

	<b>Summary of views Question 3</b>
	<b>Teaching and teaching experiences</b>
	<b>Religious Education Department</b>

Lesson observation cycle					
	Observation Cycle	Outstanding	Good	Adequate	Unsatisfactory
<b>2016-2017</b>					
1	Autumn Term 2016				
2	Easter Term 2017				
3	Summer Term 2017				
<b>2017-2018</b>					
1	Autumn Term 2017				
2	Easter Term 2018				
3	Summer Term 2018				

Book scrutiny cycle					
	Observation Cycle	Outstanding	Good	Adequate	Unsatisfactory
<b>2016-2017</b>					
1	Autumn Term 2016				
2	Autumn Term 2016				
3	Easter Term 2017				
4	Easter Term 2017				
5	Summer Term 2017				
<b>2017-2018</b>					
1	Autumn Term 2017	*			
2	Autumn Term 2017		*		
3	Easter Term 2018				
4	Easter Term 2018				
5	Summer Term 2018				

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<b>3.1 The quality of teaching</b>	
<b>Attitude</b>	<b>Evaluation</b>
<b>Subject knowledge and teacher expertise</b>	Every teacher in the department has a good and current subject knowledge which is suitable for the courses they present. When the subject is taught by a member of staff with less expertise, very detailed support and guidance is provided in order to ensure that the provision is of quality. The department has accompanying lesson plans and resources for teachers without expertise in order to raise the standard of the lessons presented and to ensure consistency within the subjects.
<b>Inspiring interest and ethos</b>	<b>Does the teaching manage to inspire the interest of pupils?</b> The lesson observation reports and book monitoring reports reiterate the fact that the lessons and themes followed within the subject inspires the interest of the learners. Various tasks are included within the work plans and these are interesting and modern and are of interest to the learners. The department also attempts to use modern examples within the work plans in order to make the subject relevant to them in their daily lives. The numbers that choose Religious Education as a subject in KS4 are good, which also reiterates the fact that the lessons are interesting for the learners.
<b>Ensuring progress</b>	<b>How well does the department develop abilities, knowledge and understanding to an appropriately high level as they move on through the school?</b>
<b>The pace of the learning</b>	Teachers hold lessons at a very good pace and use a range of techniques to ensure that everyone concentrates throughout the lesson, e.g. short starter tasks, questioning, group work and pair work.
<b>Expectations, challenge, complexities and challenge of tasks</b>	Teachers in the department have very high expectations of the pupils and they challenge the pupils to reach very high standards. Consequently, the pupils make very good progress. If there are examples of underachievement, the department intervenes by getting the learners to re-submit the work after it is assessed or self-assessed etc. In general, the level of the requirements of the department's task maintains a good level of challenge across the range of ability.
<b>Quality of planning and clear learning objectives</b>	<b>To what extent do teachers have clear objectives for teaching pupils?</b> Objectives are noted at the beginning of each work unit and evidence of this can be seen inside the learners' books. Evidence of this can also be seen within book monitoring reports. Aims and objectives will be noted by the department at the beginning of lessons as well. <b>What is the quality of the short-term, medium-term and long-term planning of teachers, how well does the planning benefit from purposeful work plans?</b> The department has adapted KS3 work plans over the 2017 Summer holidays and new GCSE course work Plans for Year 10 have been created over the 2017 Summer holidays. This will need to be amended after it was trialled for the first time this year and of course, once the Head of Subject has a better understanding of the content of the course presented for the first time this year. The Head of Department needs to design work plans for the new year 11 course for May, but this is subject to the dates when the course handbook is released by WJEC. Every KS4 pupil is provided with an outline of the content of each unit at the beginning of the course and they are aware of where each theme fits into the complete picture of the course. This leads them to have a clear understanding of the examination papers and what unit they answer in the examination paper.
<b>Use of a range of teaching methods</b>	They use a very good range of teaching and training methods and resources that ignite pupils' interest, and encourages and challenges them to achieve excellently. These include the very effective use of questioning, thinking skills that allow the

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	pupils to shoulder extended responsibility for their own development. The teachers' questioning skills are consistently good. The department plans lessons with questions prepared beforehand, e.g. by means of a Wordwall in order to ensure that the learner provides an extended answer.
<b>Questioning techniques</b>	Lesson observation reports state that the quality of the teachers' questioning is good. A variety of open questioning is used which encourages the learners to provide extended answers.
<b>Instructions</b>	<b>Is there clear instructions and teacher explanations and how well do the pupils develop their abilities, knowledge and understanding as a result?</b> The teacher gives clear and specific instructions where relevant. If further guidance is needed, the department provides additional resources with more detailed guidelines in them, e.g. frames, step by step etc. Examples of these can be seen within the work plans. Consequently, the learners have a better understanding of the task in question and their abilities within the subject increase.
<b>The quality of teaching the 18 aspects</b>	<b>Does the teaching provision reflect the 18 agreed guidelines within the school, namely: Assessment, assessment for learning, thinking skills, literacy, numeracy, digital curriculum, teaching boys, questioning different levels of understanding, questioning linguistic understanding, deep thought, differentiating, teaching pupils at the top of the abilities range, teaching pupils at the bottom of the abilities range, making effective use of assistants, promoting pupils' confidence in the Welsh language, bilingual teaching, teaching pupils with different levels of ability in Welsh within the same groups, ensuring progress in the core teaching skills.</b>  The department has ensured that the 18 aspects of teaching have been incorporated within the work plans for each key stage. The department believes that the provision for these 18 aspects are very good within the subject and evidence of this can be seen within the lesson observation reports and book monitoring reports. It is acknowledged that the digital curriculum element needs to be developed within the Religious Education lessons and this is a field in which the Head of Subject has requested further training, e.g. attend a course with a religious education teacher who excels in this field.
<b>Classroom management and behaviour</b>	<b>How well do the teachers manage the behaviour of pupils? Do they treat every pupil equally and show them appropriate respect?</b> The classroom management and behaviour of the Head of Subject is very good. Every pupil is treated equally and every pupil is shown respect.
<b>Link between the quality of teaching, quality of books and attainment</b>	<b>Is there a robust triangular relationship between the quality of teaching, the quality of books and external results?</b> The department believes that lesson observation reports, book monitoring reports and the department's excellent results reinforce the fact that there is a robust relationship between the department's quality of teaching, quality of books and the attainment of the learners.
<b>Use of support staff</b>	<b>How successfully do teachers use other staff to support the pupils' learning?</b> The Department uses the assistants in the lessons effectively by using their knowledge of the specific pupil and the relationship between the pupil and the assistant or specific task in question.
<b>Learning environment - the format and ethos of the classroom</b>	Every classroom has a suitable learning environment which promotes pupils' understanding and interest in the subject. The Department ensures that the image of the rooms is attractive and reinforces the pupils' interest and understanding of the subject. The department also has exhibits that promote the pupils' subject terminology, the pupils' learning and thinking skills and exhibits that promote the pupils' reading skills. <b>To what extent are classrooms motivational and interesting places where every group of pupils, including the most and least able, can learn productively?</b>
<b>Promoting equal opportunities</b>	The department follows the school's equal opportunities policy in order to ensure fairness and equal opportunities for every pupil.

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<b>Assessment</b>	
<b>Assessment policy</b>	<p><b>Is there an effective departmental assessment policy in place that is implemented consistently?</b></p> <p>The department follows the department's assessment policy without fail.</p>
<b>Pupils understand the departmental assessment procedure</b>	<p>The department ensures that every pupil receives a copy of the handout '<i>Sut allaf wneud cynnydd mewn Addysg Grefyddol</i>' (How can I make progress in Religious Education) in the front of their books in order to ensure that they understand how the department assesses its content. The department makes effective use of the handout '<i>Sut allaf wneud cynnydd...</i>' namely the handout following an examination or test. The department follows the school's marking policy of 2* and a Wish. The department also ensures that the learners respond to the department's marking work.</p>
<b>Accuracy of assessments</b>	<p><b>How well do the teachers ensure that their assessments are valid, correct and reliable?</b></p> <p>An analysis of the department's KS4 results shows that the department's assessments are valid. There are a few examples where a learner has failed to achieve a higher grade, but mostly the department has noted the progress made to reflect that this target was challenging. Usually, the department has only been a few marks off, e.g. Emily Williams was 1 mark away from her target of a grade C in the Summer 2017.</p>
<b>Reports and assessing attainment</b>	<p>The Department also provides clear, systematic and useful reports for each pupil. The department uses these reports in order to share information about the pupils' progress in the subject skills. The Department believes that the reports assess attainment effectively.</p> <p><b>Is there an effective procedure in place for completing reports to assess attainment?</b></p>
<b>Reviewing and tracking progress</b>	<p>Pupils review their own learning regularly in the lessons, and understand how to make progress in the subject and take an effective part in the tasks where they set their own learning targets. The department's staff members regularly encourage pupils to consider feedback and to act successfully following this feedback. The department encourages pupils to respond to the teacher's marking work by asking a question or asking them to elaborate further.</p> <p>The department has a tracking system for year 10 and 11 in order to monitor the success and under-attainment of pupils over the year, and act/intervene as required.</p> <p>Set 1, 2 and 3 pupils make very good progress in lessons and set 4 and 5 pupils make good progress regularly.</p> <p>The department has a standard and varied procedure for tracking pupils in KS3 and KS4. Robust arrangements to set targets for individual pupils and for tracking progress against these targets has an obvious impact on identifying specific intervention needs in order to ensure that the pupils reach the targets that the departments set for the pupils.</p>
<b>Analysing the assessment results</b>	<p>The Department analyses the assessment findings in an outstanding way. The KS4 results analysis section is of high quality and its analysis of the content of the National Curriculum assessments and examination assessments is also good.</p>
<b>Use of assessment to steer the teaching direction:</b>	<p>The department assesses on a regular basis and uses these assessments to gather information that steers the planning for the department in the future in a very effective way.</p>

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	<p><b>To what extent do teachers analyse the outcomes of their assessments of pupils to steer the way they plan lessons in the future and the next steps in terms of teaching the pupils?</b></p> <p>The results of term tests and end of unit tests will provide valuable data to the Head of Subject regarding the sections in which the pupils are weakest. The Head of Department then targets these learners with these sections and gives them additional tasks/tests on these weak sections. The department believes that this is effective as the department's KS4 results are very good. The department would wish to receive MH's support so that this could be targeted even more effectively, e.g. if the department would have had MH regularly at after-school revision lessons last year, then the Head is certain that Emily Williams would have gained a C grade.</p> <p><b>Is the departmental tracking system effective?</b></p> <p><b>Is the departmental tracking-based intervention work effective?</b></p>
<b>The Statutory Requirements</b>	The department has incorporated the skills framework document into the department's work plans and implements this within the lessons across all ranges of ability.
<b>Assessment for learning</b>	
<b>Setting broad objectives and context</b>	The department shares the objectives of the lesson/work section with the pupils at the beginning of each lesson/unit. Lesson observation and book monitoring reports evidence this. The department also provides Walt handouts for each unit that conveys the unit's objectives to the pupils so that they have an overview of what we will study, and are able to place the individual lessons in a broader context. Every teacher in the department links every piece of work with the broader context in order to promote the pupils' understanding of where each lesson connects with the complete picture for the unit, so that they can make the connections.
<b>The use of SC</b>	The pupils receive a number of opportunities to use, adapt and create success criteria for various tasks on a regular basis as part of the department's informal and formal teaching methods. Their development is reviewed in accordance with the success criteria.
<b>Self-assessment and peer assessment</b>	Pupils have opportunities to assess their peers in specific tasks on a regular basis (see work plans) and the department has a strategy to up-skill the pupils in order to do this appropriately. The department has targeted effective and numerous opportunities in order to do this. Evidence of this can be seen within the learners' books.
<b>Verbal and written feedback</b>	Good verbal feedback allows pupils to know how good they are in the subject and what they need to do to improve in the subject. The feedback develops the pupils' ability to assess their own performance in various tasks successfully. Pupils' work is marked regularly and in detail and specific, positive and high quality observations are provided for pupils on how to improve their work further. Good verbal feedback allows pupils to know how good they are in the subject and what they need to do to improve in the subject. This marking is thorough and very effective. The department has created marking cards that ensures consistency between the various members of staff in the department for a vast number of the tasks in 7 & 8. The cards coincide with the SC for the tasks, and there is room for them to correct language mistakes on them as well.
<b>Learning targets</b>	<p><b>To what extent do pupils have learning targets and to what extent do they have ownership of these learning targets and a full understanding of how to improve?</b></p> <p>At the beginning of every year, every pupil is informed of his/her target, e.g. interims at the start of year 10 and an end of year 10 grade at the beginning of year 11. The department usually gives year 11 pupils a target of one grade higher than what was gained at the end of year 10. Almost everyone manages to reach these challenging</p>

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	<p>targets. The Head of department and the pupils are aware of this target and this is something that is planned towards throughout the year, e.g. feedback when marking, the revisions notes given to the learners, the additional support that pupils receive. <b>How well do the department's staff take notice of the targets and provide a suitable work programme to help pupils reach the targets?</b></p>
<b>Evidence</b>	
<ul style="list-style-type: none"> <li>• Observation reports and/or lesson observation verified externally confirming that agreed teaching guidelines are implemented effectively and consistently.</li> <li>• Book scrutiny reports verified externally confirming that teaching standards, assessing and marking are good.</li> </ul>	<ul style="list-style-type: none"> <li>• Book scrutiny reports confirming that agreed teaching guidelines are implemented effectively and consistently.</li> <li>• Whole-school assessment policy.</li> <li>• Departmental assessment policy.</li> <li>• Departmental tracking spreadsheets.</li> <li>• Pupil feedback forum.</li> </ul>

<b>3.2 Extent, balance and propriety of the curriculum.</b>	
<b>Aspect</b>	<b>Evaluation</b>
<b>Language model and promotion of bilingual teaching</b>	<p>Every teacher is a good language model within the subject. Within the department, everyone manages to establish a special work relationship that nurtures very effective learning. The department has bilingual terms at the beginning of work units.</p>
<b>Quality of planning</b>	<p>The subject teachers plan to a very high standard and thoroughly for the needs of the learners that they educate by using the department's resources. They have specific objectives for the sessions taught and this has an obvious impact on standards. Work units are adapted regularly following departmental feedback and in accordance with the pupils' needs.</p>
<b>Innovative aspects to the curriculum</b>	<p><b>To what extent is the department creative and imaginative when progressing with curricular initiatives considered good for the benefit of pupils?</b></p> <p>The department is always eager to proceed with curricular initiatives that are considered good for the benefit of pupils. The department's work plans have clearly noted where opportunities are available for the learners to be creative within the subject, and the department is attempting to add to these over the year, in particular on the digital curriculum side. Every work plan also notes clearly to what aspect of the Donaldson vision the work is referring.</p> <p><b>Does the curricular planning give attention to the implementation of the Donaldson vision?</b></p>
<b>Differentiation</b>	<p>The department's work programme and teaching resources are suitable in order to promote the skills of lower ability pupils. The use of assistants encourage the pupils to work confidently in the subject. The department provides writing frameworks and scaffolds for lower ability pupils, e.g. Differential revision notes for the GCSE course in year 10 and 11 and also in KS3. The department has also differentiated year 7, 8 and 9 courses further.</p> <p>The department has planned exciting opportunities for able and talented pupils to develop their talents further, e.g. specific revision lessons for KS4 able and talented pupils. The department also provides differential revision notes for able and talented pupils. The department also arranges a number of educational visits in order to broaden the horizons and inspire the pupils. The department has also developed the custom of using QR codes as homework tasks or as a task before</p>

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	<p>tackling the homework in order to extend the knowledge and understanding of the able and talented learners further.</p> <p>The department is also successful in terms of providing work to satisfy the specific needs of the majority of the pupils, including those with special educational needs and those who are more able and talented. The department has also differentiated work handouts for the needs of ALN and able and talented learners in year 7, 8 and 9 at the school. These include reading materials, tasks with QR code clips in order to promote the learners' understanding, differential writing frameworks for specific tasks, e.g. 'It's still okay for us to eat meat', 'There is still value to the 10 Commandments in our society today' tasks.</p>
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<b>Effectiveness of intervention</b>	<p>The intervention received ensures that the learners make progress in the subject and succeed, e.g. in GCSE courses, there is very effective intervention for the borderline target group from an assistant with expertise in the subject in order to go over sections of the course that they are weak on in smaller groups or individually, depending on the findings of the progress monitoring carried out within the department. The department also makes good use of differential resources, SC and writing frameworks to ensure that the abilities of all learners are developed and that they succeed in the subject.</p>
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<b>Extra-curricular experiences (educational visits)</b>	<p>After-school revision lessons in KS4. Educational visits are provided in order to broaden horizons and provide direct experiences of what is learnt in the classroom in order to enrich the experiences and the learning, e.g. KS4 educational visit to New York and Washington, Krakow in Poland, local Churches, a Synagogue, Gurdwara, a local Mosque. In addition, the department arranges a campaign over Christmas to collect hygiene items and clothing for the refugees, as well as arrange opportunities for the learners to go and support the work of sharing out gifts for the refugees in a local church.</p>
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<b>Follow-up</b>	<p><b>How well does the curriculum systematically build upon the existing information, understanding and abilities of the pupils as they transfer from KS2 and as they move through the school?</b></p> <p>Not much Religious Education happens in many primary schools according to what year 6 pupils tell me when they arrive at YYM. The department's work plans have been planned intentionally so that they build on their information and understanding and skills based on the previous learning. This is necessary if the learners are to succeed in the subject in year 10. The department's results in year 10 are very good therefore in the department's opinion, this is a technique that the department implements very effectively.</p> <p><b>To what extent is there evidence of an effective strategic partnership and the primary catchment areas and FE establishments?</b> This is something that needs to be developed within the department.</p>
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Evidence	
<ul style="list-style-type: none"> <li>• Extra-curricular programme</li> <li>• Curricular policy</li> <li>• Work plans</li> <li>• Differentiation plans</li> <li>• Bridging provision</li> <li>• Lesson reports.</li> <li>• Book scrutiny reports</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil targets</li> <li>• Timetable</li> <li>• Post-16 contact</li> <li>• Intervention plans</li> <li>• Analysis of progress towards targets and the impact of intervention</li> </ul>

<b>3.3 Provision for skills</b>
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<b>Aspect</b>	<b>Evaluation</b>
<b>The Welsh Language Strategy</b>	<p>Is the Welsh language provision good as a medium? Do pupils make progress between the key stages? What is the quality of the department's provision for developing the Welsh language skills of pupils in formal teaching activities and informal situations? Is the departmental language model suitable?</p> <p>The department's language model is suitable. Every SC extended task includes a specific language focus (see lesson plans). The department also has numerous examples of writing frameworks to support the learners when completing tasks and these have been differentiated for abilities and the language abilities of the learners.</p>
<b>English as a medium:</b>	<p>To what extent do the departmental arrangements ensure that the pupils procure the required English literacy skills to support their work across the curriculum?</p> <p>The department's work plans have identified specific tasks that must be completed through the medium of English. There are specific SC for each task and they have a specific language focus as well. Subject terms are presented bilingually at the beginning of every new unit and in addition where appropriate as well. It must be borne in mind that a number of Religious Education terms are in Punjabi, Hebrew or Arabic as well.</p>
<b>Writing skills</b>	<p>The work plan includes a variety of opportunities to promote the pupils' writing skills within the subject and the provision to promote writing is very good. A range of effective educational methods are used in order to promote the pupils' skills, e.g. writing frames to promote writing and scaffolds and it is hoped that this will lead to better examples of extended writing in the learners' books across the ability range.</p> <p>The department uses differential writing frames for specific tasks in an attempt to develop the writing skills of ALN learners and also in order to challenge the learners on the top of the abilities range. The department has also started to amend the frames to coincide with the evaluation skills of the New GCSE course.</p> <p>The department makes good use of the school's language book within KS3 mainly and it is hoped that this in turn will lead to improving standards. In addition, the department has begun to make use of the language improvement cards for specific tasks in KS3 and KS4 and it is hoped that this will improve the written standards of the learners.</p> <p>There is a clear link between the writing promotion provision and the national literacy strategy, e.g. reference is made to the framework in the work plans and in the SC for the specific written tasks. The department has language focus of the majority of the SC throughout KS3.</p>
<b>Reading skills</b>	<p>The work plan includes a variety of opportunities to promote reading skills (pair reading, skimming, scanning, intensive reading). Hopefully this will improve the standards of the learner and nurture the pupils' confidence when completing reading tasks within the subject. The department uses SC for specific reading tasks in order to note clearly which reading skills they are developing.</p> <p>There is a clear link between the department's reading provision and the national literacy strategy.</p>
<b>Oral skills</b>	<p>The work plan includes a variety of opportunities to promote the pupils' oral skills within the subject. The department's process to encourage the pupils to recall previous information in lesson reports evidences the fact that the learners have very good oral skills in the subject. A variety of opportunities are available within the subject to express opinion on various subjects and this is reflected in the pupils' books in the standard of their response to evaluation questions which are based on oral work. There is evidence of the standard of the learners' oral work in the</p>



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	<p>department's lesson observation reports. Pupils are also given an opportunity during some oral tasks to evaluate their oral work on a handout based on the national literacy strategy in order to see what they do successfully and what they should do to improve. The department has developed an oral task through the medium of English in order to promote the oral skills of the learners as well.</p> <p>There is a clear link between the oral provision and the national literacy strategy.</p>
<b>Literacy Skills</b>	<p>The department has an effective departmental strategy that is based on the school's literacy strategy which allows pupils to make appropriate progress in their literacy skills. This is reflected in the classroom's exhibits and in the pupils' work. There is an opportunity for pupils to carry out research in the form of research on the web and reading specific materials. They also have an opportunity to create a variety of tasks which promote the literacy skills of pupils, e.g. pamphlets, evaluation questions, presenting information etc. (See departmental work Plans). Subject terms as well as language frameworks and differential scaffolds are used regularly in order to improve the learners' skills. In addition, the department has made progress in the way that the learners respond to the teacher's marking work. Following the book monitoring report, the department is continuing to develop the custom of getting the learners to re-copy a piece of incorrect work again correctly following the marking work. The department also follows the school's marking policy and ensures that the learners respond to the work.</p>
<b>Thinking Skills</b>	<p>The department's work plans include specific and numerous planning to promote the thinking skills across the ability range. Pupils are given numerous opportunities to develop thinking skills. The department's strategies include high level questioning skills by the teacher, and regular specific tasks.</p>
<b>Listening skills</b>	<p><b>To what extent do the departmental arrangements ensure that the pupils procure the required listening skills to support their work across the curriculum?</b></p> <p>There are a variety of tasks where the learner is expected to use skills</p> <p><b>To what extent has the literacy framework (listening) been introduced effectively within the department?</b></p> <p>The work plans notes extensive examples where the learners are required to develop their listening skills. The tasks have been created by giving consideration to the literacy framework (listening). This is noted on the work plans.</p>
<b>Numeracy</b>	<p>Lesson observation reports and the learners' work plans suggest that there are appropriate opportunities for learners to apply their numeracy skills in the subject. This happens occasionally in some tasks e.g. the world's major religions and Christians' creation cycle. The department has developed SC to coincide with this task as well.</p> <p>There is a clear link between numeracy provision and the national numeracy strategy.</p>
<b>Digital Curriculum</b>	<p>The department's work plans have been adapted effectively to ensure various opportunities for learners to apply their ICT skills within the subject, e.g. creating tasks on various Microsoft software. The Department is a part of an iPads project that will lead to further developments in the field. Success criteria and skills guidelines are drawn up for each task submitted in order to ensure a clear understanding from the learners of what needs to be achieved.</p> <p>As a result of the department's work to ensure linguistic accuracy as pupils process words in Welsh, the level of mistakes caused by auto-correct etc. has reduced substantially. The department continues to promote the custom of changing the language forms of the document before learners start their work to avoid errors such as "I" in the middle of Welsh sentences.</p>
<b>Evidence</b>	
<ul style="list-style-type: none"> <li>• Curricular model.</li> <li>• Subject work plans</li> </ul>	<ul style="list-style-type: none"> <li>• Subject portfolio</li> <li>• Reading test results, KS3 and GCSE.</li> </ul>

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<ul style="list-style-type: none"> <li>• Cross-subject experiences</li> <li>• Pupils' books</li> <li>• Book scrutiny reports.</li> <li>• Lesson observation reports.</li> </ul>	<ul style="list-style-type: none"> <li>• Numeracy test results, KS3 and GCSE.</li> <li>• The Welsh Language Strategy</li> <li>• KS3 results and GCSE</li> </ul>
<b>Strengths</b>	<b>Matters for further action</b>
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

<b>Summary of matters for attention</b>		
<b>Aspect</b>	<b>Strengths</b>	<b>Matters for further action</b>
3.1 The quality of teaching.	<ul style="list-style-type: none"> <li>• Provision for able and talented pupils.</li> <li>• Use of expression SC on tasks SC to promote the pupils' writing skills.</li> <li>• Every teacher in the department has a good and current subject knowledge which is suitable for the courses they present.</li> </ul>	<ul style="list-style-type: none"> <li>• Tasks in order to promote the digital framework</li> <li>• Include specific elements of the digital framework further within the learning and teaching techniques.</li> </ul>
3.2 Extent, balance and propriety of the curriculum.	<ul style="list-style-type: none"> <li>• Teachers in the department have very high expectations of the pupils and they challenge the pupils to reach very high standards. Consequently, the pupils make very good progress.</li> <li>• The department has a good departmental strategy based on the school's literacy strategy which allows pupils to make good progress in their literacy skills. This can be developed further by identifying further opportunities to refer to language accuracy and dealing with language features regularly in a formal and informal way as the opportunity arises within the lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• There is a need to continue to ensure consistency in the marking work of the department's marginal members.</li> </ul>
3.3 Provision for skills.	<ul style="list-style-type: none"> <li>• Pupils' work is marked regularly and in detail and specific, positive and high quality observations are provided for pupils on how to improve their work further. Good verbal feedback allows pupils to know how good they are in the subject and what they need to do to improve in the subject. This marking is thorough and very effective.</li> <li>• The pupils also have numerous opportunities to use success criteria for various tasks regularly as part of the department's informal and formal teaching methods. Regularly review their development in accordance with the success criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to track the progress of year 10 in accordance with the results in term / end of unit tests.</li> </ul>