Religious Education Quality Mark

Recognising outstanding learning in religious education

School Evidence Form

School information

Name of School	
School Address	
School telephone number	
School email	
Unique Reference Number (URN)	
Local Authority	
Headteacher	
RE subject leader	
Number of pupils on roll	

About this form

The form is divided into three main sections:

- **Section 1** (pages 5 - 26) shows the criteria and suggested evidence for each of the five areas.

- **Section 2** (pages 26- 38) provides a comparative overview of the criteria for each level of the award.

- **Section 3** (pages 39 - 47) provides a comparative overview of the suggested evidence for each level of the award.

Each section is sub-divided into five areas:
A. Learners and Learning
B. Teachers and Teaching
C. Curriculum
D. Subject Leadership
E. Continuing Professional Development (CPD)

Further advice and information about completing the form can be found on **page 4**.

Form updated 13 June 2016

How to complete the form

Read the criteria carefully. The comparative tables in **Section 2** and **Section 3** will enable you to consider which award level is most appropriate for your school.

Under the 'Suggested Evidence' column in **Section 1**, make brief notes on how you meet the criteria. You can also use the REQM examples as guidance and highlight those elements which your school meets in each of the five strands.

You can delete the suggested evidence and insert your own evidence.

Award Levels:

- If you meet at least 90% of the **Bronze** criteria, you should consider applying for the Bronze Award.

- If you meet all the criteria for Bronze, you should apply for the **Silver** Award.

- If you meet all the criteria for Bronze and Silver, you should apply for the **Gold** Award.

If you get stuck, email admin@reqm.org

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Section 1: School Evidence

<table>
<tr>
<td colspan="3"><h2 style="text-align:center">Learners and Learning</h2><p style="text-align:center">BRONZE</p></td>
</tr>
<tr>
<th>Criteria
<i>Schools should highlight where they meet the criteria.</i></th>
<th>Suggested Evidence
<i>Please delete suggested evidence and enter your own.</i></th>
<th>Optional Assessor Comments</th>
</tr>
<tr>
<td>1. Learners make good progress in relation to their age, ability and prior experience and there are mechanisms for judging their achievement..</td>
<td>1. Records of assessment indicate learners' progress within each key stage. For Early Years and special schools, progress needs to take account of context and the criteria as appropriate.</td>
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<tr>
<td>2. Learners are actively engaged in their own learning and achievement; independently making decisions, answering their own questions, solving real problems.</td>
<td>2. Learner perception surveys indicate high levels of engagement, challenge and independence.</td>
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<tr>
<td>3. Learners are responding to big questions and are beginning to shape their own learning.</td>
<td>3. Lesson plans show that learning is planned around big questions, concepts, dilemmas or enquiries, giving learners opportunities to ask questions and suggest lines of enquiry.</td>
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<tr>
<td>4. Learners connect their learning in religious education with other curriculum areas and the local community.</td>
<td>4. Displays and learners' work show that they make links with other subjects and refer to their local community.</td>
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</tr>
</table>

Learners and Learning
BRONZE

Criteria *Schools should highlight where they meet the criteria.*	Suggested Evidence *Please delete suggested evidence and enter your own.*	Optional Assessor Comments
5. Learners have opportunities to explore religion and beliefs symbols, artefacts, art, drama and music.	5. Learners' work, displays, photographs indicate that there are opportunities to explore religion and beliefs through symbols, artefacts, art, drama and music.	
6. Learners have opportunities for spiritual, moral, social and cultural (SMSC) development.	6. Records of visits, visitors, intra and interfaith dialogue, experiential learning	
7. A range of assessment processes are used in religious education and focus mostly on high quality dialogues about learning.	7. Assessment systems evident in work scrutiny, annotated displays and comments from peers and self-reflection notes or symbols.	
8. Learners know how well they are achieving and what they need to do to improve.	8. Dialogues with learners show that they know how well they are doing and what they need to do to improve	
9. Learners regularly discuss their work in groups and as a whole class and are confident in giving and receiving feedback, including self and peer assessment.	9. Learner interviews, work and teacher planning.	

Learners and Learning
SILVER

Criteria *Schools should highlight where they meet the criteria.*	Suggested Evidence *Please delete suggested evidence and enter your own.*	Optional Assessor Comments
1. The criteria for Bronze are met.	1. The criteria for Bronze are met.	
2. Learners make above average progress in relation to their age, ability and prior experience and there are mechanisms for judging their achievement.	2. Records of assessment indicate learners make above average progress within each key stage. For Early Years and special schools, progress needs to take account of context and the criteria as appropriate.	
3. Learners connect their learning in religious education with other curriculum areas and the national community.	3. Curriculum plans indicate at least three connections with other curriculum areas and the wider world.	
4. Learners are beginning to suggest their own lines of enquiry related to the programme of learning	4. Learner and subject leader interviews.	
5. Learners are sharing what they have discovered in religious education within the wider school community.	5. Interviews, evaluative comments from other staff.	

Learners and Learning
SILVER

Criteria *Schools should highlight where they meet the criteria.*	Suggested Evidence *Please delete suggested evidence and enter your own.*	Optional Assessor Comments
6. Learners use higher order questions confidently.	6. Learner interviews show that they have opportunities to think hard and ask deep questions in religious education. They show an interest in religious, ethical and philosophical issues beyond the classroom.	

Learners and Learning
GOLD

| Criteria
Schools should highlight where they meet the criteria. | Suggested Evidence
Please delete suggested evidence and enter your own. | Optional Assessor Comments |
|---|---|---|
| 1. The school meets the criteria for Bronze and Silver. | 1. The school meets the criteria for Bronze and Silver | |
| 2. Learners make significantly above average progress in relation to their age, ability and prior experience and there are mechanisms for judging their achievement. | 2. School tracking data indicate learners make significantly above average progress within each key stage. For Early Years and special schools, progress needs to take account of context and the criteria as appropriate. | |
| 3. Learners connect their learning in religious education with other curriculum areas and the global community. | 3. Interviews with learners show that they make links with other curriculum areas and the global community. | |
| 4. Learners are involved with staff in some of the planning of religious education lessons. | 4. Learner interviews and staff planning records. | |
| 5. Religious education provides challenging tasks and opportunities for deeper thinking and embedded use of higher order thinking. | 5. Learner interviews, samples of work and lesson planning. | |

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Learners and Learning
GOLD

Criteria *Schools should highlight where they meet the criteria.*	Suggested Evidence *Please delete suggested evidence and enter your own.*	Optional Assessor Comments
6. Learners share the outcomes of their work with the wider community or within a pyramid of schools.	6. Feedback and evaluations from the wider community or the pyramid of schools.	

Teachers and Teaching
BRONZE

Criteria *Schools should highlight where they meet the criteria.*	Suggested Evidence *Please delete suggested evidence and enter your own.*	Optional Assessor Comments
1. There are high expectations and good subject knowledge.	1. Subject leader qualifications and interview indicate there is challenge to all learners in religious education.	
2. Planning builds on prior learning.	2. Progression in learning is shown in lesson plans, discussion with learners and the learning environment	
3. The quality of religious education teaching in most lessons is good.	3. Internal monitoring shows the teaching of religious education in most lessons is good.	
4. Different teaching strategies that promote high-level thinking are used to teach religious education.	4. Lesson plans, curriculum plans and work scrutiny	
5. Agreed criteria are used for levels of achievement in planning.	5. Criteria for assessment are chosen based upon local or national criteria.	

Teachers and Teaching
BRONZE

Criteria *Schools should highlight where they meet the criteria.*	Suggested Evidence *Please delete suggested evidence and enter your own.*	Optional Assessor Comments
6. Classroom conditions are created for effective learning.	6. Displays/school environment indicate the excitement and challenge of religious education. DVD clip of religious education lesson with an indication of learner outcomes	
7. There is a safe environment where all learners are valued so that they confidently agree to disagree and express themselves freely.	7. Learner interviews indicate their views are respected and they feel safe to express opinions.	
8. The teacher plans for some space and time, providing opportunity for spiritual development.	8. Lesson plans and interviews indicate that time for reflection and opportunities to ask questions are built into lessons.	
9. The religious education curriculum is planned around key questions and/or key concepts.	9. Lesson plans and interviews indicate that learning is planned around key questions and/or key concepts.	

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Teachers and Teaching SILVER		
Criteria *Schools should highlight where they meet the criteria.*	**Suggested Evidence** *Please delete suggested evidence and enter your own.*	**Optional Assessor Comments**
1. The criteria for Bronze are met.	1. The criteria for Bronze are met.	
2. The religious education subject leader shares strategies for the development of higher order thinking and or enquiries around big questions with other colleagues.	2. Minutes of staff meeting/ departmental meeting and feedback from at least one colleague on the impact of the input on higher order thinking or big questions	
3. The quality of religious education teaching is recognised as good.	3 Monitoring internally or externally gives the judgement on the teaching of religious education as good.	
4. Religious education teachers are engaged in whole school curriculum development planning	4. Religious education takes the lead as well as contributes to other curriculum areas in cross-curricular or thematic learning	

Teachers and Teaching
GOLD

Criteria *Schools should highlight where they meet the criteria.*	Suggested Evidence *Please delete suggested evidence and enter your own.*	Optional Assessor Comments
1. The criteria for Bronze and Silver are met and are being embedded into practice.	1. The criteria for Bronze and Silver are met and are being embedded into practice.	
2. The religious education subject leader works either in local networks, at conferences or on-line.	2. Evaluation of the impact of the subject leader's input locally through evaluation forms or emails.	
3. The quality of religious education teaching is recognised as outstanding.	3. Monitoring internally or externally gives the judgement on the teaching of religious education as better than good.	
4. The RE subject leader knows about and implements new directions in education in relation to teaching and learning in RE.	4. Subject leader interview	
5. The subject shares high quality pedagogies with other colleagues.	5. Minutes of staff meeting/ departmental meetings and feedback from at least one colleague on the impact of high quality pedagogies.	
6. Religious education takes a lead in developing the subject with and for other schools	6. Minutes of network meetings, emails	

Curriculum
BRONZE

Criteria *Schools should highlight where they meet the criteria.*	Suggested Evidence *Please delete suggested evidence and enter your own.*	Optional Assessor Comments
1. The religious education curriculum meets the appropriate syllabus requirements.	1. Religious education planning is mapped to the appropriate syllabus.	
2. The delivery of the religious education curriculum is imaginative and provides engaging opportunities for all groups of learners, including those with additional needs.	2. Imaginative use of sources which could link to world events and dilemmas	
3. The religious education curriculum ensures continuity and progression of learning.	3. Curriculum planning indicates continuity and progression in learning.	
4. The curriculum pays due attention to developing knowledge and understanding of beliefs and values so that learners can apply and evaluate their significance.	4. Curriculum plans, lesson plans and learners' work indicate continuity and progression and a balance of 'learning about' and learning from' religions and beliefs.	

Curriculum
BRONZE

Criteria *Schools should highlight where they meet the criteria.*	Suggested Evidence *Please delete suggested evidence and enter your own.*	Optional Assessor Comments
5. Religious education is using materials which develop knowledge and conceptual understanding.	5. Interviews with learners show that they are able to discuss knowledge and concepts within religions and beliefs.	
6. Religious education in the school promotes understanding of local, national and global faith and belief communities.	6. Learner interviews show understanding of local, national and global faith and belief communities.	

Curriculum
SILVER

| Criteria
Schools should highlight where they meet the criteria. | Suggested Evidence
Please delete suggested evidence and enter your own. | Optional Assessor Comments |
|---|---|---|
| 1. The criteria for Bronze are met. | 1. The criteria for Bronze are met. | |
| 2. The religious education curriculum provides the focus for, and makes a significant contribution to some cross curricular/thematic plans. | 2. Minutes of meetings and curriculum plans. | |
| 3. The curriculum draws on local and national resources to explore religions and beliefs. | 3. Plans show use of resources from high quality providers | |
| 4. The curriculum is flexible and makes use of local and national headlines to stimulate learning. | 4. Records show that relevant news items covering significant human events are included. | |

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Curriculum
GOLD

Criteria *Schools should highlight wherereligious education they meet the criteria.*	Suggested Evidence *Please delete suggested evidence and enter your own.*	Optional Assessor Comments
1. The criteria for Bronze and Silver are education met.	1. The criteria for Bronze and Silver are met.	
2. The religious education curriculum provides the focus for, and takes the lead on, some cross curricular/thematic projects.	2. Learner perceptions and or plans	
3. Religious education is drawing on events in a local, national or global setting to make the curriculum relevant to learners.	3. Dialogues with learners and or plans show that local, national or global issues (as expressed through radio, TV, film or other media) are part of religious education lessons.	
4. The curriculum includes engagement with some members of the local community (including school community)	4. Learner perceptions and/or plans show that the subject is imaginative in its use of the local (including the school) population to show the range of religions and beliefs. .	
5. The curriculum plans are shared beyond the school.	5. The school shares plans locally or nationally.	

Subject leadership
BRONZE

| Criteria
Schools should highlight where they meet the criteria. | Suggested Evidence
Please delete suggested evidence and enter your own. | Optional Assessor Comments |
|---|---|---|
| 1. Religious education has an effective leader who has a clear vision for teaching and learning and has impact on outcomes for the learners. | 1. Documentation succinctly indicates the vision for the subject. Interview with SLT show high commitment and aspiration for the subject. | |
| 2. The subject leader is an advocate in school for the importance of religious education | 2. Learner perceptions, SLT interview show that religious education is highly regarded in the school community | |
| 3. Religious education is well resourced. | 3. List of resources purchased annually indicates continued renewal. | |
| 4. The religious education policy and development plan are informed by the appropriate syllabus and includes robust self-evaluation, including the views of learners. | 4. Religious education is linked with the appropriate syllabus and discussion with SLT shows that ongoing reviews take account of the views of learners. | |
| 5. Religious education priorities are informed by the whole school development plan. There are appropriate and robust targets for learning | 5. Religious education priorities are linked with or embedded into whole school priorities. | |

Subject leadership
BRONZE

Criteria *Schools should highlight where they meet the criteria.*	Suggested Evidence *Please delete suggested evidence and enter your own.*	Optional Assessor Comments
6. Religious education plans recognise the contribution it makes to learners' spiritual, moral, social and cultural (SMSC) development.	6. Religious education documentation highlights the contribution the subject makes to SMSC.	
7. All school policies connected with religious education are in place.	7. Religious education policies include policies for assessment, inclusion, SMSC.	
8. The subject leader knows about religious education teaching and learning across the school and uses light touch but robust monitoring of the subject.	8. Subject leader records of lesson observation/drop in, agreed action and impact.	
9. The subject leader enthuses other colleagues in teaching religious education.	9. Minutes/documentation of support given by subject leader to other staff.	
10. The subject leader informs parents about religious education in the school and responds to parental feedback.	10. Parental feedback/evaluation of religious education through questionnaires and planned actions.	

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Subject leadership BRONZE		
Criteria *Schools should highlight where they meet the criteria.*	**Suggested Evidence** *Please delete suggested evidence and enter your own.*	**Optional Assessor Comments**
11. There is evidence that religious education has made links with the governing body.	11. Governing body minutes/link governor.	

Subject leadership
SILVER

| Criteria
Schools should highlight where they meet the criteria. | Suggested Evidence
Please delete suggested evidence and enter your own. | Optional Assessor Comments |
|---|---|---|
| 1. The criteria for Bronze are met. | 1. The criteria for Bronze are met. | |
| 2. The subject leader draws on local and national networks. | 2. Minutes of local meetings, staff meetings | |
| 3. Examples of suggested evidence for SMSC are shared with other subjects. | 3. Minutes of meetings | |
| 4. Religious education makes contributions to the wider school agenda. | 4. Minutes of staff meetings indicate where the subject leader has contributed to AfL across the school | |
| 5. The subject leader is an advocate in a range of stakeholder groups for the importance of religious education | 5. The subject leader has given presentations on the importance of religious education to parents or members of the community | |

Subject leadership
GOLD

Criteria *Schools should highlight where they meet the criteria.*	Suggested Evidence *Please delete suggested evidence and enter your own.*	Optional Assessor Comments
1. The criteria for Bronze and Silver are met.	1. The criteria for Bronze and Silver are met.	
2. The subject leader is embedding high quality structures to ensure education sustainability for the subject.	2. Evidence from plans or SLT interview indicate that if the subject leader were to leave religious education would continue to be successfully sustained	
3. The subject leader is a member of a subject association related to religious education.	3. Membership of, or association with, appropriate professional organisations which support religious education	
4. The subject leader shares expertise beyond the school, within the local area or partner schools, through networks or on-line.	4. Evaluation forms/emails of the impact of the subject leader's input to the wider community including partner schools, networks, conferences.	

Continuing Professional Development
BRONZE

Criteria *Schools should highlight where they meet the criteria.*	Suggested Evidence *Please delete suggested evidence and enter your own.*	Optional Assessor Comments
1. Staff have opportunities for CPD within religious education that increases their knowledge, skills and understanding of teaching the subject based upon their individual professional needs.	1. CPD records of courses attended and evaluation of the impact on religious education and the individual teacher. The subject development plan indicates the CPD needs in relation to whole school priorities from the past and how they were met.	
2. CPD has an impact on learners' learning and is reported to governors	2. Learner perceptions or SLT interview show that CPD and new learning has had an impact on standards, engagement and motivation of learners. Minutes of the Governing body.	
3. CPD in religious education supports priorities in the whole school development plan	3. SLT interview indicates how CPD in religious education supports whole school improvement in literacy.	
4. There is a range of up-to-date, quality resources connected with CPD specifically for teaching and learning.	4. There is evidence that resources from courses are used	

Continuing Professional Development
SILVER

Criteria *Schools should highlight where they meet the criteria.*	Suggested Evidence *Please delete suggested evidence and enter your own.*	Optional Assessor Comments
1. The criteria for Bronze are met.	1. The criteria for Bronze are met.	
2. The subject leader takes part in classroom based action research.	2. Notes on the impact of trial of strategies to develop learning	
3. There is robust, light touch evaluation of CPD on outcomes for learners.	3. Self-evaluation of CPD is rigorously undertaken.	
4. The CPD of other teachers in the school is supported by the subject leader using religious education examples.	4. Departmental minutes or evaluation from other staff.	

Continuing Professional Development
GOLD

Criteria *Schools should highlight where they meet the criteria.*	Suggested Evidence *Please delete suggested evidence and enter your own.*	Optional Assessor Comments
1. The school meets the criteria for bronze and silver.	1. The school meets the criteria for bronze and silver.	
2. The religious education professionals engage with the delivery of CPD on religious education to other teachers locally, nationally or internationally.	2. Evaluative feedback from teachers on the CPD delivered locally, nationally or internationally indicates impact.	
3. The religious education co-ordinator or subject leader contributes to local subject communities.	3. Presentation to SACRE, diocesan group meetings, religious education networks, academy and free school networks on religious education in school.	
4. The professional development of the subject leader is continually updated.	4. A list of on line resources accessed by the subject leader	

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Section 2: A comparison of award level criteria
A: Learners and Learning

Bronze	Silver	Gold
	A1. The criteria for Bronze are met.	A1. The criteria for Bronze and Silver are met
A1. Learners make good progress in relation to their age, ability and prior experience and there are mechanisms for judging their achievement against local/national RE criteria including P scales.	A2. Learners make above average progress in relation to their age, ability and prior experience and there are mechanisms for judging their achievement against local/national RE criteria including P scales.	A2. Learners make significantly above average progress in relation to their age, ability and prior experience and there are mechanisms for judging their achievement against local/national RE criteria including P scales.
A2. Learners are actively engaged in their own learning and achievement, independently making decisions, solving real problems *SilverA4 GoldA4*	A4. Learners are beginning to suggest their own lines of enquiry related to the programme of learning *BronzeA2 GoldA4*	A4. Learners are involved with staff in some of the planning of religious education lessons *BronzeA2 SilverA4*
A3. Learners are responding to big questions and are beginning to shape their own learning. *Bronze B4 BronzeC5 SilverA6 GoldA5*	A6. Learners use higher order questions confidently. *Bronze B4 BronzeC5 BronzeA3 GoldA5*	A5. Religious education provides challenging tasks and opportunities for deeper thinking and embedded use of higher order thinking *BronzeC5 BronzeA3 SilverA6 Bronze B4*

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Bronze	Silver	Gold
A4. Learners connect their learning in religious education with other curriculum areas and the local community. *SilverA3 GoldA3*	A3. Learners connect their learning in religious education with other curriculum areas and the national community *Bronze A4 GoldA3*	A3. Learners connect their learning in religious education with other curriculum areas and the global community. *Bronze A4 SilverA3*
A5. Learners' work, displays, photographs indicate that there are opportunities to explore religion and beliefs through symbols, artefacts, art, drama and music. *BronzeB6 BronzeC2*		
A6. Learners have opportunities for spiritual, moral, social and cultural (SMSC) development. Records of visits, visitors, intra and interfaith dialogue, experiential learning *Bronze B8*		
A7 A range of assessment processes are used in religious education and focus mostly on high quality dialogues about learning, e.g. annotated displays and comments from peers and self-reflection notes or symbols. *BronzeA9 Silver A5 GoldA6*		
A8. Learners know how well they are achieving and what they need to do to improve.		

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Bronze	Silver	Gold
A9. Learners regularly discuss their work in groups and as a whole class and are confident in giving and receiving feedback, self and peer assessment. *Silver A5 GoldA6 BronzeA7*	A5. Learners are sharing what they have discovered in religious education within the wider school community *BronzeA9 GoldA6 BronzeA7*	A6. Learners share the outcomes of their work with the wider community or within a pyramid of schools. *BronzeA9 Silver A5 BronzeA7*

B: Teachers and Teaching

Bronze	Silver	Gold
	B1. The criteria for Bronze are met.	B1. The criteria for Bronze and Silver are met.
B1. There are high expectations and good subject knowledge. *SilverB4*	B4. Religious education teachers are engaged in whole school curriculum development planning *BronzeB1*	
B2. Planning builds on prior learning. *BronzeC3*		
B3. The quality of religious education teaching in most lessons is good.	B3 The quality of religious education teaching is recognised as good.	B3. The quality of religious education teaching is recognised as outstanding.
B4. Different teaching strategies that promote high-level thinking are used to teach religious education *BronzeC5 SilverA6 GoldA5 BronzeA3*		
B5. Agreed criteria are used for levels of achievement in planning.		

Bronze	Silver	Gold
B6. Classroom conditions are created for effective learning. *BronzeA5 BronzeC2*		
B7. There is a safe environment where all learners are valued so that they confidently agree to disagree and express themselves freely.		
B8. The teacher plans for some space and time, providing opportunity for spiritual development.*BronzeA6*		
B9. The religious education curriculum is planned around key questions and/or key concepts. *SilverB2 GoldB5*	B2. The religious education subject leader shares strategies for the development of higher order thinking and or enquiries around big questions with other colleagues. *BronzeB9 GoldB5*	B5. The subject leader shares high quality pedagogies with other colleagues. *BronzeB9 SilverB2*
		B2. The religious education subject leader works either in local networks, at conferences or on-line.
		B4. The RE subject leader knows about and implements new directions in education in relation to teaching and learning in RE

Bronze	Silver	Gold
		B6. Religious education takes a lead in developing the subject with and for other schools

C: Curriculum

Bronze	Silver	Gold
	C1. The criteria for Bronze are met.	C1. The criteria for Bronze and Silver are met.
C1. The religious education curriculum meets the appropriate syllabus requirements.		
C2. The delivery of the religious education curriculum is imaginative and provides engaging opportunities for all groups of learners, including those with additional needs. *BronzeA5 BronzeB6*		
C3. The religious education curriculum ensures continuity and progression of learning. *BronzeB2*		
C4. The curriculum pays due attention to developing knowledge and understanding of beliefs and values so that learners can apply and evaluate their significance.		

Bronze	Silver	Gold
C5. Religious education is using materials which develop knowledge and conceptual understanding. *BronzeA3 SilverA6 GoldA5*		
C6. Religious education in the school promotes understanding of local, national and global faith and belief communities *SilverC4 GoldC3*	C4. The curriculum is flexible and makes use of local and national headlines to stimulate learning. *BronzeC6 GoldC3*	C3. Religious education is drawing on events in a local, national or global setting to make the curriculum relevant to learners. *BronzeC6 SilverC4*
	C2. The religious education curriculum provides the focus for, and makes a significant contribution to some cross curricular/thematic plans. *GoldC2*	C2. The religious education curriculum provides the focus for, and takes the lead on, some cross curricular/thematic projects. *SilverC2*
	C3. The curriculum draws on local and national resources to explore religions and beliefs. *GoldC4*	C4. The curriculum includes engagement with some members of the local community (including school community) *SilverC3*
		C5. The curriculum plans are shared beyond the school.

D: Subject leadership

Bronze	Silver	Gold
	D1. The criteria for Bronze are met.	D1. The criteria for Bronze and Silver are met.
D1. Religious education has an effective leader who has a clear vision for teaching and learning and has impact on outcomes for the learners.		
D2. The subject leader is an advocate in school for the importance of religious education	D4. Religious education makes contributions to the wider school agenda.	D2. The subject leader is embedding high quality structures to ensure education sustainability for the subject.
D3. Religious education is well resourced.		
D4. The religious education policy and development plan are informed by the appropriate syllabus and includes robust self-evaluation, including the views of learners.		

Bronze	Silver	Gold
D5. Religious education priorities are informed by the whole school development plan. There are appropriate and robust targets for learning		
D6. Religious education plans recognise the contribution it makes to learners' spiritual, moral, social and cultural (SMSC) development.	D3. Examples of suggested evidence for SMSC are shared with other subjects.	
D7. All school policies connected with religious education are in place.		
D8. The subject leader knows about religious education teaching and learning across the school and uses light touch but robust monitoring of the subject.		
D9. The subject leader enthuses other colleagues in teaching religious education.		
D10. The subject leader informs parents about religious education in the school and responds to parental feedback.	D5. The subject leader is an advocate in a range of stakeholder groups for the importance of religious education	
D11. There is evidence that religious education has made links with the governing body.		

Bronze	Silver	Gold
	D2. The subject leader draws on local and national networks.	D3. The subject leader is a member of a subject association related to religious education.
		D4. The subject leader shares expertise beyond the school, within the local area or partner schools, through networks or on-line.

E: Continuing Professional Development

Bronze	Silver	Gold
	E1.The criteria for Bronze are met.	E1. The criteria for Bronze and Silver are met and are being embedded into practice.
E1. Staff have opportunities for CPD within religious education that increases their knowledge, skills and understanding of teaching the subject based upon their individual professional needs.	E2. The subject leader takes part in classroom based action research.	
E2. CPD has an impact on learners' learning and is reported to governors	E3. There is robust, light touch evaluation of CPD on outcomes for learners.	
E3. CPD in religious education supports priorities in the whole school development plan	E4. The CPD of other teachers in the school is supported by the subject leader using religious education examples	E2. The religious education professionals engage with the delivery of CPD on religious education to other teachers locally, nationally or internationally.
E4. There is a range of up-to-date, quality resources connected with CPD specifically for teaching and learning.		E4. The professional development of the subject leader is continually updated.

Bronze	Silver	Gold
		E3. The religious education co-ordinator or subject leader contributes to local subject communities.

Section 3: A comparison of award level suggested evidence
A: Learners and Learning

Bronze	Silver	Gold
1. Records of assessment indicate learners' progress within each key stage. For Early Years and special Schools, progress needs to take account of context and the criteria as appropriate.	1. The criteria for Bronze are met.	1. The school meets the criteria for Bronze and Silver
2. Learner perception surveys indicate high levels of engagement, challenge and independence.	2. Records of assessment indicate learners make above progress within each key stage. For Early Years and special Schools, progress needs to take account of context and the criteria as appropriate.	2. School tracking data indicate learners make significantly above average progress within each key stage. For Early Years and special Schools, progress needs to take account of context and the criteria as appropriate.
3. Lesson plans show that learning is planned around big questions, concepts, dilemmas or enquiries, giving learners opportunities to ask questions and suggest lines of enquiry.	3. Curriculum plans indicate at least three connections with other curriculum areas and the wider world key stage.	3. Interviews with learners show that they make links with other curriculum areas and the global community.
4. Displays and pupils' work show that they make links with other subjects and refer to their local community.	4. Learners are given opportunities to suggest their own lines of enquiry related to the programme of learning.	4. Learner interviews and staff planning indicate learners have input to the planning of RE lessons.

Bronze	Silver	Gold
5. Pupil work, displays, photographs indicate that learners have opportunities to explore religion and beliefs through symbols, artefacts, art, drama and music.	5. Interviews and Suggested Evidence of events where learners of all ages, share their learning in RE with the wider school community. Evaluative comments from other staff.	5. Learner interviews, lesson planning and pupils' work indicate deep thinking.
6. Records of visits, visitors, intra and interfaith dialogue, experiential learning	6. Learner interviews show that they have opportunities to think hard and ask deep questions in RE. They show an interest in religious, ethical and philosophical issues beyond the classroom.	6. Feedback and evaluations from the wider community or the pyramid of schools.
7. Assessment systems evident in work scrutiny and suggested evidence of progress such as annotated displays and comments from peers and self-reflection notes or symbols.		
8. Dialogues with learners show that they: a) know how well they are doing and what they need to do to improve b) understand independence and how to work collaboratively. c) show Suggested Evidence of becoming lifelong learners with a deep interest in religious, moral and spiritual questions		
9. Pupil interviews, pupil work and teacher planning.		

B: Teachers and Teaching

Bronze	Silver	Gold
1. Subject leader qualifications and interview indicate there is challenge to all learners in religious education.	1. The criteria for Bronze are met.	1. The criteria for Bronze and Silver are met and are being embedded into practice.
2. Progression in learning is shown in lesson plans, discussion with learners and the learning environment	2. Minutes of staff meeting/ departmental meeting and feedback from at least one colleague on the impact of the input on higher order thinking or big questions	2. Evaluation of the impact of the subject leader's input locally through evaluation forms or emails.
3. Internal monitoring shows the teaching of religious education in most lessons is good.	3 Monitoring internally or externally gives the judgement on the teaching of religious education as good.	3. Monitoring internally or externally gives the judgement on the teaching of religious education as better than good.
4. Lesson plans, curriculum plans and work scrutiny	4. Religious education takes the lead as well as contributes to other curriculum areas in cross-curricular or thematic learning	4. Subject leader interview
5. Criteria for assessment are chosen based upon local or national criteria.		5. Minutes of staff meeting/ departmental meetings and feedback from at least one colleague on the impact of high quality pedagogies.

Bronze	Silver	Gold
6. Learner interviews indicate their views are respected and they feel safe to express opinions.		6. Minutes of network meetings, emails
7. Lesson plans and interviews indicate time for reflection is built into lessons.		
8. Lesson plans and interviews indicate that learning is planned around key questions and/or key concepts.		
9. Lesson plans and interviews indicate that learning is planned around key questions and/or key concepts.		

Form updated 13 June 2016

C: Curriculum

Bronze	Silver	Gold
1. Religious education planning is mapped to the appropriate syllabus.	1. The criteria for Bronze are met.	1. The criteria for Bronze and Silver are met.
2. Imaginative use of sources which could link to world events and dilemmas	2. Minutes of meetings and curriculum plans.	2. Learner perceptions and or plans
3. Curriculum planning indicates continuity and progression in learning.	3. Plans show use of resources from high quality providers	3. Dialogues with learners and or plans show that local, national or global issues (as expressed through radio, TV, film or other media) are part of religious education lessons.
4. Curriculum plans, lesson plans and learners' work indicate continuity and progression and a balance of 'learning about' and learning from' religions and beliefs.	4. Records show that relevant news items covering significant human events are included.	4. Learner perceptions and/or plans show that the subject is imaginative in its use of the local (including the school) population to show the range of religions and beliefs.
5. Interviews with learners show that they are able to use their knowledge to discuss concepts within religions and beliefs.		5. The school shares plans locally or nationally.

Bronze	Silver	Gold
6. Learner interviews show understanding of local, national and global faith and belief communities.		

D: Subject leadership

Bronze	Silver	Gold
1. Documentation succinctly indicates the vision for the subject. Interview with SLT show high commitment and aspiration for the subject.	1. The criteria for Bronze are met.	1. The criteria for Bronze and Silver are met.
2. Learner perceptions, SLT interview show that religious education is highly regarded in the school community	2. Minutes of local meetings, staff meetings	2. Evidence from plans or SLT interview indicate that if the subject leader were to leave religious education would continue to be successfully sustained
3. List of resources purchased annually indicates continued renewal.	3. Minutes of meetings	3. Membership of, or association with, appropriate professional organisations which support religious education
4. Religious education is linked with the appropriate syllabus and discussion with SLT shows that ongoing reviews take account of the views of learners.	4. Minutes of staff meetings indicate where the subject leader has contributed to AfL across the school	4. Evaluation forms/emails of the impact of the subject leader's input to the wider community including partner schools, networks, conferences.
5. Religious education priorities are linked with or embedded into whole school priorities.	5. The subject leader has given presentations on the importance of religious education to parents or members of the community	

Bronze	Silver	Gold
6. Religious education documentation highlights the contribution the subject makes to SMSC.		
7. Religious education policies include policies for assessment, inclusion, SMSC.		
8. Subject leader records of lesson observation/drop in, agreed action and impact.		
9. Minutes/documentation of support given by subject leader to other staff.		
10. Parental feedback/evaluation of religious education through questionnaires and planned actions.		
11. Governing body minutes/link governor.		

E: Continuing Professional Development

Bronze	Silver	Gold
1. CPD records of courses attended and evaluation of the impact on religious education and the individual teacher. The subject development plan indicates the CPD needs in relation to whole school priorities from the past and how they were met.	1. The criteria for Bronze are met.	1. The school meets the criteria for bronze and silver.
2. Learner perceptions or SLT interview show that CPD and new learning has had an impact on standards, engagement and motivation of learners. Minutes of the Governing body.	2. Notes on the impact of trial of strategies to develop learning	2. Evaluative feedback from teachers on the CPD delivered locally, nationally or internationally indicates impact.
3. SLT interview indicates how CPD in religious education supports whole school improvement in literacy	3. Self-evaluation of CPD is rigorously undertaken.	3. Presentation to SACRE, diocesan group meetings, religious education networks, academy and free school networks on religious education in school.
4. There is evidence that resources from courses are used	4. Departmental minutes or evaluation from other staff.	4. A list of on line resources accessed by the subject leader.

Appendix B: REQM Application Process

RE Quality Mark

Process for Assessor

Name of School :	
Action	**Date Completed**
1. **Schools will contact REQM administrator and register their interest in applying for the RE Quality Mark using the proforma on the website.**	
2. **REQM administrator (with Project Managers) assigns an assessor.**	
3. **REQM administrator contacts the assessor (email 1) and confirms that the assessor is willing to undertake the assessment. If it is inconvenient the administrator assigns another assessor in consultation with the Project Managers.** **Details of the school are sent to the assessor together with an agreement to be returned by email as proof of acceptance of the agreement.**	
4. **REQM administrator confirms with the school the name of the assessor and copies the assessor in. This email is the agreement between the REQM and the assessor. The REQM administrator sends the school the evaluation form to be completed after the visit (Handaout 7).**	
5. **Assessor makes contact with the school within 2 weeks, to:**	

- **agree a date and time of visit – ideally within that half term** - **explain the agenda for the day** - **remind the school to highlight the evidence for the criteria** - **remind the school to have outcomes of the learner questionnaire ready.** **The assessor confirms the conversation in an email and sends the subject leader Handout 7 (Feedback from schools ro be sent to administrator). The assessor confirms the date with the administrator**	
6. **Assessor needs to take the letter of REQM assessor appointment, photographic identification and where available, CRB certificate.** **The 2 hour visit by assessor to include:** a. **conversation with pupils (30 minutes to be completed first). Recommended: 8-10 pupils in total, with each year group represented. An adult should be present or within listening distance, preferably not the subject leader.** b. **subject leader to present evidence of criteria (1 hour 15 minutes)** c. **conversation with Senior Leadership Team with responsibility for RE (15 minutes maximum)**	
7. **Assessor makes a judgement on the 'best fit'. If there are any concerns, the assessor defers the judgement until after consultation with at least one of the project managers: jane.brooke@reqm.org or mary.myatt@reqm.org After a judgement has been reached, the assessor confirms the outcome by email.** **Note: Academies and free schools which are not using an LA/Diocesan syllabus need to be following a syllabus which ensures a broad and balanced RE curriculum and reflects the principles of the NSNFfRE (Non-statutory Framework for Religious Education)**	
8. **The assessor informs the REQM administrator and REQM Project Managers of the outcome through the completion of the proforma (Handout 8) and also sends Assessor Feedback Handout**	
9. **Assessor reminds the school to complete the evaluation form (sent to the school previously by REQM Admin) and to send photographs if possible. NB the size of photos to be at least 250k to 300k in size or in pixels 104 x 780. (Handout 7).**	

10. **REQM Administrator sends congratulatory email plus the award (copying in the Project Managers and the assessor) to the school**	
11. **The assessor (or assessor's school office) sends the invoice to Jane Brooke, Mary Myatt and the REQM administrator**	