

**RE**

**DEPARTMENT**



“Empowering all to achieve”

**Why choose us?**

Severn Vale is a very special place. It has a particularly friendly, professional body of teachers and support staff and the successful applicant is guaranteed to be well supported within and beyond the Humanities Team. As a new member of staff, you will receive a comprehensive induction programme. In our most recent Ofsted inspection (February 2020) the school was described thus:

*The school provides a calm, orderly environment in which pupils can learn. Teachers have high expectations of what pupils can achieve. Positive relationships between staff and pupils support pupils’ learning. Teachers make learning interesting, and pupils are keen to take part. Behaviour is good.*

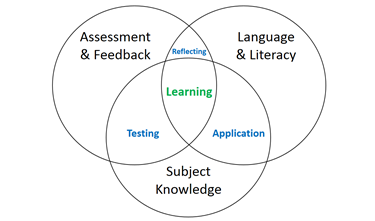
Severn Vale strives to deliver nothing but the very best experience for our students both academically and through strong systems of care, guidance and support. As such, our biggest asset are our wonderful staff who all share a common vision for our students and school based around a set of core beliefs, further details of which can be found in the “School” section of our website. In summary;

* **We have high expectations of our students and staff**
* **We are, above all else, a place of learning for students and staff**
* **We go the extra mile to help students achieve**
* We provide and believe in **a values based education**
* **We work together – students, staff and home united in the same common purpose**

We are a teacher centred school demonstrated by our focus on looking after and growing great teachers. We have a very high staff retention rate and believe that our focus on staff - who are our greatest asset - is one of our strengths. Attached is a copy of our “Workload Pledges” which outlines our philosophy in this area. In 2020, Ofsted’s discussions with staff and observations of the school revealed that;

*Staff appreciate the work leaders have done to reduce workload. Leaders are supportive and listen to staff. This helps to ensure that staff receive the support and development they need. Staff are happy to work at the school and say they are proud of their school*

Our approach to curriculum is via a shared vision of what makes effective pedagogy; “The Big 3” – subject knowledge, assessment and feedback and language and literacy.



At Severn Vale School we believe that, to learn, students need to:

1. Know, understand and be able to readily recall a breadth and depth of knowledge in each subject area they study
2. Clearly understand what they know and don’t know / can and can’t do in each subject area and what they need to do become better
3. Be given the linguistic tools to enable them to write academically and apply their knowledge as well as read and comprehend texts across a range of genres

In practice, these “Big 3” principles translate as:

* The use of both lesson time and homework to embed key subject knowledge through the use of knowledge organisers, glossaries and regular knowledge testing based on the principles of interleaving and distributed revision
* An ongoing focus on formative assessment in the classroom which is frequent, specific and interleaved to embed knowledge and skills with summative assessments carried out once a year only (Year 7-10) to measure progress with no other summative assessment points or academic data collections during the year
* The development of the linguistic skills needed to become more literate users of language for success at school and in life. These skills and the tools staff need to employ to teach them are developed through a cross-curricular programme called “How Language Works”
* A high profile for reading across the school with a range of reading based activities occur throughout the school week and across the year to improve students reading skills and inculcate a lifelong love of reading and, therefore, learning. These include the use of:
* Book clubs for staff, parents and students
* Guided reading in every tutor group during morning Prep
* Activities during World Book Month including a “Big Read” and themed activities pertinent to each year

We believe that centralised policies around teaching and learning do not allow teachers to develop as subject specialists. As such, the way in which the principles above are applied in each curriculum area is designed, developed and reviewed by each team, led by the Subject Leader / Head of Department.

**The RE Department**

The RE team are forward thinking, proactive and passionate about the importance of RE. Having extremely high expectations of both themselves and our students, they plan and deliver high quality lessons that enable students to make progress.  They are reflective and flexible practitioners and work as a supportive and collegiate team. They have an excellent range of skills, styles, strategies and expertise and are keen on continuing their own professional development. Some of the team are GCSE examiners and all continuously share good practice within the team, both formally and informally. They also have a strong focus on developing lifelong learners and building cultural capital.

**Who are we?**

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| --- | --- |
| Michelle Dodd  Emma Galpin  Jen Hillsley | Subject Leader of RE  Teacher of RE  Teacher of History, Futures and RE |

**Key Features of the RE Department and the RE Curriculum include:**

* RE is taught in setted groups from year 7 to year 9.
* Years 7-9 are taught in modules that loosely cover the Gloucestershire Agreed Syllabus. Christianity, Islam, Buddhism and Sikhism are taught as the main key faiths, but elements of Judaism and Hinduism are also taught. Humanist and non-religious views are also discretely taught.
* KS3 RE is taught using a Multi-Disciplinary approach; drawing on the skills of theology, sociology, psychology and philosophy.
* There is a strong emphasis on knowledge acquisition, skills-based learning, cultural capital and literacy within the department.
* At KS4, we follow Edquas Component A: Christianity and Islam
* Teaching and learning resources are shared on Office 365
* Each classroom has an interactive whiteboard
* The classrooms are suited in the main block as a department with a department office.
* Enrichment is a key focus of the department; we take GCSE students to Rome and run a highly successful Multi-Faith Day for Year 8.

**Our priorities for 2022 are**:

* To continue to develop our Multi-Disciplinary KS3
* To continue to embed the use of the teaching and learning cycle to provide high quality feedback to students while minimising marking to ensure teacher workload is manageable
* To develop and embed the Cultural Capital initiative at Key Stage 3.
* Develop the use of "Big Ideas" in creating a cohesive curriculum

Thank you for your interest. The information here gives but a brief taste of the fantastic, innovative school and the friendly, supportive, and passionate group of staff you will be joining if you choose to apply to work at Severn Vale. Please do not hesitate to contact one of us to arrange a visit before applying if you wish to see us “in action” or find out more.

We very much look forward to receiving your application for this post.

S. Horton M Dodd

Stefan Horton Michelle Dodd

**Deputy Headteacher Head of RE**