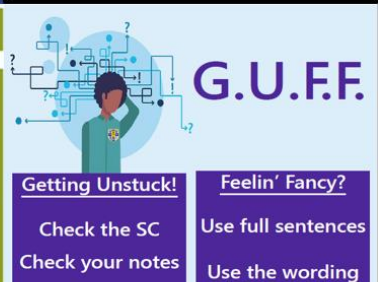
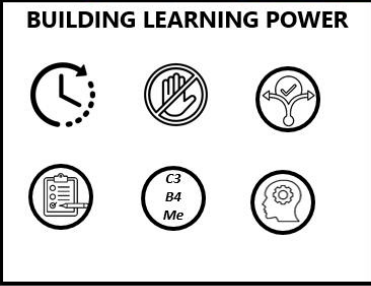


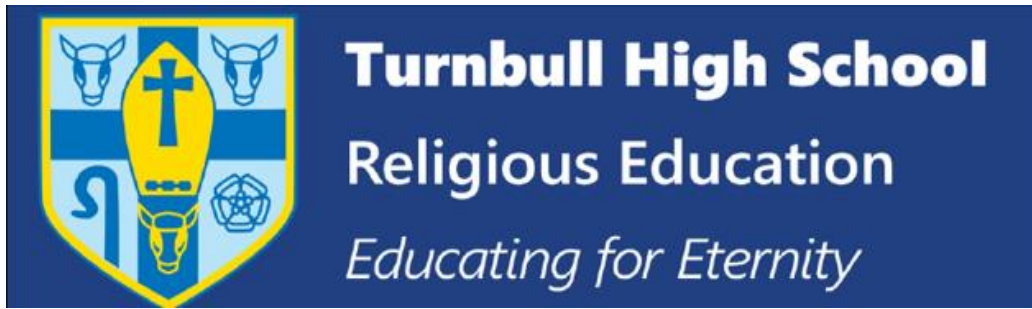
The RE Department Placemat

In this article, Mr Pearce reflects on how Building Learning Power informs learning and teaching in the Religious Education Department.

CLASS ROUTINE SETTLE QUICKLY – HAND THINGS OUT L.I AND S.C. – REGISTER PRAYER STARTER NEW LEARNING PLENARY	 Turnbull High School Religious Education <i>Educating for Eternity</i>	SEAT NUMBER								
		<table border="1"> <tr> <th>Self-management</th> <th>Social Intelligence</th> <th>Innovation</th> </tr> <tr> <td> Focusing Integrity Adapting Initiative </td> <td> Communicating Feeling Collaborating Leading </td> <td> Curiosity Sense-making Creativity Critical thinking </td> </tr> </table>	Self-management	Social Intelligence	Innovation	Focusing Integrity Adapting Initiative	Communicating Feeling Collaborating Leading	Curiosity Sense-making Creativity Critical thinking		
Self-management	Social Intelligence	Innovation								
Focusing Integrity Adapting Initiative	Communicating Feeling Collaborating Leading	Curiosity Sense-making Creativity Critical thinking								
BUILDING LEARNING POWER 	<table border="1"> <tr> <td>1. Remember</td> <td>2. Understand</td> </tr> <tr> <td>3. Apply</td> <td>4. Analyse</td> </tr> <tr> <td>5. Evaluate</td> <td>6. Create</td> </tr> </table> Aiming High in RE +Be aspirational! Always challenge yourself to do your best +Follow all instructions and only talk when it is appropriate +Make the most of your God-given gifts and talents +Always be respectful of the learning and views of others	1. Remember	2. Understand	3. Apply	4. Analyse	5. Evaluate	6. Create	<table border="1"> <tr> <td> Getting Unstuck! Check the SC Check your notes Ask a peer Split up a passage between the group Focus on the words in BOLD Answer in bullet points </td> <td> Feelin' Fancy? Use full sentences Use the wording of the question Use a quote or evidence to support your answer Include a sentence about your opinion or response </td> </tr> </table>	Getting Unstuck! Check the SC Check your notes Ask a peer Split up a passage between the group Focus on the words in BOLD Answer in bullet points	Feelin' Fancy? Use full sentences Use the wording of the question Use a quote or evidence to support your answer Include a sentence about your opinion or response
1. Remember	2. Understand									
3. Apply	4. Analyse									
5. Evaluate	6. Create									
Getting Unstuck! Check the SC Check your notes Ask a peer Split up a passage between the group Focus on the words in BOLD Answer in bullet points	Feelin' Fancy? Use full sentences Use the wording of the question Use a quote or evidence to support your answer Include a sentence about your opinion or response									
@trunbullhs_re   										

I don't know about you, but I am a creature of habit. If I don't wear a tie, I forget my keys (my keys are on a hook in the same cupboard.) If I don't put my lunchbox on the table by the front door so that I will see it on the way out, I'm going to be hangry by period 7! Routine is a very powerful thing and as learners and teachers, with all that we have to remember, it is vital that good practice becomes a habit. This only happens through intentional repetition and strategically placed reminders.

As our learning and teaching journey has developed in recent years, our practice has been shaped by so many important influences with colleagues introducing us to various elements of research-based practice. As a creature of habit in search for a strategy that would achieve consistency across classes led by specialist and generalist RE teachers, I decided to collate reminders of these aspects of excellent learning into a placemat. It is called a placemat, despite not lasting long before being picked of the desks by thinking fingers, although it is now glued into every jotter and displayed at the start of every lesson. The aim is to share responsibility for the learning with the young people so that we move from teacher-led learning to a learner-led classroom.



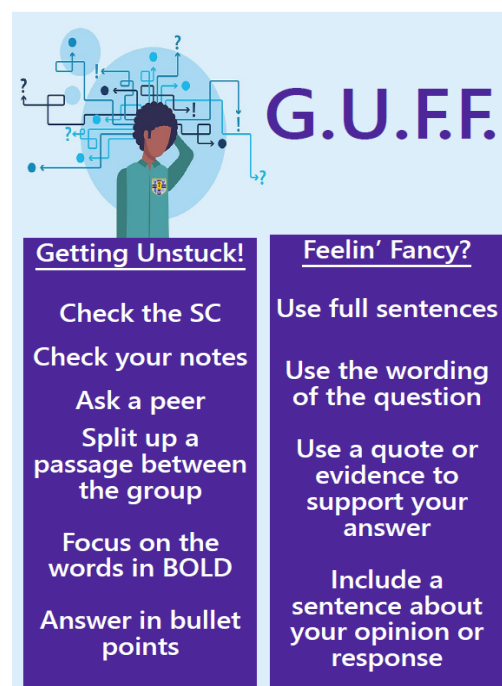
Educating for Eternity – No, this doesn't refer to how staff feel by period 6 on a Friday, it is our departmental motto; an echo of the school one '**Respice Finem.**' **Building the learning power** of our young people begins with helping them to see **relevance** in what we are doing and sharing our 'Why.' 'Educating For Eternity' reminds us that learning in RE is, absolutely, about achieving academic excellence and developing skills, but it has the wider aim of forming young people in the truth that that **they have an immortal soul and a spiritual potential to achieve in and through their choices and achievements in this life.** This is also reflected in the 'Aiming High in RE' section, which encourages every learning to **be aspirational** and to make the best of their **God-given abilities** and the opportunity that belonging to Turnbull High School presents.

SEAT NUMBER

Seat Number – This seems mundane, but it actually points to our use of **impactful questioning techniques**. Teachers don't just pick on the pupil who knows the answer (or the one who doesn't), it is a key part of teacher-craft to be able to make real-time decisions about the right question that will **challenge that individual** at that moment in their learning. Another favourite in the department is my '**Microphone of Destiny**', a soft microphone toy that is launched around the room for quick-fire, inclusive questioning! All of this helps us to **tailor the learning**, to bounce ideas around the room and to ensure that **all learners participate**. This links tidily into our **Building Learning Power** aim to use '**No Hands Up**' questioning and increases pupil **ownership** of the learning.

GUFF – ‘Getting Unstuck, Feeling Fancy.’ In some subjects, pupils are grouped with pupils of similar ability. In RERC, pupils attend in full house groups with a full **range of learning needs**. In addition to planned **differentiation**, according to the needs of pupils (supports intended to enable all pupils to access the core learning), we seek to **empower young people to grow in resilience and problem solving** and become able to **select their own level of challenge**. This level of **independence** and **intrinsic motivation** are key aspects of **Building Learning Power**.

Using the GUFF poster, pupils who find a task can look to the ‘Getting Unstuck’ list for strategies that will support them. Pupils who approach the same task and find that they could stretch themselves can seek inspiration from the ‘Feelin Fancy’ list. The poster is far from exhaustive, but it reminds learners of the principal beyond the specifics.



Online Resources – The logos at the bottom of the placemat remind pupils that they can access learning resources through our **blog**, that they should be routinely using **SatchelOne** and that they can see updates and celebrations of success on our **Instagram** page. Developing the independence and initiative to access resources for revision and consolidation is a key part of **Building Learning Power**.



CLASS ROUTINE
SETTLE QUICKLY – HAND THINGS OUT
L.I AND S.C. – REGISTER
PRAYER
STARTER
NEW LEARNING
PLENARY

Our class routine is clearly shared in the top left-hand corner of our placemat. This seems like a small thing, but share expectations are very important for **positive behaviour** and can especially help our neurodivergent friends to **know what to expect**. Sharing the rationale behind a consistent lesson structure with the young people models **metacognition** and highlights the benefits of planning; they can see that teachers have reflected on the best way for us to learn and can emulate this in developing their own systematic approach to **Building their own Learning Power**.

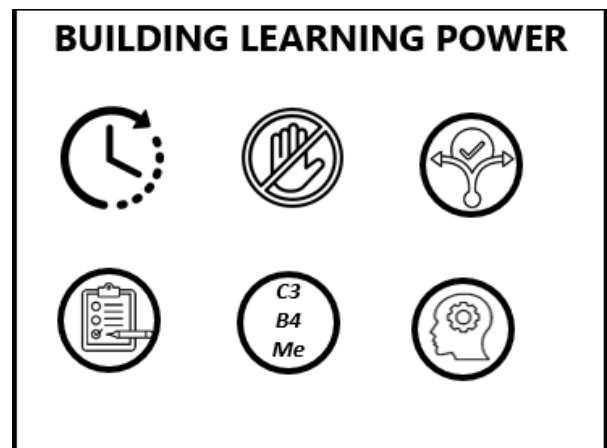


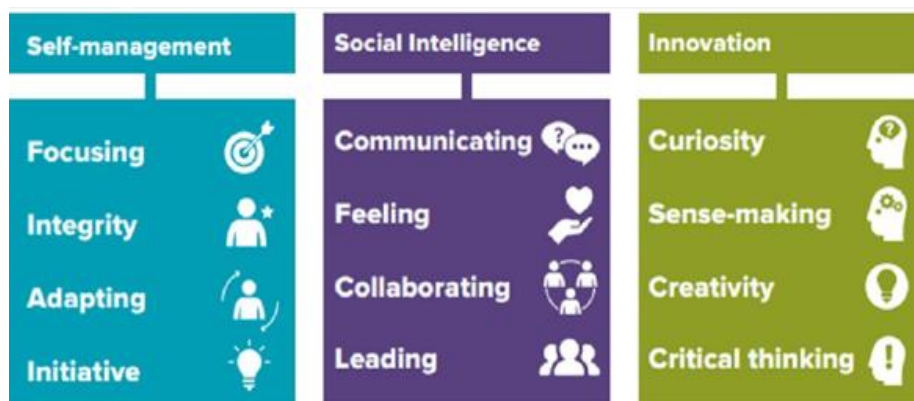
Our **Good News Poster** speaks for itself. It provides a constant reminder of the Gospel message that we are created good, captured by sin, offered rescue and salvation by the Lord Jesus who awaits in love for our response. These themes underpin the whole RERC curriculum and our identity as a **centre of the New Evangelisation**. For this reason, it actually works well as a **plenary** tool- asking learners to identify how a piece of learning fits into any particular heading. Young

people are more committed to **Building Learning Power** when they can see the 'big picture' of the learning. The picture doesn't get any bigger than this!

Building Learning Power Symbols – As a school we have agreed on six principal ways in which our quest to build shared responsibility, ownership, independence, participation and resilience. Every lesson should include these strategies:

Waiting Time, No-Hands Up, Pupil Choice, Monitoring Your Own Work, C3 B4 Me, Retrieval Practice.





In the centre of the poster is the relatively new **Meta Skills** framework. Pupils are routinely asked to **evaluate their use and development of Meta Skills** through the learning tasks of their lessons. In my classes, pupils make **predictions** about which skills will be necessary when we **co-construct the success criteria** of the lesson. They are identified from the very start of the lesson and the **learners are empowered with a full understanding of WHAT and HOW they will learn (Metacognition)**. We also circle back to these at the end of the lesson to see where the learning took us.



HOTS – Blooms Taxonomy of Higher Order Thinking Skills is displayed below (but not in a pyramid – it wouldn't have worked on the placemat!). In addition to being used at the **planning stage** to ensure that pupils move beyond merely remembering facts towards applying and evaluating key concepts, they are also used for questioning. In my class these form the **sentence starters of our success criteria**. What we will learn usually results in pupils identifying 'Remember' and 'Understand' as key thinking skills. How we will learn will see pupils identify 'Analyse, Evaluate and Create' as methods of engaging with sources and communicating the learning. All of this is **Building Learning Power** in RE, because the young people are not only learning, but learning how to learn!

Through consistent use in lessons, we have seen our young people move from being **passive receivers** of information to **active learners** who not only take more responsibility for their learning, but have the vocabulary to be **informed agents** in their own progress. I may forget my keys, or go without lunch, but never does a lesson go by without empowering young people to take ownership of their academic and spiritual development in the RE department!