

**RE Class Scrapbook/Journal monitoring**

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| **Focus** | **Comments** |
| **Clear presentation** |
| It is clear which unit and key question is being explored. |  |
| Titles (e.g. engage, enquire etc) are clear so the enquiry journey is easy to follow.  |  |
| Questions throughout the unit are recorded.  |  |
| Photos are annotated to make it clear how practical activities support RE learning. |  |
| Work is dated. |  |
| Clear sense of progress through the unit. Possible to see how one lesson follows on from another.  |  |
| Work is completed including sufficient evidence from the start of the unit all the way to the end.  |  |
| **Pupil voice** |
| Variety of verbal responses from learners are included presented in different ways. |  |
| There is a sense the class were engaged with the learning. |  |
| Comments are included by children not just the adults. |  |
| Evidence of group discussion e.g. through photos of flipcharts. |  |
| **Ownership** |
| Evidence the book has been opened and explored by the class. That it is a valued work in progress. |  |
| Evidence children take a part in creating the scrapbook – not just adults. |  |
| Presentation of work appears manageable. Adults are not too consumed by the process of creating a scrapbook.  |  |
| **Standards** |
| Excellent outcomes of pupil work are included. |  |
| Evidence of cold and hot tasks to evidence progress. |  |
| Evidence of a range of religious vocabulary being used accurately. |  |
| Evidence pupils are encouraged to think deeply. |  |
| Evidence pupils are encouraged to be creative. |  |
| Evidence pupils are encouraged to think theologically through engaging with text. |  |

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| **Strengths in provision:** |
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| **Next step/s:** |
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