



Assembly Policy



RATIONALE

We believe that assemblies are fundamental in promoting both the ethos of the school and our core values of Ready, Respectful, Engaged.

Assemblies provide students with an opportunity for collective reflection and the consideration of spiritual, moral, social and cultural (SMSC) issues and to explore their own beliefs and values. They take into account current topical, local, national and global issues to promote student awareness of their personal and collective safety and their role as local or global citizens.

Over the year the assembly programme will:

- Develop an understanding of our own characters, strengths and areas for development.
- Develop an understanding of wellbeing and promote positive behaviour choices thus keeping themselves and others safe.
- Develop an understanding of our community ethos by demonstrating and actively promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance.
- Develop and build self-knowledge, self-respect, self-esteem, self-discipline.
- Clarify the meaning and purpose in our lives, how we distinguish right from wrong and how we decide to live our lives.
- Encourage aspirations, to value education and strive for knowledge, wisdom and understanding, develop resilience and a growth mind-set.
- Prepare students for the world of work and encourage positive attitudes towards hard work, challenge, progress, attainment, good attendance and punctuality.
- Support students through their key transitions between KS2,3,4,5 and post 16, preparing them for their next stage of learning and for their future role as active citizens beyond King James's

The Assembly programme for KS3 and 4 has a theme for each Learning Cycle where the above areas are covered. These themes are:

- I value my learning
- I value challenge
- I value myself
- I value my community

Where possible Learning Manager activities and Tutors build on key messages from assemblies, providing students with a deeper understanding and a chance to discuss issues with their form tutor and access appropriate support.

Our assembly programme incorporates large school gatherings which are a part of the tradition and ethos of King James's School. These include the annual Founders Day, Prizegiving ceremonies, House Assemblies and whole school end of year assembly.

PRINCIPLES

All year groups will have at least one assembly per week (although there may be some disruption during examination periods).

Assemblies are led by senior staff, Learning Managers, middle leaders, Head of House or Pastoral Officers.

Where appropriate guests such as specialist speakers from outside school will be invited to deliver part of the assembly to help inform and inspire. Appropriate checks and supervision are in place, in line with school safeguarding procedures.

Rewards assemblies, led by the Learning Manager, are held every learning cycle to celebrate the success and achievements of each year group.

Senior Prizegiving, GCSE Prizegiving and Year Group Prizegiving ceremonies take place annually. These gatherings include music, speeches and are key opportunities to celebrate success and achievement at all levels. Students, parents, staff, governors and guest speakers attend.

Founders' Day is celebrated annually. This assembly celebrates the formation, history and traditions of the school and is held each October. The event includes a religious speaker from a local church, drama presentations, music, prayers, and collective worship. Guests from the public services and the governing body are invited, along with students from Years 7 and 13.

House assemblies are held once a Learning Cycle, led by Heads of House and Sixth Form House Captains. Airedale, Nidderdale, Swaledale and Wharfedale houses meet as a group incorporating students from Years 7-13 and their Tutors. House assemblies provide an opportunity to develop a House identity and to organise students to represent their House in various competitions.

Many assemblies, but by no means all, incorporate opportunities for reflection that relate to a moral/topical issue focus affecting students' roles as local and/or global citizens.

ROLES AND RESPONSIBILITIES

The Directors of Key Stage 3, 4, and 5 have overall responsibility for the assembly programme including mapping assembly themes, organising the assembly rota (including senior staff delivery). Records of assemblies are kept to quality assure and check the above rationale and principles are delivered. They also ensure students are appropriately behaved during assemblies and that uniform standards are upheld.

Learning Managers are responsible for overseeing the assembly programme for their year group. They should ensure tutors have registered their tutor groups and arrive at the assembly hall ready for an 8.55 am start and that assemblies finish at 9.10am. They are responsible for dismissing students in an orderly fashion row by row and that students remain seated until they are dismissed.

Tutors supervise students entering assembly, ensuring they enter in silence and sit together as a tutor group they should sit or stand alongside the tutor group and supervise throughout.

MONITORING

The Leadership Team will run a programme of quality assurance for assemblies, including student and staff voice, learning walks and more formal observations.

Assembly programme themes are recorded and mapped whilst ensuring that assemblies do not lose their creativity and individuality.

The Governing Body will regularly review this policy in line with the School Development Plan and make it available to parents and for inspection.