



DARWEN ALDRIDGE  
SUDELL ACADEMY

# Cultural Capital Log

## 2023-2024

### ***What is cultural capital?***

Cultural capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education. The curriculum is the key vehicle through which we can enhance the experience and opportunities available to children, particularly the most disadvantaged.

### ***What is Sudell's Big Intent?***

At Sudell Primary School we want to/want to have:

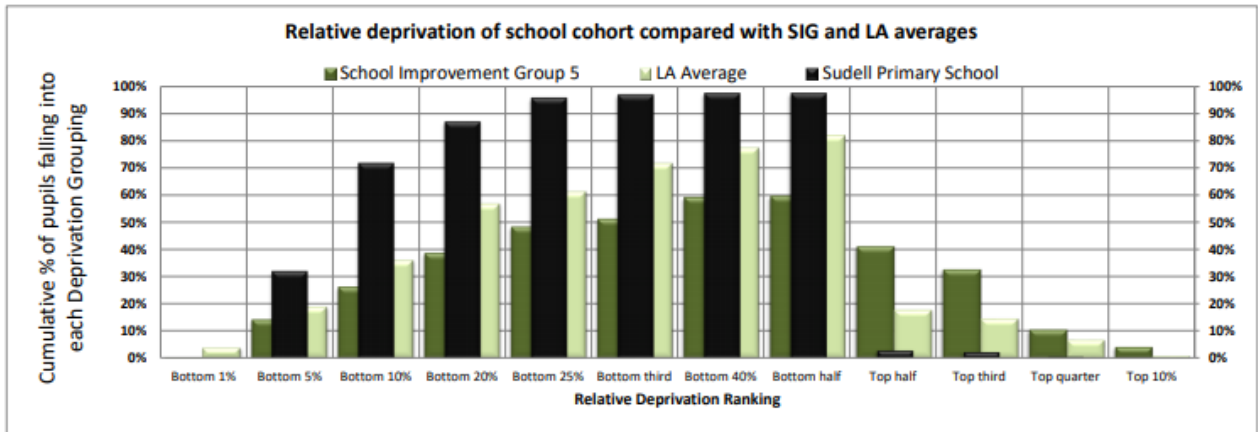
- Inspire children, who strive to be the best they can be and more, and have a thirst for knowledge, as they carefully link past, present and future to have a positive impact on the world around them.
- High standards and academic excellence, with a clear focus on subject specific teaching, through which children makes outstanding progress, acquiring the necessary knowledge and skills to thrive and achieve in life.
- Empower children to be active citizens, who are well rounded compassionate, kind, ethically informed, happy, aspirational and who aim to not only improve themselves, but also the world in which they live.
- Children will develop the skills and values to better themselves on a daily basis, valuing learning and themselves as learners as things with incredible potential and excitement.
- Children will be confident, unique and resilient individuals who are capable of working independently and collaboratively.
- Confident children who are proud of their unique self and self-worth.
- Children will develop a clear social conscience and moral compass, through working in a supportive, nurturing environment where the very best is expected of them.

### ***Why is Cultural Capital Vital for Sudell Children?***

At Sudell Primary School our curriculum approach, with the aim of developing the cultural capital our children experience, is underpinned by **three key drivers** that inform everything we do and all of our planning. We aim for our curriculum to be **rich in**:

- **Experience**
- **Knowledge**
- **Social Conscience**

Given the high levels of deprivation (see below) at Sudell Primary School, we firmly believe that nothing less than a world class curriculum, offering children the widest possible range of academic experiences, is what our children need in order to fulfil their potential and excel in life.



Most Deprived ← ————— → Most Affluent

	Bottom 1%	Bottom 5%	Bottom 10%	Bottom 20%	Bottom 25%	Bottom third	Bottom 40%	Bottom half	Top half	Top third	Top quarter	Top 10%
Sudell Primary School	0%	32%	72%	87%	95%	97%	97%	97%	3%	2%	1%	0%
School Improvement Group 5	0%	14%	26%	38%	48%	51%	59%	59%	41%	32%	11%	4%
LA Average	4%	19%	36%	57%	61%	72%	77%	82%	18%	15%	7%	1%

Our curriculum is based on the National Curriculum. Our pupils are offered a very wide range of experiences to extend their understanding of themselves and the world in which they live. Skills, attitudes and values are developed to prepare the children for the next stage of learning (Key Stage 1 and 2 ready and secondary ready), and enable them to be successful in the community. We believe that effective learning takes place when there is considerable emphasis on active involvement, opportunities to talk both imaginatively, expressively and to explain and clarify thinking. The school expects everyone to develop and show a sense of responsibility and self-discipline whether alone, together, at work or at play, and to support policies on equal opportunities. We actively promote British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain. We also provide opportunities for our pupils to learn about the contribution of Britons to innovation, excellence and changes in the world.

At Sudell Primary School we believe that through clear, discrete subject specific teaching we can develop a clear knowledge rich curriculum that will benefit our learners, a majority of whom are from 'disadvantaged' families. Through combining this our aims of making our curriculum humanity and experience rich we believe that we can fulfill our curriculum aims/ 'big intent'.

***The guiding principles of the Sudell knowledge rich curriculum:***

- No conflict between teaching a broad, rich curriculum and achieving success in exams. A well-constructed, well-taught curriculum will lead to good results because those results will be a reflection of what pupils have learned.
- A rich web of knowledge is what provides the capacity for pupils to learn even more and develop their understanding.
- Knowledge does not mean that learning skills is not important. Knowledge and skill are intrinsically linked: skill is a performance built on what a person knows. That performance might be physical or cognitive, but skills matter and they cannot be separated from knowledge. They are the 'know-how' in applying the 'known'.

- Knowledge and the capacity it provides to apply skills and deepen understanding are essential ingredients of successful curriculum design.

***The Importance of Explicitly Teaching Vocabulary in a curriculum with cultural capital at its heart:***

- There are well over a million words in the English language-children will not learn anywhere near enough of these if vocabulary is not at the heart of all areas of our curriculum and is not explicitly taught. If children do not have a large vocabulary that they can use effectively they will struggle to function successfully in the wider world beyond school.
- Most adults working in a school will know 50,000-60,000 words. We need to aim for *all* our children to achieve at least the same.
- There is a clear gap between PP and Non PP children. Alongside socio economic status, vocabulary is one of the significant factors that proved relevant to children achieving A8-C grades.
- There are harder qualifications at every stage-the demands for academic vocabulary have increased.
- From birth to 48 months parents in professional families speak 32 million more words to their children than parents in welfare families.
- To successfully access a text, children need to know 90-95% of words on a page. A 10-year-old reader will encounter around 1 million words a year. Therefore 20 000 words will be unfamiliar to them-WE NEED TO EXPLICITLY TEACH VOCABULARY, reading more/loving reading/talking is not enough alone.

***How We Will Make Knowledge ‘stick’***

–taken from/adapted from <https://www.teachertoolkit.co.uk/2018/03/11/knowledge-stick/>

***Our use of the approaches below is based around the beliefs that:***

- Information that is presented repeatedly over spaced intervals is learned much better than information that is repeated without intervals.
- Students learn content better when it is interleaved with other content.
- Retrieval practice is most effective in transferring learning to long-term memory

***In order to apply these principles of a knowledge rich curriculum, we will use:***

1. Knowledge organisers

Organise the key knowledge you want students to know into a table which they have throughout the scheme.

2. Self-quizzing

Using the knowledge organiser, students read, cover, regurgitate and then check their answers.

### 3. Low-stakes testing/quizzing

This will be our main strategy for fully embedding knowledge in our lessons. Starter quizzes, cloze activities and cold-call questioning are great ways to test students' knowledge without the pressure of grades and formal assessment (again, marking-free my friends!)

### 4. Memory platform

A fantastic form of low-stakes testing initially created by [Andy Tharby](#) (secondary)

Questions one-three test last lesson's learning, question four tests last week's learning, question five tests last term's learning and question six links last term to last lesson (this really challenges them to have mastered the content and often elicits some very creative responses!) This activity is a great way to interleave content.

In primary we can easily adapt this (might need to change for KS1/KS2) to:

- Question 1-last lesson
- Question 2-week before
- Question 3-earlier in the topic
- Question 4-links it altogether

### ***Offering cultural capital experiences beyond the classroom:***

#### **At Sudell we aim to develop Cultural Capital through the following areas:**

- Bolton Music Service brass and drumming lessons and performances
- Eco School: incorporating litter picking, tree planting. Eco leader is active in the community and provides updates for the newsletter and updates placed on the website.
- Eco focus with specifically identified children
- Let's Sing Together/Major of Bolton Christmas Concert
- Darwen Primary Schools Sports competitions
- School events i.e. bingo and Christmas Fair
- Community nativity and Junior Carol Concert
- Open day / evening
- Whole school PE kit supplied to every child, including PE jacket
- Stay and play sessions – nursery children
- Kept Fit – bushcraft sessions
- Parents forum for parents to share views and ideas
- A half termly newsletter will include curriculum coverage and curriculum maps that will be shared with parents in September and then at the beginning of each half term. The newsletter will also include information about what the children will be covering and how parents can support this at home.
- Class pages of the website will be a focus – these will be updated more frequently and have useful up to date information on that is readily available to parents

- Meet the teacher evening. Parents are welcomed into their child’s new class to see their new classroom, meet the teacher/teaching assistant and listen to a short presentation about the year ahead and expectations around behaviour, attendance, uniform etc.
- Home School Agreement, Behaviour/Uniform expectation booklet issued.
- Parents Information Evenings – These will be held for Key Year Groups (EYFS, Phonics/Early Reading, Year 2/6) to share knowledge about the year ahead –
- A deeper focus on enjoyment around the curriculum and work on this is currently on-going – New Kapow Scheme of work in place
- Introducing themed weeks into the yearly planner – This has been mapped out across the year for specific subjects across all year groups
- Continue to enhance learning through visits and visitors into school
- Behaviour systems to be introduced with work around anti-bullying and educating children on what bullying is
- Meet the teacher
- Good to be Green
- Celebration Assembly – parents invited
- Nurture provision daily
- Friendship week in school – buddy system “gardeners and seeds” planned for Spring Term 1
- Assemblies to be themed around feeling valued and safe in school
- Introduction of our school “Rainbow, the worry monster”
- Regular pupil voice questionnaires
- Opportunities for a range of after-school clubs, competitive and non-competitive
- Aspens holding presentations about nutrition with the children
- Break making sessions
- “When I grow up” assembly around careers. A careers action plan is now also in place

**Log-what have we done?**

Key Cultural Capital Area		Autumn Term (2023-2024)
Half Termly Visitors for each class	General-Who visited each class?	<ul style="list-style-type: none"> <li>• Ben Parker (Assistant Principal DACA) Y6 secondary school talk</li> <li>• RotaKids – Year 5</li> <li>• Dental Check ups – Children Aged 5 Years</li> <li>• Heights and Weights – Year 6</li> </ul>
In class Workshops	What workshops have taken place?	<ul style="list-style-type: none"> <li>• PE provision every Friday by UK Sports - all year groups</li> <li>• Dholak Drumming every Tuesday – Y4</li> <li>• Brass every Tuesday – Y5</li> <li>• Dance sessions – all year groups</li> <li>• Aspens making bread with all year groups</li> <li>• Darwen Police firework safety talk – all years</li> <li>• Nutritional sessions (Reception, Years 4 and 5)</li> <li>• Zoolab – all years</li> </ul>

<b>Weekly Message of the Week Assembly</b>	Themes Covered in message of the week assemblies?	<ul style="list-style-type: none"> <li>• British Science Festival</li> <li>• International Day of Charity</li> <li>• International Literacy Day</li> <li>• British Food</li> <li>• Rosh Hashanah</li> <li>• Roald Dahl</li> <li>• Recycle week</li> <li>• Talk like a pirate day</li> <li>• International Day of Peace</li> <li>• National Fitness Day</li> <li>• European Day of Languages</li> <li>• Black History Month</li> <li>• Sukkot</li> <li>• World Animal Day</li> <li>• National Poetry Day</li> <li>• World Space Week</li> <li>• World Mental Health Day</li> <li>• International Day of the Girl</li> <li>• World Food Day</li> <li>• Harvest</li> </ul>
<b>Additional Whole School assemblies/events</b>		<ul style="list-style-type: none"> <li>• Great Big Assembly: Black History Month. All Years</li> <li>• Meet the Teacher sessions</li> <li>• Open afternoon / evening</li> <li>• Celebration Assembly every Friday morning – parents invited</li> <li>• Junior Christmas Carol Concert</li> <li>• Infant nativity (including community nativity)</li> <li>• Hand Hygiene Sessions (all years)</li> <li>• Life Education Bus</li> <li>• Singing Assemblies</li> <li>• School Council Elections and Rotakids meetings</li> <li>• Eco Committee meetings</li> <li>• Pantomime: Beauty and the Beast (all years)</li> <li>• Halloween Disco (all years)</li> <li>• Nurture Provision</li> <li>• Christmas party and Santa visit (all years)</li> <li>• Flu vaccinations (all years)</li> <li>• Dental check ups (children aged 5 years)</li> </ul>
<b>ECO Focus</b>	Themes covered every month	<ul style="list-style-type: none"> <li>• Litter</li> <li>• Transport</li> <li>• Energy</li> <li>• Marine</li> </ul>
<b>Year 6 Residential Project</b>	Plans made by SLT	<ul style="list-style-type: none"> <li>• Letters sent out to parents and payment plans put in place</li> </ul>
<b>Extra-Curricular Clubs and Activities</b>	What has been on offer to the children?	<ul style="list-style-type: none"> <li>• Football Club with UK Sports</li> <li>• Signed up to Lancashire Sports – participation in many varied competitive fixtures</li> <li>• Choir</li> <li>• Christmas Craft Club – Haleemah Rawat)</li> <li>• Nurture Club – lunchtime provision</li> </ul>

<b>Trips and Visits</b>	General-Who visited each class?	<ul style="list-style-type: none"> <li>• Year 6 STEM (4 children visited Bolton School)</li> </ul>
<b>Experience Passport</b>	Experiences Completed in Autumn Term	<ul style="list-style-type: none"> <li>• Y4 – learn to play a musical instrument</li> <li>• Y5 – learn to play a musical instrument</li> </ul>
<b>Other</b>	Any further 'miscellaneous' activities	<ul style="list-style-type: none"> <li>• Parents Evening - 17/10</li> <li>• Remembrance week of events</li> <li>• Macmillan coffee morning</li> <li>• Mayor of Bolton's Christmas Carol Concert</li> <li>• PE jackets and PE uniform given to every child</li> <li>• New Home / School Agreement, Attendance and Uniform booklet distributed so parents and children know the expectations of them</li> </ul>