











## How HPL is applied in RS



(Draft, to be adjusted in Deptl Meeting)




For planning, reporting and feedback

HPL		Report tags	Type of activity in RS	Example tasks
<b>REALISING</b> 	<b>Speed and accuracy</b>	<p>Is able to work at speed and with accuracy</p> <p>can work quickly but is not always accurate</p> <p>tends to make a lot of mistakes when working quickly</p>	<p>Recounting factual evidence such a Biblical stories, or text which provides evidence</p>	<p>Can you write out the Ten Commandments?</p>
<b>ANALYSING</b> 	<b>Following the rules</b>	<p>has recognised rules and used them flexibly to create original material</p> <p>sees the rules and method and follows them accurately</p> <p>needs to pay attention to following the correct method</p>	<p>Understands the instructions of a task quickly and moves on very quickly</p>	<p>Any task where instructions need to be followed clearly</p>
<b>META THINKING</b> 	<b>Progression from basic</b>	<p>Has progressed from one basic idea to generate superior ones independently</p> <p>Is progressing gradually from the basic to more advanced work</p>	<p>Has understood and can recount the detail of a Bible story and is progressing to explore the meaning, eventually coming up with modern day examples</p>	<p>Understanding and analysing a Bible story</p>

		needs to consolidate basic ideas before moving on		
<b>CREATING</b> 	<b>Finding new ideas</b>	<p>has had the confidence to conceive entirely new ideas</p> <p>should have the confidence to explore new ideas</p> <p>finds new ideas challenging</p>	<p>When given a moral question such as “Why should I be good?” discusses and is able to find examples which prove two sides of an argument</p>	<p>Discussing moral dilemmas</p>
<b>ANALYSING</b> 	<b>Deducing inferring and comprehension</b>	<p>can deduce, hypothesise, reason, and seek supporting evidence</p> <p>can deduce and reason when necessary</p> <p>needs help to infer meaning from text and evidence</p>	<p>find common themes and differences in beliefs and codes of conduct</p>	<p>Using researched evidence to give opinions about a moral dilemma e.g. The hospice movement</p>
<b>ANALYSING</b> 	<b>Stretching the “rules”</b>	<p>should look to push the boundaries to progress more quickly</p> <p>the ability to work effectively within the rules of a domain</p> <p>needs to identify the rules</p>	<p>is willing to explore all views about how the planet was created, weaker pupils will have to be prompted</p>	<p>Identifying different views about Creation</p>
<b>ANALYSING</b> 	<b>Understanding tasks</b>	<p>is able to identify the requirements of a task quickly and move on</p> <p>should break down a task, decide on a suitable approach, and then act</p>	<p>A pupil is given a piece of classwork and is able to start and progress with little instruction</p>	<p>Any task with specific instructions</p>

		needs to ask for clarification of the needs of a task		
<b>LINKING</b> 	<b>Past work to present links</b>	<p>has used connections from past experiences to lead to an understanding of the bigger picture</p> <p>should try and relate past work to wider topics</p> <p>tries hard to find connections between past work and new work</p>	<p>Will be ready to answer starter questions which give a good idea that the previous lesson's material has been internalised. Completes work effectively which depends on using work in the previous lesson</p>	<p>Following learning about Christian celebrations is able to identify where events might happen in a church based on prior learning</p>
<b>META-THINKING</b> 	<b>Self-monitoring and correcting</b>	<p>has monitored his/her own performance, evaluated and self-corrected</p> <p>is aware of his/her own progress and will correct work when prompted</p> <p>is aware of his/her own progress</p>	<p>Has had a piece of work back and is keen to read comments, understand them and acts upon them</p>	<p>Any piece of work with feedback</p>
<b>LINKING</b> 	<b>Concrete or abstract</b>	<p>flourishes when dealing with concrete facts and happy with more abstract concepts</p> <p>works well on the detail and now needs to understand big ideas</p>	<p>Is able to recount the ten plagues of Egypt and can link the detail to the reasons why God sent them and also the effects</p>	<p>Explanation of the Ten Commandments</p>

		is comfortable with concrete facts		
<b>EMPATHETIC</b> 	<b>Working together</b>	<p>is happy to take on the views of others</p> <p>listens to the views of others.</p> <p>is able and willing to work in teams</p>	can work in a group of children discussing the length of sentence which might be appropriate for different crimes, listens, contributes.	Group work or a debate on ordering a set of charitable acts. The most generous to the least
<b>HARD WORKING</b> 	<b>Perseverance and resilience</b>	<p>the ability to keep going and not give up</p> <p>is resourceful when presented with challenging tasks and problems,</p> <p>faces obstacles and difficulties and shows character in facing up to them</p> <p>shows an ability to overcome setbacks and remains confident when challenged</p> <p>needs support when facing challenges</p>	Is presented with the question "Why should I be good?" and finds it difficult to understand. Approaches the problem incorrectly but is keen to have another go	A task which is challenging
<b>HARD WORKING</b>	<b>Expectations of yourself</b>	is not satisfied until high quality, and the desired outcome are achieved.	Produces a piece of work which is messy and lacking detail, and wants to rewrite it	Recounting the story of the good Samaritan in a modern context

		<p>works diligently and works systematically</p> <p>needs to elevate expectations of finished work</p>		
<p><b>HARD WORKING</b></p> 	<p><b>Positivity</b></p>	<p>is focused, flexible and optimistic</p> <p>generally works well on set tasks and has a positive attitude</p> <p>should try to be optimistic about positive outcomes to tasks</p>	<p>Pupil arrives in class keen to please and work.</p>	<p>Any task</p>
<p><b>LINKING</b></p> 	<p><b>Community spirit and morals</b></p>	<p>can take an objective view of different ideas and beliefs, and is receptive to other ideas and beliefs</p> <p>demonstrates a sense of community ethos</p> <p>is mostly sensitive to the ethical and moral issues raised by study in class.</p>	<p>Approaches a piece of work and shows that they are able to understand the views of a wide range of people and can show empathy</p>	<p>Investigation into the value of money to different people</p>