

Cultural Capital at Thames View Infants (The essential knowledge and experiences that WE give OUR children to enhance their understanding of the world)

Helping every child and their family - regardless of starting point - achieve their best · Engendering a life-long love of learning	
What	<ul style="list-style-type: none"> • Challenging traditionally-held dispositions to learning, Schools (institutions), social class, food and culture (children and parents as partners) • Eradicating the effects of poverty by creating a culture in which pupils and staff aspire to excel • Giving children the best educational start in life, equipping them with the skills, knowledge and attributes for later life, enabling them to aspire to access the full range of higher and further education establishments – being determined, healthy, honest and trustworthy, empowered, confident, compassionate, literate, numerate, knowledgeable, worldly and wise. • Raising aspirations, challenging conventions of people’s perceptions of their place in the world (not accepting your lot - children and parents) • Celebrating and understanding individual and shared heritage, whilst being positive role models and ambassadors for their local community, with the School at its heart.
How	<p>Fully equipping pupils with the essential knowledge and cultural capital that they need to succeed and thrive in later life within modern Britain; achieved through:</p> <ul style="list-style-type: none"> • Offering a deeply personalised and inclusive provision, rich in ICT & high-quality Literacy; • Encouraging children to thrive as leaders by empowering them, placing a high emphasis on talk4learning and independent & collaborative out-of-class learning across lessons; • Embedding a distinct signature pedagogy amongst inspirational teachers; which is flexible enough for empowered, reflective practitioners to debate the way they teach whilst meeting the needs of all children through a broad and deeply-enriching curriculum; • Carefully planning meaningful and enriching learning experiences, which allows children to develop, consolidate and deepen their knowledge; demonstrating curiosity, imagination and concentration; • A balanced and fully rounded education, rich in memorable, practical, first-hand experiential learning (#makingmemories), essentially based within the immediate environment, locality and region, relevant to the School’s local context and demographic • Seizing opportunities to be creative and take risks within a deep and very comprehensive, well-sequenced curriculum; • A carefully constructed provision which responsively addresses the gaps in pupils’ knowledge and skills; • Ensuring that all children, including the lowest 20%, receive an equitable amount of quality first teaching from their teacher; • Fostering an excitement for learning, love for challenge and a resilience to life’s “ups and downs”.
Examples	<p>Vibrancy, Sparkle, Fun, Inclusion - A love for Learning · HQ Learning - carefully written Schemes of Work, unambiguous planning, crafted provision, reflective practitioners, distinct signature pedagogy, personalised learning, vulnerable-centric · Enrichment · Talk4Learning · Learning through local experiences (homes and buildings, playgrounds, holidays, seaside), moving to more abstract but still relevant (Great Fire of London, Victorian Schools, Rainham Marshes, where other people live) · Valuing children’s voices (talk types, empowered talk, listening to children, negotiating, focussed-feedback, sorting things out) · ICT in every lesson · Uniting cultures by being BIG on food (events, differentiated lunch clubs, cookingtogether) & dance · A love of reading · Inspirational assemblies · Rich in local visits, visitors, theatre groups, experiences, #makingmemories · Inspirational role models and empowered children (child-talk targets, collaborative out of class learning, cross-year peer buddies, pupil leaders, HT elections, children’s day, fun day, inspirational teachers – passionate people) · Parents as Partners (parent support, family events, community led days, open days, learning together days, celebratory assemblies, community celebrations, first name terms, open door policy, being joined up, customer service) · Strong connections with children, deepening their resilience and relationships · Creative learning (confident teachers, taking risks, knowing children well, Characteristics of Effective Learning in KS1) · Careers week (Bob-a-job) · Healthy living (food events, healthy lunchtimes, brushing teeth, PE and Play, targeted support) · Extended Day – Targeted After School Learning/Clubs · Shared Ownership of it all ·</p>