



Goldsmith
Primary Academy

Goldsmith Cultural Capital

Autumn 2022


Ofsted Good Provider

How we develop Cultural Capital through our curriculum

At the heart of our curriculum are the ASPIRE character virtues and learner skills which underpin our cultural capital in order for ALL our children to gain both their academic and personal potential.



How we develop Cultural Capital through our curriculum

Cultural Capital is one of the key ingredients a child will draw upon to be successful in society, their career and the world of work. Therefore the Cultural Capital provided within our school enables our students to have power, achieve goals and become successful educated citizens of the future with the opportunities we provide as a school.

Cultural capital is ensuring we provide children with the assets and desires to aspire and achieve social mobility whatever their starting point.

Ofsted define 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”.

As a school we have continued to drive forward the variety of opportunities provided to all of our pupils both academically and personally.

Our school recognises that there are six key areas of development that are interrelated and cumulatively contribute to the sum of a child's cultural capital:

- **Personal Development**
- **Social Development, including political and current affairs awareness**
- **Physical Development**
- **Spiritual Development**
- **Moral Development**
- **Cultural development**



How we develop Cultural Capital through our curriculum

Personal development

- Pupil Led Lunchtime Clubs (KS1/KS2); Zones at lunchtime with playground leaders elected by the school senate.
- The school's wider pastoral framework;
- Trauma informed approach
- Growth mindset support – resilience development strategies; Zones of Regulation- implemented to support transition after COVID national lockdowns.
- Transition support from EYFS-KS1 and KS2 -KS3.
- Work to develop confidence e.g. role play, supporting peers;
- Activities focused on building self-esteem;
- Mental Health & well-being provision – mindfulness and lunchtime provision.
- Career Education – through guidance and ensuring ALL children have high aspirations.

Personal Development **Autumn 2022**

Personal development

Outstanding

Ofsted Voice:

Pupils at Goldsmith Academy are able to 'Dream, Rise and Aspire' because inspirational leaders are determined that pupils reach their full potential. Leaders have high expectations of all pupils. The curriculum is ambitious and enables pupils to achieve well. Leaders also use every available space in the wider school to reinforce learning, including in the early years, to inspire pupils. Pupils' personal development is exceptionally well developed. Pupils say that the school rules and values help them to become a better person and give them a sense of belonging. Pupils talk with pride about the opportunities they get to experience new challenges and meet inspirational people.





Personal Development **Autumn 2022**

Personal development

Outstanding

Ofsted Voice:

Pupils behave consistently well. They work cooperatively in class and care for each other in the playground. In the early years, children play and learn happily together. Bullying is rare and pupils know adults will deal with any incidents swiftly. Pupils feel safe at school and know that adults will listen to them if they have any problems. Relationships between adults and children are based on positivity and respect.



Personal Development Autumn 2022

Personal development

Outstanding

Ofsted Voice:

Leaders have developed a highly effective personal development curriculum. The rich programme of learning ensures that pupils understand a range of important issues, such as equality and fundamental British values. Pupils have many opportunities beyond the classroom. For example, in the **'11 before 11'** programme, pupils visit London and go to the theatre. All pupils take part. Leaders ensure that all pupils can take part.

The WAT Pledge 11 before 11



Primary Academy
A part of the Windsor Academy Trust

1. Go camping or have a sleep over.
2. Visit London.
3. Learn survival skills or have an adventure.
4. Take part in a safe fun day.
5. Learn to swim.
6. Meet a famous person.
7. Raise money for charity.
8. Attend a live event/performance (sport/art).
9. Become a first aider.
10. Visit a historical landmark.
11. Represent my school.



Social Development

Autumn 2022



Impact

A trip to Blists Hill includes: Victorian shops and cottages, taste authentic food & sweets and join craftspeople demonstrating their trades in our recreated working town

Year 3 children got to bring history to life by visiting Blists Hill. They enjoyed learning about how Victorians lived and how the world we live in has changed over time.

Pupil Voice

'I was so excited that I got to go on a bus. I loved the different shops and clothes' Year 3



Personal Development Autumn 2022








Personal development

Outstanding

Ofsted Voice:

Every pupil takes on a role or responsibility during their time at school. For example, pupils can be on the junior leadership team or school senate, are play leaders or catering assistants.







Pastoral support for pupils is effective. Staff check the mood and emotions of all pupils every day. Staff have put strategies in place to support the pupils if needed, such as 'wobble walks'. Leaders work closely with families to promote regular school attendance.


Blue	Green	Yellow	Red
			
	  		



Personal Development Autumn 2022









This term, Zones of regulation have been embedded to support self regulation. Playground leaders have continued to support at break and lunchtimes.

	Pastoral Support Pack Building the foundations <i>Maslow - Love and Belonging</i>	Votes for Schools VotesforSchools provides weekly curriculum content for teachers to deliver SMSC (including British values), Prevent and Pupil Voice. It also supports PSHE and Citizenship. Every lesson has SMSC, Prevent and British values criteria and can be evidenced against the curriculum.	Mindfulness Children of all ages can benefit from mindfulness, the simple practice of bringing a gentle, accepting attitude to the present moment. It can help parents and caregivers, too, by promoting happiness and relieving stress.
	Essential Elements	Y4S will be delivered weekly. The sessions must be at least 1 hour in length and include completion of the diary after each session.	Mindfulness sessions will be delivered at least once a day. The sessions can last from a couple of minutes up to about 10 minutes.
	• Votes for Schools • Mindfulness • Emotional Check ins • Building Relationships	Emotions Emotional development is vital in helping children grow into well-adjusted adults. Being able to identify different feelings, express them (through word pictures) and process the difficult emotions enables children to be healthy emotionally and psychologically. Each class will have a 'Zone of Regulation Board' which will allow pupils to communicate their emotions at the start of, and during every Day.	Building Friendships For children, making friends is a vital part of growing up and an essential part of their social and emotional development. Attributes such as social competence, self-esteem, and self-confidence have all been found to be positively correlated to having friends. Studies have found that friendships enable children to learn more about themselves and develop their own identity.
	Overall Focus: Developing relationships and attachment Secure attachments and relationships have a direct bearing on a child or young person's capacity to succeed in school. These attachments may need a more direct focus following a prolonged period of absence from school, to ensure that the child and young people with whom we work are emotionally and psychologically available to access more formalised, academic demands.		
			








Good Morning 4A

Tuesday

Blue	Green	Yellow	Red
			
			

Morning task: TTRockstars
 Reading
 Maths
BREAK
 English
 AR
LUNCH
 Maths Meeting
 Theme
 Spanish
HOMETIME

LKS2 Area
 Zones open at 12:20 (and closer at 13:15)
 Zone 5 and 6 close at 13:00
 Children must be in a zone.
 Use cones to mark out zones.
 LKS2 and LKS3 may join your zones.
 Children can be sent to clubs; see rota.

Zone 7 - Playground Leaders (12) Tennis 	Zone 6 - Playground Leaders (3,4) Parachute 	Zone 5 - Playground Leaders (5,6) Football 
Zone 8 - Playground Leaders (7,8) Basketball 	Zone 9 - Playground Leaders (9,10) Friendship Bench 	



Impact

Children this term have settled in very well confidently self regulating. Playground leaders have had a positive impact on pupil relationships and self esteem. We even have new buddy benches.

Pupil Voice

"If I feel lonely I know if I sit on the bench a friend will come and talk to me (Y2)"

How we develop Cultural Capital through our curriculum

Social development

- Personal, Social and Health Education provision;
- Social Responsibility Curriculum; Theme- Sustainability- keeping the community clean.
- Volunteering and charitable work – eg. Autumn Harvest festival – donating to local care homes. Christmas cards created and donated to several local care homes. Raising money for Children in Need.
- Pupil Voice –Pupil democracy: Playground, Eco and digital leaders
- Inclusion Team: ELSA Mentors across school
- Pastoral support from all staff- Trauma informed practitioners in progress

Social Development Autumn 2022



Impact

Some of our amazing pupils attended a sustainability summit. It was brilliant to see our young people collaborating with staff and students from many other schools. To hear them speak with passion about their views and excitement about how we can help to make change happen was amazing. Stay Green everyone. Sustainability is important and our Eco-warriors are leading the way!

Pupil Voice

"I felt so confident reading my sustainability poem representing my school" Logan Y6

Social / Moral Development

Autumn 2022



Impact

The whole school were collaborative and compassionate as they raised money for Children In Need. They did this by wearing something spotty and donating money in exchange for Pudsey tickets. The children could then spend these tickets on a variety of games such as: The Human Fruit Machine, Whack a Frog, Skittles, Speed Bounce, Cup Stack, Ring Toss, Guess the number of sweets in the jar and Guess the name of the teddy bear. The children also appreciated the creativity of the kitchen staff who baked 400 Pudsey shaped biscuits for them to enjoy!

Pupil Voice:

'I really enjoyed running a store and raising money for such a good cause' –Year 5

Social / Moral Development

Autumn 2022



Social / Moral Development Autumn 2022



 **be collaborative**

Whole school collaboration was key for success. Staff and pupils across the school ran the stores throughout the day.

Social Development

Autumn 2022



Impact

Children across the school celebrated Halloween with activities linked into the curriculum. A disco was held raising money for the school to support extra curricular activities.



Social Development Autumn 2022



Social Development Autumn 2022



Impact

   Year 6 pupils were 'courageous' as they learned to ride their bicycles safely on the open road.
#Bikeability #Level3
#WATaCyclist   
Windsor Academy
Trust Bikeability

Pupil Voice

**'I now feel more
confident to ride my
bike using all the
safety hints and tips'
Year 6**

Social / Moral Development

Autumn 2022



Impact

Across the school, children paid respect to local war veterans and held a special assembly

All pupils at Goldsmith were 'creative' and 'respectful' after they each made a poppy after learning about the the significance of the flower. Pupils planted their poppy in various public locations around school.



Pupil Voice

'I loved the assembly, especially listening to the bugler player' Year 4

Social Development

Autumn 2022



Impact

🌸🌸🌸 Pupils across school were 'respectful' and 'compassionate' as they watched Year 5 be extremely 'courageous', presenting the annual Remembrance Service. We also had the pleasure of watching our bugler, Mrs Hewitt, from Kings Norton Youth Marching Band perform.
#WeWillRememberThem
#WATaRespectfulService 🌸🌸🌸

compassionate 🧑❤️

respectful 👍

Social Development Autumn 2022



Impact

The regular visits from Jo Jingles, ensures our children enjoy physical activity through social play.

Staff Voice

'Our children always look forward to a visit from Jo Jingles, she really inspires our children'.

How we develop Cultural Capital through our curriculum

Physical development

- The Physical Education curriculum;
- Healthy Eating policies and catering provision;
- Anti-bullying and safeguarding policies and strategies
- The extra-curricular clubs related to sports and well-being;
- The celebration of sporting achievement;
- Activity-based educational visits;
- Opportunities to participate in community/Trust wide events

Physical / Cultural Development

Autumn 2022



Impact

🏆🥇🏆 As part of our 'respectful' celebrations of Black History Month, we invited a very famous football coach and former player to discuss his struggles and success! Terry Connor – you were an inspiration to us all! Thank you 🌟! #WATAManager #BlackHistoryMonth 🏆🥇🏆 Windsor Academy Trust Wolverhampton Wanderers FC

Pupil Voice

'I really respected listening to Terry and it has made me want to be even more resilient'

Phsyical / Moral Development Autumn 2022



Physical Development

Autumn 2022

Reception children enjoyed learning about Autumn and created artwork displaying the changes using leaves.



Impact

Every year group has chance to visit the forest school with our trained first leader. Children enjoy learning about nature, survival skills and get physical on the purpose built assault course.

Pupil Voice

'I love swinging on the rope bridge and toasting marshmallows'

How we develop Cultural Capital through our curriculum

Spiritual development

Children are taught to accept and embrace other religions and cultures through the teaching of our all our curriculum with a focus in RE/PSHE.

In relation to this, children are educated on the religious beliefs of the people in countries of any countries they are learning about.

- The Religious Education Curriculum;
- Support for the expression of individual faiths;
- Inter-faith and faith-specific activities;
- Visits to religious buildings and centres; School choir in local church

Spiritual Development

Autumn 2022



Interest Me



Help Me Learn



Let's Think



Egbert's **BIG** question of the day...



What promise did
God make to Jews
in the story of
Abraham?

Genesis
17:1-7 & 21:1-8

Impact

Children continue to love
Discovery RE and have
continued to communicate
clearly about different beliefs
and religions.

Pupil Voice

*"In our assemblies, we have
linked our respect value when
discussing other religions. We
know that we have to respect
all faiths and beliefs."* Olly Year

How we develop Cultural Capital through our curriculum

Moral development

- RE/PSHE/RSE curriculum
- Assemblies to promote school values, human rights, global issues and special festivals and culturally important events. This includes our 'Hall of Fame' celebrating our ASPIRE values and virtues.
- The Religious Education Curriculum;
- The school's behaviour policy/GTBG and Dojos underpin moral choices.
- Contributions to local and national charitable projects.

Moral Development

Autumn 2022



Impact

Children paid respect when the Queen was laid to rest. The children celebrated her life learning about special occasions and dates through her reign.

Pupil Voice

'I was so sad that the Queen passed away. I got to watch some of the celebrations of her life' Year 6

Moral Development

Autumn 2022



👑👑👑 Our nursery children will have a great opportunity to 'self-quizz' as they recall their knowledge of the [The Royal Family](#). Look at the exciting activities set out in the provision! [#WATanEYFS](#) [#WATanHistorian](#)
👑👑👑 Windsor Academy Trust



👑👑👑 Goldilocks (pupils in our 2 year old provision) have been 'respectful' when learning about the Royal Family! All provision centred around kings and queens!
[#WATanHistorian](#) [#WATanEYFS](#) 👑👑👑
Windsor Academy Trust The Royal Family



Moral Development Autumn 2022



Moral Development

Autumn 2022



Impact

Within school celebrated anti-bullying week. Children were invited to wear odd socks. We had assemblies across school ensuring children can recognise what bullying is and what to do. We have a zero anti-bullying policy and children know that this is not tolerated in our school.

Pupil Voice

'I felt proud wearing my odd socks, I loved how my teacher wore them too' Year 5

Moral Development

Autumn 2022



Impact

💛💙❤️ National 'Elf' Service Day – our pupils gave back to the community! Donations were made to RSPCA (England & Wales), Anchor and Blakenall Village Centre! #CivicDuty at its best! #WATaCommunity

Pupil Voice

'I felt proud donating tins of food to help people in our community' Year 5

How we develop Cultural Capital through our curriculum

Cultural development

Cultural development and cultural awareness are fundamental in social learning. At all stages of teaching and learning, cultural development is at the forefront of our success criteria.

- Citizenship education through PSHE;
- Arts education including Music and Drama;
- Access to the languages and cultures of other countries through the curriculum.
MFL:Spanish
- Promotion of racial equality and community cohesion through the school's ethos, informing all policy and practice.

Cultural Development

Autumn 2022



Mr Ingles

THE POLAR EXPRESS



Monday 5th December 2022

Impact

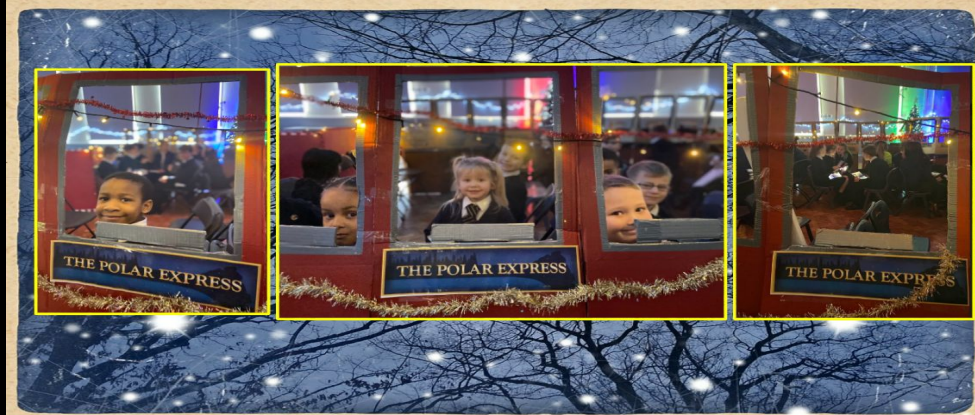
Within school we had a writing week which resulted in a Polar Express Day. Children across the school worked collaboratively to create a Goldsmith version of The Polar Express. Different skills, qualities and techniques were taken into account across year groups.

Pupil Voice

'I was amazed that a train was in the school hall, I wanted to keep my golden ticket' Year 2

Cultural Development

Autumn 2022



Cultural / Physical Development

Autumn 2022

Below is a variety of trips and visitors our children have had the opportunity to experience this term.

🌟🏠 WOW!!! Year 5 had a wonderfully 'resilient' time achieving one of their #WATPledge - Having an adventure! Pupils and staff had a great time at [Whitemoor Lakes Activity Centre](#). We can't wait to come back soon! #WATaY5 #WATanAdventure 🏠🌟
[Windsor Academy Trust](#)



Impact

All year groups have had at least one trip or visitor this half term to enhance their learning opportunities across the curriculum. Year 5- got to visit Whitemoor Lakes Activity Centre.

Pupil Voice

'It was the best few days I have ever had!'



Parental Communication

Autumn 2022

This school year, communication has been received through various platforms including: Dojo, facebook, twitter, parentmail, 'Boomreader' and updates on our website. We have an open door policy so parents always feel welcome to get messages to the class teachers. A successful parents evening was held over two evenings with a and Phone consultations for parents evening and half termly curriculum overviews.



Impact

Parents have several avenues to be able to access support or raise queries regarding their child. Parent voice has been phenomenal!

Parent Voice

Parents love how our teachers respond and communicate swiftly.

Year 4 Autumn 2 Curriculum Overview			
English - Writing: A non-chronological report relating to Italy and Iceland. A narrative retelling an event from a character's perspective; this will be linked to our whole class reading book. A persuasive poster to sell our Christmas Design & Technology product.	Maths: Multiplication and Division Representing multiplication and division in different ways including arrays. Using different methods to multiply or divide a 2-digit or 3-digit number by a 1-digit number. Discrete and Continuous Data Representing and understanding discrete data in bar charts and pictograms. Reading and representing continuous data in line graphs.	Computing Understanding variables in computing and using IF statements to control an output. Using a timer to keep an IF statement based on a continuous check of an object's position.	English - Reading We will continue with our class text: <i>James and the Giant Peach-Rosie Dahl</i> . We will be working on retrieval, vocabulary selection, inference, summarising and authorial intent, using this text as a basis. Religious Education: What is the most significant part of the Nativity story for Christmas today? Christmas and the Nativity. Incarnation. Faithful and belonging. PSHE and RSE: Relationships—respect for self and others. Our rights and responsibilities. Protection and (un)healthy behaviour.
Theme: What A Wonderful World Understanding what geography is and the skills we need as geographers. Using coordinates and compass skills to navigate. Investigating the human and physical features of Italy and Iceland. Exploring the difference between climate and weather.	Science: Living Things and their Habitats Classifying living things according to their habitats. Exploring vertebrates and invertebrates and use these to help us classify. Identifying features of plants including leaves, flowers and non-flowering plants.	Physical Education: I can explain what happens in my body when I warm up. Spanish: Numbers to 15. Saying your age.	



The new name for GoRead!

Parental communication

Autumn 2022



Impact

Wow! What an fantastic turnout for our Phonics Workshop in EYFS! The teachers really enjoyed having all the parents join us in school. The children loved teaching you phonics! Parents enjoyed it too 😊

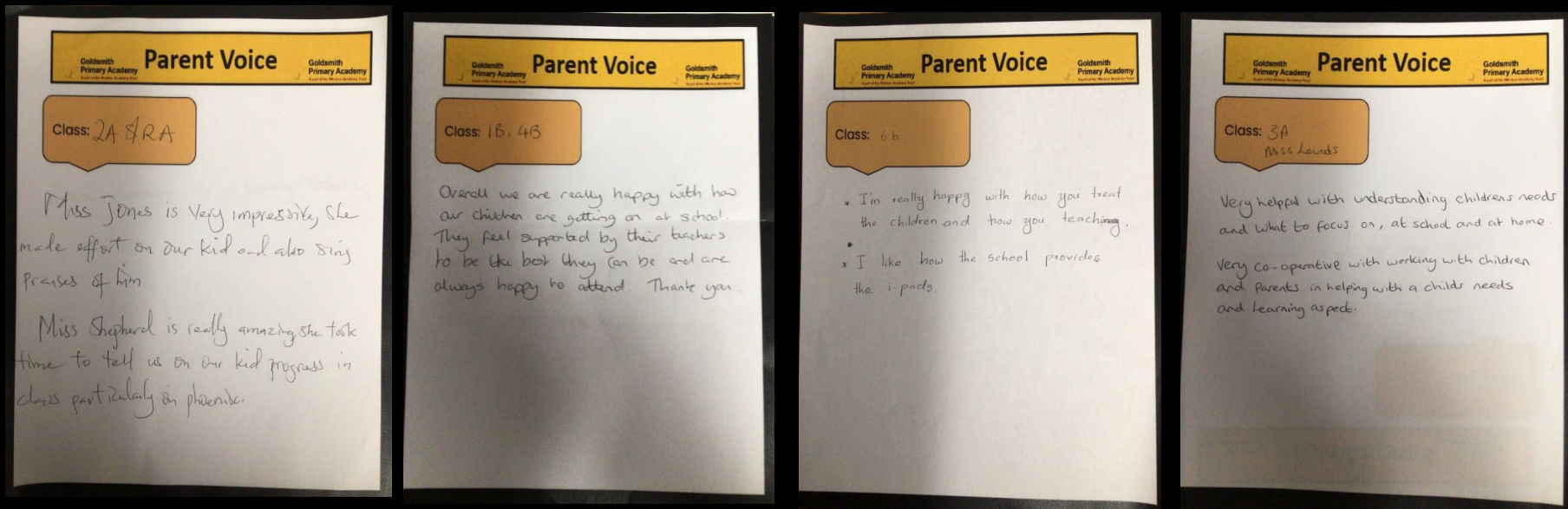


Pupil Voice

'Wow, I loved it! I could see how I can do activities with my child at home'

Parental Communication

Autumn 2022



Impact – Recently we have had Ofsted, parent voice was outstanding, as a school it has been highlighted how effective the communication and relationship with parents is.

Parent Voice “ My teacher feeds back great advice to support my child. They are friendly, approachable and quick to respond to any concerns. ” Year 3 parent



Parental Communication

Autumn 2022

Ofsted Voice: – Parents are overwhelmingly positive about the school. They praise the warmth and approachability of the staff and value the regular communication they receive.

Well done Goldsmith Primary Academy..absolutely fantastic 🙌

Well done! You must be super proud of all you've achieved ❤️ xx

You must be super proud .amazing achievement x

Just amazing Goldsmith Primary Academy ⭐

That's brilliant so happy for you all and the kiddies you all did so well



Are you ready to 🌀
Dream? Rise? ASPIRE?

Goldsmith Primary Academy Open Events!



Parental Communication Autumn 2022



Impact

Parent Voice

'It was lovely to see what the children had purchased with funds raised for the school. '

Active Engagement

Autumn-2022

In 2022 we have ensured our children have been kept active. We have provided numerous opportunities for children and their families to take part in events across the Autumn term. Numerous children have represented the school in sporting events across the borough.

Date	Event	Year Groups	Number
16/9/22	WAT Games @ Aldersley Stadium	3/4/5/6	24
20/9/22	Inspire Rugby @ Halesowen RFC	5/6	6
6/10/22	Inspire Dodgeball @ Streetly Academy	4/5/6	13
13/10/22	Y3/4 Participation Football Matches @ Rivers	3/4	25
19/10/22	Inspire Footgolf @ Aldridge Airport	5/6	12
3/11/22	Y5/6 Participation Football Matches @ Rivers	5/6	24
10/11/22	Y5/6 Girls Walsall League Football @ Manor Farm	5/6	6
11/11/22	Y5/6 Boys Walsall League Football @ Manor Farm	5/6	4
16/11/22	Inspire Hockey @ Shelfield Academy	5/6	7
21/11/22	EFL Kids Cup Football @ Bescot Stadium	6	7
28/11/22	Inspire Sports Festival @ Shelfield Academy	4	12
1/12/22	Y3/4 Girls Walsall League Football @ Manor Farm	3/4	6
14/12/22	Y3/4 Boys Walsall League Football @ Manor Farm	3/4	
15/12/22	Y5/6 Girls Walsall League Football @ Manor Farm	5/6	
			149

Active Engagement

Autumn-2022

We have provided numerous opportunities for children and their families to take part a wide variety of clubs this term. Over half of our children have taken part in after school clubs.

Club	Year Groups	Number
Dance	3/4	18
Dance	5/6	21
Dance	1/2	19
Football	3/4/5/6	58
Kickboxing	5/6	18
Kickboxing	2/3/4	24
Sport	1/2	18
Basketball, Tag Rugby, Hockey	4/5/6	27
Dodgeball	5/6	25
Gymnastics	1/2/3	19
		247