



**PORTSMOUTH AND WINCHESTER
DIOCESAN ACADEMIES TRUST**



**COLLECTIVE WORSHIP
POLICY**

Date Agreed: March 2021

Review Date: March 2022

Signed: _____

Chair of Governors

**Portsmouth and Winchester Diocesan Academies Trust
ST Blasius C of E Primary Academy
Collective Worship Policy**

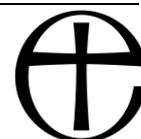
Revision Record

Revision No.	Date Issued	Prepared By	Approved	Comments
1	February 2018	CW	Govs	Reviewed policy
2	March 2019	CW	TCP	Reviewed policy
3	May 2019	CW	LGB	Minor changes from R.E lead/TCP wording changed to LGB
4	March 2020	CW	LGB	Reviewed policy
5	September 2020	SW	LGB	Changes to comply with Covid 19 restrictions
6	March 2021	SW	LGB	Reviewed policy



THE CHURCH
OF ENGLAND

First Floor, Peninsular House • Wharf Road • Portsmouth • PO2 8HB



THE CHURCH
OF ENGLAND

Introduction

This policy is an agreed statement of the values and aims of Collective Worship at St Blasius C of E Primary Academy.

References to 'parish' refer to St Blasius Church Parish, which the academy is linked to. This is the parish named in the Instrument of Government (equivalent) for the academy. The vicar will be the 'principal officiating minister' (ex-officio) of the named parish.

"To worship is to quicken the conscience by the holiness of God, to feed the mind with the truth of God, to purge the imagination by the beauty of God, to open the heart to the love of God, to devote the will to the purpose of God." William Temple, Archbishop of Canterbury 1942-44

Rationale

Worship at our academy should:

As worship:

- Should at its simplest create a time and space where we can come closer to God and God can come closer to us.
- Be distinctively Christian.
- Use and promote the clearly identified core Christian values of the academy.
- Have ***Integrity*** as acts of Anglican worship whilst being ***Invitational, Inclusive*** and ***inspirational***.
- Be based on Biblical text or themes.
- Enable participants to develop an understanding of Jesus Christ and a Christian understanding of God as Father, Son and Holy Spirit.
- Be central in importance to the life of our academy community, which is part of a wider community that embraces the whole world.
- Reflect on human existence.
- Use the seasons and festivals of the Christian year.
- Develop understanding of Anglican traditions and the practice of the local parish church.
- Involve the active encouragement of the local church and members of the clergy.

For people:

- Develop personal spirituality within the academy community through a range of experiences including individual and collective prayer.
- Engage pupils and adults with collective worship, making it relevant and transformational to the lives of members of the whole academy community.
- Celebrate the God given gifts and talents of individuals and the whole academy community.
- Make a significant contribution to the overall spiritual, moral, social and cultural development of members of the academy community.
- Consider the beliefs and values of others, especially those within the academy community.
- Raise aspirations of individuals and the academy community.

To comply:

- Reflect the trust deed.
- Be clearly outlined in the academy brochure and on the academy website.
- Involve learners and adults in planning, leading and evaluating collective worship.
- Be monitored and evaluated for the impact it has on the academy community by foundation governors.

Aims

- To promote the joy of worship as engaging, inspiring and transformative.
- To develop spirituality, morality, social and cultural values.
- Sometimes to provide a peaceful environment enabling stillness, reflection and prayer.
- Sometimes to be noisy and joyous with singing, music, dance, drama, gymnastics etc.
- To give an opportunity to acquire a secure knowledge of the Christian faith as revealed in the Bible.
- To understand, celebrate and develop children's knowledge of Christian beliefs, celebrations, traditions and religious festivals in the Anglican Church's year.
- To appreciate that people, cultures and beliefs differ and to demonstrate respect, tolerance and generosity towards them.
- To develop pupils' sense of self-worth and to provide opportunities to celebrate achievements.
- To develop a caring attitude to others and a sense of community and loyalty.
- To provide opportunities for children to plan, lead, contribute to, monitor and evaluate collective worship.
- Where possible (*complying with covid-19 government guidelines*) invite clergy of the parish, other lay members of the parish and other Christian leaders in the community [as are acceptable to the parish church] to lead worship systematically.

How we will achieve our aims

We aim to promote Collective Acts of Worship, which are rich, meaningful experiences that are appropriate and significant to the pupil's needs, age, development and interest by:

- Creating a sense of occasion and reverence following the 4 central attributes of worship:
 - Gathering** (*enhanced by music, actions, symbols and by those leading worship*)
 - Engaging** (*grounded in distinctively Christian teaching*)
 - Responding** (*praise, silence, song, guided reflection, prayer, actions*)
 - Sending**
- Arranging Worship at different places when possible, different times with different people and groupings, involving all members of the academy community at some time.
- Planning and linking themes which focus on a particular idea/concept, i.e. the liturgical year; RE curriculum, festivals and celebrations, within Christian and other faith traditions, Christian values – celebrating achievements, good work and behaviour.
- Using a wide range of resources, devotional aids, artefacts (from religious and secular sources), drama and external speakers to engage children's interest.
- Encourage children to participate and experience different styles of worship, e.g. prayer, praise, silence, rituals, and become familiar with the language of worship, Biblical readings and liturgical statements.
- Providing opportunities for pupils to reflect, contemplate on their own thoughts, feelings and beliefs – the centrality of prayer – writing prayers.
- Providing opportunities that develop pupil's awareness of what is beautiful, good, wonderful, awesome and puzzling in life experience – integrate the concept of spirituality.
- Involving pupils and members of the wider community to both lead and participate in collective worship and activities within St Blasius Church parish/church.
- Presenting and creating displays that promote and enhance spiritual ideas, thoughts and questions.

Central attributes of an Act of Worship

The academy will endeavour to fulfil the legal requirements of 1988 Education Reform Act in conjunction with academy's trust deed, by holding '*An Act of Collective Worship every day*'. All staff members available, will attend all acts of worship.

During Collective Worship, whether in the hall, classroom or outside, we will apply the following four central attributes: (See Appendix 1 for ideas for each element)

Gathering	Making special and significant this part of the day through appropriate symbol and ceremony.
Engaging	Using the best available techniques to stimulate interest in the content.
Responding	Ensuring there is time and opportunity for individual, group reflection and thought, so those attending can respond in a variety of ways.
Sending	Summarising the worship in a meaningful short message used to create an opportunity for those attending to implement the ideas covered and to conclude the worship.

The academy may vary the organisation Whole School/Class/Key Stage each year or term (*Appendix 2*). Our Collective Worship is planned systematically, so that there is continuity, variety and clear focus on Christian beliefs and festivals. Worship is generally led by academy staff and pupils. But where possible LGB members, representatives from St Blasius Church, members of different faith communities and members of the local community are invited to lead occasional worships.

The academy week is directed by an 'opening reflection' led by a member of the SLT following a theme connected to our core Christian values. Each time the school meets, a candle lighting prayer is used.

The Centrality of Prayer

During the Collective Worship there will be a time for response and reflection, to ponder on a question, statement or thought. This may also be reflected in a prayer, read out or recited, which is then displayed and used in class and academy reflective areas so that:

- Children understand the nature and purpose of prayer.
- Children understand the part prayer may play in their life and the life of the worshipping community.
- Prayer contributes to the spiritual development of the whole school community.

There will also be appropriate opportunities for prayer and other worship activities, including reflection, outside collective worship. Each class has a 'reflective area' to engage and prompt individual learners, as well as designated special spaces in corridor areas.

Management and Organisation of Resources

The Principal and collective worship coordinator plan worship on a termly basis, with input from the children, teachers, members of St Blasius church and reflections/feedback from parents. Resources and artefacts are stored in the Principal's Office, hall and store room. All classes have access to prayer books and Bibles, as well as a class set of Bibles in the library. A board is displayed inside the hall, highlighting the focus and theme of Collective Acts of Worship, music and prayer. The academy's reception area displays reflect the colours of the Church year, current ideas and themes, as well as the academy's distinct ethos and values.

Communication

The weekly newsletter contains our core values of Wisdom, Endurance and Friendship and the Principal's message often includes reference to the worship theme that week. Information about academy worship is also provided to St Blasius Church via the academy website, so that parishioners can be informed about worship in the academy.

Parental Involvement

Parents are actively encouraged to participate in Collective Acts of Worship. The weekly newsletter outlines the theme connected to our core Christian values along with the prayer and thought for the week. Parents are encouraged to participate in Church Services and Celebration Worship when held, throughout the year.

Legal status of collective worship

All maintained schools in England must provide a daily act of collective worship.

In a Church of England School, worship must be in line with the trust deed of the school and will reflect the traditions of the Church of England, i.e. the Anglican tradition.

Right to withdraw

Parents have the right to withdraw their child from the daily act of collective worship. Academies must comply with this wish and must ensure a duty of care for pupils who are withdrawn from collective worship.

Collective worship guidance is contained in Circular 1/94.

Our academy will respect parental request and will try to discuss the request to see if an accommodation can be reached and to ensure worship remains inclusive and invitational and open to all members of the school community.

Responsibilities

All teaching staff, including teaching students and HLTA's, are expected to participate and lead Collective Worship and all other support staff are asked upon recruitment, if they are happy participate in Collective Acts of Worship that promote the Christian ethos and values of the School. The academy welcomes offers from any member of staff who feels confident to lead worship.

The Principal is responsible for co-ordinating the programme of induction and training for staff.

Monitoring and Evaluation

Monitoring and Evaluation of Collective Acts of Worship, is undertaken by the teaching staff and LGB members on a termly basis. All those delivering worship, will be observed termly. This process supports the Academy's self-evaluation and is reported to the LGB. (Appendix 3)

Pupils are also involved in evaluating collective worship through feedback in weekly class worship, questionnaires and pupil conferences. All leaders of collective worship are asked to evaluate continuously, reflect after every worship, to develop and improve their practice.

Collective Worship Coordinator: **Mrs Sally Wilson**

Review

This policy should be reviewed annually, or earlier if changes are made to the SIAMS Evaluation Schedule.

Appendix 1 – Ideas for addressing the 4 central attributes

Appendix 2 – Worship Planning 2020/21

Appendix 3 – Collective Worship Observation Form (and guidance)

Appendix 4 – SIAS Grade Descriptors for Collective Worship

APPENDIX 1

Ideas for gathering

Based on the revised SIAMS inspection schedule for collective worship which references the “central attributes” of worship, Gathering, Engagement, Responding and in addition the Sending or Conclusion. How do we create a **Gathering** ceremony that changes the **space** used for worship (which is also used for lunch and PE) into a **sacred place** that enables children and adults to engage in this very special part of a church school day?

Safeguarding

Make sure that any activity is safe e.g. the use of candles in worship is common, always make sure there are clear and safe guidelines about the lighting, handling and extinguishing of candles.

Some gathering ideas:

- Teach a short prayerful song such as “As we are gathered Jesus is here”.
- Light a candle with a prayer – “Dear God, show us who you are and how you want us to be”.
- Light a candle with a prayer – “This is a special time of our school day when God can come closer to us and we can come closer to God”.
- Light a candle with a prayer – “We light this candle as a symbol to remind us of God’s perfect gift to us. Jesus is here, His spirit is with us, Amen”..
- Other greetings:
 - “Peace be with you”, “And also with you”.
 - “The Lord be with you”, “And also with you”.
 - “Peace”, “Peace”.
 - Could be a confession using “Sorry, Thank You and Please”.
 - Could be based on the school’s Distinctive Christian Values, e.g. “Dear God, help us to Love, Trust and Forgive every day and in every way”.
- Use an inspirational or thought provoking image on screen as children arrive.
- Use music, playing while the children arrive, that links to the theme.
- Create a ceremony – a tee light in a special holder is lit in the classroom, the light is processed at the front of the class as they walk to the hall. As the school gathers all the lights are placed at the front of the hall. When the main candle is lit, the light comes from one of the class candles.
- Instead of the children forming rows in their classes, the children arrive and create vertical rows from front to back. This mixes up the classes and creates a more family feel with older and younger children sitting next to each other.
- Try to create as much of a circle as possible, in Godly Play it is described as the children’s sacred space. It brings the children closer and creates a more intimate feel to the assembly of people.
- Get a child to process the school banner accompanied by two candle bearers to the front when all classes are assembled.
- Start a Taize chant or other short repeating song in the classrooms and bring the song to the hall.
- Ask the children, explain that Gathering is a key part of our school worship, what would make it special for them, see what ideas they come up with.
- Vary the gathering each half term – perhaps the gathering can reflect the cycle of the church year.

From the SIAMS Schedule for collective worship 2013

The central attributes of collective worship and the extent to which they:

- Develop the Christian vision, values and ethos of the school and contribute to the spiritual, moral, social and cultural development of participants.
- Provide opportunities for participants to gather, engage and respond in a variety of ways, grounded in distinctively Christian teaching.
- Provide opportunities to understand and celebrate festivals in the Church's year and reflect local Anglican/Methodist practice, including the Eucharist/Communion where appropriate.

Ideas for engaging

Based on the revised SIAMS inspection schedule for collective worship which references the "central attributes" of worship, Gathering, Engagement, Responding and in addition the Sending or Conclusion. How do we **Engage** the assembled children and adults so they can focus on the theme / content of our talk / presentation / worship?

Safeguarding

Make sure that any activity is safe e.g. the use of candles in worship is common, always make sure there are clear and safe guidelines about the lighting, handling and extinguishing of candles.

Some engaging ideas:

Rule number 1 do not leave your amazing skills as a teacher at the hall door, unlike Church - school worship does not have a rigid liturgy; we can be incredibly creative in our presentational style.

Rule number 2 always know what you want the children and adults to take away, do not get distracted by a stunning presentational idea, find the right style to suit the message you want to convey.

- Gathering provided you with the first opportunity to raise the curiosity of those assembled. The imagery the music, perhaps the fragrance you used (burning an incense joss stick) can be used to start the engagement.
- Ask questions about the image / music / fragrance.
- Find out what the children already know (we sometimes tell a Bible story that most of the children know quite well, rather than reading or telling it again get the children to help you retell the story, their own words can provide you with profound insights.
- Tell a story from your own childhood.
- If you can play an instrument or have another skill use it – mine your talents.
- If you can paint or draw – use these skills to tell the story.
- Use volunteers.
- Use simple props, using 4 strips of cardboard held together with paper fasteners you can retell the story of Jesus Healing The Paralysed Man
www.youtube.com/watch?v=DX5xUpXHUNE
- Use video clips, try <http://jesuswonder.org/> as a resource.
- Talk to your vicar / lay ministers about Bible telling resources such as "Open The Book" a dramatic way of telling Bible stories that involves adults and children.
- Use props – a closed box that you carefully place behind you, and while you start telling the story you keep looking at over your shoulder – but you don't say anything about it, the children will be desperate to know "What's in the box?".
- Create a sacred space, as much of a circle of children as you can make in the hall and sit on the floor at their level, talk in a low voice so everyone has to work hard to hear.
- Use Christian meditation techniques see www.wccm.org for information.

- Stand up to sing and use the hymn / song to increase blood flow and energise everyone.

From the SIAMS Schedule for collective worship 2013

The central attributes of collective worship and the extent to which they:

- Develop the Christian vision, values and ethos of the school and contribute to the spiritual, moral, social and cultural development of participants.
- Provide opportunities for participants to gather, engage and respond in a variety of ways, grounded in distinctively Christian teaching.
- Provide opportunities to understand and celebrate festivals in the Church's year and reflect local Anglican/Methodist practice, including the Eucharist/Communion where appropriate.

Ideas for responding

Based on the revised SIAMS inspection schedule for collective worship which references the "central attributes" of worship, Gathering, Engagement, Responding and in addition the Sending or Conclusion. How do we allow the children and adults to **Respond** to the theme / content of our talk / presentation / worship?

Safeguarding

Responding can include information from children that reveals sensitive personal information. Be ready to stop the child before they say too much. You must make sure the head teacher (or designated member of staff) is informed, takes note and you have confidence that there will be appropriate follow up.

Some responding ideas:

- When you ask a question, responding can be:
 - Think about this in your head.
 - Talk to the person beside you (talking partner) give the children 20 seconds and swap.
 - Gathering an answer from year R then year 1 and then year 2 and so on.
 - Holding your answer in your head and see if you had the right idea as the story continues.
 - Expecting the unexpected and allowing for these obscure responses.
- Responding can be quiet – is this your preferred style? What will work best for the subject / children?
- Responding can be noisy – is this your preferred style? Can you successfully restore calm?
- Responding can be allowing the children to tell the story for / with you.
- If you are using a well-known Biblical story, rather than telling it all yourself ask the children what comes next, this is both engaging and responding.
- Can the response be an action rather than words? How can you show compassion to this person, show me in a mime?
- The response could be a spontaneous prayer said out loud to a partner or to everyone.
- Singing an appropriate song could be the best response possible.
- Responding might be private as we all listen to a piece of music or look at an image or at a candle flame.

- A collective response might be asking what we can do as a school to make a difference in the context of the theme, gathering the ideas and offering them to the school leadership might be appropriate, do ask first if this would be acceptable.
- Asking the children to show work that they have done in class the week before, you have to set this up in advance.

From the SIAMS Schedule for collective worship 2013

The central attributes of collective worship and the extent to which they:

- Develop the Christian vision, values and ethos of the school and contribute to the spiritual, moral, social and cultural development of participants.
- Provide opportunities for participants to gather, engage and respond in a variety of ways, grounded in distinctively Christian teaching.
- Provide opportunities to understand and celebrate festivals in the Church's year and reflect local Anglican/Methodist practice, including the Eucharist/Communion where appropriate.

Ideas for sending or the conclusion

Based on the revised SIAMS inspection schedule for collective worship which references the "central attributes" of worship, Gathering, Engagement, Responding and in addition the Sending or Conclusion. What message will you **Send** the children out with. How do we ensure the children leave the worship with a simple / single thought that could have an impact on the rest of their day or even their life?

Safeguarding

Make sure anything you ask the children to do as a response, does not put them at risk.

Some sending or concluding ideas:

Sending or the conclusion should be your starting point for every worship. Always ask yourself

- "What do I want the children / adults to take away?"
- "What impact do I want the content of the worship to have on the lives of the children and adults?"
- Remember that church schools are not church, remaining invitational and inclusive means that whilst we share the message of Christianity, school worship may not be a gathering of Christians. Sending them off to do God's work or saying "Go in peace to love and serve the Lord" could be inappropriate and / or offensive.
- Some sending may be personal to the individual and some may be outward to others and involve a school wide response.

You could:

- Ask children to share a smile with someone they know or like.
- Ask children to share a smile with someone they don't know or don't like.
- Use a final prayer to sow the seed you want – make sure the language you use can be understood by children of all ages present.
- Empower the children "Remember, although you might be small or very young compared to us adults, you can change the world by what you do today."
- Reference the way you gathered the children "Dear God, show us who you are and how you want us to be." As you leave today, what have you learned about how God wants human beings to be? Does it affect you?
- Ask them to think how they treat others while they work, play in school and how they behave in school.

- Ask them to be courageous in defending others in class against unkindness from others.
- Ask them to spot others being kind and be courageous enough to tell them.
- Ask them to organise a chart in class to catch all the times when kindnesses are spotted.
- Ask them to look out for a charity that might need support.
- Ask them to think of ways in which the school could help others in the local or world community.
- ASK THE CHILDREN WHAT THEY THINK THE SENDING MESSAGE SHOULD BE TODAY.

From the SIAMS Schedule for collective worship 2013

The central attributes of collective worship and the extent to which they:

- Develop the Christian vision, values and ethos of the school and contribute to the spiritual, moral, social and cultural development of participants.
- Provide opportunities for participants to gather, engage and respond in a variety of ways, grounded in distinctively Christian teaching.
- Provide opportunities to understand and celebrate festivals in the Church's year and reflect local Anglican/Methodist practice, including the Eucharist/Communion where appropriate.

APPENDIX 2

Worship Planning 2020/2021

Assemblies & Collective Worship during the Coronavirus Pandemic

Until government guidance changes, the children and staff are not to assemble together as a whole community to reduce the risk of infection.

Acts of collective worship will take place daily within class / group bubbles.

Current guidance also means that the children cannot sing in groups larger than 15 but we will still enjoy music as part of our worship together.

Collective Worship will have a theme that runs for each term based on a set of Christian Values that are organised over a two-year cycle.

These also align with our Academy's core values of **Wisdom, Endurance** and **Friendship**.

The values we will be focusing on for the 2020-21 year will be:

- Autumn Term 1 – **Wisdom**
- Autumn Term 2 – Truthfulness
- Spring Term 1 – **Endurance:** Perseverance
- Spring Term 2 – Courage
- Summer Term 1 – **Friendship**
- Summer Term 2 – Respect

In 2021 - 2022 we will focus on:

- Autumn Term 1 – **Wisdom:** Generosity
- Autumn Term 2 – Trust
- Spring Term 1 – **Endurance:** Justice
- Spring Term 2 – Forgiveness
- Summer Term 1 – **Friendship:** Compassion
- Summer Term 2 – Peace

Assemblies

Each week we gather as a class/bubble with the Principal or Collective Worship coordinator for a worship following *Values for Life Teaching Christian Values in Primary Schools*. Each term the lesson will be linked to our academy's Christian Values,

- Autumn Term – **Wisdom**
- Spring Term – **Endurance/Perseverance**
- Summer Term – **Friendship**

This will be followed up the following day as a class based worship.

Class/Bubbles will come together for Picture News which has a British values link and a weekly link to UNICEF Rights of the Child. The news topic will also be followed up in class.

Bible story created by Elizabeth Sutcliffe, to support pupil's wellbeing, will be taken as a weekly worship within class. Teachers and pupils will be able to discuss the stories and link them to the previous worship based on the current Christian value using the 4 simple questions below. The class teacher should review openly what

took place and the impact and influence the worship had.

The purpose is to discover what the pupils have remembered, understood and learned from the worship. If the children did not understand – the class teacher is in an ideal position to develop the ideas at an appropriate level for the class. Simply discussing the worship – gives it relevance and importance and for some, a better or deeper understanding.

a. *This is a personal idea just about your feelings or thoughts.*

1. Tell me one thing that would have made it better for you?

b. *This is a personal idea just about your feelings or thoughts.*

2. Tell me what it was about?

c. *This is about factual recall.*

3. Tell me why did the person leading the worship do what they did?

(How you phrase this depends on the age of the pupils)

a. *So what was the point?*

b. *What do you take away?*

c. *What do we learn about how we live our lives?*

Friday is a Celebration Assembly held within class/bubbles but we are working towards organising a virtual assembly using Microsoft Teams/Zoom to enable the children to see each other and celebrate each other's achievements together.

Worship Themes are rotated for each class/bubble

THEME:	Autumn Term 1: Wisdom				
	Monday	Tuesday	Wednesday	Thursday	Friday
Values for life led by NM/SW	Year 5 Year 6	Year 1 Year 2	Year 3 Year 4		
Values for life follow up in class		Year 5 Year 6	Year 1 Year 2	Year 3 Year 4	
Picture News	Year 1 Year 2	Year 3 Year 4	Year 5 Year 6		
Bible story to support pupils' wellbeing created by Elizabeth Sutcliffe	Year 3 Year 4			Year 1 Year 2 Year 5 Year 6	
Celebrating achievements in class					Years Rec - 6

Reception class to follow **Early years Jack in the box** – interactive Christian assemblies on values themes. To engage children in the four elements of worship.

Welcome (Hello time)	Learning (Story time)	Reflecting (Thinking time)	Responding (Praying time)
-----------------------------	------------------------------	-----------------------------------	----------------------------------

Within each term there always needs to be flexibility due to extra events and changes in staff that are not previously known or planned etc.

For 2020/21 the whole school will be focusing on key Christian values and events in the church calendar. KS1 will also focus on Judaism, Years 3 and 4 will also focus on Hinduism, Years 5 and 6 will also focus on Islam.

We also know that other values will be explored either directly through Collective Worship, RE lessons and will permeate the whole curriculum. Values are the basis for the social, intellectual, emotional, spiritual and moral development of the whole child.

Our values programme encourages children to develop their understanding through being actively involved by:

- Teachers (and pupils) explaining the meaning of the value.
- Pupils reflecting on the value and what it means to them and their own behaviour.
- Pupils using the value to guide their own actions.
- Staff modelling the value through their own behaviour.
- Ensuring that values are taught implicitly through every aspect of the curriculum.
- Involving all staff, governors and parents in the values programme through newsletters which explain how the academy and home can work together to promote positive values.

APPENDIX 3

Collective Worship – Observation Form

St Blasius C of E Primary Academy

Leader: _____ Observer: _____

Worship Theme: _____ Date: _____

Grouping: _____ Length of worship: _____

Collective worship in Church of England Schools should at its simplest create a time and space where we can come closer to God and God can come closer to us

Also see 'Questions to ask the children' & 'Points for consideration' (reverse)

CRITERIA	ASPECT	COMMENT
<p>Central Attribute 1</p> <p>Gathering</p>	<p>Is there a real sense of a marking the start of a very special time in the school day?</p> <p>Immediate impact, relevant, welcoming, stimulates interest or dull, uninteresting, lacks focus.</p>	
<p>Central Attribute 2</p> <p>Engaging</p>	<p>Does the worship leader capture the attention of the children and staff so they become actively engaged in the content?</p> <p>Excellent - well expressed, stimulating or poor communicator</p> <p>Convincing, enthusiastic, warm or lack of rapport.</p>	
<p>Central Attribute 3</p> <p>Responding</p>	<p>Does the leader allow for a response from the children and adults – whether active or passive, noisy or quiet?</p>	
<p>Central Attribute 4</p> <p>Sending</p>	<p>Does the leader send us out with a clear “thought for the day” something that changes our behaviour in some way?</p> <p>Clear summary, learners given opportunity to reflect or Unclear what the message was.</p>	
In addition		
<p>Content</p>	<p>Clear Christian content and teaching</p> <p>Woolly, lack of structure, largely secular</p>	
<p>Comments from the children</p>	<p>Grade: _____</p> <p>(See Descriptors)</p>	

Pointers for consideration - *NB not a check list.*

Gathering	Music (entry/exit)	Appropriate / random, linked to theme, creates atmosphere, delivers a message.
	Welcome	Whether greetings exchanged and introduction made.
	Atmosphere	Extent to which Act of Worship is portrayed as special and important.
Engaging	Focus	Table, cloth, Bible, cross, candle, artefacts ICT / Visual / drama provides appropriate, linked relevant visual/factual information.
	Awe and Wonder	Sense given of marvel of world / creation.
	Conviction	Extent to which message is clear and compelling or words lack power and appear as paying lip service.
Responding	Participation	Extent to which learners involved in responding, partner talk, opportunities for some to participate directly.
	Singing	Whether there was appropriate hymn / song, quality, enthusiasm of participation.
	Reflection	Learners given time to pause and reflect.
	Prayers	Extent to which prayers are appropriate and learner friendly, whether learners are invited to respond.
Sending	Dismissal	Whether the person takes charge, smiles, engages with some learners, says 'thank you'.
Other aspects	Distinctively Anglican	Clear reference is made to the Bible and Anglican Christian teaching and belief e.g. the Trinity - God, Jesus and Holy Spirit.
	Inclusive	The worship reflects the multi faith / cultural nature of the world and feels inclusive to those of other and no faith.
	Dynamism & Theatricality	Was it a performance rather than an Act of Worship.
	Open or Closed	Does the leader give room for the children to build their own meanings / connections / links or are they told what to think?
	Age Appropriateness	Are the language, concepts, ideas appropriate? Is it meaningful for the youngest yet appropriate for the oldest?

Questions to ask the children after worship:

1. Tell me 1 thing that you liked about today's worship?

2. Tell me 1 thing that would have made it better for you?

3. What was the worship about?

4. What did you learn from the worship?

APPENDIX 4

Grade Descriptors: Collective Worship

Outstanding (1)	Good (2)	Satisfactory (3)	Inadequate (4)
All members of the school community place great value on collective worship and can articulate its place in their school life and what it means to them personally.	Members of the school community see the importance of worship in the life of the school and are able to talk about what it means to them.	Collective worship is recognized as important in the life of the school community and is valued. It meets legal requirements but there is no consistent approach to improving the quality of the worship experiences provided.	Worship does not hold a distinctive place in the daily life of the school and learners cannot see its importance in their lives. Little monitoring and evaluation of worship occurs and no account is taken of learners' views. There is insufficient impact on improvement.
Collective worship has a strong focus on the person of Jesus Christ and learners understand the central position He occupies in the Christian faith.	Collective worship often includes teaching about the person of Jesus Christ and learners have an understanding of his important place in worship.	Learners have some knowledge of the life of Jesus Christ though his significance in worship is not fully understood.	Learners show at best half hearted or little response to aspects of worship.
Collective worship has a strong focus on God as Father, Son and Holy Spirit and learners can recognize and express this with understanding.	Learners are aware of God as Father, Son and Holy Spirit in worship but their understanding of this is undeveloped.	Reference is made to God as Father, Son and Holy Spirit on occasions but the significance of this has not been made explicit to learners.	Neither the place of the person Jesus Christ nor Biblical material are given prominence in worship and the central attributes of worship have a low profile and do not support learners in being more fully engaged in worship.
Collective worship regularly includes Biblical material and learners are able to relate this to the school's core values and their own lives.	Collective worship often includes Biblical material and learners are able to make some links between this and their own lives and to the school's core values.	Collective worship sometimes includes Biblical material but its relation to learners' lives and the school's core values is not always explicit.	Learners have limited awareness of different Christian traditions including Anglican. The major Christian festivals are celebrated but learners gain little understanding of Christian beliefs and values from worship.
Learners can identify clearly the distinctive features of different Christian traditions in worship particularly local Anglican practice.	Learners have an understanding of different Christian traditions in worship, particularly local Anglican practice, though cannot always articulate these fully.	Learners have some understanding of a few different Christian traditions in worship mainly related to local Anglican practice and to some Christian festivals.	There is little to raise learners' spiritual awareness or to directly inspire them in the service of others. Prayer and reflection play a limited role in the pattern of school life so learners derive little spiritual benefit.
Collective worship is inspirational and inclusive. It engages all learners and its impact can be clearly discerned in all parts of the school community's life	Most learners recognise the value of worship, respond positively and participate willingly.	Learners behave well, are attentive and respond to the different elements of worship but are often passive.	Inspectors should use their professional judgement in making this judgement. Collective Worship may be inadequate if more than one of the above apply:
Themes raise aspirations, inspire a high level of spiritual and moral reflection and challenge learners to take responsibility for their own conduct and charitable social actions expressed in Christian terms.	Themes are relevant and pay close attention to learners' spiritual and moral development. In response, learners take some action in the service of others	Learners regularly experience such elements as song and prayer but there is limited variation in the pattern and setting for collective worship	
All of the central attributes of worship are a natural and integral feature of all acts of collective worship wherever they are held and imaginative use is made of a variety of settings.	Most of the central attributes of worship are present though some are less developed than others. The setting is appropriate and often varies.	Themes support the school's core values, particularly in the area of moral development. Spiritual development may be more limited because planning for this is less focused. Occasionally learners are prompted to respond	

		in service to others.	
Planning ensures that there is both variety and continuity and that themes are rooted in Christian beliefs. Learners develop a secure understanding of the seasons of the Church year and Christian festivals including local celebrations. A range of members from the school community, including local clergy, contribute to planning.	Planning provides a structure that enables learners to encounter Christian beliefs. Worship is related to significant moments in the life of the school and the seasons of the Church. Most Christian festivals are celebrated or acknowledged in the context of worship. There is some contribution from clergy and other members of the school community.	Learners are familiar with prayer as a part of the daily life of the school and sometimes contribute written prayers.	
Monitoring and evaluation have a clear purpose and are managed efficiently. Feedback gathered from a range of stakeholders provides insight into how worship influences the life of the community and leads directly to significant improvement.	Regular monitoring and evaluation identifies where improvement is needed and often informs development planning.	Planning provides a basic structure for collective worship but insufficient consideration is given to the coherent development of Christian themes. The main Christian festivals are usually included. Responsibility for planning lies with a few members of staff with little involvement from other members of the school community.	
A range of leaders, from different Christian traditions, offers learners a rich experience of worship.	Staff and clergy are regularly involved in planning and leading collective worship with some involvement of other Christian traditions.	Some feedback on collective worship is gathered that prompts small changes to the arrangements for worship although there is limited analysis of its impact on the school community.	
Learners are confident in planning and leading acts of worship, whether prepared beforehand or spontaneous, and have frequent opportunities to do so.	Learners enjoy contributing within collective worship and are increasingly taking responsibility for particular aspects.	Collective Worship is mainly led by senior staff and sometimes clergy with occasional contributions from members of other Christian traditions.	
Learners understand the value of personal prayer and reflection as part of their own spiritual journey. They seek out opportunities for this in their own lives and contribute confidently and sensitively to prayer in worship.	Learners understand the purpose of prayer and reflection in both formal and informal contexts. Many make use of prayer in their own lives and regularly contribute relevant and appropriate prayers to school worship.	Learners occasionally contribute to leading collective worship but this is not a regular feature.	