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CS/NG

26 February 2014

Tracy Waters 01352 702331

To:

Councillors: Chris Bithell, Adele Davies-Cooke,
Hilary Isherwood, Colin Legg, Dave Mackie,
Nigel Steele-Mortimer and Carolyn Thomas

RELIGIOUS DENOMINATIONS:
Mrs. H. Hughes, Mrs. D. Jones,
Mr. Gareth Wyn Jones, Ms. S. Jones,
Mrs. D. McIntyre and Rev H. Powell-Davies

TEACHER ASSOCIATIONS:
Ms. D. Westaway, Mrs. Y. Barker,
Mr. R. Keating, Mrs. L. Harkin, Mr. H.E. Jones,
Mrs. M. Madoc Jones and Ms. P. Walsh

CO-OPTED MEMBERS
Rita Price and Mr. D. Morgan

Mr. Philip Lord (Systems Leader)

Dear Sir / Madam

A meeting of the **FLINTSHIRE SACRE** will be held in the **CLWYD COMMITTEE ROOM, COUNTY HALL, MOLD CH7 6NA** on **WEDNESDAY, 5TH MARCH, 2014** at **2.00 PM** to consider the following items.

Yours faithfully

Democracy & Governance Manager

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The Council welcomes correspondence in Welsh or English
Mae'r Cyngor yn croesawu gohebiaeth yn y Cymraeg neu'r Saesneg

A G E N D A

1 **APOLOGIES FOR ABSENCE**

2 **DECLARATION OF INTEREST: CODE OF LOCAL GOVERNMENT CONDUCT**

Members are reminded that they must declare the **existence** and **nature** of their declared personal interests.

3 **URGENT MATTERS**

Notice of items which, in the opinion of the Chairman, should be considered at the meeting as a matter of urgency pursuant to Section 100B (4) of the Local Government Act 1972.

4 **MINUTES** (Pages 1 - 8)

To approve and sign as a correct record the minutes of the meeting held on 27th November 2013.

5 **ANALYSIS OF INSPECTION REPORTS** (Pages 9 - 10)

To receive the analysis of recent Estyn Inspection Reports.

6 **EXAMINATION RESULTS 2013** (Pages 11 - 20)

To consider a report analysing the examination results for 2013.

7 **REQM**

To receive a presentation regarding the Religious Education Quality Mark appropriate for Wales.

8 **REQM ASSESSMENT CRITERIA** (Pages 21 - 64)

To raise awareness of the REQM assessment criteria to support the monitoring of standards of RE in local schools.

9 **WASACRE** (Pages 65 - 68)

(i) To receive the minutes of the last meeting of the Association held on 10th October 2013

(ii) To agree attendance to the next WASACRE 27th March 2014 at Merthyr Tydfil

(iii) Nominations for WASACRE Executive Committee

10 **DATE AND TIME OF THE NEXT MEETING**

The next meeting will be held at 2pm on Wednesday, 4th June 2014 in the Clwyd Committee Room, County Hall, Mold.

FLINTSHIRE SACRE
27 NOVEMBER 2013

Minutes of the meeting of the Standing Advisory Council for Religious Education (SACRE) of Flintshire County Council held at Clwyd Committee Room, County Hall, Mold CH7 6NA on Wednesday, 27th November, 2013

PRESENT:

Councillors: **Dave Mackie (Chairman),** Chris Bithell, Adele Davies-Cooke, Colin Legg, and Nigel Steele-Mortimer

Religious Denominations: Mrs. D. Jones, Mrs. D. McIntyre, Rev. H. Powell-Davies and Mrs. R. Price

Teacher Associations: Mr. R. Keating, Mr. H.E. Jones and Ms. P. Walsh

APOLOGIES:
Councillors: Hilary Isherwood and Carolyn Thomas
Ms. Y. Barker and Ms. S. Jones

IN ATTENDANCE:
Systems Leader and Committee Officer

10. **DECLARATIONS OF INTEREST: CODE OF LOCAL GOVERNMENT CONDUCT**

No declarations of interest were made.

11. **APPOINTMENT OF VICE-CHAIRMAN**

The Chairman sought nominations for the position of Vice-Chairman from the Teacher Association Representatives. Mr. Ron Keating was nominated by Councillor Nigel Steele-Mortimer and this was duly seconded. Mr. Keating agreed to the nomination and on being put to the vote, the proposal was carried.

RESOLVED:

That Mr. Ron Keating be appointed as Vice-Chairman until the Summer of 2014 and become Chairman for the academic year 2014/15.

12. **URGENT MATTERS**

The Chairman indicated that there were no urgent matters for consideration.

13. **MINUTES**

The minutes of the meeting held on 3 July 2013 were submitted.

Matters Arising

The Systems Leader referred to resolution (b) on page 3 and said that the submission of the Religious Education Quality Framework report had been postponed but would be included on the agenda for the next meeting of SACRE.

Mr. Huw Jones referred to minute 6 on the REC Sponsored Walk and thanked the Committee Officer and Nora Roberts for their work with the administration in the run-up to the event. He said that only a small number attended the walk but it had been a good day. The Systems Leader also gave thanks to Mr. Jones for his work in the organisation of the event.

RESOLVED:

(a)   That the minutes be approved as a correct record; and

(b)   That a report on the Religious Education Quality Framework be submitted to the next meeting of SACRE.

14.   **SACRE DRAFT ANNUAL REPORT 2012-13**

The Systems Leader introduced the draft annual report of Flintshire SACRE 2012-13 which had been circulated to members with the agenda.

Councillor Colin Legg said that his name had been included twice on the list of members on page 19 of the report. He also queried whether the word 'committees' on page 8 should be changed to 'groups'. The Systems Leader explained that the format followed that of previous annual reports and the Chairman referred to the Handbook for SACRE Members in Wales which indicated that SACREs were to be made up of three committees with representatives from Religious Denominations, Teacher Associations and County Councillors. Following a discussion, it was agreed that the word 'committees' not be changed.

In response to a query from Councillor Chris Bithell, the Systems Leader said that Mr. Elwyn Davies had been the Head of Schools' Service at the time of the SACRE meeting in October 2012.

The Systems Leader advised that the data tables of examination results for GCSE, short course and A level were included at pages 21 to 23 of the report.

RESOLVED:

That subject to the amendment suggested amendment to remove one of the entries for Councillor Colin Legg on page 19, the report be received.

15.   **ANALYSIS OF INSPECTION REPORTS**

The Systems Leader introduced the report on the analysis of inspection reports for the following six schools inspected under the Estyn Framework between March and June 2013:-

- Northop Hall C.P. School
- Abermoddu C.P. School
- Ysgol y Llan, Whitford V.P.
- Bryn Deva C.P. School, Connah's Quay
- St. Anthony's R.C. Primary School
- Broughton Primary School

He detailed the positive comments made in key questions 1, 2 and 3 for all six schools and highlighted those made in the areas of Standards; Wellbeing; Learning experiences; Care, support and guidance; Learning environment and Partnership working. He also detailed the one recommendation under negative comments about extending provision for global citizenship across a school.

Councillor Colin Legg expressed concern about the negative comment in the report on the issue of global citizenship which he felt was unfair and he also felt that the subject should be part of civic lessons. Mrs. Rita Price asked if the Section 50 report had been considered as part of the inspection as she felt it would have provided evidence of global citizenship. The Systems Leader explained that historically the RE advisor/systems leader had not been able to look at the Section 50 report so had not been able to include any information from it when undertaking the analysis of a school.

Mr. Ron Keating said that the Estyn reports compared like with like and that Voluntary Aided or Church schools did not fall within the remit of SACRE. He spoke of the function of SACRE and the need of the inspector to create something meaningful for analysis by SACRE. He raised concern that some of the bullet points were not consistent with others in the same section as some were detailed and some were not and said that consideration needed to be given when SACRE viewed the Estyn analysis.

The Systems Leader said that it was possible for SACRE to identify good schools across Flintshire and promote the good practice undertaken by those schools. He felt that schools supporting other schools was important and that if the schools gave their permission then the good practice could be accessible by all schools via a dedicated webpage or spreadsheet. Councillor Bithell said that the Hill report highlighted the importance of support to other schools and working in clusters to share good practice. He also felt that this would be a valuable contribution for schools that were struggling.

Mr. Keating commented on the role of SACRE to promote excellent collective worship opportunities in all schools but raised concern about the varying abilities of teachers to deliver good Religious Education (RE). He felt that a greater challenge was in the Foundation Phase and primary education as schools could not guarantee that teachers would be "specialists" in RE and may not have received the appropriate training in that area. He said that by law, RE had to be taught and that RE specialists varied in degrees of commitment to faith. He said that the quality of RE had to be defined by SACRE in the agreed syllabus and added that this was needed to ensure the best outcomes for pupils. Mr. Keating felt that the sharing of good practice was one of the best ways for schools to improve and feel supported.

Mr. Huw Jones spoke of a Subject Forum that he had arranged and explained that only four or five schools had sent a representative which was poor. He explained that he had set up a sharing Wiki where good practice and resources could be shared and he felt that the role of SACRE was to support RE in schools by helping those that were in need of assistance.

Mr. Ron Keating said that he intended to bring up the issue at the Secondary Heads Federation meeting and that he would express the concerns raised by SACRE. Mrs. Price felt that some schools were clearly under a lot of pressure and said that the more support that schools could be given the better but added that RE teachers were doing excellent work.

The Chairman said that the ideas of the Systems Leader and Mr. Jones for sharing good practice had been supported by SACRE and that the ideas could be combined rather than duplicated. Mr. Jones advised that schools could contact him and he could include them in the Wiki site.

RESOLVED:

(a)   That the report be noted: and

(b)   That a letter be sent to the schools congratulating them on the positive outcomes of the inspections.

16.   **ESTYN REPORT ON RELIGIOUS EDUCATION IN SECONDARY SCHOOLS**

The Systems Leader introduced the Estyn report on Religious Education in Secondary Schools.

He also provided a detailed presentation which, he explained, had been presented by a recent WASACRE meeting by Mark Campion from Estyn. The main features of the presentation were:-

- Background
- Main findings
- Recommendations
- Best Practice
- 6 questions for providers

Councillor Chris Bithell welcomed the very interesting and timely report and said that he had seen a significant uplift in the number of pupils taking the subject of Religious Education (RE) to examination level. He referred to the impact that the previous adviser to SACRE, Mr. Gavin Craigen, had had on the subject and the introduction by him of a short course exam in the subject. He said that RE had suffered prior to this but the number of pupils who now took RE and an exam had increased which Councillor Bithell was pleased about.

Mrs. Delyth McIntyre asked where pupils who wanted to undertake RE at 6th form level could study if the course was not offered at their school. The Systems Leader said that there was a consortium of schools which included Hawarden and Flint where RE could be provided. He said that this would mean pupils having to attend a different school for that lesson and could result in a

reduction in the number taking the course even though the opportunities for pupils had increased.

Mrs. Rita Price welcomed the use of the words Religious Education instead of using RE throughout the Estyn report and felt that SACRE should apply the same standard. She also referred to spiritual and moral development and asked if there was any guidance available on the subject to send to schools for staff. The Chairman suggested that it be included on a future agenda for further discussion.

RESOLVED:

(a)   That the presentation be received; and

(b)   That guidance on Spiritual and Moral Development be included on a future agenda for further discussion.

17.   **SACRE MEETING TIMES**

The Chairman introduced the item on SACRE meeting times and copies of the responses received to the email sent by the Committee Officer about suggestions for ideas to improve attendance at SACRE were circulated.

He said that from the responses that had been received, the majority of members wanted to keep the start time at 2pm. Councillor Chris Bithell raised concern at the poor response.

The Chairman proposed that the start time for SACRE meetings remain at 2pm and this was duly seconded.

The Systems Leader suggested that the representatives could highlight the issues discussed at SACRE with their own groups and then any comments could be fed back to future meetings of SACRE. He also felt that sharing the minutes of SACRE meetings with their groups would help to improve the value of SACRE. Mr. Ron Keating said that the representatives from each of the three committees that made up SACRE could meet before the SACRE meetings to discuss any issues. Mr. Huw Jones welcomed the suggestion. The Systems Leader concurred and said that this could result in the sharing of good practice and could help to inspire others.

RESOLVED:

That the start time for SACRE meetings remain at 2pm.

18.   **WASACRE**

(i)   Minutes of the WASACRE meeting held on 19th June 2013

The Chairman introduced the minutes of the WASACRE meeting held on 19th June 2013.

(ii)   Attendance at the next WASACRE meeting in Caerphilly

The Systems Leader indicated that he would be attending the meeting which was scheduled to be held on 27th March 2014 in Caerphilly. He explained that it was suggested that each SACRE send three representatives to the meeting.

The Chairman indicated that he would try to attend the meeting and Mrs. Delyth McIntyre said that she would submit her name as an attendee but that she may be visiting Uganda in March and would therefore be unable to attend the meeting.

(iii)   WASACRE Financial reports

The Chairman introduced the financial reports of WASACRE.

(iv)   Vote for the third place on the WASACRE Executive Committee

The Chairman explained that a vote was required to choose Flintshire SACRE's nomination for the third place on the WASACRE Executive Committee due to a tie in votes between Councillor Michael Gray and Reverend Roy Watson.

On being put to the vote, Flintshire SACRE's nomination was for Councillor Michael Gray.

RESOLVED:

(a)   That the minutes be received;

(b)   That the three representatives for the WASACRE meeting in Caerphilly on 27th March 2014 be:

        - the Chairman
        - Mrs. Delyth McIntyre and
        - the Systems Leader;

(c)   That the WASACRE financial reports be received; and

(d)   That the Flintshire SACRE nomination for the third place on the WASACRE Executive Committee be for Councillor Michael Gray.

19.   **DATE AND TIME OF THE NEXT MEETING**

The Chairman informed members that the next meeting of SACRE would be held at 2pm on Wednesday, 5th March 2014 in the Clwyd Committee Room, County Hall, Mold.

(The meeting started at 2.00 pm and ended at 3.26 pm)

....
Chairman

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Analysis of Inspection Reports
Flintshire SACRE

Spring 2014
(reports published in the Autumn term)

5 Schools

School	Dates	Reporting Inspector
Ysgol Gynradd Trelogan,	**July 2013**	**Edward Goronwy Morris**
Ysgol Bryn Coch C.P. Mold	**September 2013**	**Richard Lloyd**

POSITIVE COMMENTS

Current Performance
- The school is a respectful, happy and inclusive community. (Ysgol Trelogan)

Prospects for Improvement
- There are a range of effective partnerships that impact positively on pupils' learning experiences and wellbeing. (Byrn Coch)

Key Question 1:   How good are outcomes?

Standards
- The school is in the top 25% of schools for the proportion of pupils who achieve the expected outcome in personal and social development, wellbeing and cultural diversity in combination. (Byrn Coch)

Wellbeing
- They show respect, courtesy and consideration for each other and for adults. Older pupils provide very positive role models in the way they interact with the younger pupils. (Trelogan)
- Many pupils contribute well towards activities in the community. This has a positive effect on their development as rounded and responsible individuals. (Trelogan)
- Many pupils participate in the wide variety of enrichment activities provided by the school, such as choral competitions. (Bryn Coch)
- Pupils show respect and consideration for each other and have a positive attitude to school life. Nearly all pupils make good progress in developing their social and life skills. (Bryn Coch)

Key Question 2:   How good is provision?

Learning experiences:
- Teachers provide all pupils with valuable opportunities to develop their understanding of the wider world, for example through their recent study of Papua New Guinea. (Trelogan)
- The school provides broad and balanced coverage of the National Curriculum and meets statutory requirements. (Bryn Coch)
- Links with schools in Africa provide good opportunities for pupils to develop an understanding of their role as global citizens. (Bryn Coch)

Care, support and guidance:
- The school places a strong emphasis on teaching pupils about values and this develops their spiritual, moral, social and cultural awareness effectively. Acts of collective worship provide valuable opportunities for pupils to reflect on their own beliefs and values. (Trelogan)
- The school provides well for pupils' spiritual development through daily acts of collective worship and curriculum activities such as topic work about other faiths and religions. There are many good opportunities for pupils to reflect on their own beliefs and those of others. The school develops pupils' social skills well, for example through an effective approach to positive behaviour management. There are many opportunities for pupils to develop their cultural awareness of arts and music within and beyond the school day. (Bryn Coch)

Learning Environment:
- The school has an inclusive ethos where every child is valued fully. It is a happy community with a family atmosphere where all pupils have equal access to the provision. Staff promote a strong sense of care, inclusion and belonging in all aspects of school life. They provide frequent opportunities for pupils to show care and consideration for others in the school and the wider community. (Trelogan)

Key Question 3:   How good is leadership and management?

Partnership working:
- There are also good community links with many local and national organisations, societies, church and charities, which influence the quality of pupils' experiences well. (Trelogan)

Summary of Examination Results – 2012
For Flintshire SACRE
GCSE Results: **Religious Studies: Full Course**
All candidates:

School	2012 entry	2013 entry	2012 A*-C %	2013 A*-C %	Difference %	+/- Nat 2012
Elfed	-	-	-	-	-	-
Connah's Quay	85	120	84.7	53.3	-31.40	-19.7
Flint	13	-	76.9	-	-	-
St R. Gwyn	106	152	32.0	62.5	30.50	-10.5
Hawarden	-	-	-	-	-	-
Holywell	-	-	-	-	-	-
Castell Alun	47	85	95.7	90.6	-5.10	17.6
Alun, Mold	9	31	100	93.5	-6.50	20.5
Argoed	-	-	-	-	-	-
Maes Garmon	10	66	90.0	68.2	-21.80	-4.8
John Summers	43	24	32.5	75.0	42.50	2
St David's	-	-	-	-	-	-
LEA	313	478	60.4	73.9	13.50	0.9
All Wales	10409	11,414	73.6	73		

GCSE Religious Studies: Short Course
All candidates:

School	2012 entry	2013 entry	2012 A*-C %	2013 A*-C %	Difference %	+/- Nat 2012
Elfed	96	88	74.0	55.7	-18.3	
CQHS	72	74	33.3	2.7	-30.6	
Flint	97	91	74.2	70.3	-3.9	
St R. Gwyn	40	11	22.5	63.6	41.1	
Hawarden	176	183	63.0	57.9	-5.1	
Holywell	-	-	-	-	-	
Castell Alun	154	114	46.1	52.6	6.5	
Alun, Mold	194	184	66.0	78.3	12.3	
Argoed	102	105	71.5	71.4	-0.1	
Maes Garmon	59	28	49.0	35.7	-13.3	
JSHS	-	22	-	9.1	9.1	
St David's	103	105	87.4	73.3	-14.1	
LEA	1093	1005	62.0	51.9	-10.1	
All Wales	19182		59.3			

GCE Religious Studies - Advanced Level

All candidates:

School	2012 entry	2013 entry	2012 A*-C %	2013 A*-C %	Difference %	+/- Nat 2012
Elfed	7	-	57.1	-	-57.1	-
CQHS	-	-	-	-	-	-
Flint	-	-	-	-	-	-
St R. Gwyn	11	7	81.8	85.7	3.9	4.7
Hawarden	-	-	-	-	-	-
Holywell	-	-	-	-	-	-
Castell Alun	12	28	92.0	96.4	4.4	15.4
Alun, Mold	22	13	91.0	100	9	19
Argoed	-	-	-	-	-	-
Maes Garmon	-	1	-	0.0	-	-81
JSHS	-	-	-	-	-	-
St David's	-	-	-	-	-	-
LEA	52	49	84.6	93.9	9.3	12.9
All Wales	1690	1422	80.4	81%		

Full Course A* - C	2005	2006	2007	2008	2009	2010	2011	2012	2013
Elfed	72.7%	**33.3%**	**66.7%**	100%	-	90.9%	-	-	-
Connah's Quay	84.2%	-	**20.0%**	100%	81.5%	85.7%	91.1	84.7	53.3
Flint	**23.1%**	**63.2%**	-	100%	90.5%	**59.6%**	100	76.9	-
St R. Gwyn	**39.6%**	**61.8%**	**58.1%**	**68.2%**	75.9%	**69.4%**	**51.4**	**32.0**	62.5
Hawarden	**27.3%**	-	-	-	-	-	-	-	-
Holywell	**44.4%**	100%	-	-	-	-	-	-	-
Castell Alun	84.6%	78.2%	100%	94.4%	100%	91.9%	93.7	95.7	90.6
Alun, Mold	78.7%	86.7%	-	86.1%	86.4%	83.3%	86.6	100	93.5
Argoed	-	-	-	-	-	-	-	-	-
Maes Garmon	-	-	-	-	-	100%	100	90.0	68.2
John Summers	-	-	-	-	-	-	-	**32.5**	75.0
St David's	-	-	-	-	-	-	-	-	-
Nat. Average	**70.2%**	**73.7%**	71.1% /70.4%	**72.0%**	**71.9%**	74.3	72.9	73.6	73.9

Short course A*-C	2005	2006	2007	2008	2009	2010	2011	2012	2013
Elfed	-	62.0%	48.0%	41.3%	47.7%	52.0%	-	74.0	55.7
CQHS	80.5%	75.0%	48.05	68.3%	48.9%	62.6%	49.5	33.3	2.7
Flint	-	57.9%	74.5%	66.4%	46.3%	39.1%	100	74.2	70.3
St R. Gwyn	0.0%	22.7%	0.0%	2.8%	23.1%	4.7%	46.4	22.5	63.6
Hawarden	-	-	-	-	64.6%	70.0%	60.5	63.0	57.9
Holywell	-	-	-	-	-	23.8%	-	-	-
Castell Alun	80.5%	59.5%	76.9%	84.0%	86.9%	62.2%	81.7	46.1	52.6
Alun, Mold	69.9%	72.0%	68.7%	82.3%	69.7%	75.3%	61.5	66.0	78.3
Argoed	79.0%	73.0%	69.5%	87.6%	84.3%	63.6%	58.8	71.5	71.4
Maes Garmon	93.2%	74.6%	88.1%	41.6%	49.3%	54.5%	52.8	49.0	35.7
JSHS	44.4%	66.1%	48.8%	13.0%	15.1%	25.6%	37.7	-	9.1
St David's	55.2%	76.4%	89.2%	77.2%	79.2%	63.4%	65.9	87.4	73.3
Nat. Average	58.7%	59.7%	58.8% /60.4%	59.7%	59.2%	59.7%	58.0	59.3	51.9

A-Level A* - C	2005	2006	2007	2008	2009	2010	2011	2012	2013
Elfed	-	-	-	-	-	33.3	-	57.1	-
CQHS	-	25.0%	-	-	100%	-	-	-	-
Flint	-	-	-	-	0.0%	-	-	-	-
St R. Gwyn	72.7%	80.0%	100%	0.0%	66.7%	40.0%	28.4	81.8	85.7
Hawarden	-	-	-	-	-	-	-	-	-
Holywell	0.0%	50.0%	100%	-	-	-	-	-	-
Castell Alun	75.0%	50.0%	85.7%	52.9%	100%	75.0%	75.0	92.0	96.4
Alun, Mold	60.0%	57.1%	73.1%	60.0%	86.7%	72.4%	81.8	91.0	100
Argoed	-	-	-	-	-	-	-	-	-
Maes Garmon	-	-	-	-	-	-	50.0	--	0.0
JSHS	-	-	-	-	-	-	-	-	-
St David's	-	-	-	-	-	-	-	-	-
Nat. Average	65.4%	65.5%	75.9%	75.7%	79.7%	78.5%	98.0	80.4	93.9

TABLES OF EXAMINATION RESULTS
TABLAU O GANLYNIADAU ARHOLIAD

Flintshire Schools – Table 1
Ysgolion Sir y Fflint – TABL 1

GCSE RESULTS 2013: ALL – RELIGIOUS STUDIES
CANLYNIADAU TAGAU 2013: PAWB – ASTUDIAETHAU CREFYDDOL

Schools / Ysgolion	Total Cyfanswm	A*	%	A	%	B	%	C	%	D	%	E	%	F	%	G	%	U	%	% A*-C	% A*-G
Elfed	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Connah's Quay/Cei Conna	120	0	0.0%	11	9.2%	16	13.3%	37	30.8%	30	25.0%	21	17.5%	3	2.5%	2	1.7%	0	0.0%	53.3%	100.0%
Flint/Fflint	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
St.Richard Gwyn	152	3	2.0%	13	8.6%	40	26.3%	39	25.7%	7	4.6%	17	11.2%	18	11.8%	13	8.6%	2	1.3%	62.5%	98.7%
Hawarden/ Penarlag	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Holywell/ Treffynnon	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Castell Alun	85	13	15.3%	30	35.3%	21	24.7%	13	15.3%	3	3.5%	2	2.4%	2	2.4%	1	1.2%	0	0.0%	90.6%	100.0%
...n,Mold	31	13	41.9%	8	25.8%	8	25.8%	0	0.0%	2	6.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	93.5%	100.0%
Argoed	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Maes Garmon	66	3	4.5%	15	22.7%	17	25.8%	10	15.2%	12	18.2%	5	7.6%	4	6.1%	0	0.0%	0	0.0%	68.2%	100.0%
John Summers	24	0	0.0%	1	4.2%	5	20.8%	12	50.0%	3	12.5%	3	12.5%	0	0.0%	0	0.0%	0	0.0%	75.0%	100.0%
St.David's /Dewi Sant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEA Totals *Cyfanswm AALl*	478	32	10.6%	78	17.6%	107	22.8%	111	22.8%	57	11.7%	48	8.5%	27	3.8%	16	1.9%	2	0.2%	73.9%	99.8%
All Wales Holl Cymru	*11,414*		*14%*		*19%*		*22%*		*18%*		*11%*		*6%*		*5%*		*3%*			**73%**	**98%**

Flintshire Schools – Table 2   GCSE RESULTS 2012: ALL – RELIGIOUS STUDIES
Ysgolion Sir y Fflint – TABL 2   CANLYNIADAU TAGAU 2012: PAWB – ASTUDIAETHAU CREFYDDOL

Schools / Ysgolion	Total Cyfanswm	A*	%	A	%	B	%	C	%	D	%	E	%	F	%	G	%	U	%	% A*-C	% A*-G
Elfed	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0.0
Connah's Quay/*Cei Conna*	85	5	6.0	24	28.0	26	31.0	17	20.0	11	13.0	1	1.0	1	1.0	0	0.0	0	0.0	84.7	100
Flint/*Fflint*	13	3	23.0	5	38.0	1	8.0	1	8.0	1	8.0	1	8.0	1	8.0	0	0.0	0	0.0	77.0	100
St.Richard Gwyn	106	0	0.0	3	3.0	12	11.0	15	14.0	26	25.0	35	33.0	12	11.0	3	3.0	0	0.0	28.3	100
Hawarden/ *Penarlag*	0																			0.0	0.0
Holywell/ *Treffynnon*	0																			0.0	0.0
Castell Alun	47	14	30.0	20	43.0	4	9.0	7	15.0	2	4.0	0	0.0	0	0.0	0	0.0	0	0.0	95.7	100
Alun,Mold	9	4	44.0	3	33.0	1	11.0	1	11.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	100	100
Argoed	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0.0
Maes Garmon	10	2	20.0	1	10.0	5	50.0	1	10.0	0	10.0	1	10.0	0	0.0	0	0.0	0	0.0	90.0	100
John Summers	43	1	2.0	0	0.0	4	9.0	9	21.0	8	19.0	11	26.0	2	5.0	2	5.0	6	14.0	32.5	86.0
St.David's /*Dewi Sant*	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0.0
LEA Totals *Cyfanswm AALl*	313	29	9.3	56	17.8	53	16.3	51	16.2	48	15.6	49	15.6	16	5.1	5	1.6	6	1.9	60.4	98.1
All Wales Holl Cymru	*10409*	*1551*	*14.9*	*2040*	*19.6*	*2238*	*21.5*	*1832*	*17.6*	*1145*	*11.0*	*760*	*7.3*	*427*	*4.1*	*250*	*2.4*	*166*	*1.6*	*73.6*	*98.4*

Flintshire Schools Table 3: GCSE 2013: ALL – RELIGIOUS EDUCATION: SHORT COURSE
Ysgolion Sir y Fflint – TABL 3   CANLYDIADAU TGAU 2013 PAWB – ASTUDIAETHAU GREFYDDOL: CWRS BYR

Schools / *Ysgolion*	Total *Cyfanswm*	A*	%	A	%	B	%	C	%	D	%	E	%	F	%	G	%	U	%	% A*-C	% A-G
Elfed	88	1	1.1%	14	15.9%	12	13.6%	22	25.0%	16	18.2%	11	12.5%	8	9.1%	3	3.4%	1	1.1%	55.7%	98.9%
Connah's Quay	74	0	0.0%	0	0.0%	0	0.0%	2	2.7%	9	12.2%	13	17.6%	20	27.0%	16	21.6%	14	18.9%	2.7%	81.1%
Flint	91	14	15.4%	18	19.8%	20	22.0%	12	13.2%	10	11.0%	12	13.2%	4	4.4%	1	1.1%	0	0.0%	70.3%	100.0%
St.Richard Gwyn	11	0	0.0%	0	0.0%	0	0.0%	7	63.6%	0	0.0%	1	9.1%	0	0.0%	2	18.2%	1	9.1%	63.6%	90.9%
Hawarden	183	14	7.7%	22	12.0%	32	17.5%	38	20.8%	29	15.8%	26	14.2%	14	7.7%	5	2.7%	3	1.6%	57.9%	98.4%
Holywell	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Castell Alun	114	6	5.3%	13	11.4%	20	17.5%	21	18.4%	19	16.7%	19	16.7%	7	6.1%	6	5.3%	3	2.6%	52.6%	97.4%
Alun,Mold	184	31	16.8%	53	28.8%	36	19.6%	24	13.0%	15	8.2%	7	3.8%	12	6.5%	4	2.2%	2	1.1%	78.3%	98.9%
Argoed	105	10	9.5%	15	14.3%	24	22.9%	26	24.8%	16	15.2%	9	8.6%	5	4.8%	0	0.0%	0	0.0%	71.4%	100.0%
Maes Garmon	28	0	0.0%	1	3.6%	1	3.6%	8	28.6%	6	21.4%	6	21.4%	3	10.7%	3	10.7%	0	0.0%	35.7%	100.0%
John Summers	22	0	0.0%	0	0.0%	0	0.0%	2	9.1%	2	9.1%	7	31.8%	6	27.3%	3	13.6%	2	9.1%	9.1%	90.9%
St.David's Saltney	105	8	7.6%	18	17.1%	29	27.6%	22	21.0%	16	15.2%	5	4.8%	3	2.9%	3	2.9%	1	1.0%	73.3%	99.0%
LEA Totals *Cyfanswm AALl*	1005	84	5.8%	154	11.2%	174	13.1%	184	21.8%	138	13.0%	116	14.0%	82	9.7%	46	7.4%	27	4.0%	51.9%	95.9%
All Wales Holl Cymru																					

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Flintshire Schools Table 4: GCSE 2012: ALL – RELIGIOUS EDUCATION: SHORT COURSE
Ysgolion Sir y Fflint – TABL 4   CANLYDIADAU TGAU 2012 PAWB – ASTUDIAETHAU GREFYDDOL: CWRS BYR

Schools / Ysgolion	Total / Cyfanswm	A*	%	A	%	B	%	C	%	D	%	E	%	F	%	G	%	U	%	% A*-C	% A-G
Elfed	96	7	8.0	14	15.0	26	27.0	24	25.0	9	10.0	5	5.0	6	6.0	1	1.0	4	4.2	74.0	95.8
Connah's Quay	72	0	0.0	1	1.0	7	10.0	16	22.0	18	25.0	14	19.0	7	10.0	6	8.0	3	4.2	33.3	95.0
Flint	97	14	15.0	15	16.0	19	20.0	24	25.0	8	8.0	8	8.0	5	5.0	1	1.0	3	3.1	74.2	96.9
St.Richard Gwyn	40	0	0.0	0	0.0	4	10.0	5	13.0	0	0.0	8	20.0	10	25.0	7	18.0	6	15.0	22.5	85.0
Hawarden	176	23	13.0	18	10.0	35	20.0	35	20.0	17	10.0	28	16.0	11	6.0	5	3.0	4	2.3	63.0	97.7
Holywell	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0.0
Castell Alun	154	5	3.0	12	8.0	22	14.0	32	21.0	34	22.0	25	16.0	15	10.0	5	3.0	4	2.6	46.1	97.4
Alun,Mold	194	6	3.0	23	12.0	60	31.0	39	20.0	27	14.0	17	9.0	12	6.0	8	4.0	2	1.0	66.0	99.0
Argoed	102	6	6.0	10	10.0	23	23.0	34	33.0	13	13.0	9	9.0	6	6.0	0	0.0	1	1.0	71.5	99.0
Maes Garmon	59	1	2.0	10	17.0	11	19.0	7	12.0	12	20.0	7	12.0	5	8.0	3	5.0	3	5.0	49.0	95.0
John Summers	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0.0
St.David's Saltney	103	16	16.0	19	18.0	36	35.0	19	18.0	5	5.0	4	4.0	3	3.0	0	0.0	1	1.0	87.4	99.0
LEA Totals Cyfanswm AAL1	1093	78	7.1	122	11.1	243	22.2	235	21.5	143	13.1	125	11.4	80	7.3	36	3.3	31	2.8	62.0	97.2
All Wales Holl Cymru	19182	1650	8.6	2570	13.4	3606	18.8	3549	18.5	2705	14.1	2129	11.1	1458	7.6	978	5.1	537	2.8	59.3	97.2

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Flintshire Schools –TABLE 5   GCE ADVANCED LEVEL RESULTS 2013– ALL -RELIGIOUS STUDIES
Ysgolion Sir Y Fflint – TABL 5   - CANLYNIADAU SAFON UWCH 2013 – PAWB ASTUDIAETHAU CREFYDDOL

Schools Ysgolion	Total Cyfanswm	A*	%	A	%	B	%	C	%	D	%	E	%	U	%	% A*-C	% A-E
Elfed	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Connah's Quay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Flint	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
St.Richard Gwyn	7	0	0.0	0	0.0	2	28.6	4	57.1	1	14.3	0	0.0	0	0.0	85.7	100
Hawarden	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Holywell	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Castell Alun	28	0	0.0	4	14.3	19	67.9	4	14.3	1	3.57	0	0.0	0	0.0	96.4	100
Alun,Mold	13	1	7.69	4	30.8	4	30.8	4	30.8	0	0.0	0	0.0	0	0.0	100	100
Argoed	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Maes Garmon	1	0	0.0	0	0.0.	0	0.0	0	0.0	1	100	0	0.0	0	0.0	0.0	100
John Summers	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
St.David's Saltney	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEA Totals Cyfanswm AALl	49	1	2	8	16.3	25	51	12	24.5	3	6.12	0	0.0	0	0.0	93.9	100
All Wales Holl Cymru	1422		2.0		18.0		32.0		28.0		15.0		3.0		1%	81%	99%

Flintshire Schools –TABLE 6 GCE ADVANCED LEVEL RESULTS 2012– ALL -RELIGIOUS STUDIES
Ysgolion Sir Y Fflint – TABL 6 - CANLYNIADAU SAFON UWCH 2012 – PAWB ASTUDIAETHAU CREFYDDOL

Schools Ysgolion	Total Cyfanswm	A*	%	A	%	B	%	C	%	D	%	E	%	U	%	% A*-C	% A-E
Elfed	7	0	0.0	0	0.0	2	29.0	2	29.0	1	14.0	1	14.0	1	14.0	57.1	86.0
Connah's Quay	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0.0
Flint	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0.0
St.Richard Gwyn	11	0	0.0	3	27.0	4	36.0	2	18.0	2	18.0	0	0.0	0	0.0	81.8	100
Hawarden	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0.0
Holywell	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0.0
Castell Alun	12	1	8.0	0	0.0	7	58.0	3	25.0	1	8.0	0	0.0	0	0.0	92.0	100
Alun,Mold	22	0	0.0	7	32.0	9	41.0	4	18.0	2	9.0	0	0.0	0	0.0	91.0	100
Argoed	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0.0
Maes Garmon	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0.0
John Summers	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0.0
St.David's Saltney	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0.0
LEA Totals Cyfanswm AALl	52	1	2.0	10	19.2	22	42.3	11	21.1	6	11.5	1	1.9	1	1.9	84.6	98.1
All Wales Holl Cymru	1690	50	3.0	299	17.7	568	33.6	443	26.2	223	13.2	78	4.6	29	1.7	80.4	98.3

9

Religious Education Quality Mark
Marc Ansawdd Addysg Grefyddol

Recognising outstanding learning in religious education

School Suggested Evidence Form

Form updated 14/01/2014

1

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	

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About this form

This form is divided into two main sections, 1 and 2, with each sub-divided into five areas:

A. Learners and Learning

B. Teachers and Teaching

C. Curriculum (including Curriculum Cymreig)

D. Subject Leadership

E. Continuing Professional Development (CPD)

Section 1 shows the criteria and Suggested Evidence for each of the five areas.

Section 2 gives a comparative overview of the Suggested Evidence for each level of the award (not yet completed).

There is further advice and information about completing the form on **page 4**.

How to complete the form

Read the criteria carefully.

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

You can add more Suggested Evidence of your own.

You may want to delete all the exemplar Suggested Evidence and provide your own.

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 Suggested Evidence

Learners and Learning
BRONZE

Criteria *Schools should highlight where they meet the criteria.*	Suggested Evidence *The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.*	Assessor comments if appropriate
1. Learners make good progress in relation to their age, ability and prior experience and there are mechanisms for tracking their progress against local/national RE criteria (possibly including P scales).	1. Records of assessment indicate and include reference to appropriate levels descriptions to ensure learners' progress within each key stage/phase (e.g. National exemplar level descriptions for RE or CiW levels). For special schools, progress needs to take account of context and the criteria as appropriate.	
2. Learners are actively engaged in their own learning and achievement; independently making decisions, answering their own questions, solving real problems.	2. Learner perception surveys indicate high levels of engagement, challenge and independence.	

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Learners and Learning
BRONZE

Criteria *Schools should highlight where they meet the criteria.*	Suggested Evidence *The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.*	Assessor comments if appropriate
3. Learners are responding to fundamental questions and are beginning to shape their own learning.	3. Lesson plans show that learning is planned around key questions, concepts, dilemmas or enquiries, giving learners opportunities to use the interrelated 3 core skills of engage with fundamental questions, exploring beliefs, teachings and practices and express personal responses.	
4. Learners connect their learning in religious education with other curriculum areas and the local community.	4. Displays and learners' work show that they make links with other subjects and refer to their local community. Scheme of work demonstrates planning for Curriculum Cymreig and Wales, Europe and the World.	
5. Learners have opportunities to explore religion and beliefs symbols, artefacts, art, drama and music.	5. Learners' work, displays, photographs indicate that learners have opportunities to explore religion and beliefs through symbols, artefacts, art, drama and music.	

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Form updated 14/01/2014

Learners and Learning
BRONZE

Criteria *Schools should highlight where they meet the criteria.*	Suggested Evidence *The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.*	Assessor comments if appropriate
6. Learners have opportunities for spiritual, moral, social and cultural (SMSC) development.	6. Records of visits, visitors, intra and interfaith dialogue, experiential learning e.g. stilling, reflective storytelling.	
7. A range of assessment processes are used in RE 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. Levelled moderation portfolios. Marking demonstrates understanding of the use of appropriate levels descriptions (e.g. the national exemplar level descriptions for RE or CiW).	

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Learners and Learning
BRONZE

Schools should highlight where they meet the criteria.

Criteria	Suggested Evidence	Assessor comments if appropriate
	The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.	
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 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, developing communication, verbal literacy and oral skills.	9. Learner interviews, learner work and teacher planning.	

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Form updated 14/01/2014

Learners and Learning
SILVER

Criteria *Schools should highlight where they meet the criteria.*	Suggested Evidence *The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.*	Assessor comments if appropriate
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.	2. Records of assessment indicate learners make above progress within each key stage. For special schools, progress needs to take account of context and the criteria as appropriate.	
3. Learners connect their learning in RE with other curriculum areas and the national community.	3. Curriculum plans indicate at least three connections with other curriculum areas and the wider world including Curriculum Cymreig/Wales, Europe and the World.	
4. Learners are beginning to suggest their own lines of enquiry related to the programme of learning.	4. Learners and subject leader interviews.	
5. Learners are sharing what they have discovered in religious education within the wider school community	5. Eg interviews, evaluative comments from other staff.	

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Form updated 14/01/2014

Learners and Learning
SILVER

| Criteria
Schools should highlight where they meet the criteria. | Suggested Evidence
The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own. | Assessor comments if appropriate |
|---|---|---|
| 6. Higher order questions are used confidently by learners | 6. Learner interviews show that they have opportunities to think hard and ask deep fundamental questions in religious education. They show an interest in religious, ethical and philosophical issues beyond the classroom. | |

10

Learners and Learning
GOLD

Criteria *Schools should highlight where they meet the criteria.*	Suggested Evidence *The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.*	Assessor comments if appropriate
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.	2. School tracking data indicate learners make significantly above average progress within each key stage. For 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 including Curriculum Cymreig/Wales, Europe and the World.	
4. Learners are involved with staff in some of the planning of RE lessons.	4. Learner interviews and staff planning. Evidence of learner voice having an impact on planning.	

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Learners and Learning
GOLD

Criteria *Schools should highlight where they meet the criteria.*	Suggested Evidence *The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.*	Assessor comments if appropriate
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. Evidence of tasks that enable learners to access the higher levels.	
6. Learners are sharing the outcomes of their work with the wider community or within a cluster of schools.	6. Feedback and evaluations from the wider community or the cluster of schools. Evidence of a religious education based PLC.	

Teachers and Teaching
BRONZE

Criteria	Suggested Evidence	Assessor comments if appropriate
Schools should highlight where they meet the criteria.	*The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.*	
1. There are high expectations and good subject knowledge.	Subject leader 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. For example, internal monitoring shows the teaching of religious education in most lessons is good.	
4. At least three different teaching strategies that develop thinking are used to teach religious education.	4. Lesson plans, curriculum plans and work scrutiny.	
5. Local/national criteria are used for levels of achievement in planning.	5. Planning is informed by local/national Criteria for assessment (e.g. National exemplar level descriptions for RE or CiW levels).	

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Form updated 14/01/2014

Teachers and Teaching
BRONZE

Criteria *Schools should highlight where they meet the criteria.*	Suggested Evidence *The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.*	Assessor comments if appropriate
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 religious education curriculum is planned around fundamental questions and/or key concepts.	8. Lesson plans and interviews indicate that learning is planned around fundamental questions and/or key concepts.	

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Teachers and Teaching
SILVER

| Criteria
Schools should highlight where they meet the criteria. | Suggested Evidence
The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own. | Assessor comments if appropriate |
|---|---|---|
| 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 developing thinking and or enquiries around fundamental 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 fundamental questions. | |
| 3. The quality of religious education teaching is recognised as good or better. | 3. For example, adviser, section 50, SLT monitoring or external judgement of religious education is good or better. | |
| 4. Religious education teachers are engaged in whole school curriculum development planning. | 4. Religious education teachers are engaged in whole school curriculum development planning such as showing how religious education can take the lead as well as contribute to other curriculum areas in cross-curricular or thematic learning. | |

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Teachers and Teaching
GOLD

| Criteria
Schools should highlight where they meet the criteria. | Suggested Evidence
The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own. | Assessor comments if appropriate |
| --- | --- | --- |
| 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 excellent. | 3. For example, adviser, section 50, SLT monitoring or external judgment on the teaching of religious education is excellent. | |
| 4. The religious education subject leader knows about and implements new directions in education in relation to teaching and learning in religious education. | 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. | |

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Form updated 14/01/2014

Teachers and Teaching
GOLD

Criteria *Schools should highlight where they meet the criteria.*	Suggested Evidence *The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.*	Assessor comments if appropriate
6. Religious education takes a lead in developing the subject with and for other schools.	6. Minutes of consortium, cluster or PLC meetings, emails.	

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Curriculum

Curriculum Cymreig (7–14) and Wales, Europe and the World (14–19)
(National exemplar framework for religious education for 3 to 19-year-olds in Wales)

Learners aged 7–14 should be given opportunities to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales. Learners aged 14–19 should have opportunities for active engagement in understanding the political, social, economic and cultural aspects of Wales as part of the world as a whole. For 14–19 learners, this is a part of their Learning Core entitlement and is a requirement at Key Stage 4 and Post-16.

Religious education contributes to the Curriculum Cymreig by allowing learners to appreciate the significance, value and impact of the rich Christian heritage and dynamic multi-faith composition of Wales past and present. By using a range of stimulating resources from the locality learners are challenged to ask fundamental questions about meaning and the purpose of life, and the significance and impact of religion and religious thinking on twenty-first century society. Such insight supports social cohesion, cultural/religious awareness and cooperation within society and individual communities.

Religious education contributes to Wales, Europe and the World by raising challenging questions from religious and non-religious perspectives: questions relating to political decision making, exploitation and justice, social freedom and responsibility, human rights issues, economic affluence and Wales' responsibility to, and relationship with, its own citizens and those in other parts of the world. Religious education helps learners develop positive attitudes to help them deal with challenging moral and religious issues with sensitivity, thus providing common ground for collaboration and exploration of common values and beliefs within Wales, Europe and the World.

The above criteria will be used to judge whether a school meets the requirements of Curriculum Cymreig taking into account the context of the school. If an assessor deems this aspect not to be met by the school the Quality Mark will not be awarded.

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Form updated 14/01/2014

Curriculum
BRONZE

Criteria *Schools should highlight where they meet the criteria.*	Suggested Evidence *The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.*	Assessor comments if appropriate
1. The religious education curriculum contributes to the requirements of Curriculum Cymreig in a meaningful way. THIS IS A REQUIREMENT OF THE REQM in Wales (See page 18)	1. Curriculum plans, learner interviews, book reviews, school self audits.	
2. The religious education curriculum meets the appropriate syllabus requirements.	2. Religious education planning is mapped to the appropriate syllabus.	
3. The delivery of the religious education curriculum is imaginative and provides engaging opportunities for all groups of pupils, including those with additional needs.	3. Imaginative use of sources that encourage learners to make links between fundamental questions, beliefs, teachings and practice and their opinions and feelings.	
4. The religious education curriculum ensures continuity and progression of learning.	4. Curriculum planning indicates continuity and progression in learning. For example: making reference to skills identified in the national exemplar level descriptions for religious education or CiW levels.	

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Curriculum
BRONZE

Criteria *Schools should highlight where they meet the criteria.*	Suggested Evidence *The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.*	Assessor comments if appropriate
5. The curriculum pays due attention to the importance of the links between fundamental questions, beliefs, teachings and practice and the opinions and feelings of learners.	5. Curriculum plans, lesson plans and learners' work indicate continuity, progression and a balance of fundamental questions, beliefs, teachings and practice and the opinions and feelings of learners.	
6. Religious education is using materials which develop conceptual understanding of the appropriate variety of responses to a number of fundamental questions.	6. Interviews with learners show that they are able to discuss their own and others' responses to fundamental questions.	
7. Religious education in the school promotes understanding of local, national and global faith and belief communities, contributing to global citizenship.	7. Learners show understanding of local, national and global faith and belief communities.	

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Form updated 14/01/2014

Curriculum
SILVER

Criteria	Suggested Evidence	Assessor comments if appropriate
Schools should highlight where they meet the criteria.	*The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.*	
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 e.g. Hwb https://hwb.wales.gov.uk (NGfL); St Mary's Centre http://www.st-marys-centre.org.uk Welsh National Centre for Religious Education, http://practicaltheology.bangor.ac.uk//wncre/ REMW – (MAGC Welsh Medium) RE today, www.retoday.org.uk Face to Faith http://facetofaithonline.org Resources produced by SACRE's and WASACRE www.WASACRE.org.uk Welsh Government curriculum guidance	

Curriculum
SILVER

Criteria *Schools should highlight where they meet the criteria.*	Suggested Evidence *The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.*	Assessor comments if appropriate
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 where they meet the criteria.*	Suggested Evidence *The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.*	Assessor comments if appropriate
1. The criteria for Bronze and Silver are 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 e.g. 'What motivates Inspirational People?'	
3. Religious education is drawing on events in 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 RE department is imaginative in its use of the local (including the school) population to show the range and variety of religions and beliefs. E.g. learners interview school staff about their beliefs.	

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Curriculum
GOLD

Criteria	Suggested Evidence	Assessor comments if appropriate
Schools should highlight where they meet the criteria.	The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.	
5. The curriculum plans are shared beyond the school.	5. E.g. local schools or nationally.	

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Subject leadership
BRONZE

Criteria *Schools should highlight where they meet the criteria.*	Suggested Evidence *The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.*	Assessor comments if appropriate
1. Religious education has effective leadership with 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. Discussion with SL	
4. The religious education policy and development plan is informed by the locally agreed/diocesan syllabus and includes robust self-evaluation.	4. Religious education is linked with the appropriate syllabus and discussion with SLT shows that on-going reviews take account of the learner voice.	
5. Religious education priorities are informed by the whole school improvement plan. There are appropriate and robust areas for development.	5. Religious education priorities are linked with or embedded into whole school priorities.	

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Subject leadership
BRONZE

| Criteria
Schools should highlight where they meet the criteria. | Suggested Evidence
The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own. | Assessor comments if appropriate |
|---|---|---|
| 6. Religious education plans recognise the contribution which 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. E.g. policies for assessment, inclusion SMSC. | |
| 8. The subject leader knows about religious education teaching and learning across the school, effectively monitoring the subject. | 8. Subject leader records of lesson observation/drop in and action taken. | |
| 9. The subject leader supports less confident colleagues, if necessary, to provide high quality 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 when necessary. | 10. Letters to parents, prospectus, parents evenings, website etc... | |

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Subject leadership
BRONZE

Criteria	Suggested Evidence	Assessor comments if appropriate
Schools should highlight where they meet the criteria.	The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.	
11. There is evidence that religious education has made links with the governing body.	11. Governing body minutes/link governor.	

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Subject leadership
SILVER

Criteria *Schools should highlight where they meet the criteria.*	Suggested Evidence *The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.*	Assessor comments if appropriate
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. Religious education makes contributions to the wider school agenda including SMSC.	3. Minutes of staff meetings where RE contributes to the wider school agenda eg AfL, LNF.	
4. The subject leader is an advocate in a range of stakeholder groups for the importance of religious education.	4. The subject leader has given presentations on the importance of religious education to groups of people e.g. learners/staff/parents/community, SACRE's, WASACRE.	

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Subject leadership
GOLD

Criteria *Schools should highlight where they meet the criteria.*	Suggested Evidence *The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.*	Assessor comments if appropriate
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 e.g. if the subject leader were to leave, would high quality religious education be sustained?	
3. The subject leader of associated with a member of a subject association related to religious education.	3. Membership of, or association with, appropriate professional organisations which support religious education e.g. SACRE, WASACRE, WJEC, NGfL, Hwb.	
4. The subject leader shares expertise beyond the school, within the local area or partner schools, through consortium, cluster or on-line.	4. Diary/ Evaluation forms/emails of the impact of the subject leader's input to the wider community including partner schools, networks, conferences, PLC's.	

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Continuing Professional Development
BRONZE

Criteria *Schools should highlight where they meet the criteria.*	Suggested Evidence *The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.*	Assessor comments if appropriate
1. Staff have opportunities for CPD within religious education that increase their knowledge, skills and understanding of teaching the subject based upon their individual professional needs. This includes CPD relating to local/national guidance (WG, SACRE's, WASACRE) and Estyn guidance documents and outside providers.	1. Self directed research, CPD records of courses attended (including accredited courses), evaluations of the impact on religious education and the individual teacher. Self-directed research could include action research in the classroom such as AfL, the impact of high quality questions, reading or on line research. The subject development plan indicates the CPD needs in relation to whole school priorities from the past and how they were met.	
2. CPD relating to individual professional needs and local/national guidance (WG, SACRE's, WASACRE) and Estyn guidance documents have an impact on learners' learning and reported to governors as appropriate.	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.	

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Continuing Professional Development
BRONZE

Criteria *Schools should highlight where they meet the criteria.*	Suggested Evidence *The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.*	Assessor comments if appropriate
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 eg AfL, LNF	
4. There is a range of up-to-date, quality resources connected with CPD specifically for teaching and learning.	4. Discussion with SL focusing on CPD, local/national guidance (WG, SACRE's, WASACRE), Estyn guidance documents and other resources and programmes demonstrating the impact these have had on teaching and learning.	

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Continuing Professional Development
SILVER

Criteria *Schools should highlight where they meet the criteria.*	Suggested Evidence *The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.*	Assessor comments if appropriate
1. The criteria for Bronze are met.	1. The criteria for Bronze are met.	
2. The religious education subject leader takes part in classroom based action research.	2. Notes on the impact of trial of strategies to develop learning e.g. Philosophy for Children, 'Think, Pair, Share' (AfL), Bloom's questions, active learning strategies.	
3. There is effective 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.	

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Continuing Professional Development
GOLD

Criteria *Schools should highlight where they meet the criteria.*	Suggested Evidence *The examples of Suggested Evidence are suggestions and are not prescriptive. Schools can highlight where they meet these and add examples of their own.*	Assessor comments if appropriate
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 RE 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. Eg SACRE, diocesan group meetings, religious education networks, PLC's.	
4. The professional development of the subject leader is continually updated.	4. E.g. list of books, articles, sites accessed or following an accredited course at master's level.	

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

Bronze	Silver	Gold
1. Learners make good progress in relation to their age, ability and prior experience and there are mechanisms for tracking their progress against local/national RE criteria (possibly including P scales).	1. The criteria for Bronze are met.	1. The school meets the criteria for Bronze and Silver
2. Learners are actively engaged in their own learning and achievement; independently making decisions, answering their own questions, solving real problems.	2. Learners make above average progress in relation to their age, ability and prior experience.	2. Learners make significantly above average progress in relation to their age, ability and prior experience.
3. Learners are responding to fundamental questions and are beginning to shape their own learning.	3. Learners connect their learning in RE with other curriculum areas and the national community.	3. Learners connect their learning in religious education with other curriculum areas and the global community.
4. Learners connect their learning in religious education with other curriculum areas and the local community.	4. Learners are beginning to suggest their own lines of enquiry related to the programme of learning.	4. Learners are involved with staff in some of the planning of RE lessons.
5. Learners have opportunities to explore religion and beliefs symbols, artefacts, art, drama and music.	5. Learners are sharing what they have discovered in religious education within the wider school community	5. Religious education provides challenging tasks and opportunities for deeper thinking and embedded use of higher order thinking.

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Bronze	Silver	Gold
6. Learners have opportunities for spiritual, moral, social and cultural (SMSC) development.	6. Higher order questions are used confidently by learners.	6. Learners are sharing the outcomes of their work with the wider community or within a cluster of schools.
7. A range of assessment processes are used in RE and focus mostly on high quality dialogues about learning.		
8. Learners know how well they are achieving and what they need to do to improve.		
9. Learners have opportunities to explore religion and beliefs symbols, artefacts, art, drama and music.		

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B: Teachers and Teaching

Bronze	Silver	Gold
1. There are high expectations and good subject knowledge.	1. The criteria for Bronze are met.	1. The criteria for Bronze and Silver are met and are being embedded into practice.
2. Planning builds on prior learning.	2. The religious education subject leader shares strategies for the development of developing thinking and or enquiries around fundamental questions with other colleagues.	2. The religious education subject leader works either in local networks, at conferences or on-line.
3. The quality of religious education teaching in most lessons is good.	3. The quality of religious education teaching is recognised as good or better.	3. The quality of religious education teaching is recognised as excellent.
4. At least three different teaching strategies that develop thinking are used to teach religious education.	4. Religious education teachers are engaged in whole school curriculum development planning.	4. The religious education subject leader knows about and implements new directions in education in relation to teaching and learning in religious education.
5. Local/national criteria are used for levels of achievement in planning.		5. The subject shares high quality pedagogies with other colleagues.

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Bronze	Silver	Gold
6. Classroom conditions are created for effective learning.		6. Religious education takes a lead in developing the subject with and for other schools.
7. There is a safe environment where all learners are valued so that they confidently agree to disagree and express themselves freely.		
8. The religious education curriculum is planned around fundamental questions and/or key concepts.		

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C: Curriculum

Bronze	Silver	Gold
1. The religious education curriculum contributes to the requirements of Curriculum Cymreig in a meaningful way. THIS IS A REQUIREMENT OF THE REQM in Wales (See page 18)	1. The criteria for Bronze are met.	1. The criteria for Bronze and Silver are met.
2. The religious education curriculum meets the appropriate syllabus requirements.	2. The religious education curriculum provides the focus for, and makes a significant contribution to, some cross curricular/thematic plans.	2. The religious education curriculum provides the focus for, and takes the lead on some cross curricular/thematic projects.
3. The delivery of the religious education curriculum is imaginative and provides engaging opportunities for all groups of pupils, including those with additional needs.	3. The curriculum draws on local and national resources to explore religions and beliefs.	3. Religious education is drawing on events in local, national or global setting to make the curriculum relevant to learners.
4. The religious education curriculum ensures continuity and progression of learning.	4. The curriculum is flexible and makes use of local and national headlines to stimulate learning.	4. The curriculum includes engagement with some members of the local community (including school community)

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Bronze	Silver	Gold
5. The curriculum pays due attention to the importance of the links between fundamental questions, beliefs, teachings and practice and the opinions and feelings of learners.		5. The curriculum plans are shared beyond the school.
6. Religious education is using materials which develop conceptual understanding of the appropriate variety of responses to a number of fundamental questions.		
7. Religious education in the school promotes understanding of local, national and global faith and belief communities, contributing to global citizenship.		

D: Subject leadership

Bronze	Silver	Gold
1. Religious education has effective leadership with a clear vision for teaching and learning and has impact on outcomes for the learners.	1. The criteria for Bronze are met.	1. The criteria for Bronze and Silver are met.
2. The subject leader is an advocate in school for the importance of religious education.	2. The subject leader draws on local and national networks.	2. The subject leader is embedding high quality structures to ensure education sustainability for the subject
3. Religious education is well resourced.	3. Religious education makes contributions to the wider school agenda including SMSC.	3. The subject leader of associated with a member of a subject association related to religious education.
4. The religious education policy and development plan is informed by the locally agreed/diocesan syllabus and includes robust self-evaluation.	4. The subject leader is an advocate in a range of stakeholder groups for the importance of religious education.	4. The subject leader shares expertise beyond the school, within the local area or partner schools, through consortium, cluster or on-line.
5. Religious education priorities are informed by the whole school improvement plan. There are appropriate and robust areas for development.		
6. Religious education plans recognise the contribution which it makes to learners' spiritual, moral, social and cultural (SMSC) development.		

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Bronze	Silver	Gold
7. All school policies connected with religious education are in place.		
8. The subject leader knows about religious education teaching and learning across the school, effectively monitoring the subject.		
9. The subject leader supports less confident colleagues, if necessary, to provide high quality religious education.		
10. The subject leader informs parents about religious education in the school and responds to parental feedback when necessary.		
11. There is evidence that religious education has made links with the governing body.		

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E: Continuing Professional Development

Bronze	Silver	Gold
1. Staff have opportunities for CPD within religious education that increase their knowledge, skills and understanding of teaching the subject based upon their individual professional needs. This includes CPD relating to local/national guidance (WG, SACRE's, WASACRE) and Estyn guidance documents and outside providers.	1. The criteria for Bronze are met.	1. The school meets the criteria for bronze and silver.
2. CPD relating to individual professional needs and local/national guidance (WG, SACRE's, WASACRE) and Estyn guidance documents have an impact on learners' learning and reported to governors as appropriate.	2. The religious education subject leader takes part in classroom based action research.	2. The religious education professionals engage with the delivery of CPD on religious education to other teachers locally, nationally or internationally.
3. CPD in religious education supports priorities in the whole school development plan	3. There is effective evaluation of CPD on outcomes for learners.	3. The religious education co-ordinator or subject leader contributes to local subject communities.

Bronze	Silver	Gold
4. There is a range of up-to-date, quality resources connected with CPD specifically for teaching and learning.	4. The CPD of other teachers in the school is supported by the subject leader using religious education examples.	4. The professional development of the subject leader is continually updated.

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Cyfarfod CCYSAGauC, Caerdydd, 10 Hydref 2013 / *Wales Association of SACREs meeting, Cardiff, 10 October 2013*

Ynys Môn / *Anglesey* Bethan James **Blaenau Gwent** Chris Abbas Gill Vaisey **Pen-y-bont ar Ogwr /** *Bridgend* Carys Pritchard **Caerffili/** *Caerphilly* Cllr Michael Gray Vicky Thomas Enfys Hawthorn **Caerdydd /** *Cardiff* Carys Pritchard Emily Hankins **Sir Gaerfyrddin /** *Carmarthenshire* Aled Jones Mary Parry Meinir Wynne Loader Helen Gibbon **Ceredigion** Alwen Roberts **Conwy** Phil Lord N.C. Richter	**Sir Ddinbych /** *Denbighshire* Phil Lord Gavin Craigen **Sir y Fflint /** *Flintshire* Phil Lord **Gwynedd** Bethan James **Merthyr Tudful /** *Merthyr Tydfil* Cllr Ernie Galsworth Carys Pritchard **Sir Fynwy /** *Monmouthshire* Gill Vaisey Sue Cave Sharon Perry-Phillips **Castell-nedd Port Talbot /** *Neath and Port Talbot* Jen Malcolm **Casnewydd /** *Newport* Huw Stephens Vicky Thomas **Sir Benfro /** *Pembrokeshire* **Powys** John Mitson Julie Pugh	**Rhondda Cynon Taf** Carys Pritchard **Abertawe /** *Swansea* Janet Neilson Alison Lewis Peter Llewellyn Claire Fraser Vicky Thomas **Torfaen** Marilyn Frazer Emma Mohr Vicky Thomas **Bro Morgannwg /** *Vale of Glamorgan* Carys Pritchard **Wrecsam /** *Wrexham* Libby Jones Tania ap Siôn **Sylwedyddion /** *Observers* Leslie Francis

Cofnodion	Minutes
1. Croeso. Croesawodd y Cadeirydd, Tania ap Sion, yr aelodau i'r cyfarfod a gynhaliwyd ar ôl Cynhadledd Genedlaethol CCYSAGauC a siaradodd am y gwahaniaeth rhwng y cyfarfod hwn a chyfarfodydd eraill CCYSAGauC. Cyfeiriodd Tania ap Sion at y cyfarfod nesaf ar ddydd Iau 27 Mawrth 2014, a fydd yn dilyn y fformat arferol ac yn cynnwys cyflwyniadau.	**1. Welcome.** Chair, Tania ap Sion welcomed members to the meeting which took place after the WASACRE National conference and talked about the difference in this meeting from other WASACRE meetings. Tania ap Sion directed members to the Next meeting on Thursday 27 March 2014, which will follow the usual format and will have presentations.
2. Adfyfyrio tawel. Gofynnodd y Cadeirydd i'r aelodau gymryd ennyd i fyfyrio ar ddigwyddiadau'r dydd yn y gynhadledd ac i baratoi ar gyfer y cyfarfod presennol.	**2. Quiet reflection.** Chair asked members to take a moment to reflect on the day's events at the conference and to prepare for the present meeting.
3. Ymddiheuriadau. Helen Bevan, Ruth Frost, Ramez Delpack, Ernie Galsworthy.	**3. Apologies.** Helen Bevan, Ruth Frost, Ramez Delpack, Ernie Galsworthy.
4. Cofnodion y cyfarfod a gynhaliwyd yng Nghaernarfon, 19 Mehefin 2013 Yn dilyn ychwanegu'r Cyngh. Huw George at restr y bobl a oedd yn bresennol cafodd y cofnodion eu derbyn fel cofnod cywir o'r cyfarfod, gyda Carys Pritchard yn cynnig a Phil Lord yn eilio.	**4. Minutes of meeting held in Caernarfon, 19 June 2013.** With the addition of Cllr Huw George to the attendees list the minutes were accepted as a true record of the meeting, proposed by Carys Pritchard and seconded by Phil Lord.
5. Materion sy'n codi. Eitem 5. Cyflwyniad NAPfRE: Phil Lord REQM. Mae tair o'r pedair ysgol o'r rhaglen beilot yng Nghymru wedi cael eu hyfforddi fel aseswyr. Bwriedir cynnal rhaglen beilot Gymraeg. Rhoddwyd cyllid i gyfieithu'r holl adnoddau. Dylai ysgolion ddefnyddio'r deunyddiau 'rhad ac am ddim' i hunanasesu ac os ydynt yn dymuno cael eu hasesu'n ffurfiol byddai cost o £450.00 i bob ysgol. Eitem 7. Diweddariadau: Adolygiad Thematig Estyn. Atgoffodd Vicky Thomas yr aelodau, ers cyhoeddi'r adroddiad, bod CCYSAGauC wedi ariannu hyfforddiant Cyfnod Allweddol 3 i athrawon AG mewn lefelu gwaith disgyblion fel a nodir yn y Fframwaith Enghreifftiol Cenedlaethol ar gyfer Cyflwyno Addysg Grefyddol. Felly mae un o'r	**5. Matters arising.** Item 5. NAPfRE presentation: Phil Lord REQM. Three out of the four schools from the Welsh pilot have been trained as assessors. There will be a Welsh language pilot. Funding has been given for all resources to be translated. Schools should use the 'free' materials to self-assess and if they wish to be assessed formally there would be a cost of £450.00 per school. Item 7. Up-dates: Estyn Thematic Review. Vicky Thomas reminded members that since the report was published WASACRE has funded Key Stage 3 training for RE teachers in levelling pupil work as outlined in the National Exemplar Framework for Religious Education. Therefore one of the recommendations has been addressed already. Marry Parry suggested that WASACRE could

argymhellion wedi cael ei roi ar waith yn barod. Awgrymodd Mary Parry y gallai CCYSAGauC ofyn i ysgolion pa effaith y mae'r hyfforddiant wedi'i chael ar ddysgu'r disgyblion a'u hymarfer addysgu eu hunain trwy gynnal proses adborth ffurfiol. Eitem 7. Diweddariadau: Adolygiad Llywodraeth Cymru o adroddiadau blynyddol CYSAGau. Cadarnhaodd Tania ap Sion fod yr adroddiad hwn wrthi'n cael ei gyhoeddi ac y bydd yn cael ei gylchredeg i'r CYSAGau unwaith y byddai hyn wedi cael ei wneud.

6. Adroddiad ar gyfarfod y Pwyllgor Gwaith a gynhaliwyd ar 4 Hydref 2013.

Cyflwynwyd yr adroddiad i'r aelodau a thynnodd y Cadeirydd sylw'r aelodau at Eitem 8 ac Eitem 11. Eitem 8. Llywodraeth Cymru. Cadarnhaodd Tania ap Sion fod gan CCYSAGauC bellach ddolen gyswllt newydd gyda Llywodraeth Cymru, sef Ms Nia Mair Jones, a'n bod ni eisoes wedi amlygu rhai meysydd i'w trafod yn y dyfodol a'n bod yn meithrin perthynas dda iawn â Llywodraeth Cymru, fel yr oeddem wedi'i wneud yn flaenorol trwy Denize Morris, perthynas yr ydym wedi gweld ei heisiau dros y blynyddoedd diwethaf. Eitem 11. U.F.A. Amlygodd y Cadeirydd y mater yma, gan ei gysylltu â'r drafodaeth am waith CCYSAGauC i hyfforddi a rhoi cymorth i athrawon ac ysgolion. Awgrymodd Vicky Thomas y gallai Hunan Arfarnu mewn AG ac Addoli ar y Cyd fod yn angen dynodedig o ran hyfforddiant. Cadarnhaodd y Cadeirydd y bydd y Pwyllgor Gwaith yn canolbwyntio ar hwn fel eitem ar yr agenda yng nghyfarfod nesaf y Pwyllgor Gwaith. Eitem 6. Aelodau o'r Pwyllgor Gwaith. Eglurodd y Cadeirydd beth oedd y sefyllfa o ran y bleidlais ar gyfer y lle sydd ar gael ar Bwyllgor Gwaith CCYSAGauC ac ymddiswyddiad Brian Rogers. Gofynnodd y Cadeirydd hefyd i'r Cyngh. Michael Gray fod yn amyneddgar wrth i ni ymdrin â'r sefyllfa hon a chadarnhaodd fod angen meddwl yn eglur am hyn ac y byddai'r Cyfansoddiad yn eitem ar yr agenda yng nghyfarfod nesaf y Pwyllgor Gwaith ym mis Chwefror 2014.

ask schools what impact the training has had on the pupil's learning and their own teaching by carrying out a formal feedback procedure. Item 7. Updates: Welsh Government review of SACRE annual reports. Tania ap Sion confirmed that this report is in the process of being published and will be circulated to SACREs when this had been done.

6. Report from the Executive Committee held on 4 Hydref 2013.

The report was presented to members and the Chair drew members' attention to Item 8 and Item 11. Item 8. Welsh Government. Tania ap Sion confirmed that WASACRE now has a new link with Welsh Government, Ms Nia Mair Jones and that we have already highlighted some areas for discussion in future and that we are forging a very good relationship with Welsh Government, as we had previously done through Denize Morris, and which we have missed in recent years. Item 11. A.O.B. The Chair highlighted this issue, linking it to the discussion about WASACRE's work in training and supporting teachers and schools. Vicky Thomas suggested Self Evaluation in RE and CW could be an identified training need. The Chair confirmed that the Executive committee will focus on this as an agenda item at the next Executive meeting. Item 6. Executive committee members. The Chair explained the situation with regard to the ballot for the position available on the WASACRE Executive committee and the resignation of Brian Rogers. Chair also asked Cllr Michael Gray for his patience whilst we deal this situation and confirmed that it needed to be thought through clearly and that the Constitution would be an agenda item at the next Executive meeting in February 2014.

7. Gohebiaeth.
Nid oedd unrhyw ohebiaeth wedi dod i law
 	
   8. U.F.A. Dim
 	
   9. Dyddiad y cyfarfod nesaf.
 	
Dydd Iau 27 Mawrth 2014 yng Nghaerffili
 	
Diolchodd y Cadeirydd i'r Cyngh. Michael Gray am wahodd CCYSAGauC i Gaerffili ar gyfer cyfarfod y gwanwyn a diolchwyd hefyd i Garmon am gyfieithu yn y cyfarfod ac am gyfieithu yn y Gynhadledd Genedlaethol. Diolchodd y Cyngh. Michael Gray i CCYSAGauC am y gynhadledd a diolchodd y Cadeirydd i Carys Pritchard a staff Consortiwm Canolbarth y De am eu cymorth i drefnu'r digwyddiad.
 	
Cadarnhaodd y Cadeirydd y bydd dyddiadau ar gyfer cyfarfodydd CCYSAGauC a chyfarfodydd y Pwyllgor Gwaith yn cael eu rhannu yn y CCB ym mis Mehefin 2014 ar gyfer blwyddyn ymlaen llaw.
	7. Correspondence.
	No correspondence received
	
	   8. A.O.B. None
	
	   9. Date of next meeting.
	
	Thursday 27 March 2014 in Caerphilly.
	
	The Chair thanked Cllr Michael Gray for inviting WASACRE to Caerphilly for the spring meeting and thanks were also given to Garmon for the translation of the meeting and for the translation of the National conference. Cllr Michael Gray thanked WASACRE for the conference and the Chair thanked Carys Pritchard and the staff at Central South East Consortium for their assistance in organising the event.
	
	The Chair confirmed that dates for WASACRE meetings and Executive meetings will be shared at the AGM in June 2014 for a year in advance.