorly in a test, but also to congratulate if a pupil has done well in a piece of work. The department also works closely with assistants who work at the club or works specifically with pupils in the club.</p>

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<b>Prepare for the next step.</b>	<p>How well are experiences provided to help prepare young people for the opportunities, responsibilities and life experiences of an adult?</p> <p>The department gives a variety of valuable opportunities for the learners in order to prepare them for the next step, e.g. group work with different conditions, oral presentations, learning about other people's beliefs and traditions that our learners will come across during their life journey. The Department also develops the skill of evaluation which gives the learner the skill and confidence to express their own opinion but also teaches them to respect viewpoints different to their own. See the work plans for further examples.</p>
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<b>Evidence</b>
<ul style="list-style-type: none"> <li>• Departmental programme</li> <li>• Extra-curricular subject programme.</li> <li>• Lunchtime, after-school and holiday workshops.</li> </ul>

<b>Summary of matters for attention</b>		
<b>Aspect</b>	<b>Strengths</b>	<b>Matters for further action</b>
4.1 Tracking, monitoring and providing learning support.	Knowledge of these learners	Obtain details regularly from the SMT
4.2 Personal development (including spiritual, moral and social development).	Clear strength due to the nature of the subject - topics discussed, discussions, evaluations.	Continue to use contemporary examples.

**Review date: 27.10.17 By: SR**