

Decision maker: Portsmouth Standing Advisory Council for Religious Education

Subject: The Ofsted Long Report and Ofsted meeting for Agreed Syllabus collaboration on 1st October 2010

Date of decision: 17 November 2010

Report by: Clive Erricker, Consultant

1. Purpose of report

To report on the latest Ofsted Long Report on RE: *Transforming Religious Education?* (6th June 2010)

2. Background

The publication of the report resulted in a national day conference on RE on 1st October 2010 to investigate how RE could be more effective.

3. Recommendation

That a report on the findings and recommendations of the Ofsted Long Report: *Transforming Religious Education?* as presented at the meeting on 1st October 2010 and on its implications for RE in Portsmouth should be made available to all schools (see Appendix 2)

4. The Conference

4.1 The conference was attended by 50 local authority advisers/ inspectors representatives who constituted the Agreed Syllabus Collaboration group originally convened by the Qualification and Curriculum Development Agency. The purpose of the day was as to achieve:

- Clearer understanding of the key messages in the Ofsted Long Report (see Appendix 1)
- Identification of ways in which enquiry-based learning could benefit progression in RE
- Identification and agreement on how such an approach might impact on the structure of Agreed Syllabuses

4.2 The day consisted of seven presentations and discussion concerning:

- The key messages from the Ofsted Report
- Re-thinking the attainment targets in the national non-statutory framework for RE and how to carry out effective evaluative tasks
- Approaches to defining breadth of study
- Recent developments in the Hampshire, Portsmouth and Southampton Agreed Syllabus Living Difference
- Effective approaches to agreed syllabus design

4.3 Outcomes

- (i) Agreed Syllabus representatives were recommended to use an enquiry-based model for future agreed syllabus design that:
- Promotes challenge and active involvement of pupils
 - Starts from and develops pupil's questions
 - Incorporates exploring controversy
 - Focuses on skills rather than content
 - Allows for a wide variety of imaginative tasks
 - Addresses pupil's personal development
 - Ensures pupils develop arguments, suggest interpretations and present evidence and findings
 - Ensures pupils use empathy, critical thought and evaluation and reflect on how their learning might apply to their own and others' lives
 - Focuses on the learning process and progression, breadth of study (the progressive links between learning across and within key stages and coverage of the curriculum and its religions) and attainment using clear level descriptors.
- (ii) Representatives debated the merits of one attainment target or two and how two attainment targets could work effectively. There was no agreed outcome.
- (iii) Representatives debated how breadth of study to provide depth of enquiry across the QCDA's six areas of enquiry and the 'can do' statements in the QCDA document for Assessing Pupil Progress (APP). There was no agreed outcome.
- (iv) Representatives agreed the value of further Agreed Syllabus collaboration and the importance of the group in improving agreed syllabus design. A next meeting was agreed for 9 December 2010.