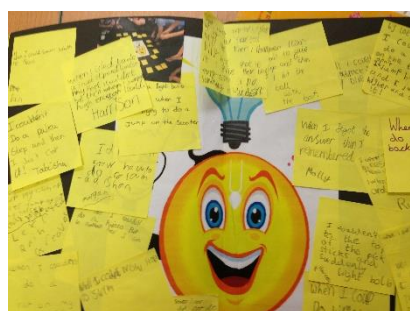


# Using Scrapbooks / class books in RE



THE CHURCH OF ENGLAND  
Diocese of St Edmundsbury and Ipswich

Alongside the introduction of The Emmanuel Project, many schools have been encouraged to adopt the use of 'class scrapbooks' for RE. This has been a deliberate move. Trials showed how using scrapbooks could make a huge difference to pupil attitudes to learning in RE and helped teachers focus their teaching more clearly and learn to enjoy RE and understand religions better themselves.



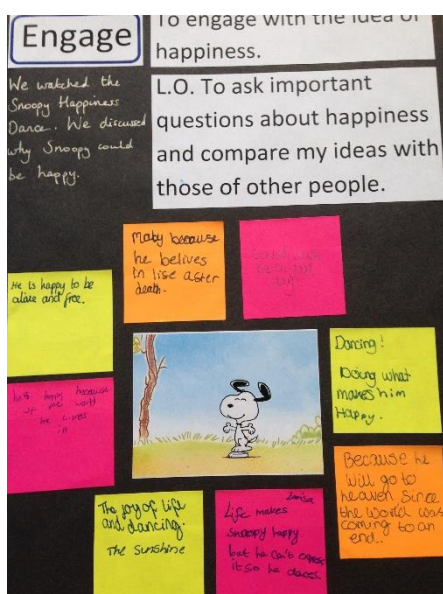
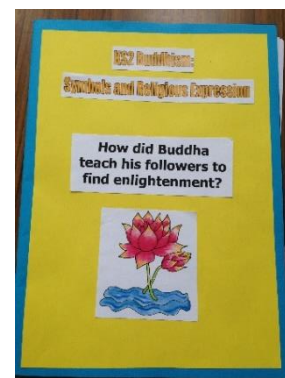
**Please note that the scrap books are not primarily a tool for measuring progress or for end of year assessment.**

Teachers should still set a limited number of tasks in which pupils can show how well they are acquiring the knowledge, understanding and skills in any particular unit of work. There should also be a simple assessment of pupils' initial and final learning (e.g. through cold/hot tasks, end of unit quiz questions, use of Solo Taxonomy, etc); these may take more extended forms; such assessments

may be kept in an envelope in the back of the scrap book or recorded in a pupils' own RE exercise book.

**Defining 'Scrapbooks in RE'** - a large class book containing a record of the teaching and learning of a particular unit of work in the RE scheme. It may contain pictures, photos, post-its and text describing the journey through the unit. A particular feature should be the recording of children's responses to key questions asked in each lesson, making it a valuable record of 'pupil voice'.

**Please remember: Scrapbooks in RE are not compulsory.**



## The Main Reasons for Scrapbooking

**For the schools' Adviser / RE subject leader** to help a teacher see the flow and focus of the unit and gain a sense of what they are doing as they progress through the Enquiry cycle (it is easier to check this with a single book), and make suggestions to improve delivery.

**For an RE subject leader** to develop confidence in helping colleagues in concrete ways, focus discussion, offer encouragement, spot misunderstandings about RE and consider possible training needs.

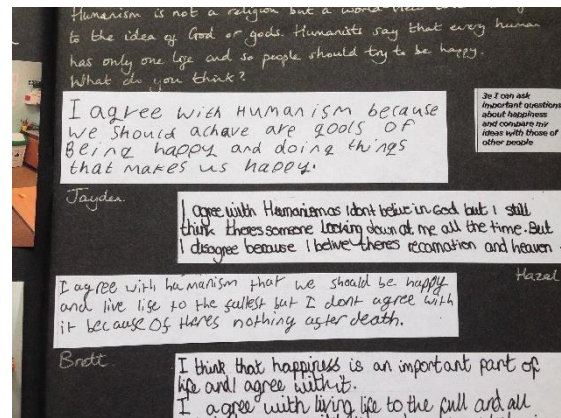
**For the class teacher** to celebrate the children's learning, especially the answers / comments they give in discussion, to have a record of children's ideas and questions e.g. during debates, and to take pride in sharing with colleagues.

**For the pupils** to record their ideas and learning, so it can be used for review in class, for enjoying with friends, and also for sharing their learning with Subject Leaders, Senior Leaders, Foundation Governors and Inspectors.

**For older pupils** to take responsibility for creating the scrapbook and to share their own take on the work being done by their class

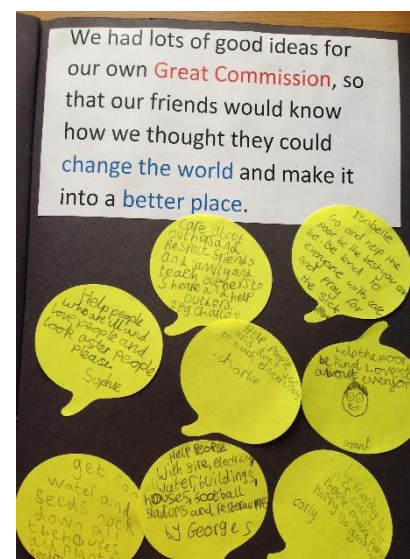
**For Governors** to be able to see what is happening in RE and have a clearly set out body of work to discuss with children.

**For Inspectors and Senior Leaders** to have easy access to the pupils' attitudes and insights in RE, and a sense of the teachers' background knowledge of their subject.



**All scrapbooks convey their own messages, some better than others.** Poor scrapbooks may:

- leave the reader unclear as to the RE being taught or the aspect of a religion or worldview that is the actual focus of the learning
- lack RE-focussed labels to connect the pictures and text to the key RE questions of the unit
- only feature a narrow range of children's answers to key questions rather than valuing all answers
- contain pictures labelled with no reference to the activity or its purpose, or no labels at all
- lack a sense of progress through a unit, rather than showing each lesson
- be an adult-only exercise, beautifully crafted, but not owned by, shared or reviewed with, children
- remain incomplete and without purpose



**Such scrapbooks suggest the need for action – they may be symptoms of:**

- inadequate time or resources for RE
- pressure on teachers or unrealistic expectations on HLTAs
- lack of support, training or guidance from an RE subject leader or from SLT



## Conclusion

On the whole scrapbooks give a much better idea about the RE experience in the classroom than a set of incomplete exercise books or a teacher's comment on how little was recorded as the whole lesson was spent talking.

**Please remember: Scrapbooks cannot be the final word on individual attainment or progress. BUT they can be a window into the excitement, interest and deep thinking that great RE can promote.**