

Finham Park Multi Academy Trust

World Class Education

October 2017

Edition 1



FINHAM PARK
MULTI ACADEMY TRUST

Co-construction

Reflection and next steps



CPD

MAT Training Days



Teaching and Learning

High Challenge Classrooms



School Spotlight

Finham Primary



Finham Park



Finham Park 2



Welcome from Mark Bailie



Dear Colleague

I am delighted to welcome you to the first edition of Finham Park Multi Academy Trust News. Now in our second full year of operation, our school development and co-construction work is really gaining in momentum!

Teaching is one of the oldest professions - a craft that is challenging to master and rewarding to deliver when we observe the learning and progress children make as a direct result. Our schools exist to serve children, young adults and their communities - I know all our teachers and support staff work tirelessly to ensure pupils at Finham Park, Lyng Hall, Finham Primary and Finham Park 2 have the time of their lives and to constantly push against the boundaries of our profession as we move toward our "World Class" goals. I would like to thank everyone for their continued efforts...

Time in lessons is valuable and it has been wonderful to see teachers collaborating across phases to secure a shared understanding about assessment and those undefinable 'truffle moments' that can be discovered in every subject discipline - I hope more of this activity will be translated into classroom practice during 2017-18.

The articles in this newsletter reflect MAT foci in our schools - this year is the first time that our Continuing Professional Development programme will be available to colleagues from all schools and some sessions will be co-delivered. Hopefully many of you will enjoy these and feedback into the programme so it can be developed for the future. .

Our aim is that every colleague, regardless of their career stage, will be

able to select a series of CPD opportunities that reflect personal priorities. Topics are wide and varied - from supporting vulnerable students to delivering numeracy in your classroom.

Thank you to all who have contributed to this newsletter - I hope you enjoy reading the articles and are encouraged to contribute in the future so that we can celebrate learning and seek a deeper understanding about the things that will help our pupils make even better progress - no matter what their background or ability.

Mark Bailie

School Improvement Leader

I am delighted to be part of Finham Park Multi Academy Trust and to be working with colleagues at this exciting time. I've spent this half term getting to know colleagues across the FPMAT but focusing my time at Lyng Hall. Next half term I will be spending more time at Finham Primary.

The role of the School Improvement Leader is a new one which provides a central point through which to facilitate co-construction and school improvement. The aim of the role is to create greater continuity and opportunities for staff and students, whilst sharing the goal of creating World Class educational experiences for all learners across the MAT.

If you have any questions regarding Teaching and Learning; CPD;

Co-construction or anything else then please do get in touch!

b.pettman@finhampark.co.uk

Bernadette Pettman

Co– construction

Co-construction allows colleagues to go beyond collaboration to establish a true working partnership which enables staff to work together with a common aim of providing a World Class education for all students.

Examples to date include:

- ◇ Assessment progression for age related indicators
- ◇ Peer observation
- ◇ Extra curricular opportunities with targeted groups e.g. G & T
- ◇ MAT FROG
- ◇ Using Secondary expertise to modify primary learning experiences
- ◇ Improving Transition
- ◇ Moderation across the MAT
- ◇ MAT GCSE groups
- ◇ Sharing resources
- ◇ Sharing teaching expertise
- ◇ MAT competitions
- ◇ MAT CPD
- ◇ Mat Policies

This is an exciting time to be working on co-construction with lots of opportunities to enhance the experiences for all students and staff.

There are many examples this term alone, with many more opportunities in the planning stages for later this year.

Co-construction: some examples of work so far

Assessment Progression

Subjects have now started to create or have completed an assessment overview from Nursery – GCSE.

It was essential we ensured our expectations as a MAT were consistent. Co-constructing the assessments will ensure our learning experiences across the MAT are consistent, continually progressive and cohesive.

Moderation as a MAT

After creating their assessments, some subjects then used their co-construction meeting to moderate work as a MAT against the new assessment criteria (using FROG).

The continuation of this work will ensure that progress is accurately and consistently tracked across the MAT.

There will be an opportunity for further moderation at the MAT Training Day on 8th January 2018.

MAT FROG

This year, a MAT FROG site was created to ensure ease of collaboration. This particular site was accessible to ALL schools. Many of the documents were created on Google Docs and could therefore be continually edited and viewed by staff across the MAT. Staff have also used the site to communicate and share helpful resources. For 2017-2018, we will have a MAT Frog Connect site set up for all to access.

Improving Transition

A number of subjects have created or have started looking at transfer of information at transition from year 6 -7. At the moment staff receive English, Maths and Science assessments but very little (if any) information about the children's ability in other subjects.

Science have also created a baseline assessment. They wanted to focus on skills the children should already have from primary rather than test them on secondary skills.

Using Secondary Staff Expertise to Modify the Primary Learning Experiences

It is essential that primary children within our MAT receive a foundation of skills and learning experiences, which can then be built upon at secondary level. Many subjects used the co-construction opportunity to amend the primary learning to help best prepare the children for secondary school.

For languages, the MAT team also decided to completely change the topics taught at a primary level (i.e. focus on grammar) to ensure the children were best prepared for secondary language learning.

The art team also created a list of key skills they would like all Year 7 children to have, these were then added into the primary art assessment where appropriate

Peer Observation

Maths have participated in a series of observations across the MAT schools in order to provide constructive feedback to each other and suggest areas to work on.

MAT Events and Competitions

A number of subjects have held MAT events and competitions this year to encourage collaboration between the children and promote their subjects across the MAT.

Sharing Teaching Expertise

There is a wide variety of subject expertise across our MAT and some staff have already started delivering lessons at other schools within our MAT for their own professional development and to aid in the professional development of other teachers.

MAT GCSE Groups

Some subjects (with a low GCSE uptake) have started to look into the possibility of running a MAT GCSE for their subject and therefore opening this up as an option for their students.

MAT Policies

Some subjects have created MAT policies for all to follow to ensure continuity of learning and avoid confusion i.e. MAT Calculation Policy

Topic Coverage

Our aim is to ensure children within the MAT receive a broad and balanced curriculum, which is also creative and inspiring.

A number of subjects such as Geography and History, created a topic overview to ensure topics were not repeated between years and if they were, then they ensured they were covering progressive skills.

By Becky Patel

MAT CPD

This year there is more flexibility within the CPD sessions offered by each school to assist co-construction. Each school has their own school CPD programme, with the addition of specific MAT CPD sessions. Sessions at each school are open to colleagues from across the MAT.

These MAT CPD sessions are hosted, in turn, at each of the schools and are led by colleagues from across the MAT.

Date	Session	Venue	Facilitator(s)
Thursday 14 th September 2017	MAT CPD: Making co-construction work	Finham Primary	B Patel / A Tighe
Thursday 12 th October 2017	Leading out of school Learning	Finham Primary	R Machin / S Megeney
Thursday 2 nd November 2017	MAT CPD: Safeguarding / Prevent	Lyng Hall	TBC
Tuesday 7 th November 2017	Improving Literacy in your classroom	Finham Primary	C Machin / H Cooke
Thursday 9 th November 2017	Supporting SEN	Finham Primary	S Bracken / J Kovacs
Thursday 23 rd November 2017	Boosting boys' confidence and engagement	Finham Primary	J Davioudian / A Ditch
Tuesday 12 th December 2017	Improving Numeracy in your classroom	Finham Primary	C Fitzhugh / S Green
Thursday 11 th January 2018	Supporting vulnerable students	Finham Primary	R Machin / S Jones
Tuesday 27 th February 2018	MAT CPD: Embedding a reading culture in your subject	Finham Park	H Cooke and D Smith
Thursday 8 th March 2018	MAT CPD: Literacy and numeracy in the lower years	Finham Park 2	TBC
Wednesday 25 th April 2018	MAT CPD: Effective transition Yr6-7	Finham Primary	TBC
Thursday 21 st June 2018	Improving numeracy in your classroom	Finham Primary	S Green / C Fitzhugh
	MAT CPD: Partnerships beyond the school – the Mandarin experience	Finham Park	H Lewis / D Yan

To assist with the co-ordination of these sessions, we are building a staff area on the FPMAT website. This will include CPD and Teaching and Learning areas. We have built a new CPD booking system which you can access via:

<http://finhamparkmultiacademytrust.co.uk>

<https://data.finhampark.co.uk/survey.aspx/CPD>

MAT CPD

In addition to each school's CPD programme, colleagues from across the MAT have the benefit of the wider connections within Coventry through a range of partnerships. These include:



An example of opportunities available to staff include the Professional Qualification for Middle Leadership (PQML)

A full programme of courses is available to view on the FPMAT website

Please liaise with your line manager / Jo Brake (FP2) if you are interested in any of these CPD opportunities.

Professional Qualification for Middle Leadership (NPQML)

The **National Professional Qualification for Middle Leadership** is a nationally accredited programme, delivered by trained facilitators from Finham Park 2 and Lawrence Sheriff Schools. The newly reformed NPQML will help you to develop the skills, knowledge and confidence that you need to lead a high performing team in a school and improve classroom practice. The course is for those who are, or are aspiring to become, a middle leader with responsibility for leading a team.

The programme incorporates:

- Personal learning and reflection
- Self-study of revised modular materials
- A whole school leadership challenge
- Support through the programme by a learning coach from your school
- Evaluating the leadership of teaching and learning and the skills needed to close gaps

Be one of the first to gain this new national accreditation for your leadership

Sessions will be held at:
Finham Park School 2
 Leigh Court, Torrington Avenue
 Coventry, CV4 9XZ

The course costs **£750**
 (including externally verified final assessment)

For more information and to book your place please contact:
christine.blay@lawrencesherrifschool.com

Introductory session for delegates and coaches Thursday Nov 2nd 3.30 to 5pm

Face to face sessions will then take place from 1 until 4pm on these Thursdays:
November 16th 2017,
January 11th, March 1st, April 19th,
May 17th and June 21st 2018

Leadership LIVE

Lawrence Sheriff School is a company limited by guarantee, registered in England and Wales. Company number: 04060001. It is a charity with the registered office at Lawrence Sheriff School, CPD in East, Rugby Road, Warwick CV35 9EF.

MAT Training Days

The MAT Training Day on 30th June at Warwick University gave staff the opportunity to share excellent pedagogy, hear examples of excellent co-construction work already undertaken, as well as work collaboratively.

Isabella Wallace was the guest speaker and shared a range of effective teaching and learning strategies. She gave staff a condensed version of her book 'Talk-less Teaching' packed with useful strategies for use in the classroom. Colleagues from all schools presented their co-construction to date, which highlighted the benefits to staff and students of working collaboratively.

There were a series of short CPD sessions led by a number of staff from all the schools in the MAT. The afternoon session saw departments working together to outline their priorities for the coming academic year.



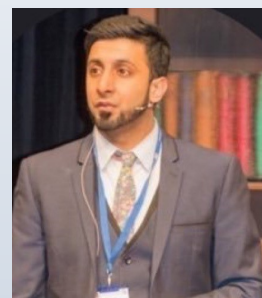
MAT Training Day

Monday 8th January 2018

This year's MAT Training Day for teaching staff is being held on Monday 8th January 2018 at The Slate Conference Centre, Warwick University. You can find a sneak preview of the venue by visiting:



<https://youtu.be/Avs-yw5D3D0>



Amjad Ali will be our key note speaker. Amjad is a Teacher, Trainer, TEDx speaker and Senior Leader. He is a qualified and practising SENCO, completing the National SENCO Award in 2015. Amjad is also a qualified Advanced Skills Teacher in Teaching and Learning ; a Specialist Leader in Education and an Ambassador for Leadership Matters. Amjad has worked with a range of school across Primary and Secondary Phases.

For Amjad, education is about ensuring wherever you come from, does not impact on a students' potential of success. He will be reflecting on good practise and sharing a range of teaching and learning strategies for colleagues to take away and apply in their own classrooms. Amjad has developed a free T&L Toolkit which can be found:

www.trythisteaching.com/toolkit and is active on Twitter:

@ASTsupportAali and **@TryThisTeaching**

During the day there will be an opportunity for colleagues from each of the schools to share teaching and learning strategies; as well as continue co-construction; and time in departments for moderation and co-construction.

A programme for the day will be sent out after half term, together with booking details. Thank you in advance to colleagues who are presenting or leading sessions.

Please email any dietary / special requirements to Bernadette Pettman:

b.pettman@finhampark.co.uk

Finham Park CPD

Ready, steady... TaLk!

Finham's Teaching and Learning community groups (TaLk) for 2017/18 met for the first time this month. As last year, staff are based in faculties so as to more easily allow pedagogical development. However, they're again headed up by two facilitators from outside of their

For example, we have Ms Saffrey and Ms Dempster (both English teachers, *featured below*) facilitating the Social Sciences faculty and Mr Marfleet and Ms Falomir (two MFL teachers,

featured right)

overseeing English.



subject area.

Our priority areas this year are: Assessment for Learning – retention and recall; Literacy and Oracy (including marking for literacy) and Numeracy. As in the past, staff are asked to choose a particular area of interest under these headings and then embark on a classroom based research project.



Groups got off to a brilliant start on, many spending time getting to know one another. Mr Amos and Ms Oldfield for example, asked their faculty to compete in a blind cake decorating competition! The Social Sciences faculty sparked discussion by sharing their WWW (what went well) and EBI (even better if) moments from last year's TaLk process. Staff particularly enjoyed being based in faculties as they felt it really allowed them to embed projects and build relationships with one another.



As with many staff, one area for improvement discussed was to try and complete more peer observations. Hopefully the *Open Door Week* (to be trialled later this year) will support staff in this. The PE and Creative Arts faculty group kicked things off by discussing AfL techniques such as the use of hinge questioning and emoji plenaries so as to aid in retention and recall. The MFL department have similarly decided their priority is retention and recall and so each of their sub teams are going to trial a different memory technique over the course of the year.

Hopefully groups will now channel the fantastic energy and enthusiasm we saw in this first meetings into their own research areas. I can't wait to see what they bring to our next TaLk meeting in November!



By A Ford

Lyng Hall CPD

Staff at Lyng Hall attended EAL CPD exploring how best to support students. One example was developing students' understanding of Macbeth through different strategies. This was the first in a series of sessions which will culminate in staff applying different strategies in practice and bringing them

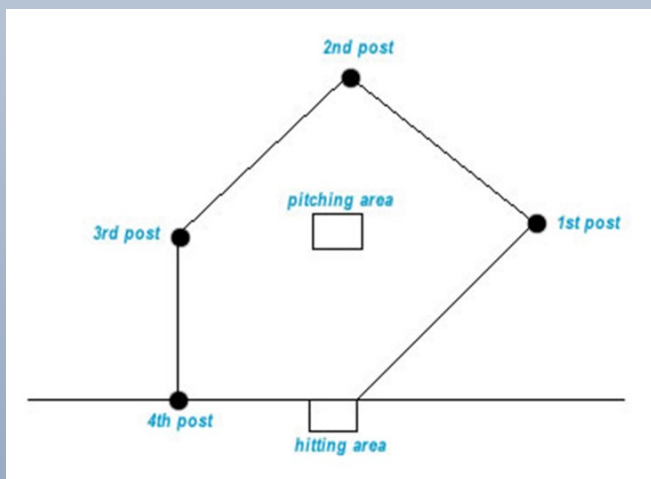
Framing: Prior Learning

Use of obstacle map – students recall the journey of Macbeth's morality.

What happened to him?
What challenged him?
Can they recall the journey of their obstacle



together to share.



Connecting: Continuity

Introduce students to the map of a Rounders' game. What do they know about the rules and positions? How can this relate to what you know about the plot of Macbeth?

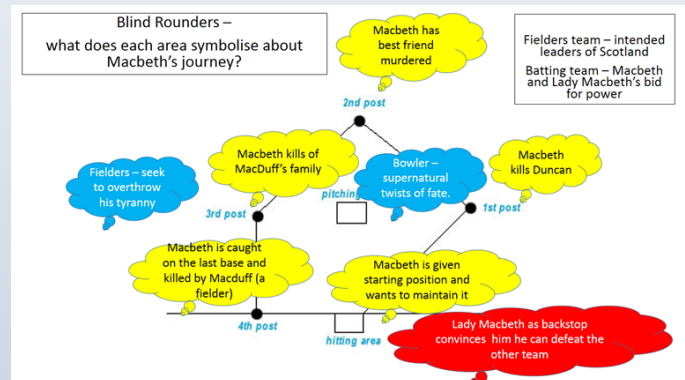
Activating: Engage

Practical lesson. Students play a game of Rounders – one go with the assigned Macbeth as a blind batsman. Students are encouraged to consider why their teams (Fife, Cawdor, Glamis, Scotland) are in particular positions.



Demonstrating: scaffold / model

Students – working in pairs and then as a class – collaboratively evaluate how the game can be used as a metaphor for the plot of Macbeth.

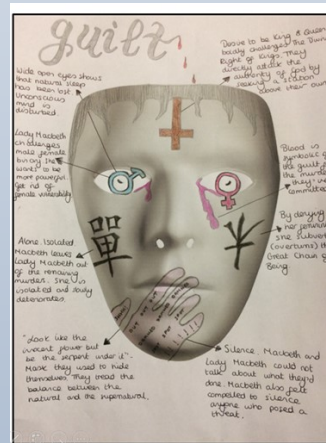


Assessing: Questioning Understanding

Students then synthesise their knowledge from the practical lessons.

Initially to artistically generate key points and quotations in pairs.

Then independently using the different parts of their mask to develop a written response.



Guilt: Key Scene: Act 5 Scene 1

In spite of her soliloquy in Act 1, where Lady Macbeth showed an attitude of strength and power, in Act 5 we see her weakness overpower her desire. Although she expressed a will to challenge God by calling upon supernatural power, in this scene we see her conscience come back to haunt her.

Firstly, this is identifiable in her inability to sleep. This scene shows her sleepwalking. The presence of the doctor highlights that this is not the first occasion; he has been called in because she is doing this repeatedly. You could argue this is a consequence of her subverting (challenging) the natural order. In the Great Chain of Being, everybody has his or her set place. When Lady Macbeth desires to change this place, she disrupts the natural order and therefore separates herself from the natural world. Sleepwalking is the consequence and shows her conscience (or guilt) taking control of her. We see a vulnerable figure.

As this scene develops, the motif of light becomes very significant. It contrasts her opening imperative command: "Come Thick Night." Her nurse states that she always must have a light beside her. Unconsciously, it shows her character trying to reclaim her innocence and the light is symbolic of redemption found in the Christian Doctrine – the established belief system in the 17th century.

The reason for her sleepwalking, and her need for light, are reinforced in her repeated utterance: "Out damned spot, out!" Once again, she is using imperative language but this time it is to reverse what she tried to do. She wants to escape her guilt, her conscience, but she cannot. She thought she could challenge God and have no consequences, but she cannot. In the repeated motion of washing her hands, she is trying to find her innocence again. This unconscious desire for innocence, in her ID, is reinforced in her rhyme: "The Thane of Fife had a wife, where is she now?" This child-like nursery rhyme shows what she desires. However, it also shows she has had to keep secret what her husband has become, it has disturbed her mind; additionally the rhetorical question you could also argue could be directed at her. She, as a wife, is lost. Her guilt has taken over her unconscious mind and prevents her from living in the present – until finally she takes her own life later in the act.

10Y host the Shakespearean Games

Shakespeare in Action



On the final day of term, you will host a series of games that bring one of Shakespeare's greatest tragedies to life. For Tuesday 14th February – you need to prepare a presentation that pitches *Which* your game will be and *How* it illustrates key events, characters, symbols, messages or context from *Macbeth*. The focus needs to be on a game as a revision tool for a challenging text. You can elect to work in a small group however you each need to take responsibility for a part of the presentation.

Evaluating Students then have to develop a pitch to host their own Shakespearean Games. They have to design a game, or use an existing one, played to teach/revise the central messages of Macbeth. They present their pitch to the group and the students nominate the game, which they believe to be the most effective.

By Lisa Hagan

Finham Park 2 CPD update

High Challenge Classroom			Subject Dev.
Questioning	Increasing independent learning-different starting points	Working effectively with autistic students	Subject development sessions will be offered across the year and can be booked through subject leaders.
Planning for success for all	Embedding SMSC and British Values	Supporting EAL students	
Challenge and engagement in year 7/8	Formative feedback and marking	Supporting dyslexic students	
Using social media/ internet use for learning	Homework and flipped learning	Supporting visually impaired students	
Ensuring and monitoring progress in lessons	Generating positive learning behaviours	Stretch and challenge for all	
Embedding literacy & numeracy	GSCE skills	Scaffolding and differentiation	

Staff at Finham Park 2 have a comprehensive CPD programme which covers a wide range of pedagogy within teaching and learning. The CPD programme supports the continued FPMAT focus on High Challenge Classrooms.

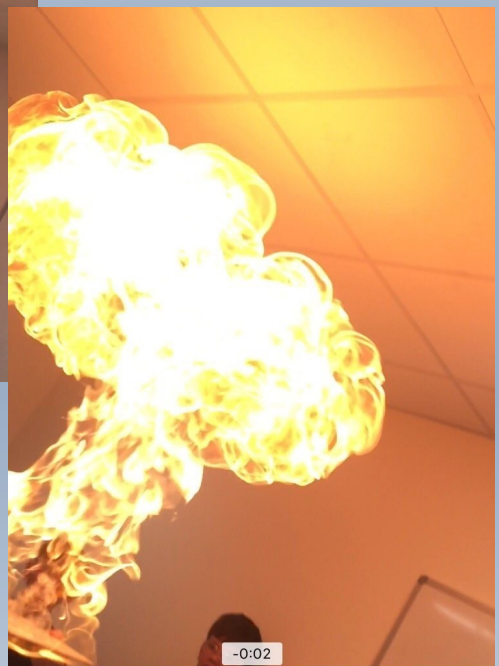
As well as developing the High Challenge Classrooms, the CPD programme allows time for subject and departments to develop as well as pastoral support, including Safeguarding and mentoring. The Leadership CPD also allows staff to develop professionally.

Mentoring	Leadership	Safeguarding
Effective transition	Appraisal training	Bullying
Building positive relationships	Data and QA	PREVENT
Parental contact and support	Mentoring for NQTs	Mental health awareness & support
World Class Mentoring	Leading a Dept	Social media & Internet use
Report writing and target setting	Leading out of school learning	FGM
Dealing with challenging pastoral issues	NPQML/SL	CSE

Students at Finham Park 2 have been very creative with their homework in History. They have designed and produced interactive revision tools for History



Scientists at Finham Park 2 have been experimenting with methane gas bubbles.



Finham Primary CPD update by Sarah Bracken

Staff at Finham Primary structure their CPD on a 6 week learning cycle. This half term they have looked at:

- **Thematic learning**
- **Numeracy—moderation and EYFS prime areas of learning**
- **Literacy—moderation and EYFS prime areas of learning**
- **Pupil Progress**
- **Achievement for All**
- **SEND**

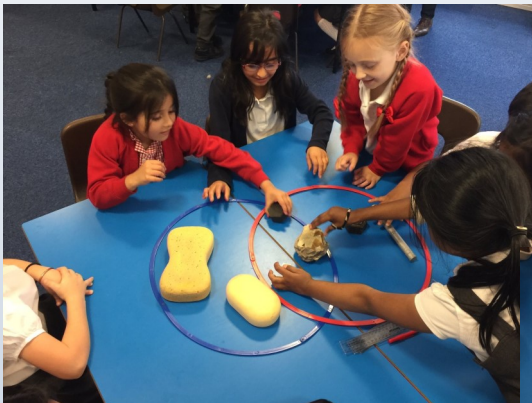
In addition, the first Training Day in September enabled staff to receive CPD on:

- **FROG**
- **Key texts to drive the curriculum in each year group and to promote reading**
- **SEN and Pupil Premium**
- **Literacy and reading**
- **Maths**
- **Curriculum planning**

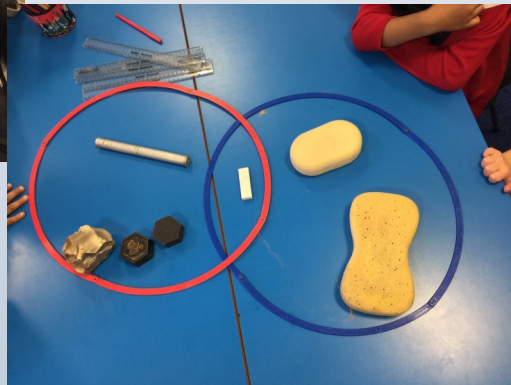
Using texts to drive the curriculum in each year group has proved successful. This enables cross curricular links.

By Sarah Bracken

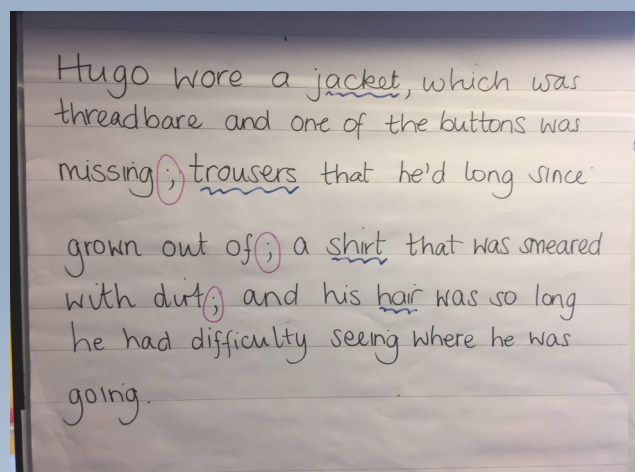
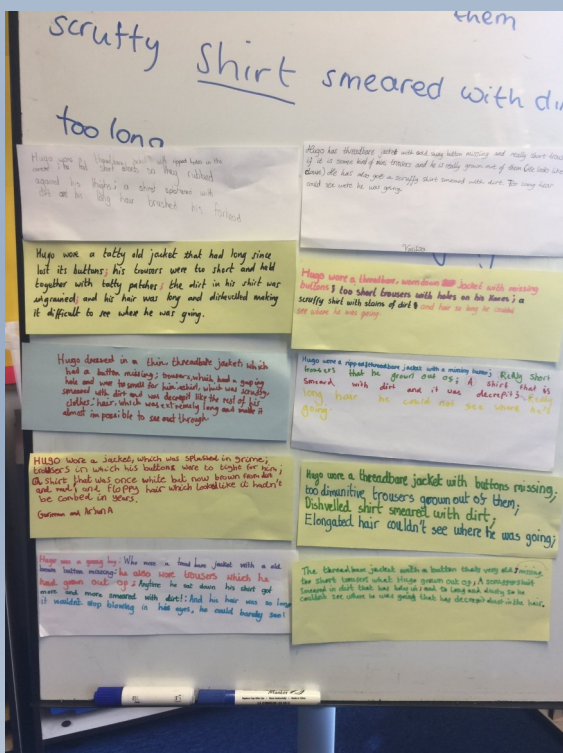
Teaching and Learning



Year 2 students learning to sort materials by their properties using teamwork and discussion and a 'hands on' approach.



Year 6 using their class text to secure the use of semi-colons . A great example of making links across learning and also using teamwork; discussion; and scaffolding to embed students' learning. Discussion allows students the opportunity to try out their understanding and theories in a safe environment before committing it to the written form.



Teaching and Learning

High Challenge Classrooms




The central focus for T&L across the MAT is **High Challenge Classrooms**. The T&L strategies shared here come from across all schools in the MAT. **High Challenge** is at every level of ability. **All** students should make outstanding progress, whatever their starting point.

How do we challenge students to move forward?

Assessment for Learning is crucial in enabling us to identify misconceptions; ensure skills and knowledge are embedded; and to challenge learners. AfL should inform our planning. So what does effective AfL look like?

Time: we need to give students time to:

- Think
- Articulate their learning (verbally as well as written)
- Reflect on their learning
- Complete EBI (Even Better If) and using green pen for progress

Name	Phoebe
 What Went Well? Explain Park 5	<ul style="list-style-type: none">• You have focused on the question well• You have expressed more than one point which answers the question – this is a key skill in RE, well done!• You have clearly expressed your opinion
 Even Better If? Explain Park 5	<ul style="list-style-type: none">• Can you explain why you think as you do?• Why might some people disagree with the statement?
 D.I.R.T.	<p>Next steps: Answer my EBI question. Why might some people disagree with the statement? Try to give two reasons</p> <p><i>I think that people might disagree because of their religion and what they believe. Also, some people don't believe in God so they don't think that the statement is true.</i></p>



DIRT is having the **highest expectations** of students and them having the highest expectations of themselves

Teaching and Learning

Feedback Action Response Reflection

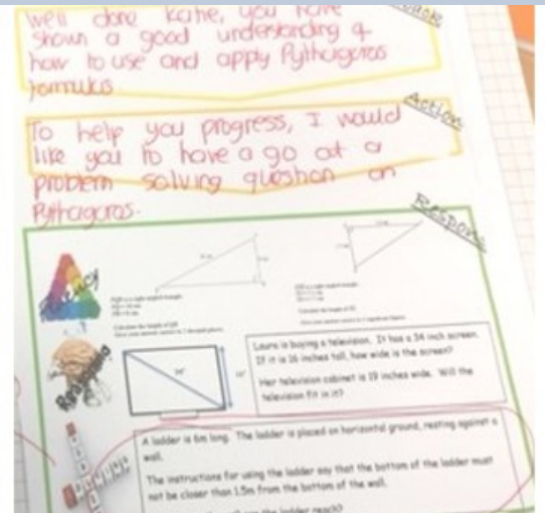
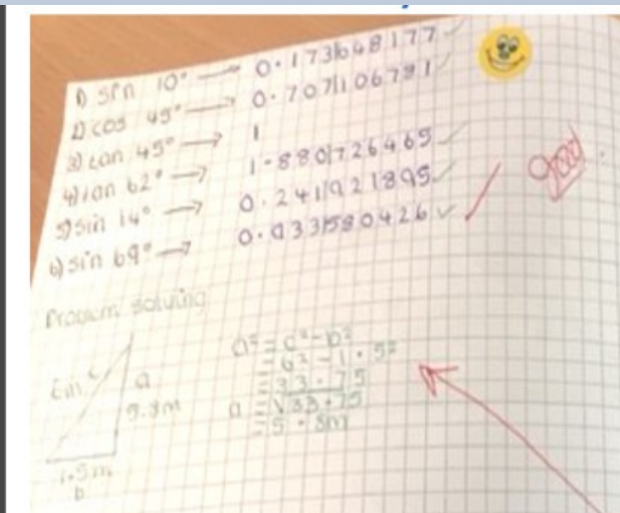
It is important to build in time to lessons to allow students the opportunity to reflect on their learning and respond to feedback. It is really useful for students to show they can correct misconceptions as this not only embeds understanding but builds resilience. **Be specific.**

F: What did they do well? How can they improve?

A: Give clear actions which will demonstrate learning.

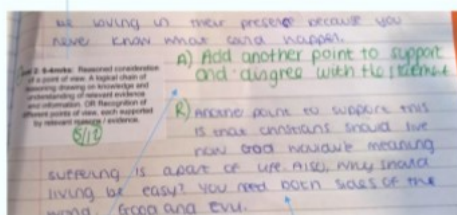
R: Allow students to have another go or move to the next stage

R: Give students the opportunity to think about how they might do things differently or how they could apply their learning in a different way.



F- feedback

Exam criteria used for feedback



A-action

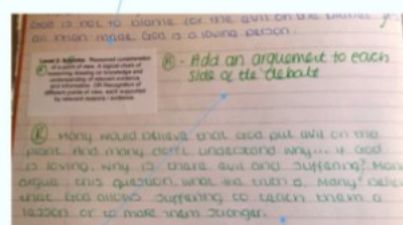
Based upon what they need to do to move up to the next level band.

R-response

Student working on raising the level of their work.

F- feedback

Exam criteria used for feedback



A-action

Based upon what they need to do to move up to the next level band.

R-response

Student working on raising the level of their work.

Teaching and Learning

Maths at Finham Park have been looking at how to improve attainment and have applied a series of strategies:

Two-Way Tables

1) Billy has been carrying out a survey. He asked 100 people the type of water they like to drink (still, sparkling or both). Here are part of his results:

	Still	Sparkling	Both	Total
Male	17	21	6	44
Female	43	41	16	100

a) Complete the two-way table.

b) How many males were in the survey? **53** ✓

c) How many females drink only still water? **17** ✓

d) How many people drink only sparkling water? **41** ✓

2) 90 students each study one of three languages. The two-way table shows some information about these students.

	French	German	Spanish	Total
Female	5	11	23	40
Male	14	7	29	50
Total	19	18	52	90

3) Karen asks 100 students if they like milk, plain or white chocolate best.

36 of the students are girls.

19 of these girls like milk chocolate best.

16 boys like white chocolate best.

8 out of the 24 students who like plain chocolate best are girls.

Work out the number of students who like milk chocolate best.

35 students

What went well: Round whole numbers & decimals to 1, 2 and 3 significant figures accurately.

Even better if: estimate $\sqrt{24.7 \times 4.8}$

$25 \times 5 = 125$

What went well: Find examples of the use of percentages in real life situations.

Even better if: Use your calculator to find these percentages.

Set specific tasks for students to help them improve and give 15 minutes in a lesson to do them

PRET- Practice, Recall, Extend & Think

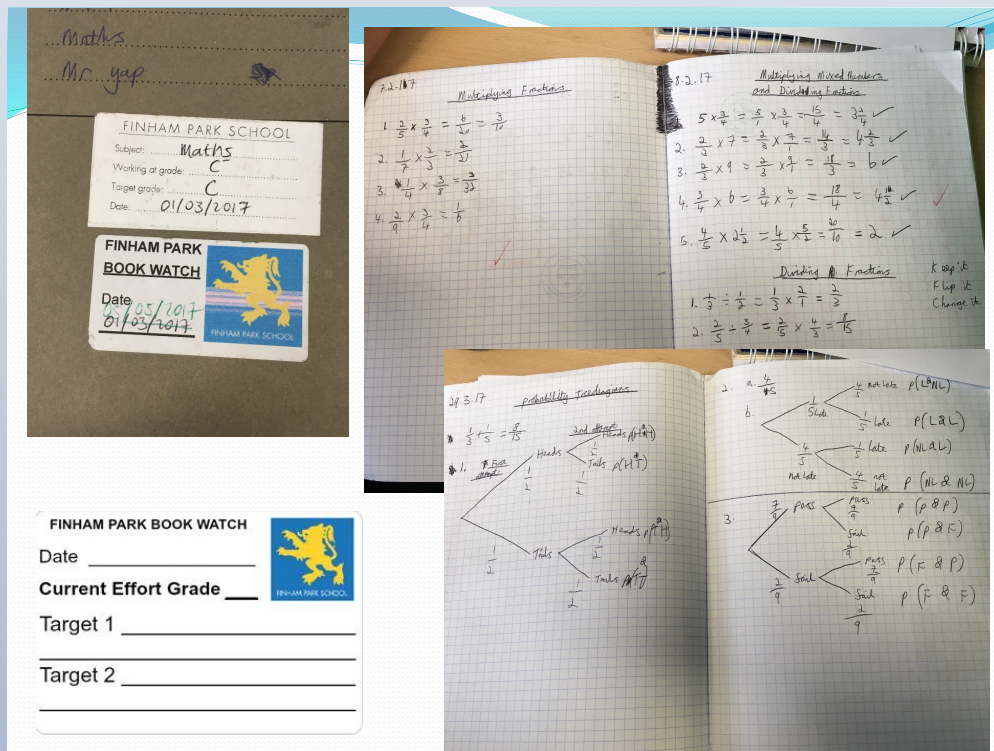
LITERACY Percentage Increase Decimal Decrease Multiplier	RESEARCH Find examples of the use of percentages in real life situations	MEMORY To change a percentage into a decimal you divide by 100 $67\% \div 100 = 0.67$ $13\% \div 100 = 0.13$ $7\% \div 100 = 0.07$
	SKILL 1 Write these percentages as decimals 1) 60% 2) 70% 3) 20% 4) 45% 5) 31% 6) 82% 7) 14% 8) 4% 9) 63% 10) 2%	SKILL 2 Use your calculator to find these percentages 1) 28% of 50 2) 16% of 250 3) 15% of 300 4) 7% of 400 5) 31% of 720 6) 16% of £240 7) 24% of £89 8) 52% of £63 9) 29% of 55cm 10) 37% of 7kg

Teaching and Learning

Parental involvement (2 emails)

6 week period

Puts emphasis on student to improve



Seating Plans

- Placing of key students to enable focus
- Looking at pairings to enable peer support
- Changing when needed

Teaching and Learning

What can we do to develop a Growth Mind-set?

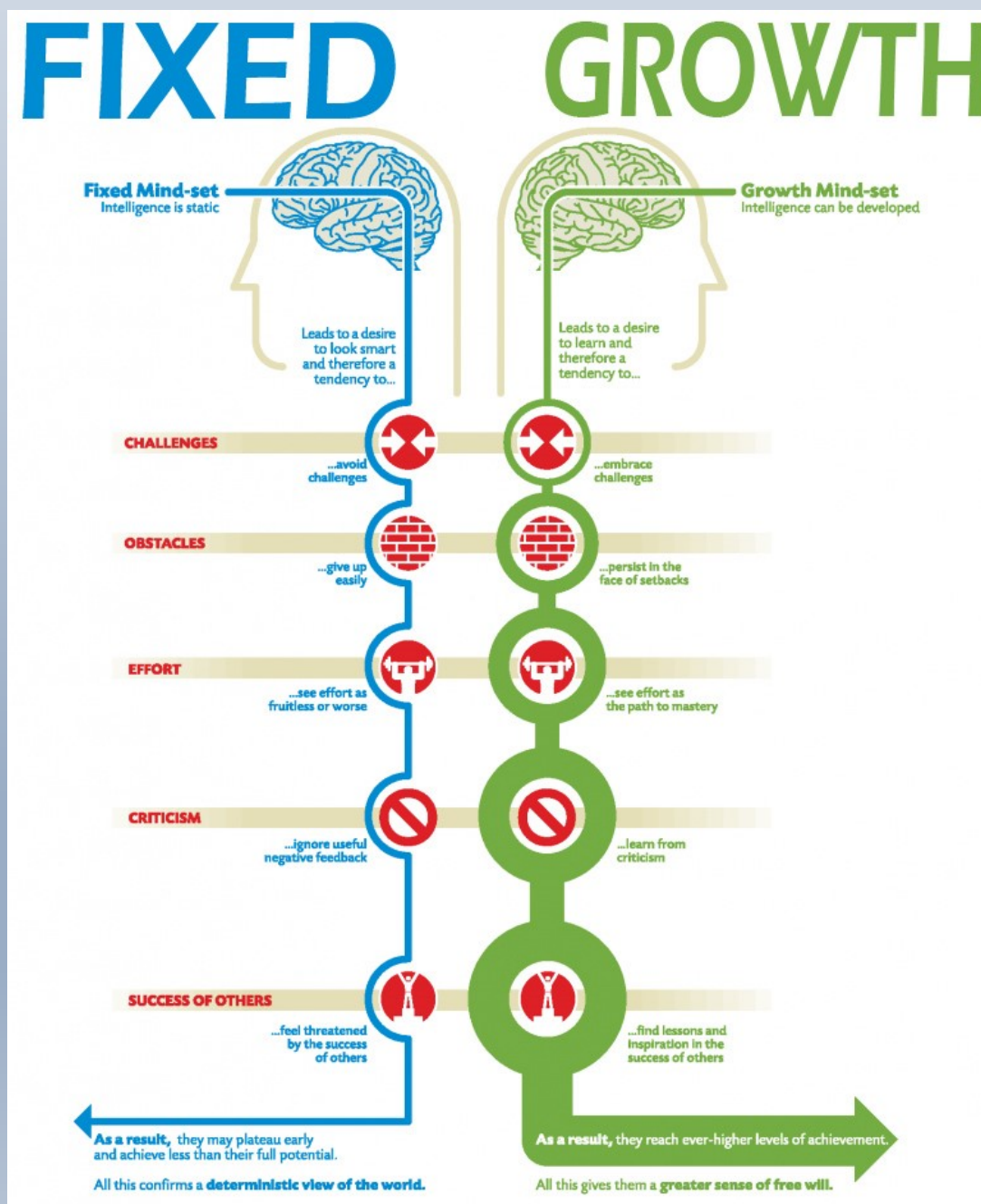
According to Carole Dweck, Professor of Psychology, Stanford University students have two types of mind-set – fixed and growth. If we want to develop effective learners we need to change mind-sets by changing our classroom culture

e.g. its ok to make mistakes

We don't know everything immediately

Everyone has the potential to learn

<https://www.youtube.com/watch?v=26h0201B3eo>



Teaching and Learning

Carol Dweck believes that meaningful work can also teach students to love challenges, to enjoy effort, to be resilient, and to value their own improvement. This helps students to develop a growth mind-set which leads to not just short-term achievement but also to long-term success:

- * **Creating a culture of risk taking**
- * **Emphasise challenge—not success**
- * **Give a sense of progress**

How can we apply this in our teaching?

Think about the language we use in classrooms to focus on the positives.

Allow thinking time for students to articulate their ideas.

Encourage students to learn from their learning:
WWW / EBI

Effective feedback to show how misconceptions occurred and allowing students to reflect on their mistakes and try again to consolidate their understanding

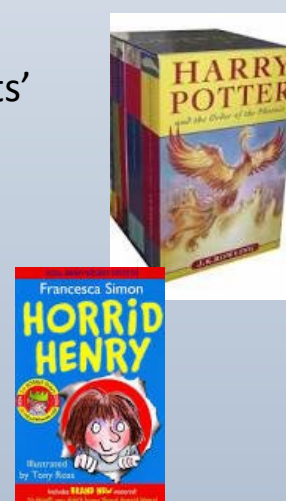
10 What Questions to Develop a Growth Mindset in Children

1. What did you do today that made you think hard?
2. What happened today that made you keep on going?
3. What can you learn from this?
4. What mistake did you make that taught you something?
5. What did you try hard at today?
6. What strategy are you going to try now?
7. What will you do to challenge yourself today?
8. What will you do to improve your work?
9. What will you do to improve your talent?
10. What will you do to solve this problem?

Accelerated Reading

Accelerated Reading launched at Lyng Hall School this term . The programme enables students to read 'real' books, rather than reading scheme books. The use of real books is effective as not only does it feel more 'grown up' but it also introduces students to a range of great literature.

The programme uses STAR reading tests to assess students' starting points as well as then act as a benchmark from which to measure progress. The initial test generates a suggested reading level, which is colour coded, and students select books within that level. These are real books, ranging from Harry Potter, Lord of the Flies, to Horrid Henry.

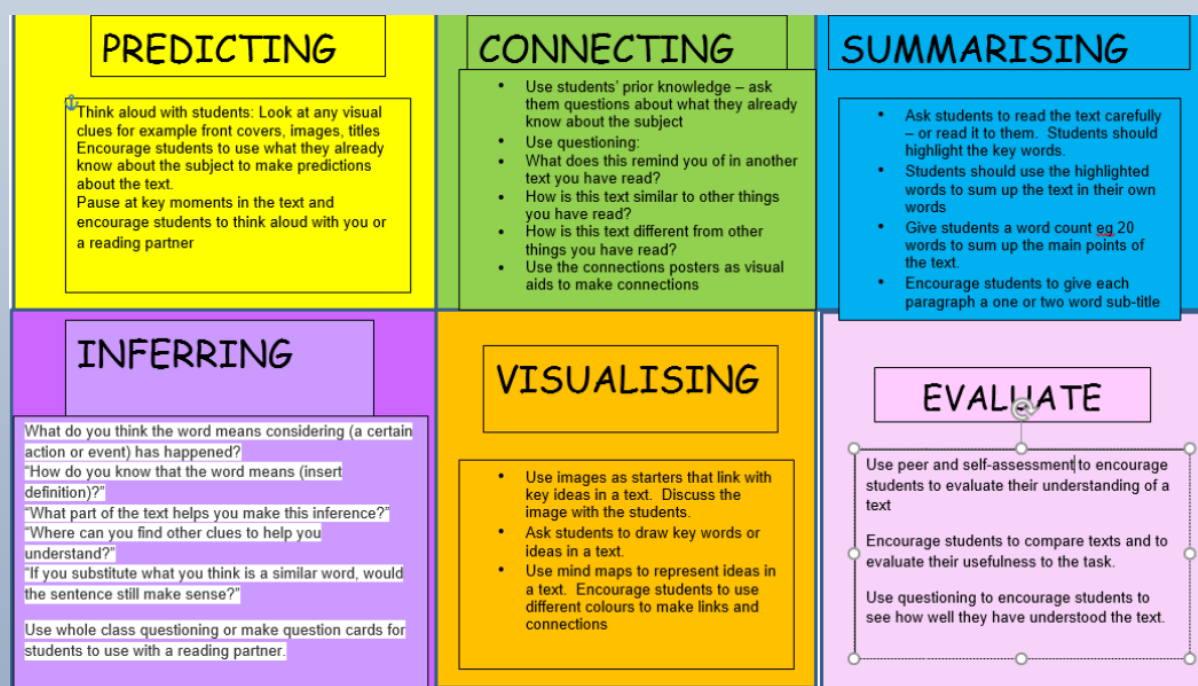


When students have finished reading their book, they take an online quiz to assesses their comprehension with quizzes after reading each book. This helps staff and students see how well students have understood the book. It also lets them progress up through the reading levels or colours once they have mastered their current stage.

Personalised spellings, reading strategies and reading profiles can be generated and shared with staff and parents to create personalised support and encouragement. Students' progress is regularly monitored and appropriate support put in place.

Accelerated Reading

Lyng Hall students have the opportunity to read every day through Tutor Time in English lessons. They are exploring the possibility of having DEAR Time (Drop Everything and Read Time) which would encourage students to read outside of these allocated sessions. Students from the Lyng Hall Coaching Academy (student leadership) are acting as peer reading mentors offering encouragement and support. Staff have also received a range of strategies to engage with active reading. By sharing reading strategies and the personalised plans, staff from all subjects can provide support to ensure that students are able to access resources in lessons.



Creating a reading culture is also important: staff recommendations and book reviews; rewards; competitions and opportunities to engage with authors and other readers.

Finham Park and Finham Park 2 are in the early stages of launching Accelerated Reading and will feature in the next edition.

Mandarin Excellence Programme

Finham Park Multi Academy Trust are proud to be Mandarin Excellence Programme. Mandarin Chinese opens up a world of opportunity . As the most spoken language in the world, it can connect speakers with an exciting and dynamic culture as well as boost career opportunities.

Mandarin has been identified as one of the most important languages for the UK's future prosperity. The Mandarin Excellence Programme is a unique yet intensive programme which will see at least 5000 pupils on track to achieving this goal by 2020.

On Wednesday 27th September a group of 23 students and staff from Wei Yu Experimental School and Wei Yu Junior School, Shanghai, China, arrived in the



UK to visit students at Finham Park Multi Academy Trust. They worked with students from across the three secondary schools within the MAT: Finham Park; Finham Park 2; and Lyng Hall and they took part in a range of educational and cultural experiences.

During their stay students spent time in different lessons to experience English teaching and learning. Staff from Wei Yu Experimental School and Wei Yu Junior School worked with colleagues from Finham Park MAT to share good practice and to learn more about educational philosophies.

As part of their visit, students from Shanghai and Finham Park MAT worked together to produce a variety of traditional Chinese performances, including Chinese drama; Chinese dance; as well as a presentation from Wei Yu students about their school observatory.



The Mandarin Excellence Programme is an intensive language programme, funded by the Department for Education and delivered by the UCL IOE Confucius Institute and the British



This was a fantastic opportunity for students from Shanghai and Finham Park Multi Academy Trust to work together, developing their partnership. There will be future opportunities for this continue, including a planned visit for students and staff from FPMAT to China.

School Spotlight

There are currently 4 schools within the Finham Park Multi Academy Trust: Finham Primary; Finham Park; Finham Park 2; and Lyng Hall. The MAT consists of primary and secondary schools, providing a great opportunity to develop pedagogy, move beyond collaboration to co-construction, and provide children from the age 3—19 with a World Class education.

This edition has a spotlight on Finham Primary.

'Inspiration is the spark that awakens us to the possibility of achieving great things'



This has been a busy half term for students at Finham Primary School. New children have settled well in to their classes.



Year 1 enjoyed sharing their adventures with their class book 'The Gruffalo'.



Year 4 scientists have been investigating materials. Which material is best for water-proofing a tunnel? They then shared their findings as well as talked about their interesting adventures with 'In the Tunnel' by Anthony Browne.



Year 3 children shared their learning and class book 'The day the crayons quit'.



Year 2 shared their class book 'The Way Back Home' by Oliver Jeffery.



Year 6 took part in product research, testing out a variety of products and seeing how effective they were.

There has been lots happening at Finham Primary, with a few examples including: a Year 4 sleepover; Year 6 cycling proficiency; Year 4 learning about Ancient Greece; Year 2 learning about materials and their properties; endurance training for Year 3 in PE; learning about nutrients; as well as working to achieve Value Points.!

Come along to the Finham Primary Bonfire Night on Friday 3 November



Finham Primary

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Tel: 024 7641 5425

Website: <http://finhamprimary.co.uk>

Finham Park 2

Headteacher: Russell Plester

Address: Torrington Avenue, Coventry, CV4 9WT

Tel: 024 7771 0720

Website: <http://finhampark2.co.uk>

Finham Park School

Headteacher: Chris Bishop

Address: Green Lane, Coventry, CV3 6EA

Tel: 024 7641 8135

Website: <http://finhampark.co.uk>

Lying Hall

Headteacher: Paul Green

Address: Blackberry Lane, Coventry, CV2 3JS

Tel: 024 7672 4960

Website: <http://www.lynghallschool.co.uk>

Finham Park Multi Academy Trust

World Class Education



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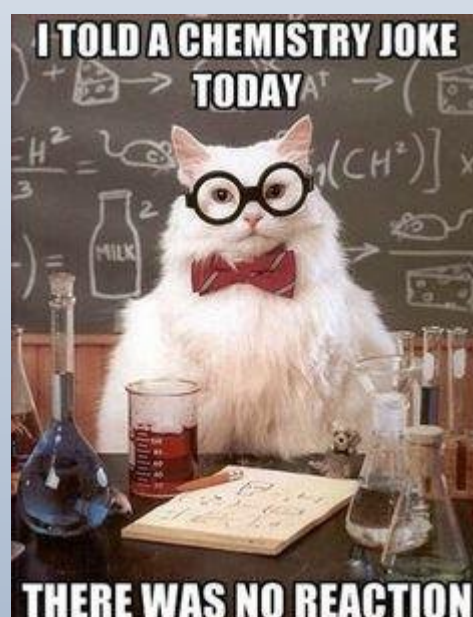
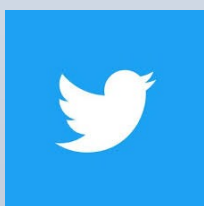
@FinhamMAT

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B Pettman



*Think you have a better caption? Have an article to share in the next edition? Prizes for the best articles! Send your entries to:
b.pettman@finhampark.co.uk*



Finham Park



Finham Park 2



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