

## RE Achievement Board Report Term 1 2021

The Goal and expectations for 2020 was that Staff plan, teach and assess the Key ideas for each RE strand in Year B of our 2 year cycle. This Cycle was instigated by St Joseph's in 2019 to enable us to transition, via the RE Bridging document to the new RE Curriculum document which will be rolled out in 2022.

We would experiment teaching at a Curriculum level rather than a year level. (Broadly speaking a curriculum level can encompass 2 year levels)

My analysis for 2020 Strand teaching is as follows.

This is a most difficult Curriculum area to report on positively. Expectations for teaching, planning and assessment by staff were not met.

In reviewing the limited amount of data available I would suggest the following:

- There was a tremendous disruption to the beginning of the year with Lockdown and teaching from home.
- Teaching on-line was virtually impossible to assess with any consistency, and moderation was impossible. Teaching at this time was inconsistent even though teachers were well supported by the Senior Leadership team.
- Communication between the DRS and some staff broke down after Lockdown. This resulted in a Low trust model, rendering the DRS incapable of fulfilling her role appropriately and creating an extremely stressful work environment.
- Certain staff members chose to teach, plan and assess only what they chose rather than what was expected. The same staff members reported only what they chose, or did not report at all.
- We had less staff meetings and professional development than we normally would. This was to respect staff wellbeing and accommodate the increased layers of stress. Nevertheless information, scaffolds, supports and check-ins for how staff were doing, continued to happen. During and immediately after lockdown all requirements for assessment and reporting were waived.
- Teachers did not report on *all* Key Ideas - only the Key Idea that was the main focus. - This possibly occurred due to inexperience or a deliberate communication from some staff to other less experienced staff.

2020	Multistructural & above			Relational & above			EA
Data	CofSaints	Sacrament	Church	CoSaints	Sacrament	Church	CoSaints
Yr 1	25%	12%	28%				
Yr 2	84%	75%	92%	23%	11%	30%	
Yr 3	91%	58%	79%	34%	21%	38%	12%
Yr 4	93%	74%	68%	34%	10%	11%	3%
Yr 5		81%	97%		33%	15%	

Yr 6	100%	85%	75%	40%	28%	5%	8% Sac
Yr 7	100%	100%	100%	69%	61%	66%	
Yr 8		No	Data	Submitted			

The Data above.

Three teaching strands out of 6 had data collected in SOLO form. The Communion of Saints, Sacrament and Church strands.

Data was inconsistently inputted. I.e: Not all Key Ideas were assessed in each Year level.  
(Possibly because of class groupings)

Extended Abstract achievement

12% of Year 3 students and 3% of Year 4 students who had data inputted were assessed as EA in Communion of Saints whilst 8% of students in Yr 6 were assessed as EA in Sacrament.

RE in 2020 can sadly be summed as being 'It was what it was'. Disrupted. It is impossible to compare with the good quality data that has been collected and analysed in previous years.

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