

# City Academy Whitehawk – Teaching Guidance Documents 2020

## Rationale for shared teacher guidance in

This a guide to how we approach Assemblies, British Values and Cultural Capital at CAW, in this document you will find the process, strategies, documents and examples of work.



## The Leadership of Writing

Quality of Education Lead	Operational Leader
Thomas McMorris	Ruth Glaser

## The Provision of Assemblies

To meet the National Curriculum stipulation of a daily act of collective worship or assembly, these are provided as weekly year group assemblies including celebration and three times weekly, as class assemblies at the end of the learning day. Class assemblies are centrally planned. British Values form a significant part of the assembly structure, along with Growth Mindset and a strong commitment to the expansion of the cultural capital of all children.

## 1. Assembly Provision covers the following areas

British Values	Location of resources	Monitoring
 <p>The National Curriculum states that schools should promote pupils' spiritual, moral, social and cultural (SMSC) development; By focussing on British Values in a way that is relevant to children; they will learn their rights and responsibilities and will develop an inclusive outlook that celebrates difference, individuality, the rule of law and how it protects and guide. By understanding that democracy provides choice and voice and that other parts of the world run under different rules, the children will grow knowing how to exercise their own voice and to respect the voice of others. There is one British Values assembly per week.</p>  <p>This is the opportunity to explore what your class needs. A weekly question will be asked that is pertinent to trends in school as well as those that are linked to our learning animals which spell</p>	<p>Staff shared (T)&gt;Assemblies 20-21 In the above location you will find:</p> <ul style="list-style-type: none"> <li>Weekly Assembly titles.</li> <li>It will be up to you to deliver these and make them relevant to your class.</li> <li>A termly overview of assembly topics is also stored in the folder and circulated termly.</li> </ul>	<p>RG to monitor the delivery of assemblies by visiting classes.</p> <p>Teacher and pupil voice is collected by RG and acted upon to keep assemblies relevant and engaging.</p> <p>RG has Assembly display which will be updated termly by a different year group. Located in Year 3</p>

CAREER Collaboration; Aspiration; Resilience; Effort; Excellence and Respect.



Sociologists point to cultural capital as enabling children to achieve goals; to become successful by giving children the tools to be aspirational in the broadest global terms. As agents of social change, schools, through assembly and day to day education and interaction accounts for a significant provision in language development, cultural, historical, artistic, philosophical and musical knowledge bank. By providing cultural capital within assemblies on a weekly basis, we seek for children to be confident, aspirational, well-informed, inquisitive life-long learners.



### **CAW Ethos Assemblies**

These are held on a Monday morning by Head Teacher Thomas McMorrin in order gather as a school community and to set the CAW ethos goal for the week. Our school Growth set based ethos spells CAREER: Collaboration; Aspiration; Resilience, Effort, Excellence and Respect. The assembly discusses the ethos, making it crystal clear how every child can achieve one of the 4 certificates available to each class. Teachers promote the ethos for the week and present certificates in the assembly on the following Monday.

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Pupil outcomes		
Intended Learning	Exercise Books/Demonstrable Outcomes	
To fit into the last 15 minutes of the school day x 3 days per week.	<p>Questions in knowledge quiz E.G Name a feature of Democracy What do blue Plaques celebrate? What is a philosophical question?</p> <p>Floor books Documented pupil voice Display</p>	

