

Northumberland SACRE Draft Action Plan 2008-2011

Key Element: Monitoring standards, quality and provision of R.E. Rationale: To monitor, support and evaluate the implementation of the Agreed Syllabus.					
Objective	Action	Responsibility	Costing	Success criteria/Outcomes	Date achieved
To support school staff as they implement the Agreed Syllabus	<p>Provide support, as requested, and Continuing Professional Development (CPD), as appropriate, in conjunction with the LA and other providers incl. the CE and RC dioceses</p> <p>Provide a range of suitable courses</p> <p>Review the CPD offered to schools</p>	<p>GH, PA</p> <p>GH, PA, the CE and RC dioceses, School RE co-ordinators and Heads of Depts (HODs), etc.</p>	GH's and PA's time	<p>All schools develop schemes of work relating to the content of the agreed syllabus</p> <p>CPD for RE co-coordinators and HODs results in increased teacher confidence and improved practice</p> <p>The quality of RE improves in all key stages</p> <p>Pupils and students enjoy RE even more than at present</p> <p>Teachers apply the QCA level descriptors to pupils' and students' work</p>	

<p>To undertake awareness raising re. the Creative Curriculum in</p>	<p>Monitor how schools implement the new KS3</p>	<p>LA briefing about RE for SIPS, heads, RE co-ordinators and HODs in Spring 2009 term</p> <p>Letter from the chair to all RE co-coordinators and HODs by April 2009</p>		<p>Pupils and students engage more effectively in peer- and self-assessment</p> <p>Mechanisms exist across the LA to show- case, and disseminate information about, best practice in RE, perhaps on cluster/area basis</p> <p>ICT is used appropriate-ly as a learning tool</p> <p>The amount of time allocated to RE matches the advice in the Agreed Syllabus</p> <p>Schools implement the new KS3 curriculum with schools meeting their statutory duties re. RE</p>	
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<p>primary schools and the new KS3 curriculum</p> <p>To monitor delivery of the Agreed Syllabus</p> <p>To monitor progress in public exam courses</p>	<p>curriculum, with particular emphasis on the role of RE</p> <p>Monitor the extent to which RE contributes fully to thematic approaches in Humanities</p> <p>Encourage schools to submit examples of schemes of work to SACRE</p> <p>Invite at least one representative from each phase/key stage to a SACRE meeting to advise SACRE members about what they teach</p> <p>Request schools to send exam results</p>	<p>about the place of RE in the Creative Curriculum and the new KS3 curriculum</p> <p>LP/GH to liaise with data management team</p> <p>LP/GH to collate</p>	<p>GH and PA to examine some schemes of work and prepare a brief report for circulation and discussion during a SACRE meeting</p> <p>LP's and GH's time</p>	<p>RE contributes fully to project/thematic approaches in Humanities</p> <p>RE leads on some project/thematic approaches in the new secondary curriculum</p> <p>Evidence exists that schools are meeting their statutory duties in relation to the Agreed Syllabus</p> <p>Opportunities exist to disseminate good practice amongst RE co-ordinators and HODs</p> <p>SACRE is better informed about what is being taught in schools</p>	
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<p>To carry out the 5 yearly review of the Agreed Syllabus</p> <p>To ensure that good use is made of RE resources in schools that will close</p>	<p>to SACRE for short GCSE, long GCSE and post- 16 courses</p> <p>Convene an Agreed Syllabus Conference to review the existing syllabus</p> <p>Letter to closing schools seeking information about what will be done with their RE resources</p>	<p>data for Autumn/Spring meeting of SACRE SACRE</p> <p>Chair/GH</p>		<p>SACRE has an accurate picture of the provision of exam courses and the success achieved by students in the County</p> <p>The Conference to bring recommendations re. the Agreed Syllabus to the full SACRE meeting in April 2009</p> <p>Relaunch of the revised Agreed RE Syllabus by December 2009</p> <p>Resources recycled and used at point of need</p>	
<p>Key Element: Monitoring the provision and quality of Collective Worship. Rationale: To audit Collective Worship provision and ensure good use is made of the new NCC Collective Worship policy and guidelines.</p>					
Objective	Action	Responsibility and	Costing	Success	Date achieved

<p>To monitor provision of Collective Worship in relation to the new Collective Worship policy and guidelines</p>	<p>Letter to all schools seeking confirmation that collective worship follows the advice in the new policy and guidelines</p> <p>Training for SIPs re. Collective Worship policy and guidelines</p>	<p>date Chair/GH</p> <p>Chair/GH/PA</p> <p>Chair</p>	<p>GH's time</p> <p>GH's/PA's time</p>	<p>criteria/outcomes SACRE has an accurate picture of Collective Worship provision throughout the County</p> <p>SIPs knowledgeable about collective worship and able to advise head teachers about it</p> <p>SACRE and SIPs understand the difference between Corporate and Collective Worship</p>	
<p>To invite schools to share with each other successful ACWs complying with the new Collective Worship policy and guidelines</p>	<p>Letter to all schools with appropriate information</p> <p>Invite teachers to comment on the revised policy and guidelines</p>			<p>Schools in reasonable number inform others about successful ACWs, perhaps via the SACRE Newsletter</p> <p>A number of model ACWs exist which</p>	

<p>To provide training about Collective Worship and to monitor use of the new Collective Worship policy and guidelines</p>	<p>Provide INSET for teachers, governors, etc. responsible for Collective Worship</p>			<p>can be disseminated among schools</p> <p>Support for schools provided by PA and others based on the policy and guidelines</p> <p>Improved opportunities for reflection by, and spiritual development of, pupils and students</p> <p>Collective Worship is inspirational, of a consistently high standard and utilises diverse teaching and learning styles</p> <p>Opportunities for pupil and student participation in preparing and presenting Collective Worship are increased</p>	
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				Collective Worship is inclusive for all pupils and students whether they are Christian, followers of other faiths or have no faith at all	
<p>Key Element: The development of SACRE’s role and work. Rationale: To raise awareness of SACRE’s role and responsibilities among schools and the local community.</p>					
Objective	Action	Responsibility and date	Costing	Success criteria/outcomes	Date achieved
To enhance the work of SACRE by using the SACRE Evaluation Toolkit	<p>Examine, discuss and form an evaluation of progress to date by reviewing the current Action Plan in conjunction with the Toolkit</p> <p>Produce a 3 year SACRE Action Plan</p>	<p>SACRE annually</p> <p>SACRE</p>	Half-day session with lunch provided	<p>Shared understanding of the Toolkit and its benefits for SACRE</p> <p>Agreed understanding and evaluation of SACRE’s current performance re. the various components in the Toolkit</p> <p>Understanding about what is distinctive about Northumberland SACRE</p> <p>Raised awareness of</p>	

<p>To continue producing a termly SACRE Newsletter for schools</p>	<p>Formation of an editorial group</p>	<p>Spring 2009</p>	<p>LP's support and time, PA's time as editor/drafter of material, LA design team support and time</p> <p>Cost of producing and distributing the Newsletter</p>	<p>the role and the responsibilities of SACRE amongst SACRE members</p> <p>Awareness of SACRE's role and responsibilities raised among schools and governors</p> <p>Teachers contribute examples of good practice to disseminate via the Newsletter</p> <p>Good practice re. RE and Collective Worship is replicated in readers' schools</p>	
<p>To produce an annual report of the work of SACRE for QCA</p>	<p>Chair to collate information and</p>	<p>Chair, LP, PA</p>		<p>The amount of copy produced by the editorial team is reduced as others, including teachers, contribute by writing articles</p>	

<p>To broaden the membership of SACRE by including faith groups not presently represented</p>	<p>write the report for QCA</p> <p>Faith communities to be approached for representation (e.g. Bahai, Buddhist, Hindu, Muslim, Sikh communities)</p> <p>SACRE to support NASACRE in its efforts to recruit and train more SACRE members from faith groups not presently represented</p>	<p>Chair of SACRE writes to relevant communities/houses of worship by March 2009</p> <p>PA to liaise with NASACRE, schools, etc. to help recruit trainees and organise the training programme</p> <p>SACRE</p>		<p>Statutory duty met and good work carried out by SACRE and NCC schools affirmed</p> <p>Faith representation is broadened and awareness of other faiths' aims and aspirations re. RE and Collective Worship is understood and accounted for by SACRE</p>	
<p>To decide on appropriate training for SACRE members</p>	<p>SACRE discusses whether to build on 2008's trip to multifaith Newcastle or engage in something different</p>	<p>Autumn each year, for the Conference the following year</p>		<p>SACRE enhances its knowledge, understanding and skills re. RE and ACWs</p>	
<p>To send a delegate to NASACRE's</p>	<p>SACRE</p>				

Annual Conference	member/LA officer attends the Conference and produces a brief summary of the event			SACRE informed about concerns, priorities, developments, etc. across the country as they relate to RE and ACWs	
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