



KS3-50 things Intent statement (Cultural Capital)

Overarching Curriculum Intent

Brookfield School delivers an exciting, innovative and holistic curriculum specifically designed to meet the needs of pupils with an EHCP for Social, Emotional and Mental Health, who may have experienced trauma and/or difficulties in previous educational settings.

Our 4 key development areas aim to prepare every pupil to meet current and future demands and prepare them for life beyond school.

Starting points are varied but each individual learning pathway ensures that ALL pupils will be prepared to be or become:

- 1) Ready to Learn 2) Lifelong Learners 3) Responsible Citizens 4) Future Ready

Ready to learn	Lifelong learners	Responsible citizens	Future Ready
<p>Brookfield pupils will:</p> <ul style="list-style-type: none"> • Re-engage positively with learning • Address historic low prior attainment and attainment • Gain resilience and other key skills • Build confidence and trust • Make sense of domestic and 	<p>Brookfield pupils:</p> <ul style="list-style-type: none"> • Study a broad range of subjects • Value academic and vocational styles of learning • Take opportunities to learn and participate outside of the classroom • Take pride in their achievements 	<p>Brookfield pupils:</p> <ul style="list-style-type: none"> • Respect people from other cultures, races and faiths • Value equality and diversity • Care for the school environment and contribute to the local community • Know what is going on in the wider world 	<p>Brookfield pupils:</p> <ul style="list-style-type: none"> • Are literate and numerate • Are digitally literate • Are financially literate • Are able to express themselves appropriately in a range of contexts • Are aspirational about their future plans • Develop the skills and qualities that are required

<p>environmental challenges</p> <ul style="list-style-type: none"> • Tackle gaps in learning • Develop strategies to cope with specific learning needs • Build social skills and empathy • Develop a sense of belonging • Focus on self and then others 	<ul style="list-style-type: none"> • Develop their culture capital and an appreciation of cultures and societies beyond their own experience • Develop a love for learning • Understand the benefits of attendance and engagement 	<ul style="list-style-type: none"> • Understand the importance of democracy • Know how to build and maintain relationships with others • Know how to look after their mental and physical health 	<p>to progress to the next stage of education and employment</p> <ul style="list-style-type: none"> • Increase self-regulation and develop independence • Know how to keep themselves and others safe • Have access to appropriate Careers Education, information, advice and guidance (CEIAG)
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These 4 areas form the golden threads that underpin all aspects of life at Brookfield.

All of our pupils have social-emotional needs and this need underpins our curriculum offer. In order to support staff, students and parents/carers in recognising both SEMH and academic progress, we measure social skills, ability to understand and manage emotions, and developmental deficits, in addition to measures for academic development. This is achieved using daily, weekly, and termly monitoring of attendance, engagement (Class Charts) learning, behaviour, social and emotional needs (Snap B) and personal impacting factors (PIF).

Cultural Capital at Brookfield School

Intent

The term ‘cultural capital’ is not new. It is a complex theory that comes originally from the field of sociology, which involves the study of society, including relationships, social interactions and culture. It is important to recognise that everyone has cultural capital – knowledge, skills and behaviours – and these accumulate over time through many different

experiences and opportunities. Introduced by French thinker Pierre Bourdieu in the 1970s, cultural capital refers to the social and cultural knowledge that can help a student make progress. In education, cultural capital should be woven through the whole curriculum, giving context and reference points to topics that allow students to build schema.

OFSTED defines cultural capital as:

'The essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.' OFSTED 2019

"it's about being able to learn about and name things that are, for many, outside their daily experience"- Amanda Spielman

Cultural capital is not something that is 'given' or 'taught.' It is about culture, language, traditions and experiences. At Brookfield we want to celebrate the uniqueness of us all and share our differences and individualism. It is beyond the curriculum.

Implementation

Some aspects will be covered through the curriculum, other aspects are explored in assemblies and visiting speakers, through our '50 things' curriculum, incidental conversations and daily life at school including enrichment.

Impact

The impact of culture capital is generally linked to formal qualifications and progress, however, we also show this through the 50 things logs, SMSC grid and also in the embedded Literacy Strategy throughout school.