

St Philip's Primary School Action Plan 2025 - 26

Subject Area: Collective Worship

Leader: Emma Cooper

Consider when writing your plan... • Quality of Provision • Curriculum design, coverage, appropriateness • Curriculum delivery, teaching and assessment, • Parental engagement • Attainment, Progress, Basic skills • Personal Development • Leadership and Management • Key stage markers and end points • Intervention and provision for lowest 20%		Priority Targets from the School Development Plan: • Design learning tasks with precision and clarity to enable the systematic delivery of sequenced knowledge, promoting both recall and independent learning, while allowing for timely correction and intervention. Enable thoughtful opportunities for the recording and retrieval of knowledge. • Begin to work towards increasing levels of oracy as a cross-curricular thread, ensuring purposeful opportunities for spoken language development across all subjects to enhance communication skills and pupil confidence. • Embed adaptive teaching strategies, both during planning and at the point of delivery, to meet the diverse needs of all learners. • Strengthen the accuracy and consistency of teacher assessment across all subjects by refining and standardising assessment criteria to ensure accuracy, consistency, and inform effective teaching • Review and update subject-specific curriculum documentation, ensuring clarity of intent, implementation, and impact for each subject area.		Priority coordinator	
Objectives	Actions (Processes)	Success criteria (Outcomes)	Monitoring arrangements (Outputs)	Evaluation process and time line	£
Priority Target 2 Embed oracy as a cross-curricular thread, ensuring purposeful opportunities for spoken language development across all subjects to enhance communication skills and pupil confidence.					
Oracy Staff Training Audit current Worship planning to identify where oracy opportunities already exist and where they can be added. Model high-quality spoken language and use of subject-specific vocabulary. Scaffold speaking opportunities with visual prompts, planning frames, and rehearsal time.	Review current worship plans Provide class worship template for children to lead class worship Demonstrate use of clear, precise vocabulary in teacher talk when leading worship or in class worship times - Show how to rephrase and recast pupil responses. - Encourage speaking in full sentences. - Highlight and praise effective pupil talk. Use of Windows, mirrors and door framework and sentence stems to help lead worship or contribute in class worship times. - Allow rehearsal time before speaking. - Adapt support for EAL/SEND or shy pupils.	Pupils confidently speak in full sentences using subject-specific vocabulary in worship times - Pupils participate actively in structured discussions and worship times - Increased pupil confidence and fluency when speaking. - Improvement in listening and turn-taking behaviours. - Evidence of oracy development in Reflection books - Teachers assess oracy development informally and use it to support next steps.	Class worship/ whole school worship observations / learning walks with oracy focus (termly) – SLT / Subject leaders Pupil voice interviews / focus groups (termly) – Oracy / Literacy leads Teacher self-assessment and peer observation on oracy strategies – Termly Showcase events or recorded pupil presentations Class teachers	Continuous	

Provide feedback on spoken language just as you would for written outcomes. Celebrate oracy (e.g. assemblies, performances, pupil voice opportunities).	- Encourage group roles (e.g. summariser, questioner) to plan class worship Use live feedback during speaking tasks. - Share simple oracy feedback prompts (e.g. "You spoke clearly, next time..."). - Use peer and self-assessment strategies. - Include oracy in learning reviews and reflections. Class worship and whole-school speaking events (e.g. assemblies and special events- Christmas, Harvest) - Use pupil voice as a speaking opportunity. - Display speech scripts, quotes, or photos of pupils speaking. - Praise confident or improved speakers publicly. Develop use of Worship warriors				
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Priority Target 3

Embed adaptive teaching strategies, both during planning and at the point of delivery, to meet the diverse needs of all learners.

Use assessment information (including prior attainment, SEND profiles, and pupil voice) to inform worship planning Include adaptive elements such as visual aids, sentence starters, Develop flexible groupings to lead worship that allow for peer support and targeted adult intervention when needed Promote high expectations for all	Ensure teachers have access to up-to-date pupil data, including SEND and EAL profiles. - Support staff in identifying pupils needing adaptation. - Lead pupil voice discussions around subject engagement and support. Create a subject-specific bank of scaffolds (e.g. word mats, sentence stems, visual prompts) to be used in worship Promote use of live assessment techniques in Picture news worship - Support teachers in developing responsive questioning strategies. - Collect feedback from staff and pupils on what supports or hinders access.	- Pupil's report feeling supported and challenged in learning. - SEND and disadvantaged pupils can all actively participate in class and whole school worship. - Classroom displays and workbooks reflect inclusive approaches.	Class worship observations / drop-ins with focus on adaptation (termly) – SLT / Inclusion Lead Pupil voice surveys (termly) – Inclusion Lead / Class teachers Work scrutiny with focus on scaffolds and outcomes (termly) – SLT / Subject Leads CPD evaluations and impact reviews – SLT	Continuous	
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Priority Target 4 Specific subject Development Areas					
To strengthen the impact of Collective Worship by creating interactive, engaging, and meaningful class reflection areas that encourage pupils to reflect, pray, and explore spiritual development throughout the school day.	Audit current classroom reflection areas. Agree a consistent whole-school approach to layout, resourcing, and use of reflection spaces. Provide core resources for each reflection area (e.g., cross, candle, Bible timeline, prayer prompts, question cards, Reflection books) Add interactive elements (e.g., prayer/request boxes, pebbles for reflection, sticky notes for responses, art materials for creative prayer). Ensure areas are updated regularly to reflect Collective Worship themes and liturgical seasons. Involve pupils (including Worship Warriors) in designing, maintaining, and leading reflection activities. Encourage pupils to contribute prayers, artwork, or questions to the areas- whole school homework start of each half term Provide guidance and CPD for staff on using reflection areas effectively. Share good practice through staff meetings and photos of successful reflection areas. Link half termly Collective Worship themes to classroom reflection prompts.	Every classroom has a reflection area that is clearly interactive, inviting, and purposeful. Reflection areas are regularly updated and linked to Collective Worship themes. Pupil voice shows that children find reflection areas meaningful and engaging. Staff confidently facilitate reflection opportunities throughout the school day. Governors/visitors recognise reflection areas as a strength during monitoring.	Learning walks and photo evidence of reflection areas across the school. Pupil voice to assess engagement and understanding. Feedback from staff on usability and impact. Governor/SLT monitoring to ensure consistency and impact.	Continuous-audit to happen before end Autumn 1	

	Encourage use of areas beyond RE lessons and worship (e.g., during wellbeing check-ins, PSCH links). Develop classroom and shared reflection spaces using prompts aligned with Windows, Mirrors, Doors.				
To deepen pupils' spiritual development by embedding opportunities for reflection across the curriculum and strengthening the impact of Collective Worship on everyday learning.	Provide CPD on spirituality and the Windows, Mirrors, Doors reflective model- ensure consistent whole-school framework Share practical examples of how to integrate the model into Collective Worship, RE, and other subjects. Audit curriculum subjects for natural opportunities to embed reflective practices (e.g., awe/wonder in Science, empathy in History, creativity in Art). Build reflective prompts into medium-term planning, linked to Collective Worship themes and Christian values. Structure all worship using Windows, Mirrors, Doors so pupils experience encounter, reflection, and response. Encourage pupil-led worship using the model, giving them ownership of leading reflections. Train Worship Warriors to model reflective questioning using the framework. Encourage pupil voice to shape worship and reflection opportunities across the school.	Staff confidently use Windows, Mirrors, Doors in planning and delivering worship and curriculum lessons. Pupils can explain and use the reflective model to explore awe, wonder, and personal response. Evidence of spirituality is visible in classroom work, Reflection books displays, and pupil voice. Collective Worship is consistently interactive, reflective, and has impact beyond the worship time. Monitoring shows that spiritual development is embedded across subjects, not limited to RE.	Pupil voice to assess understanding and engagement with Windows, Mirrors, Doors. Governor/SLT monitoring reports on impact across Collective Worship and the wider curriculum Learning walks and lesson drop ins focused on spiritual reflection. Review of planning to evidence integration of reflective techniques.	Continuous	
To strengthen Collective Worship by embedding the school's social signature (the distinctive ways the school lives out	Revise the 'Social Signature' framework with staff and pupils-ensure all staff understand how this connects to the school's Christian vision and Collective Worship themes.	Pupils and staff can clearly articulate the school's social signature and its link to Christian vision. Collective Worship themes explicitly connect	Learning walks of Collective Worship and curriculum lessons to identify explicit links to the social signature.		

its Christian vision and values) across worship and the wider curriculum, ensuring pupils can recognise, articulate, and live out these ideas in daily life.	Plan worship themes that explicitly explore the social signature (e.g., linking Bible stories to service, justice, or community action). Provide pupil-led worship opportunities where children apply social signature values to real-life issues. Audit the wider curriculum for natural links to the school's social signature (e.g., environmental projects, charitable action, PSHE, History role models). Include reflective opportunities that ask pupils how learning connects to the school's Christian vision and values. Pupil leadership groups plan to lead one social signature project across the year Create opportunities for pupils to put worship into action (fundraising, service projects, community links). Involve parents, church, and wider community in social signature activities-continued involvement with Woodlands Care home. Share stories of how Collective Worship inspires action through newsletters, displays, and celebrations.	to the social signature and encourage practical action. Evidence in curriculum planning and pupil work shows consistent reference to social signature values. Pupil voice reflects understanding of how worship leads to action in their lives and communities. Visitors, governors, and SIAMS reviewers recognise the school's distinctiveness in living out its vision.	Pupil voice to evaluate engagement and understanding. Governor/RE Lead /SLT monitoring to track progress and impact. Evidence from community involvement and pupil-led projects		
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