



Policy No: 22a(5)

## OUR LADY'S ABINGDON (OLA) CULTURAL CAPITAL & CO-CURRICULAR POLICY

*This policy, which applies to the whole school, is publicly available on the school website and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the School Office.*

### Document Details

Information Sharing Category	School Domain
Version	1
Date Published	September 2021
Authorised by (if required)	Head
Responsible Area	Leadership Team

We comply with the Government guidance and regulations, currently in force, regarding COVID.

**Availability:** All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours, including activities away from school.

### Monitoring and Review:

Reviewed: September 2021

Next Review: September 2022

Signed:

Head	Deputy Head
Mr Daniel Gibbons	Dr Beth Reynaert
Signed: 	Signed: 

### Related Documents:

- Single Equalities Policy (equality and diversity including equal opportunities and racial harassment)
- More Able Policy
- Educational Visits and Off-site Activities and Learning Outside the Classroom Policy
- Personal, Social, Health, Economic Education (PSHEE) and Citizenship and
- Spiritual, Moral, Social and Cultural (SMSC).

### 1. Introduction and rationale

#### An excellent curriculum builds cultural capital

Curriculum is the *total learned experience of the child*: formal, informal, within the classroom and beyond. Acquiring Cultural Capital helps students thrive at six levels:

- ✓ **Spiritual** – understanding their place in God's creation; their value as one of his children
- ✓ **Emotional and Social** – understanding how positive relationships are linked to learning
- ✓ **Global** – understanding their place in the world and acquiring global competence (knowledge about the world, its cultures, languages, economics, environment and social systems)
- ✓ **Societal** – understanding their locality, communities and economies
- ✓ **Interpersonal** – understanding their relationships with others
- ✓ **Intrapersonal** – understanding themselves.

#### Cultural capital

In the context of education, schools should support the modern definition of those who have 'cultural capital'; that is,

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*“an individual who is knowledgeable about a wide range of culture, is comfortable discussing its value and merits, and has been given a vast array of experiences and access to skill development. It is 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”* (National Curriculum).

Young learners need an understanding of the complexities and diversity of a globalised world and to possess a degree of *intercultural fluency* to thrive, live sustainably, protect the earth’s ecosystem and acquire global readiness.

Global competencies which enable students to contextualise their place in an increasingly connected world and become informed participants are seen as:

- ✓ A disposition to inquire rather than assume
- ✓ To develop multiple perspectives
- ✓ To understand the interdependence of systems
- ✓ Capable of making ethical decisions
- ✓ Be proficient in English and one other language
- ✓ Understand complexity
- ✓ Achieve expertise on at least one culture/issue
- ✓ Make healthy decisions for themselves and their environment
- ✓ Be able to recognise bias.

## 2. Cultural capital at OLA

At OLA we believe that *“everything starts with the story we tell about ourselves: our knowledge and beliefs, our interests and skills, our attitudes and our morals and values”*. Cultural Capital is realised through all aspects of the curriculum – exposing students to a large variety of subject areas and the arts, promoting character-building qualities that create well-rounded, global citizens and which provide young people with recognised and meaningful qualifications that will open up doors to paths in later life. Students are encouraged to engage with and develop in four pillars of learning:

- ✓ **Learning to know** (knowledge)
- ✓ **Learning to do** (teamwork, skills)
- ✓ **Learning to be** (personality, autonomy, resilience, judgement, responsibility, values)
- ✓ **Learning to live together** (appreciation of interdependence)

### Cultural heritages

OLA has a vibrant mix of students which reflect local and wider diversity in terms of ethnic and socio-economic backgrounds. It is our aim at OLA to expose all students, especially those who are disadvantaged, to cultural experiences and background knowledge that will equip them with the knowledge they need to propel them further in their education, careers and social development and prepare them for life in modern Britain. As a Catholic school we encourage in our students the view that, although we may have many heritages, all have value and importance. Students gain knowledge and respect for their own culture as well as an understanding of the different backgrounds, heritage, language and traditions of all who are part of OLA. We value diversity and encourage students to express interest in the ethnic backgrounds of others and be mindful of cultural sensitivities.

### Impact of cultural capital on other areas of learning

Evidence shows that educational attainment is strongly associated with participation in cultural activities, including reading books, experiencing cinema, theatre, museums, concert attendance, as well as experiencing art galleries and a broad range of music. Developing cultural capital is also intricately linked to the *personal development of students*, as well as spiritual, social, moral, and physical development, all of which are highly interdependent. Greater awareness and access to cultural events and issues tends to *increase a student’s curiosity, improves their level of confidence*, and their *ability to focus and concentrate*. We link many aspects of our Cultural Capital to other important areas of learning, including:

- ✓ OLA Pivotal Learning: Responsive (Resilience, buoyancy and wellbeing) and Thinking (Challenge4all & Metacognition)
- ✓ Learning differences (SEN and EAL)
- ✓ Physical activity and Personal development
- ✓ PSHCE, RSE and SMSC
- ✓ Career opportunities
- ✓ Digital / economic / Social and emotional literacy (SEL)

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- ✓ British Values in terms of respecting pluralism and tolerance of diversity

### 3. Delivery

OLA delivers cultural capital to enhance learners experience, within a curriculum which is:

- ✓ Broad, balanced, relevant, aspirational and challenging
- ✓ Coherent, well sequenced and age/needs appropriate
- ✓ Knowledge-rich (mastery over memory), such that pupils are developing the cultural capital necessary to prosper in the changing world they inhabit
- ✓ Varied, in terms of:
  - *Tapping into many of the social, moral, spiritual and cultural (SMSC) elements*
  - *Providing opportunities to explore new activities (lunch and after-school clubs)*
  - *Teaching children about a wide variety of arts including literature and music*
  - *Prioritising school trips and international travel*
  - *Providing plenty of opportunities for questioning, curiosity and creativity.*

**S.T.R.E.A.M I.N O.L.A** is our approach to Cultural Capital.

<b>S</b> cience	Biology Olympiad,
<b>T</b> echnology	Green Power, DT in Action
<b>E</b> ngineering	Green Team
<b>A</b> rts & Performance	Art galleries, art history, Classical music; concerts, opera, mime
<b>M</b> athematical	Architecture: Classical; Neoclassical; Gothic; Art Deco; Modern
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<b>I</b> ntercultural	French, Russian, Spanish, Mandarin,
<b>N</b> atural world	Climate change, geographical politics
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<b>O</b> racy	Debating, public speaking
<b>L</b> iterature	Books, novellas, poetry: classical and modern / ethnic authors
<b>A</b> ppreciation of history	Classic civilisations, History, British, V&A, Natural History, Latin

### Activity types

The range of co-curricular activities comprises of:

- Lunchtime and after school clubs
- Day visits to places of interest and relevant to the curriculum
- Residential and overseas trips
- Outside speakers and talks
- Inter-generational activities

Additional guidelines are contained within the LOtC Educational Visits Policy and reference can be made to that documentation for further details on co-curricular provision. The Assistant Head (Operations), alongside the Co-curricular coordinator is responsible for ensuring the delivery of clubs, trips and other activities and providing regular updates for governors. The management and organisation of clubs is overseen by the Deputy Head and managed by the co-curricular coordinator. All Staff are expected to run an activity and organise visits or other activities, where relevant. Staff must ensure the safety of all children who participate in their clubs and deal with the administration generated by the activity.

### Lower School Co-Curricular provision

- ✓ A clubs list will be provided to all pupils (Year 3-6) at the beginning of each term.
- ✓ Pupils in Years 3-6 will enrol for clubs of their choice at 'club enrolment' sometime in the first week of each term. Clubs will start within the first week of each term
- ✓ If clubs are oversubscribed, children will be able to attend alternative clubs, or if there are no places available, attend a study class. Where clubs are oversubscribed the staff will use their judgement to try and make fair provision in subsequent terms.

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- ✓ OLA Sphere co-curricular clubs and study classes in the Lower School will run from 3:20 p.m. to 4:00 p.m. on each day of the week. Orchestra and Choir will run in a lunchtime from 12:25 p.m. - 12:55 p.m. on a suitable day of the week.
- ✓ Pupils will be encouraged to take increasing responsibility for their attendance and inform staff if they are unable to attend e.g. sports fixtures, events out of school etc.
- ✓ Persistent misbehaviour may, at the discretion of the teacher, result in loss of membership of a club for a permanent or temporary period of time. (see Positive Behaviour Policy)
- ✓ Parental permission for all after school activities must be given in writing by the signing of the clubs list or any other relevant paperwork/letters which are sent out to them.
- ✓ Where it is necessary to cancel a club, it is the responsibility of the teacher to inform the Co-curricular Coordinator or Assistant Head (Operations) and the pupils. On these occasions alternative arrangements will be made by OLA.
- ✓ Charging for items/materials may be made in some circumstances. These charges will be informed in advance of the club starting and are indicated on the clubs list. Some clubs are organised and run by adults who are self-employed. These clubs may be held at lunchtimes, 3:20 p.m. or 4:00 p.m. They may be charged for and are entirely optional.

### Senior School Co-Curricular provision

- ✓ A clubs list will be provided to all pupils (Year 7-U6) at the beginning of each term. Clubs will include academic clinics and support, use of the library/ICT and quiet study, in addition to clubs to broaden pupils' experiences and knowledge.
- ✓ Pupils in Years 7-U6 will enrol for clubs of their choice at 'club enrolment' sometime in the first week of each term. Clubs will start within the first week of each term
- ✓ If clubs are oversubscribed, children will be able to attend alternative clubs, or if there are no places available, attend an academic clinic. Where clubs are oversubscribed the staff will use their judgement to try and make fair provision in subsequent terms.
- ✓ OLA operates a 'McCauley Programme' for scholars and any other interested students.
- ✓ OLA Sphere co-curricular clubs and study classes in the Senior School will run during lunchtimes on each day of the week, between 12:30 and 1:50pm. Some music and sports clubs are available after school from 4:15pm.
- ✓ Pupils will be encouraged to take increasing responsibility for their attendance and inform staff in advance if they are unable to attend e.g. sports fixtures, events out of school etc.
- ✓ Persistent misbehaviour may, at the discretion of the teacher, result in loss of membership of a club for a permanent or temporary period of time. (see Positive Behaviour Policy)
- ✓ Where it is necessary to cancel a club, it is the responsibility of the teacher to inform the Co-curricular Coordinator or Deputy Head and the pupils. Wherever possible, alternative arrangements will be made by OLA.
- ✓ Charging for items/materials may be made in some circumstances. These charges will be informed in advance of the club starting and are indicated on the clubs list. Some clubs are organised and run by adults who are self-employed. They may be charged for and are entirely optional.

The termly cycle is normally as follows:

Staff are asked in the preceding term which activities they would like to run. This information is collated into a timetable.	Co-curricular coordinator and teaching staff
Activities for the term are publicised by the circulation of the timetable and the display of posters on the Clubs Board at the start of each term. The timetable is also published on the website and parent portal.	Co-curricular coordinator
Students sign up to a club activity and form tutors collate information	Form Tutors
Clubs begin. Teachers running clubs keep a record of attendance on our MIS and follow-up absentees.	Clubs organisers

### It is expected that:-

- Staff arrive promptly for sessions and arrange appropriate supervision if they are absent or cancel a session if they are unable to be present.

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- Staff take a register on our MIS and alert the Co-Curricular Coordinator over absences
- Pupils attend activities regularly and maintain a commitment to the club they have joined for at least a term or until some other appropriate deadline, such as a performance or a tournament.
- If the club or activity is after school, pupils will also be registered via our MIS

A new club timetable is prepared by the Co-curricular coordinator at the end of the preceding term and then re-distributed as above at the start of the term.

#### 4. OLA Sphere – Our Co-curricular offer

*“Look to the horizon, spread your wings and fly”*

At OLA we value and are committed to the provision of co-curricular activities for all our pupils. We believe the opportunity to follow interests in more depth allows children to extend and refine their skills. We aim to provide breadth and enrichment in the education we offer, to monitor and encourage pupils’ participation and to ensure appropriate care and supervision.

Pupils will experience a wide and interesting variety of activities both within and beyond OLA.

- ✓ Children will be encouraged to develop a range of life skills and interests.
- ✓ OLA will use everyone’s talents, working as a team within OLA and the wider community.
- ✓ Co-curricular activities should
  - Introduce children to new opportunities and skills.
  - Extend and enhance skills and interests currently held by the pupils
  - Provide further opportunities for developing the pupil’s confidence, initiative, determination, knowledge and achievement.
  - Give pupils and teachers increased opportunity for positive interaction

The Co-curricular Coordinator liaises with the Assistant Head (Operations) to ensure that the timing of OLA Sphere co-curricular activities is co-ordinated to minimise clashes and thereby maximise the opportunities for pupils. Within the programme, students are actively encouraged to ‘look to the horizon’ and expand their sphere of learning.

Feedback is given to the LT on the effectiveness of after-school care and activities and the levels of attendance so that the working of this policy can be reviewed and future planning facilitated. Information is shared amongst the Deputy Head, Heads of Section and Form Tutors to enable them to monitor pupils’ activities with a view to providing appropriate guidance and information for OLA reports. The range and variety of clubs is reviewed annually to ensure good provision.



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## 5. School Trips

OLA offers a wide variety of school trips through the academic year which increase students' awareness of global issues and culture – especially when they involve international travel:

- ✓ Visits to local theatres or performance studios
- ✓ Walking opportunities - encouraging students to take walks at weekends and enjoy nature
- ✓ Visits to historic and iconic buildings to review their architecture and aesthetics
- ✓ Visits to Natural History Museum; British Museum; Victorian & Albert; Natural History: etc.
- ✓ Access to the Houses of Parliament to develop an understanding of the British democratic system
- ✓ Biology and Geography educational visits
- ✓ National Portrait Gallery/National Gallery/specific exhibitions
- ✓ Visits to photography exhibitions
- ✓ Outside speakers to talk about career opportunities
- ✓ Visiting artists
- ✓ Visiting Charity Workers to discuss their work

## 6. Outside Speakers

OLA operates a McCauley Programme for scholars and any other interested students. Past speaker topics have included:

Where is the Science in Art? Where is the Science in Art?

Is the Lord of the Rings a Christian novel?

Art and Popular Culture

The Politics of COVID

Developing Vaccines

Do we have a purpose?

Blockchain, AI and the use of new technologies

Buildings for the Future

The Zoo next door

## 7. Intergenerational activities

Cultural capital can also be interpreted as exposing children to people of all ages. Encouraging activities where children have to ask questions about their own families is an important way of handing down wisdom and knowledge.

## 8. Additional resources to build Cultural Capital

Students at OLA have access to and can engage with:

- ✓ The rich cultural and intellectual heritage of the Catholic Church
- ✓ Wide range of fiction and non-fiction literature in the library, which they are encouraged to use
- ✓ Theatres: Schools' Matinees
- ✓ National Arts pass
- ✓ Reading poetry and plays
- ✓ Book reviews on the school website
- ✓ Engagement with students via the School Council
- ✓ Educational Visits and Offsite Activities
- ✓ Enrichment for Lower Sixth
- ✓ Medical and Life Sciences Programme
- ✓ Leadership and Resilience course - helping students build character and resilience and metacognition
- ✓ Musical instruments
- ✓ Choir practice
- ✓ Charity events
- ✓ Drawing, painting and sculpting
- ✓ Dance from a range of different cultures

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