

A G E N D A

**STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION
(SACRE)**

Notice is hereby given that a meeting of the Kent Standing Advisory Council on Religious Education will be held in the Council Chamber - Sessions House on Tuesday, 27th November, 2018 at 10.00 am

NB Group pre-meetings at 9.15am in the meeting room

Refreshments will be available from 9.15am

UNRESTRICTED ITEMS

(During these items the meeting is likely to be open to the public)

1. Membership

To note the membership of the Standing Advisory Council on Religious Education as follows:

Group 1 (Christian and Other Religious Denominations)

Reverend M Belgrove, Mrs C Elapatha, Mrs J Grant, Mrs F Hawkes, Miss S Malone, Mrs E May, Miss M Paddison, Mr Papadopoulos, Mrs G Spragg, Miss, Mrs J Wigg, Mrs N Younosi

Expired Membership:

Mr R Chakkedath – Hindu representative

Vacancy:

Judaism representative, Sikhism representative

Group 2 (Church of England)

Ms C Bostock, Ms N Brownfield, Mrs V E Corbyn, Mrs B Naden, Mrs R Swansbury, Miss R Walters

Group 3 (Teacher Associations)

Ms K Burke, Mrs G Knox, Mr W Chambers, Mr R Joyce

Group 4 (Local Authority)

Mrs C Bell, Mr I Chittenden, Mr S Manion, Mr M J Northey

(Co-opted members)

Miss T Kelvie, Miss E Pope

Vacancy:

Co-opted representative

2. Apologies for Absence/Substitutes
3. Declarations of Interests
4. Minutes of the meeting held on 26 June 2018 (Pages 5 - 12)
To consider and approve the minutes as a correct record.
5. Dates of Future Meetings 2019/20
The SACRE is asked to note that the following dates have been reserved for its meetings of 2019/20:

Tuesday 5th March 2019
Tuesday 11th June 2019
Monday 18th November 2019
Tuesday 3rd March 2020

All meetings will take place at County Hall, Maidstone, and will commence at 10:00 am.
6. Verbal Update on the RE Commission Report (Pages 13 - 14)
To receive and note the verbal update report on the RE Commission Report.

To access the Final Report on Religion and Worldviews: The Way Forward, A national plan for RE, please use the following link:
<https://www.commissiononre.org.uk/wp-content/uploads/2018/09/Final-Report-of-the-Commission-on-RE.pdf>
7. Verbal Update on the Syllabus Training Event in Spring 2019 (Pages 15 - 16)
To discuss the suggested programme designed by RE Today Services for the syllabus training event in the spring.
8. Verbal Update on the Interfaith Forum in Kent
To receive and note the verbal update report.

To access the Interfaith working page on the Kent County Council website, please use the following link: <http://www.kent.gov.uk/leisure-and-community/interfaith-working>
9. Use of Acronyms - SACRE Member Training (Pages 17 - 22)
To receive brief member training on educational terminology and popular acronyms.
10. Verbal Update on the Future Training Sessions for SACRE Members
To receive and note the update on the future training sessions for SACRE Members.
11. Budget Report (Pages 23 - 24)

To receive and note the budget report.

12. Verbal Update on The Annual Report

To receive and note the verbal update report.

13. Monitoring Religious Education and Collective Worship in Schools (Pages 25 - 28)

To consider and agree the next stage of the process for monitoring Religious Education and Collective Worship in schools.

EXEMPT ITEMS

(At the time of preparing the agenda there were no exempt items. During any such items which may arise the meeting is likely NOT to be open to the public)

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Monday, 19 November 2018

Please note that any background documents referred to in the accompanying papers maybe inspected by arrangement with the officer responsible for preparing the relevant report.

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KENT COUNTY COUNCIL

STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION (SACRE)

MINUTES of a meeting of the Standing Advisory Council on Religious Education (SACRE) held in the St Simon Stock Room, The Friars, Aylesford Kent ME20 7BX on Tuesday, 26 June 2018.

PRESENT: Mr S C Manion (Chairman), Mrs C Bell, Miss C Bostock, Ms N Brownfield, Ms K Burke, Mr W Chambers, Mrs C Elapatha, Mrs J Grant, Ms F Hawkes, Miss S Malone, Mrs B Naden, Mr M J Northey, Miss R Walters, Miss J Webb and Mrs J Wigg

ALSO PRESENT: Mrs S Smith-Orr (Consultant) and Miss G Little (Democratic Services Officer)

UNRESTRICTED ITEMS

172. Membership

(Item 1)

The Chair welcomed Mrs R Swansbury as the new Canterbury diocese representative and Mrs G Spragg as the new Methodist representative.

173. Apologies for Absence/ Substitution

(Item 2)

Apologies were received from Mrs N Younosi, Mr A Fowler, Mr M Papadopoulos, Mrs E Pope, Mrs E May and Mrs V Corbyn

174. Declarations of Interests

(Item 3)

None declared.

175. Minutes of the Meeting held on 6 March 2018

(Item 4)

Resolved that the minutes of the previous SACRE meeting held on 6 March 2018 are a correct record and that they be signed by the Chairman.

176. Verbal Update Report on NASACRE AGM meeting held on 24 May 2018

(Item 5)

1. Mrs Smith-Orr commended the success of the NASACRE AGM and advised Members that should they wish to find out further information on the event and read the speeches given by the representatives, these would be available on the NASACRE website. The keynote speakers included Dr Vanessa Ogden,

the Patron of NASACRE Charles Clarke and the existing Director of the Interfaith Network David Hampshire. One of the focus points discussed by the NASACRE AGM Panel was the concern of disconnect between what children hear at home compared to what they hear at school and that Religious Education needed to bridge that gap.

2. RESOLVED that the verbal update be noted.

177. Verbal Update Report on the Inter-Faith Forum
(Item 6)

1. Mrs Smith-Orr said that Kent SACRE had been included on the data base and that Georgina Little (Kent SACRE Clerk) would be the main contact listed to receive notifications regarding the interfaith forums. Mrs Smith-Orr also confirmed that there would be an Interfaith forum on 13th November 2018 from 6:00pm to 8:00pm in County Hall at Sessions House in Maidstone and all those whom were interested in going were welcome to attend. The event would include keynote speakers, the launch of the interfaith website and six representatives from various faiths, giving those an opportunity who were interested in learning more about that particular faith, a chance to discuss it in greater depth. The committee were also informed that there were plans to establish a Maidstone Interfaith group which would be supported by Medway and that details on this would be brought to future SACRE meetings.
2. RESOLVED that the verbal update be noted.

178. Verbal Update Report on the New Kent Agreed Syllabus
(Item 7)

1. Mrs Smith-Orr confirmed that all SACRE documents on the KESLI website had been updated and were now available online. Furthermore, the KESLI website also contained information on how to request a digital version of the Kent Agreed Syllabus; Mrs Smith-Orr said that the high demand of requests received had been a positive message as it reaffirmed that schools were being informed, through the training events and word-of-mouth, that there was a new Kent Agreed Syllabus available and efforts were being made to obtain it.
2. In response to questions that had been raised at previous SACRE meetings regarding additional training days for the new Kent Agreed Syllabus, Mrs Smith-Orr suggested that a training event could be held in the spring. She sought Members views on the proposal to hold a morning session (for those who could not attend the original launch events) and an afternoon session which would offer something additional to those schools who had been using the syllabus for a year. She confirmed that RE Today would be able to host the event, however, a date was yet to be confirmed. Mrs Smith-Orr said that there were 250 schools who did not attend the launch of the syllabus and could therefore be interested in attending the training in the spring.

3. Members asked whether a survey could be sent round to the schools to determine the number of those interested in attending the training, Mrs Smith-Orr agreed to look at whether a survey monkey could be sent to schools via the KELSI website.
4. In response to Members enquiries as to whether there would be a separate training event for primary and secondary schools, Mrs Smith-Orr said that the underspend within the budget could only accommodate one training event, however, the training for both primary and secondary schools were very similar and could be amalgamated to create a one-off generic training event for all levels of teaching.
5. Members commended the new Kent Agreed Syllabus and asked about the number of schools that had bought the plans. Mrs Smith-Orr said that she did not have the number to hand, however, agreed to send the details to those interested.
6. In response to Members queries regarding the syllabus overview, Mrs Smith-Orr said that it would have been difficult to do an overview that incorporated every school as each institute was varied in terms of what part of the syllabus they chose to teach. Due to the difficulty and amount of work required, some community schools took the decision to work together in their hubs to do an overview; Mrs N Patterson and Mrs V Corbyn also worked together to create an overview for the Church schools.
7. Members queried whether the SACRE budget was used appropriately to review the Kent syllabus. Mr Manion confirmed that although RE Today was commissioned to write the new Agreed Syllabus, a vast amount of work was carried out by the Kent SACRE to review and customise the content before the final document was produced.
8. RESOLVED that the verbal update be noted.

179. Update Report on the SACRE Budget Meeting
(Item 8)

1. Miss Smith-Orr provided an update on the budget report and advised Members that due to the inconsistency of information presented at previous SACRE meeting she met with Emma Stone (Business and Finance Process Officer) and Georgina Little (Democratic Services Officer) to review the finance forecast and align costs to the appropriate budget. Mrs Smith-Orr confirmed that SACRE had consistently underspent and was forecasted to incur savings of £1314. To avoid a further underspend the money would be used to host another training event.

2. Members commended the revised report and its clarity.
3. RESOLVED that the budget report be noted.

180. The Draft Development Plan (Item 9)

1. Mrs Smith-orr introduced the Draft Development plan which had been formulated using the results of the Self-Evaluating Toolkit at the previous SACRE meeting. The Toolkit was designed to help individual SACRE's evaluate their role and consider their impact on pupils' educational experience. The Toolkit highlighted five key dimensions of a SACRE's work and provided examples of good practice which enabled members of SACRE to evaluate what category they fell within, be it 'Developing', 'Established', or 'Advanced' and formulate an action plan going forward. The current development plan was due to expire in July 2019.
2. Mr Manion addressed the ongoing concern around school's resistance to share information with SACRE and sought Members comments regarding the use of a Freedom of Information (FOI) requests to retrieve the required data. Responses were as follows:
 - (a) Members were concerned with the negative impact this may have on the relationship between SACRE's and schools and felt that more positive avenues needed to be explored before resorting to Freedom of Information requests.
 - (b) Members suggested that schools should be written to in the first instance asking them for the information required and informed that should they fail to provide the relevant information; the school should expect to receive an FOI.
 - (c) Members addressed concerns regarding where the request gets sent to following its submission to the school. It would often be the case that the school received the request, however, if the request was passed onto the inappropriate person, then the request would quite often get misplaced and never responded to. Members queried whether there was a way of tracking requests through the system.
 - (d) Members suggested that a survey monkey on the KELSI website may help to eliminate schools that don't require SACRE intervention. Academy school would possibly need to be contacted through alternative means as they may not have access to KELSI.

3. RESOLVED that the draft development plan be noted.

181. Verbal Update Report on the Monitoring of School Websites

(Item 10)

1. Mrs Smith-Orr provided an update on the RE and Collective Worship monitoring spreadsheet and reminded the committee that at the last SACRE meeting, Members were asked to discuss and endorse the proposal to implement the monitoring tool which would be used to identify what schools in Kent met the statutory obligations which fell within Ofsted's inspection criteria. Ms Smith-Orr advised Members that Ofsted were using school websites as the initial trigger for inspection and that SACRE were responsible for ensuring that schools received the correct support and guidance that would help deter investigations. Mrs Smith-Orr asked Members to confirm whether they would be able to participate in the monitoring of schools and the geographical areas in which they worked. Once Mrs Smith-Orr had received the information from the Members she agreed to send a template with a list of schools to each Member for completion. Schools would be informed of this exercise through the use of the school bulletin.
2. In response to Members queries regarding communication with the schools, it was agreed that there should be two template letters that get sent; one commending the school on its efforts to maintain a broad and balanced curriculum and the other containing guidance around what school websites should contain regarding SACRE requirements.
3. Members asked whether it was a statutory requirement for schools to mention the right of withdrawal, Mrs Smith-Orr said that the school needs to clearly state it within their policy or prospectus, but it does not have to be on the school website.
4. RESOLVED that the verbal update be noted.

182. Training for SACRE Members on 'What a Determination is and how one would be responded to'

(Item 11)

1. Mrs Smith-Orr presented a series of slides that set out the role of SACRE's, what its role was in terms of Collective Worship and how to manage determinations. The SACRE has a statutory duty to 'grant a determination' to a community school where it is felt collective worship of 'a broadly Christian character' is not appropriate for all or some pupils. If a school feels that the requirement for broadly Christian worship is inappropriate for some or all of the pupils usually because of their family or faith background, the headteacher can apply to the local SACRE for a 'determination' to have this requirement lifted or modified for some or all of the pupils. Mrs Smith-Orr said that if a school was to request a determination then the correct process should be applied,

including, consultation between the Headteacher and governing body and a consultation with the parents. The request is then sent to SACRE to consider and a decision would be made. If the case for a determination cannot be justified SACRE could intervene and offer additional guidance on how to make collective worship more inclusive without having to apply a determination. Members were reminded that a determination did not excuse a school from doing Collective Worship, this still needed to take place but did not need to be broadly Christian.

2. Members asked whether schools could be prosecuted for not doing Collective Worship, Mrs Smith-Orr said that due to the ambiguity of the term worship, it made it very difficult for Ofsted to prosecute schools.
3. In response to whether the Collective Worship document was available on the KELSI website, Mrs Smith-Orr confirmed that this had now been uploaded and available to view.
4. Members commended the schools for managing a topic that could present many challenges and recognised the efforts of those involved.
5. RESOLVED that the information set out in the presentation and given in response to comments and questions be noted.

183. Presentation from the Friar *(Item 12)*

Fr Francis, the Prior of Aylesford was in attendance for this item.

1. The Chair welcomed the guest speaker. Fr Francis, the Prior of Aylesford spoke of the origins of Carmelite friars, the friar brotherhood, the role he played in society and provided some history in relation to the Aylesford Priory itself.
2. RESOLVED that members noted the information as presented.

184. Other items not on the agenda *(Item 13)*

1. Mr Manion put before Members of SACRE the implications around parents who decided to home educate their children and whether they were required to follow the local agreed syllabus, or could they choose from another authority.
2. Mr Northey said that he did believe that parents were not under any obligation to teach the National Curriculum or Religious Education. As it was elective home education it would be the decision of the parent as to what their child's education included. He agreed to review this and report the findings back to the committee.

185. Date of the next SACRE meeting
(Item 14)

RESOLVED that the date of the next SACRE meeting is Tuesday 27th November 2018 and future dates would be sent out as soon as they become available.

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From: Penny Smith-Orr , Advisor

To: Standing Advisory Council of Religious Education – 27 November 2018

Subject: RE Council Commission on Religious Education

Classification: Unrestricted

1. The commission spent two years gathering evidence from a wide range of organisations and people, including Kent SACRE. The final report came out in September 2018. It was the subject of several media pieces but unless there are changes to the laws on religious education nothing will change. The report itself can be read at <https://www.commissiononre.org.uk> and there is also an executive summary available which has the recommendations from the commission and it is suggested that SACRE members read these in order to discuss the findings.
2. There were 11 recommendations which briefly suggest changing the name of the subject, to Religion and Worldviews, and making a National syllabus which will give a National entitlement to pupils. However, there would only be non-statutory guidance on the programmes of study so the subject would be in the same position as currently.
3. Better teacher training in the subject and funding for in work training is also suggested. SACRE's would change their name and be expanded to include other interested parties. School performance measures should be reviewed and the DFE should review the right of withdrawal, but this is watered down by a recommendation that the DFE should develop guidance on good practice for the right of withdrawal.

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From: Penny Smith-Orr , Advisor

To: Standing Advisory Council of Religious Education – 27 November 2018

Subject: Syllabus Training Event – Spring 2019

Classification: Unrestricted

1. Several schools have been in contact regarding training for the new Kent Syllabus. These schools missed the original training sessions for a number of different reasons.
2. At our last meeting we discussed spending our remaining budget allowance of putting another training session on in the Spring of 2019 to help these schools.
3. In discussion with RE Today Services it has been suggested that we have a day of training on March 20th 2019 which would comprise of;
 - a. Morning session: A mini-launch of the syllabus to Primary teachers
 - b. Afternoon session: Excellent, practical and creative Primary RE
 - c. Twilight session: Secondary training, based around the syllabus, general excellent RE practice
- 3.1 These would be led by two trainers and would cost £1700.
- 3.2 There would also be a cost of venue and refreshments, but I think this is very good value and gives the teachers of Kent some CPD which they don't usually have access to.

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Educational terms

Academies

Academies are independent, publicly-funded schools. Academies receive their funding directly from the Department for Education, rather than the local council or educational authority. Academies must follow the same rules on admissions, special educational needs and exclusions as other state schools, but they do not have to follow the national curriculum. They must teach religious education but from an agreed syllabus not necessarily the locally Agreed Syllabus. Each academy or academy chain is run by a trust which employs the staff.

A Level

Short for General Certificate of Education Advanced Level, A Levels are studied between the ages of 16-18 years. Exams are often sat at the end of both years. The first year of A Level is called AS Level (Advanced Subsidiary) and the second year is called A2. Together they make up an A Level. The curriculum is set by the government but the exams and specifications (syllabuses) are set by individual exam boards.

AQA

AQA (the Assessment and Qualifications Alliance) is a UK exam board offering a range of qualifications including GCSE and A Level.

Attainment 8

Used in secondary schools, Attainment 8 records a pupil's achievement across eight qualifications, including Maths and English.

Collective Worship/Assembly

An assembly is a gathering together for the purpose of giving information, notices, reiterating school rules etc. Collective worship is the part of that gathering together where an act of worship takes place. *'The challenge consists in creating an experience which neither compromises belief but rather recognises the integrity and dignity of all members of the school community; which is essentially educational and stimulates the possibility of reflecting inwardly, sharing outwardly and living upwardly'.*

Angela Wood

Cambridge Assessment International Education

Cambridge Assessment International Education is an international exam board offering a range of qualifications including Cambridge Primary, Cambridge Lower Secondary and Cambridge IGCSE.

Comprehensive school

Comprehensive schools are secondary level state-funded schools, that do not select their students on the basis of achievement or their academic aptitude. They should accept any applicable students from within a geographical area. They differ from grammar schools, which selects pupils on the basis of their grade at the 11+ exam. Today, most comprehensives are also academies.

DfE department of Education

Edexcel is a UK exam board offering a range of qualifications including GCSE.

Emerging, Expected, Exceeding; common terms used in assessment

Framework

A guide developed for Key Stage 2 and 3 outlining how and when subjects should be taught.

Free schools

A free school is a variety of academy; a state-funded, free-to-attend, independent school which is not controlled by a local educational authority. A free school is understood to be "free" from local authority control, rather than describing free for students to attend. Like other academies, free schools may have sponsors, but the sponsor may not control more than 1/5 of a free school's board of trustees. Free schools are allowed to employ teachers who have not gained Qualified Teacher Status (QTS).

GCSE

Short for General Certificate of Secondary Education, GCSEs are studied between the ages of 14-16 years and are assessed by formal exams. GCSEs cover a wide range of subjects and each student chooses several subjects to study. Most are expected to take English, Mathematics, and Science. The curriculum is set by the government but exams and specifications (syllabuses) are sent by individual exam boards.

Gifted and Talented

Gifted and Talented is a phrase used to describe high ability children. The gifted are those with high ability in one or more academic subject, and the talented are those with high ability in sport, music, visual arts and/or performing arts.

Grammar schools

Grammar schools are schools that select their students on the basis of their academic aptitude. Historically, grammar schools were the selective level of the Tripartite System of secondary education in the UK from the 1940s to the 1960s. With the introduction of comprehensive schools in the 1970s, many grammar schools converted to comprehensives or became independent, fee-paying schools. Some areas of England, such as Kent and Lincolnshire, retain most elements of the Tripartite System, and select students for grammar schools on the basis of their results at the 11+ exam.

Guided Reading

Guided Reading bridges the gap between Shared and Independent Reading. Children are grouped by ability, with up to six children in a group. A book is chosen at 'instructional level' so that children will only have difficulty with one word in ten. The teacher leads the session, reinforcing various reading strategies and focusing on individual children as they read

IB

The IB (International Baccalaureate) offers three programmes used in many schools all over the world: PYP (Primary Years Programme), MYP (Middle Years Programme), IB Diploma Programme.

IB Diploma Programme

The IB Diploma Programme is offered by the International Baccalaureate (IB) for students aged 16-19 years. It is a demanding two-year curriculum that leads to a qualification recognized by universities around the world.

IGCSE

IGCSE is an international qualification for 14-16 year olds offered by Cambridge Assessment International Education and Edexcel International.

International Primary Curriculum (IPC)

offers four different programmes to International schools.

Key Stage

The national curriculum in the UK defines the minimum educational requirements for students of compulsory school age (5-16 years). It is organised on the basis of five Key Stages. At the end of each Key Stage, students take assessments to determine the levels they have reached.

EYFS Early Years Foundation (Reception/3-5-year olds)

Key Stage 1 (Years 1-2/5-7-year olds)

Key Stage 2 (Years 3-6/7-11-year olds)

Key Stage 3 (Years 7-9/11-14-year olds) - Lower Secondary

Key Stage 4/GCSE (Years 10-11) - Upper Secondary

After GCSEs students can opt to enter Key Stage 5 and take A Levels (Years 12-13/16-18 years old).

Literacy Hour, The

The Literacy Hour is a way of allocating time to teaching the different strands of literacy each day. It consists of four parts: whole class text level teaching (15 mins), whole class word/sentence level work (15 mins), Guided Reading/Writing for one group with the teacher and independent work for the rest of the class (20 mins), whole class plenary (10 mins).

Learning Obs

Learning objectives for the lesson or the whole unit of work which might cover a half term or a full term of lessons

Multi-academy trust (MAT)

A multi-academy trust (MAT) is a group of academies run jointly by one board of directors, working together as one entity to pool resources and improve standards across the trust. A multi-academy trust is usually headed by a CEO, who differs from a traditional headteacher, and may not be a qualified teacher themselves.

MYP - Middle Years Programme

The Middle Years Programme (MYP) is offered by the International Baccalaureate (IB) for students aged 11-16 years and provides a framework of academic challenge and life skills through embracing and transcending traditional school subjects.

NASACRE National Association of Standing Advisory Councils on Religious Education. SACRE's are encouraged to subscribe to this national organisation which gives advice and guidance. A member of SACRE can attend the annual AGM.

OCR

OCR (Oxford Cambridge and RSA Examinations) is a UK exam board offering a range of qualifications including GCSE and A Level.

PYP - Primary Years Programme

The Primary Years Programme (PYP) is offered by the International Baccalaureate (IB) for students aged 6-12 years and focuses on the development of the whole child in the classroom and in the world outside.

Private schools

Private schools (also known as *independent schools* and in some cases *public schools*) are schools that

Penny Smith-Orr

charge fees in order to attend. They do not get funding from the government, and do not have to follow the national curriculum. About half of private schools are inspected by Ofsted, while the other half are inspected by either the Independent Schools Inspectorate or the School Inspection Service. Some older and more expensive private schools are known as "public schools" although they are not part of the public sector; these schools were considered historically public because they were open for anyone to attend, provided they could pay the fees.

Progress 8

Progress 8 is a measurement scale used to determine the progress a pupil makes from the end of primary school to the end of Key Stage 4. It was introduced in 2016 as a new measure for determining overall school performance. Under Progress 8, pupils' results are compared to the progress of other pupils nationally with similar levels of attainment (using Attainment 8). Students are then judged relative to their attainment and how much progress they have made since the end of primary school. The average scores of a cohort makes up a school's Progress 8 score.

PSHE

Personal, Social, Health education. Defined by the school's inspectorate Ofsted as a planned programme to help children and young people develop fully as individuals and as members of families and social and economic communities. Now sometimes called **PSCHE** with the addition of citizenship

QTS

Qualified teacher Status

SACRE Standing Advisory Council on Religious Education.

A government committee supported by every Local Authority to oversee religious education and collective worship and provide a Locally Agreed Syllabus which must be reviewed every five years

SATs

SATs (officially known as National Curriculum assessments) are the national curriculum tests that are taken at the end of Key Stages 1 and 2. They are designed to help teachers measure students' progress, how much of the curriculum they understand and what they might achieve in the future. SATs attainment levels were abolished in 2016 and replaced with a new judgement framework.

SEND (Special Educational Needs and Disability)

Children with special educational needs all have learning difficulties or disabilities that make it harder for them to learn or access education than most children of the same age. These children may need extra or different help from that given to other children of the same age.

Shared Reading

Shared reading is a whole class activity where the teacher demonstrates reading strategies using a shared text. Texts should be large enough for all children to see. Big Books are perfect for this. Shared reading sessions are very interactive.

SMSC

Spiritual, Moral, Social and Cultural education. This is inspected and should be a thread that runs through the school's work and should be found in all subject planning. It is the over-arching umbrella that encompasses personal development across the whole curriculum.

SOW scheme of work

The Simple View of Reading

The simple view of reading is part of the renewed UK framework for primary literacy and places increasing importance on the role of speaking and listening in developing children's early reading skills. It focuses on two core areas: word recognition (phonics and high frequency words) and language comprehension and reinforces the importance of embedding reading within a broad and rich curriculum.

Whiteboard, Interactive

An interactive whiteboard is a teaching tool that enables anything you can do or see on a computer screen to be projected onto a whiteboard for all the class to see. It is made up of a computer, a digital projector, and a whiteboard which acts as a touch-sensitive screen.

WJEC

WJEC (Welsh Joint Education Committee) is a UK exam board offering a range of qualifications including GCSE.

WALT We are learning Today and **WILF** What we are Looking For

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CP Forecast

SACRE 2018-19

06/11/2018

19069

Oracle Month:

7
5

 <- Select number of Oracle Periods that have happened
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		Working Budget	Total Forecast	YTD	Projection	Variance
	Subj					
External Room and Equipment Hire	120000	£ 500.00	£ 212.50	£ -	£ 212.50	(288.00)
Internal Room Hire	122000	£ 500.00	£ -	£ -	£ -	(500.00)
Public Transport Expenses	230000	£ -	£ -	£ -	£ -	(0.00)
Mileage Expenses	242000	£ 500.00	£ 598.21	£ 126.61	£ 471.60	£ 98.00
Postage	310000	£ -	£ -	£ -	£ -	(0.00)
Refreshments	342000 & 646000	£ 500.00	£ 302.90	£ 109.02	£ 193.88	(197.00)
Printing & Photocopying Charges	350000	£ 500.00	£ 450.60	£ 180.60	£ 270.00	(49.00)
Fees for Speakers, Specialists, Clergy, etc.	401000	£ 500.00	£ 422.23	£ 338.90	£ 83.33	(78.00)
Attendance Fees for Conferences	440000	£ 500.00	£ 260.00	£ 260.00	£ -	(240.00)
Subscription to NASACRE	451000	£ 500.00	£ 105.00	£ 105.00	£ -	(395.00)
Reimbursement to Academies for supply cover	521000	£ 500.00	£ 250.00	£ -	£ 250.00	(250.00)
Realloc of Costs Within Directorates	660000	£ -	£ -	£ -	£ -	(0.00)
Reimbursement to Schools for supply cover	680000	£ 500.00	£ 358.67	£ 108.67	£ 250.00	(141.00)
		£ 5,000.00	£ 2,960.11	£ 1,228.80	£ 1,731.31	(2,040.00)

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From: Penny Smith-Orr , Advisor

To: Standing Advisory Council of Religious Education – 27 November 2018

Subject: School website Monitoring

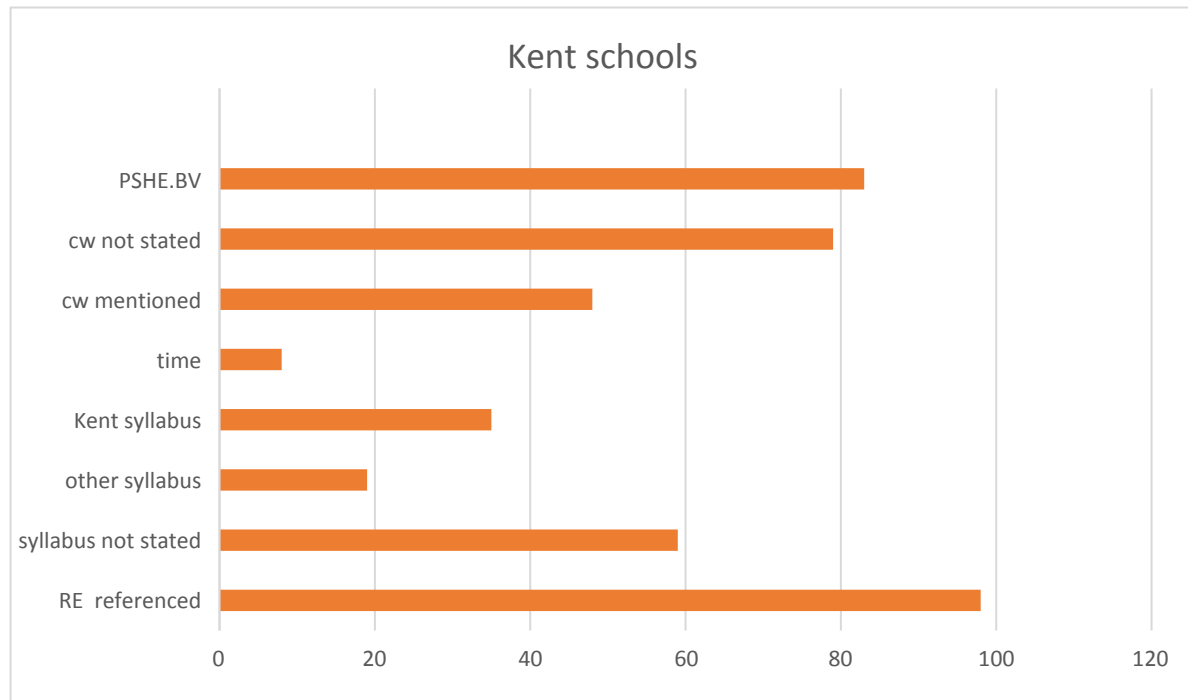
Classification: Unrestricted

1. At our previous SACRE meetings we have discussed monitoring the school's websites in order to check whether religious education and collective worship are mentioned. No mention can be a trigger for OFSTED as well as a number of other issues and as a statutory subject it is felt that it should appear on a school's website.
2. After a very interesting correspondence with members of SACRE 131 of our maintained schools have been checked. The catholic schools are not in our remit and the Diocesan Advisers for Canterbury and Rochester agreed to look at their own Church schools.
3. It will be seen from the accompanying table that 98 of the schools checked have a mention of RE being taught with 35 saying clearly that they use the Kent Syllabus. 19 schools have said they are using another syllabus, this might need to be addressed as maintained schools must use the Kent syllabus, it is unfortunate that a few of these schools say they are using Discovery RE which is an expensive version of the local authority syllabus. Very few mention the time given to religious education and nearly half of the schools don't mention collective worship on their websites. However a very large number of the schools checked, 83, do talk about British Values and spiritual, moral, social and cultural education or personal, social and emotional education, these are the sort of issues that would often come up in collective worship time.
4. There are still a number of maintained schools yet to be checked but the attached graph gives an idea of the situation. It was decided to send a letter to schools either congratulating them on their website or suggesting that it would be a good idea to add the subject and syllabus followed onto it.
5. We still need some volunteers to complete this project but I propose that we send the letters to the checked schools in the near future.

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RE referenced	98
syllabus not stated	59
other syllabus	19
Kent syllabus	35
time	8
cw mentioned	48
cw not stated	79
PSHE.BV	83

131 schools checked



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