



Kingsnorth CE Primary School



School Improvement Plan 2025 - 2026

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Executive Headteacher: Mr Iain Witts

Chair of Governors: Chris Myers

Acting Deputy Headteacher: Denise Moore

Owned by: The School Governors, Leadership Teams and **ALL** staff



Section 1: Welcome

Welcome to Kingsnorth Church of England Primary School

Our School Motto:

‘With faith, endeavour to achieve’

Our School Vision:

To ensure that every person in our school family is at the heart of everything we do, think and believe. Our values are roots which weave through our entire being and create a learning community built on the love of a generous God, in which we can all flourish.’

Our linked Bible Verse: Zacchaeus - Luke 19

Jesus entered Jericho and was passing through. A man was there by the name of Zacchaeus; he was a chief tax collector and was wealthy. He wanted to see who Jesus was, but because he was short he could not see over the crowd. So he ran ahead and climbed a sycamore-fig tree to see him, since Jesus was coming that way.

When Jesus reached the spot, he looked up and said to him, ‘Zacchaeus, come down immediately. I must stay at your house today.’ So, he came down at once and welcomed him gladly.

All the people saw this and began to mutter, ‘He has gone to be the guest of a sinner.’

But Zacchaeus stood up and said to the Lord, ‘Look, Lord! Here and now I give half of my possessions to the poor, and if I have cheated anybody out of anything, I will pay back four times the amount.’

Jesus said to him, ‘Today salvation has come to this house, because this man, too, is a son of Abraham. For the Son of Man came to seek and to save the lost.’

Our School Values:

Compassion Community Friendship Trust Perseverance





Section 2: Self Evaluation

Overall judgments: Position at the end of Summer 2024:

Leadership and Management	Quality of Education	Behaviour and Attitudes	Personal Development	Early Years Foundation Stage	SIAMS	Overall Effectiveness
SLT - 2 WLT - 2 Subjects – 2	Intent - 2 Implement – 2 Impact – 2	2	2	2	J1	2

Target for July 2025:

Leadership and Management	Quality of Education	Behaviour and Attitudes	Personal Development	Early Years Foundation Stage	Being an Effective Christian School	Overall Effectiveness
SLT - 2 WLT - 2 Subjects – 2	Intent - 2 Implement – 2 Impact – 2	1	1	1	J1	2

Self-Evaluation of Overall Effectiveness:

This academic year has presented a number of challenges across multiple areas; however, it is encouraging to note the significant progress and improvements that have been achieved. Substantial and necessary changes to the school’s structures and systems have taken time to embed and adapt to, but they are beginning to have a positive impact. It is important to recognise that while the outcomes to date are promising, many key areas remain ongoing and will need further consolidation and development into 2025/26. All this with a reduced number of staff in key roles across the school. In many areas of the school, there is ambition for the improvements this year to continue and evolve. This has been a year of transformation, growth, and resilience. Despite ongoing challenges, the school continues to move forward with purpose and ambition, always with the best interests of the children at the heart of all we do.

Next Steps for 2025/26

- To continue to embed changes made this year, ensuring sustainability and consistency across all curriculum areas.
- Further develop and consolidate leadership roles to strengthen middle leadership and ensure all subject areas are effectively led.
- Fully establish the writing framework and complete the rollout of maths mastery in KS2.
- Develop learning behaviours further and explore professional development opportunities to support this work.
- Ensure that all children develop the resilience, confidence, self-belief, and social skills necessary to become well-rounded young people
- Ongoing development of EYFS provision, particularly around language and vocabulary development.
- Deepen understanding and practice around the SIAMS framework, ensuring that Christian distinctiveness is woven throughout school life.



Section 3: Our Curriculum at Kingsnorth CE Primary School

At Kingsnorth, we intend to put pupils at the centre of our standout school curriculum so that our learning experiences **inspire curiosity** and **stimulate interests**, evolving with and underpinned by the rapid changes of the world in which we live.

Our curriculum is:

Interactive

Investigative

Inclusive

At Kingsnorth School, our curriculum is designed to nurture children's intrinsic enthusiasm for learning and discovery through the development of the unique Kingsnorth Child. We think that learning should always be interactive, with exploration and investigation encouraged when approaching learning in each subject. Our curriculum is inclusive and accessible for all. We firmly believe that the school learning environment should not be limited by the constraints of a classroom. We approach the curriculum as a blend of indoor and outdoor learning, recognising that outdoor learning holds significant benefits including: pupils' wellbeing, creative thinking, ability to make connections and preparation for the wider world.

Our approach to outdoor learning can be summarised by five overarching ideas:

**Making
Connections**

**Health and
Wellbeing**

Nature Smart

Creativity

**Interdisciplinary
Learning**

Our curriculum builds in a carefully designed sequence in order to ensure good progression of knowledge from Early Years to Year 6. Research-informed principles strengthen our approach to the curriculum and our teachers use ideas of challenge, explanation, modelling, practice, feedback and questioning when developing lessons.

Through a central restorative approach to learning behaviours and wellbeing, our curriculum enables our children to build strong relationships, celebrate diversity, encourage respect and approach learning with positivity. It acknowledges success for all children, in all aspects of their development and provides multiple ways to celebrate all types of talent.

Children leave Kingsnorth Primary School well equipped, confident and excited for the next step of their individual journeys to secondary school and beyond.



Section 4: Key Priorities – 2025/2026

Overarching Objective

Continue to ensure that our curriculum and teaching approaches are adaptive to the variable learning and emotional needs of our community so that all groups of pupils have successful and meaningful experiences and outcomes.

Quality of Education

Continue to construct an ambitious curriculum and embed positive learning behaviours that reflect both our community and the world in which we live so that all pupils acquire the knowledge and skills needed to thrive and to enjoy success, using our expertise in English and Maths to refine changes across the school.

Behaviours and Attitudes

All trusted adults interact with pupils with respect, compassion and dignity ensuring strong and positive relationships, using the school rules and internal systems so that the school community is nurtured in a safe, calm and predictable environment.

Personal Development

Further embed a nurture-based culture alongside trauma informed practice supporting the emotional wellbeing of all our community to eliminates barriers to learning so that everyone in our community develops resilience, confidence, self-belief and the social skills in order to be successful young people.

Leadership and Management

Working with the wider team of school leaders to evolve and embed changes at all levels to continue to improve processes and systems in school, utilising the skills and experience of our staff team, to support colleague subject and content knowledge so that they are enabled to deliver effective teaching and to use robust assessment.

EYFS (Early Years Foundation Stage)

An ambition for changes to continue and evolve so that enabling environments in which the character and emotional security of all pupils are promoted enabling pupils to self-regulate and to enjoy independence by accessing meaningful learning that focuses on wide vocabulary and the cultural capital they need to succeed in life.

Being an Effective Christian School

To work with our community to define what spirituality is in our school, using Windows, Mirrors and Doors so that all adults and pupils feel a strong sense of belonging, have opportunities to reflect on their experiences and to respond to big questions with curiosity and imagination.

Review Key

RED – This area, objective, activity has not been started or only just implement and no tangible impact available.

Amber – This area, objective has been started and is showing signs of improvement, but is not yet embedded or completed.

Green – this objective has been worked on and is completed or nearly completed and is being embedded in to school practice.



Section 5: Target Setting and Monitoring

Self-Evaluation of Leadership and Management

There have been important changes to leadership roles, including the development of subject leadership capacity across the school. This has enabled clearer lines of responsibility and more focused support for curriculum areas. Subject leadership continues to develop, with ongoing support to ensure consistency and accountability across all phases.

The past years have seen considerable changes in the structures of the Leadership team and this is likely to continue this academic year. As new colleagues integrate into school, processes and practices will evolve as part of our drive for school improvement. The most significant change has been to the senior leadership team, it is with enthusiasm and a collective approach to ensure that the school continue to deliver an education that is supportive of the whole community.

The school continuously reflects on their engagement with the whole community and continue to work with families, the school are thoughtful about their whole school community and support the holistic needs of the family through the open positive culture it has strived to create.

Our focus on safeguarding ensures a strong culture of professional curiosity, working dynamically with external agencies in order to assure this.

Intent: Continue to construct an ambitious curriculum and embed positive learning behaviours that reflect both our community and the world in which we live so that all pupils acquire the knowledge and skills needed to thrive and to enjoy success, using our expertise in English and Maths to refine changes across the school.	RAG Rating		
	Aut	Spr	Sum

	Governor Monitoring		
	Aut	Spr	Sum

Implementation	Success Criteria	Evaluation / Evidence	Governor Monitoring
What needs to improve to meet the outcome?	What will this look like by July 2025		
1.1 To establish, develop and embed a new and evolved leadership team so that there are more effective and efficient systems across the school ensuring greater accountability for all staff members £ - Internal, led in house by HT + leaders - no cost	Support staff through coaching and mentoring Use of leadership CPD to widen understanding and growth of staff members. With a focus on the EEF model and Tuckmans stages of group formation. Improved coherence and consistency across the school so that all pupils benefit from effective teaching and consistent expectations.	Class Dojo Training/CPD plans Curriculum plans Pupil voice Staff Surveys Parental questionnaires Reports to LGB Parent handbook Communication protocols	Informal conversations, governors linked with SLT monitor the leadership team and coherence & consistency across the school & staff. Monitoring reports to remain general. Governor attendance to continue at PPM's, Governors monitor Maths & English separately in school to discuss development of Maths mastery and the Writing framework Subject leads continue to attend Q0fE meetings to speak about progress
1.2 To ensure that the Leadership Team and all staff has a clear focus on better outcomes for pupils , so that all staff having a robust understanding of their impact and the impact of the training they have received. £ - Internal, led in house by leaders - no cost	Further development and evolution of PPMs 3x per year, increasing accountability of classroom staff using data for the outcomes of pupils Continued development of Subject leaders – clarity in role and expectation of what is required within their role To provided opportunity for peer feedback and reflection including the use of IRIS, with the ability to observe and share ideas Development of maths mastery and writing framework across the whole school Development of subject booklets for assessment and learning in conjunction with the trust		



Self-Evaluation of Quality of Education

There has been continued evolution and refinement of our curriculum to align more closely with the school's vision and values. Curriculum planning now better reflects our ambition for a knowledge-rich, inclusive and engaging learning journey across all year groups. Continuous provision is well embedded in the lower school, supporting pupil independence and engagement. Subject-specific progress continues, particularly in English and maths, with frameworks either embedded or being established: Reading Framework – embedded across the school. Writing Framework – being established and showing early impact. Maths Mastery – embedded at EYFS and KS1; now being established in KS2. NMM (New Maths Model) – embedded school-wide to ensure consistency in teaching approaches. Leaders have worked together in order to ensure robust sequencing and progression however this will remain an evolving project. We have fully committed to Nurture based provisions inside school and outdoor learning/OPaL as an extension to this with children are at the centre of the curriculum which enables the school to focus on the end point the 'Kingsnorth Child' which provides the foundations and preparation for experiences in later life.

Intent: All trusted adults interact with pupils with respect, compassion and dignity ensuring strong and positive relationships, using the school rules and internal systems so that the school community is nurtured in a safe, calm and predictable environment.

			RAG Rating		
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			Governor Monitoring		
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Implementation	Success Criteria	Evaluation / Evidence	Governor Monitoring
What needs to improve to meet the outcome?	What will this look like by July 2025		
2.1 To ensure that the curriculum design and assessment of, considers the needs of all children, with a particular focus on the most disadvantaged children so that they are equipped with knowledge and cultural capital that they need to succeed in life. £ - Internal, led in house by leaders - no cost	Staff to have a better understanding and grasp of data and 'what it tells you' through focused use and training on Bromcom – <i>I know my data! And what it says!</i> Through focused observations, moderations, planning and book scrutiny a keen eye on the 'how' we teach each subject for example pedagogical knowledge and the concepts that weave through the curriculum. Subject leaders to be supported through this Regular staff meetings and CPD across the year Focus in each team meeting – led by team leaders or the subjects leads To ensure that there is consistency of delivery across the school with the delivery of all subjects especially core subjects including RE	Class Dojo introduced Tracking of the whole school with focus on for PP / SEND pupils School trips / enrichment opportunities clearly identified within teachers planning / evaluations	Phase Team governors to question data in their area of the school and what this tells us, team leader to share team data at a phase meet SEND Governor to monitor progress of SEND/PP pupils and focus in their report to the rest of the LGB
2.2 To ensure successful adoption of new curriculum foci for Maths mastery , the writing framework for English and any changes to the RE Syllabus so that children access high quality learning £6000 – already factored into the budget £ - Internal, led in house by leaders - no cost	Implementing changes to Maths and English curriculum and any assessment needs To ensure that there is consistency of delivery across the school with the delivery of all subjects especially core subjects including RE Governor monitoring through termly team meetings To revisit with all staff the Kingsnorth Non-negotiables and ensure consistent use. Regular staff meetings and CPD across the year Governor monitoring through termly team meetings To revisit with all staff the Kingsnorth Non-negotiables and ensure consistent use.		As above for Section 1.2 –consistent delivery of Maths, English and RE as part of individual governor monitoring as part of phase meetings



Self-Evaluation of Behaviour & Attitudes									
<p>We have a strong culture of safeguarding and understand the important link with attendance. Pupils have a thirst for learning and can articulate their learning with confidence.</p> <p>The school continues to train and support staff in a broad spectrum of specialist areas in order to create a research informed approach to supporting all our families and pupils. Our Christian distinctiveness places respect and value for positive relationships at the centre of everything that we do, supporting all pupils to develop resilience and self-control. As part of the Nurture UK programme, we are training colleagues to understand the core principles of Nurture and for this to be part of our everyday practice.</p> <p>The introduction of Dexter as a learning and inclusion tool has helped raise awareness and understanding of different needs and disabilities – “Our differences don’t define us” has become a key message, with strong links to Windows, Mirrors, Doors (WMD). Successes are celebrated more systematically, and pupils are recognised regularly for positive contributions to school life.</p>									
<p>Intent: Further embed a nurture-based culture alongside trauma informed practice supporting the emotional wellbeing of all our community to eliminates barriers to learning so that everyone in our community develops resilience, confidence, self-belief and the social skills in order to be successful young people.</p>			<p style="text-align: center;">RAG Rating</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">Aut</td> <td style="width: 33%;">Spr</td> <td style="width: 33%;">Sum</td> </tr> <tr> <td style="background-color: #ffffcc;">Aut</td> <td style="background-color: #ffffcc;">Spr</td> <td style="background-color: #ffffcc;">Sum</td> </tr> </table>	Aut	Spr	Sum	Aut	Spr	Sum
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			Governor Monitoring						
Implementation	Success Criteria	Evaluation / Evidence	Governor Monitoring						
What needs to improve to meet the outcome?	What will this look like by July 2025								
<p>3.1 To introduce, train and develop a whole school approach to Trauma Informed practices. Alongside this, continuing to embed Nurture approaches in all our interactions with pupils so that all pupils are supported holistically and are ready to learn. £ - Internal, led in house by SENCo - no cost</p>	<p>Trauma UK training rolled out across the school staff team Staff have a better understanding of causes and impact of trauma. Staff know how to support our children holistically Children feel understood and heard more Developed relational approaches to support trauma informed practice, developing co-regulation strategies to better support emotional and wellbeing development.</p>	<p>Trauma training completed Staff using trauma informed practice Nurture happening in classrooms Class Dojo Behaviour policy</p>	<p>SEND governor to attend Trauma UK training to report to LGB SEND governor to monitor Nurture as part of SEND monitoring visits; in classrooms and its impact on SEND/PP/Behaviour</p>						
<p>3.2 To ensure that there is a robust but effective behaviour policy with clear lines of accountability for adults and the use of positive reinforcement for pupils, so that effective use of the behaviour policy will create a safe environment for all children and staff will manage all incidents quickly and effectively when they occur. £ - Internal, led in house by SENCo and leaders - no cost</p>	<p>Class Dojo introduced and used well across the school with strong parental engagement to support GTBG and the school behaviour policy and expectations Updated behaviour policy and systems – effectively used by all staff Learning Behaviours and attitude to learnings taught discretely in the classroom Consistent use of Bromcom and behaviour logs – by all staff – Bromcom data shows a reduction in the number of behaviour incidents OPaL further developed to support positive behaviours across the school and to support children engaged in their learning.</p>	<p>Pupil surveys- pupil voice Bromcom data reduction Training CPD plans Staff CPD evidence Reports to FGB</p>	<p>To monitor impact of Class Dojo across the school and across the year at L&M committee meetings re: behaviour. To continue to monitor the impact of OPAL at Q of E Governors familiar with the school’s Behaviour Policy and ensure it is updated</p>						



Self-Evaluation of Personal Development

Work on learning behaviours is developing and will be further strengthened, potentially through focused INSET days or staff training. The school continues to prioritise inclusive practices and supports children’s spiritual, moral, social, and cultural development through collective worship, PSHE, and enrichment opportunities. We continue to welcome a broad range of external organisations to school and have developed a safeguarding calendar of events and webinars that develop the spiritual growth of pupils and opportunities to debate and consider issues related to our British Values. A sense of belonging is critical to our drive for inclusion and our dedicated FLO works relentlessly to support families and pupils for whom there are challenges in the school environment. The resilience of children has notably reduced with a greater frequency of incidences of refusal and physical responses when pupils feel upset or overwhelmed. Transitions continue to be a focus in order to support pupils both inside a school day, at the start of terms and at the start of an academic year.

Intent: Working with the wider team of school leaders to evolve and embed changes at all levels to continue to improve processes and systems in school, utilising the skills and experience of our staff team, to support colleague subject and content knowledge so that they are enabled to deliver effective teaching and to use robust assessment.

Governor Monitoring

		RAG Rating		
		Aut	Spr	Sum
		Aut	Spr	Sum
Implementation	Success Criteria	Evaluation / Evidence		Governor Monitoring
What needs to improve to meet the outcome?	What will this look like by July 2025			
4.1 Develop pupils’ confidence, resilience and knowledge so that they can keep themselves mentally healthy as well as physically safe. £ - in house – led by SENCo	Engagement with external agencies to support children and staff - Transition points – children to have support in place. Nurture support and soft start breakfast. Throughout the day from support staff in class and at transition points in the school year. Evaluate new Transition booklet and view impact to ensure that they are resilient in all aspects of school life.	Training/CPD plans Curriculum plans Pupil voice Staff Surveys Reports to LGB		Monitor support via committee meetings and phase meetings.
4.2 To provide support and enrichment activities for all children so that all pupils can thrive together, celebrating diversity and equality , creating an inclusive environment. £ - in house – led by SENCo	Potential - enrichments opportunities increased in school as coaches prohibitive Look to support and better understand diversity across our school – also linked to support using Dexter to understand our differences. Staff to have opportunities to lead their own personal development and understanding			Liaise with SLT and PFA - any enrichment opportunities in school. Question diversity and the school’s understanding and support of the. Questions in FGB and committees



Self-Evaluation of Early Years Foundation Stage

EYFS continues to undergo constant review and evolution, with a particular focus on language development and early reading. The learning environment has been adapted to support this progression, and staff have embraced the need for flexible, responsive planning to meet children's needs. The ambition is for change to continue and evolve to maintain high standards and align with whole-school expectations. The whole school team are aware of the renewed focus in the area from the DfE. Embracing these changes and embedding them into the team will be a key focus this year. The EYFS team to continue to build on successes to ensure that mobility within the cohort continues to be stable or increases, we need to ensure that the transition children joining EYFS access the necessary foundations for the rest of their schooling.

Intent: An ambition for changes to continue and evolve so that enabling environments in which the character and emotional security of all pupils are promoted enabling pupils to self-regulate and to enjoy independence by accessing meaningful learning that focuses on wide vocabulary and the cultural capital they need to succeed in life.	RAG Rating		
	Aut	Spr	Sum

Governor Monitoring			Aut	Spr	Sum
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Implementation		Success Criteria	Evaluation / Evidence	Governor Monitoring
What needs to improve to meet the outcome?		What will this look like by July 2025		
5.1	Ensure all colleagues have the necessary training and knowledge so that all children are supported including those children that come from a disadvantaged background and SEND children. £ - Internal, led in house by leaders - no cost	Portage training for staff Paediatric training for staff <i>Supporting Early Language Development (SELD) training for staff</i> In class support and interventions will be used to successfully support children who need it most, ensuring equity for all Staff will consistently use strategies and resources to support specific children The environment will continue to adapt to reflect the needs of the current cohort	Training/CPD plans Curriculum plans Pupil voice Staff Surveys Reports to LGB	Questions in the Lower School phase team regarding in class support and interventions for children who need it Can also be raised by SEND governor at monitoring visits
5.2	To digest and implement the updated EYFS Framework and the Best Start in Life strategy across the team so that all children have access to the best start in school and their education journey EYFS statutory framework for group and school-based providers Best Start in Life - Best Start in Life Giving every child the best start in life £ - Internal, led in house by EYFS staff - no cost	To have a strong understanding of new EYFS framework To have a strong understanding of new Best Start in Life Strategy Class routines and procedures will reflect the new documentations Staff will be confident in following the framework Teaching staff and families will work together effectively to provide the best possible support for every child as they start their school journey Transitions to and from Year R will be strategic and effective for each child Staff to continue to visit children at home and in their pre school settings		Lower School team governors to be aware of the EYFS Framework and Best Start in Life Strategy Monitor plans for transitions to and from Year R and assess their impact eg. rising 4's reading sessions



Self-Evaluation Being an Effective Christian School				
<p>Currently we are an “Outstanding” SIAMS school under a previous inspection framework. The SIAMS framework has been a priority, with the introduction of clear and consistent expectations around ‘Windows, Mirrors, and Doors’, and termly prayer spaces have been embedded. Individual feedback and reflection opportunities are now more structured.</p> <p>We continue to work hard with the Diocese, the Trust, Governors and the local church in order to refine our Christian Distinctiveness, consulting with this community last year in order to re shape our school values and vision. All Collective Worship aims to be inclusive, inviting and inspirational, offering the school community opportunities to review how we live our lives guided by scriptures.</p>				
<p>Intent: To work with our community to define what spirituality is in our school, using Windows, Mirrors and Doors so that all adults and pupils feel a strong sense of belonging, have opportunities to reflect on their experiences and to respond to big questions with curiosity and imagination.</p>				<p>RAG Rating</p>
				<p>Aut Spr Sum</p>
				<p>Governor Monitoring</p>
				<p>Aut Spr Sum</p>
Implementation	Success Criteria	Evaluation / Evidence	Governor Monitoring	
What needs to improve to meet the outcome?	What will this look like by July 2024			
6.1	<p>Adopting, sharing and support for the updated school values and connected bible verse so that all children and staff have a strong understanding of the importance to our school community.</p>	<p>All staff and children will be able to articulate the school’s vision, Bible verse and school values and explain how the vision is central to every aspect of life at our school (in our worship, our learning, our play and through our relationships with God and/or others). Vision, Bible verse and school values will be displayed in classrooms, hall, staffroom and other central areas. Collective Worship will regularly revisit vision, Bible verse and values.</p>	<p>Training/CPD plans Curriculum plans Pupil voice Staff Surveys Reports to LGB</p>	<p>Monitoring of implementation of school’s Vision, Bible Verse and Values Attending Collective Worship and training A working group to support RE Lead and Rev Adam.</p>
6.2	<p>The Spiritual Capacity curriculum enables all children to see themselves as learners, allowing them to reflect or think. Embedding Windows, Mirrors and Doors throughout the whole school community, so that our children have opportunities to look out into the world, to reflect and to ‘go and do likewise’.</p>	<p>Adults and children will confidently use a shared language through windows, mirrors and doors, to help the growth and development of spirituality. Weekly W, M and D mini sessions to take place in each class and recorded in a journal/floor book. W, M and D approach seen in all areas of school life (nurture room, staff room, CW, lessons, outside and classroom etc). Big board outside of hall – each year group to display W, M and D work on a termly rota. W, M and D page will be up and running on school website, working wall/area in each classroom, woven into all areas of the curriculum (</p>	<p>Learning walks I wonder questions in other subjects as well as in RE</p>	<p>Governors understand Windows, Mirrors & Doors. Phase teams to challenge staff on embedding of W, M & D –as part of a separate monitoring visit – perhaps to tie in with visits from advisors</p>
6.3	<p>The RE curriculum includes creative learning opportunities to enable all children to access learning. The teaching of RE nurtures opportunities for children to reflect on their own beliefs and their own world views.</p>	<p>RE working walls display vocabulary, the big question, I wonder questions and evidence of pupil voice – RE working wall updated as the children learn. Children can engage with the Big Frieze – evidence of pupil voice. A range of activities evidenced in lessons and children’s books, which show creativity and opportunities for all children to reflect on their own beliefs and views in relation to the</p>		<p>As part of monitoring visits governors to look at RE working walls and displays, Big Question, evidence of teaching of own beliefs and world views</p>



		lesson. Evidence of golden threads being used to make connections between different faiths and world views.		
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