

# Finham Park Multi Academy Trust

## *World Class Education*

December 2017

Edition 2



FINHAM PARK  
MULTI ACADEMY TRUST

## Co-construction

## CPD

*Reflection and next steps*

*MAT Training Days*



## Teaching and Learning

## School Spotlight

*Confucius Classroom of the Year!*

*Lyng Hall*



Finham Park



Finham Park 2

# Welcome from Mark Bailie



Dear Colleague

I would first like to thank you for your efforts and dedication to the pupils/students in your care.

The Autumn Term is always a marathon – and this one was no exception! Before you completely switch off for a couple of weeks (and I sincerely hope you find the time to do so...), I'm sure you will be interested to read this second edition of our "World Class Education" newsletter.

The product of co-construction and the impact of your collaborative working is evident on every page and I am delighted with the way in which colleagues at all our schools are grasping opportunities and forging their own pathways in developing the work of our Trust.

In setting up our Multi Academy Trust, one of the concerns we had was an understanding that some large organisations can stifle creativity and constrict pedagogical independence. I am delighted to say that the feedback from our Headteachers; Subject Leaders; and the outcomes of our own Quality Assurance activities indicate that nothing could be further from the truth at Finham park Multi Academy Trust. Indeed, your lessons are blossoming with creative approaches to delivering some of the most challenging content and assessment approaches we have seen for some time in the UK – with evident success and impact on the enjoyment of pupils/students. If we constantly remember that

we are working to ensure every individual enjoys 'the time of their lives' whilst in our care, then lots of other things will fall into place of their own accord!

Finally, I would like to wish you all a very restful, merry Christmas and I look forward to working together with you all again in 2018.

**Mark Bailie**

## **School Improvement Leader**

It's been a busy time for Finham Park Multi Academy Trust with lots of great things happening. I spent my first half term getting to know colleagues across the FPMAT but focusing my time at Lyng Hall. This half term I spent more time at Finham Primary, working with colleagues supporting teaching and learning; Literacy and Numeracy. I thoroughly enjoyed working with staff and with children from Nursery to Year 6. I was also able to watch the school Nativity which was lovely.

In addition to working at Finham Primary, I've been working with schools who have started Accelerated Reading; liaising with each of the schools regarding co-construction; CPD; and Teaching and Learning.

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](mailto:b.pettman@finhampark.co.uk)

**Bernadette Pettman**

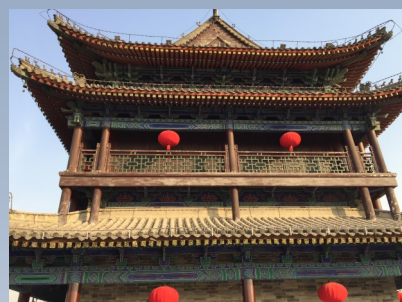
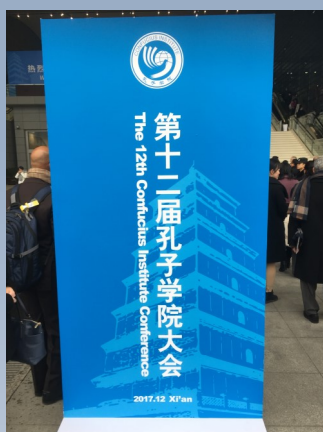


## Confucius Classroom of the Year Award

After seven years of Confucius Classroom status, Finham Park has been recognised on the world stage for its development of Mandarin teaching and long standing links with sister schools in Shanghai. At the 12th Confucius Institute Conference, held in Xian, China, Mark Bailie, our Executive Headteacher accepted an award for Global Confucius Classroom of the Year!



He stated "This is a fantastic achievement for Finham Park and for Coventry within a few days of being announced UK City of Culture for 2021. I would like to thank Helen Lewis, Danni Yan and the staff of our MFL Department, together with the students and their parents for supporting this initiative and making it so successful."





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.

Through the links with sister schools in Shanghai, we are able to offer students and staff a wide range of opportunities which otherwise wouldn't be possible. Students from Shanghai recently visited us at Finham Park, and there is a planned visit for students and staff to Shanghai in October 2018. It is not only the language acquisition, but supporting cultural and global experiences which will remain with them for the rest of their lives.

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



# MAT Training Day

# Monday 8th January 2018

This year's Finham Park Multi Academy Trust 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>

The programme for the day has been designed to offer colleagues the opportunity to explore teaching and learning pedagogy; share best practice;

Time	Session	Facilitators
8:30 – 8:50	Arrival – sign in sheets in reception / tea and coffee available	Bernadette Pettman
8:50 – 9:00	Welcome	Mark Bailie
9:00 – 10:00	Keynote Speaker – Engaging All Learners	Amjad Ali
10:00 – 10:30	Break (refreshments provided)	
10:30 – 11:20	Workshop 1 (50 minutes)	
11:25 – 12:15	Workshop 2 (50 minutes)	
12:15 – 13:00	Lunch (provided)	
13:00 – 15:00	Moderation in subjects Co-construction planning	Becky Patel / Bernadette Pettman
	Mental Health, wellbeing and strategies to support self and young people	Rebecca Diaz / Lisa Bostock-Shelley
15:00 – 15:15	Closing address Coffee available to 'grab and go'	Mark Bailie

There are 6 workshops running twice during the course of the morning and staff will have the opportunity to attend two of these workshops. Thank you in advance to all colleagues who are leading these workshops.

Workshop	Facilitator	Location
Cross curricular learning	Lucy Adamson / Becky Patel / Mandy Wilding / Lisa Hagan	1
Growth mindset	Emma Nash / Kam Purewal / Liz Allton / Sarah Faulconbridge	2
Oracy – Talk for Writing	David Smith / Claire Machin / Ruth Kidman / Alex Smith	3
Supporting weaker readers	Stephani Gater / Sarah Bracken / Hetty Framp-ton	4
Engaging boys	Duncan Radford / Andrew Hartshorn / Jamie Davoudian / Emma Wood	5
Supporting students with transition	Kylie Ingram /Conor Fitzhugh / Jo Kovacs / Sarah Jones	6

Resources from the sessions will be available for colleagues via the new staff area which is being created Finham Park Multi Academy Trust FROG Connect.

This will include CPD and Teaching and Learning areas. We have built a new CPD booking system which you can access via:

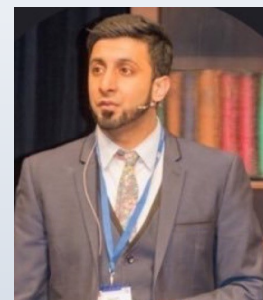
<http://finhamparkmultiacademytrust.co.uk>

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



# **MAT Training Day**

**Monday 8th January 2018**



**Amjad Ali** will be our key note speaker. Amjad is a Teacher, Trainer, TEDx speaker; SENCO; and Senior Leader.

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](http://www.trythisteaching.com/toolkit)** and is active on Twitter:

**@ASTsupportAali** and **@TryThisTeaching**

We're looking forward to hearing from Amjad about keeping the main thing the main thing and sharing a range of pedagogy and experience.

## Finham Park 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. Sessions so far have enabled staff to share best practice and also work collaboratively. They are a great opportunity to further co-construction and develop relationships across the MAT. The remaining sessions are:

Date	Session	Venue	Facilitators:
Thursday 11 <sup>th</sup> January 2018	Supporting vulnerable students	Finham Primary	R Machin / S Jones
Tuesday 27 <sup>th</sup> February 2018	MAT CPD: Embedding a reading culture in your subject	Finham Park	H Cooke and D Smith
Thursday 8 <sup>th</sup> March 2018	MAT CPD: Literacy and numeracy in the lower years	Finham Park 2	TBC
Wednesday 25 <sup>th</sup> April 2018	MAT CPD: Effective transition Yr6-7	Finham Primary	TBC
Thursday 21 <sup>st</sup> 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

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>

**Please sign up by the Friday prior to each session.**

## **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.

There have been lots of examples of co-construction across Finham Park MAT this half term. Staff from Finham Park; Lyng Hall; Finham Primary; and Finham Park 2 have collaborated to co-deliver a series of workshops for the Finham Park MAT Training Day on 8th January 2018. Colleagues from all schools will have the opportunity to attend 2 of 6 workshops on offer from staff to share good practice.

## **Moderation as a MAT**

In addition to the workshops, colleagues from all schools in the Finham Park MAT will have time in the afternoon of the Finham Park MAT Training Day to moderate work and develop further co-construction opportunities. The chance to moderate across the MAT is an exciting one as staff will be able to see a range of work from across different Key Phases. This is part of the on going work to produce a Finham Park MAT portfolio of work for each subject which will show the skills progression across all years. This will be a useful tool to use when assessing students' progress and evaluating Age Related Indicators. Work has already been completed which provides colleagues with an agreed skills continuum which ensures that students develop the necessary skills to develop with appropriate support and challenge.

**By Becky Patel**



# Co- Construction

## Finham Park Showcase

It's been another exceptionally busy term in the Drama and Music Departments at Finham Park and Finham Park 2 with the outstanding joint School Production 'Finham Showcase 2017', that took place at the Bridge House theatre in December.

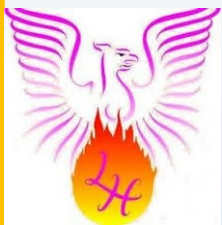


Auditioning in July, pupils from Year 7-13 learnt lines and songs, blocked scenes, choreographed dances and pulled together as an ensemble to show just what the talented pupils at Finham Park and Finham Park 2 are capable of. Acting and singing aside, the production offered students the chance to develop all kinds of interests as budding directors, musicians, technicians and stage hands emerged- everyone could get involved.

Creative Director, Mrs Spokes was overwhelmed with the students team work and talent as they wowed the audiences each night with Acts from 'Blood Brothers', 'Peter Pan', 'Arabian Nights', 'Ghost', 'Wicked' and 'Matilda'.

A huge thanks to Mrs Spokes, Mr Hunter, Miss Hall, Miss O Donnell, Miss Atherton and all the staff who helped bring this wonderful showcase to life, not to mention the immensely talented pupils! A huge well done to you all!





# English – to write or not to write?

An exploration by Lisa Hagan

It is a privilege having the position I do – enabling young people to find their voice through words. Words themselves present themselves in so many different expressions and modes to suit the author. On Wednesday 29<sup>th</sup> November, alongside other Coventry schools both state and private, Lyng Hall English ambassadors were challenged in different ways to master their penmanship. This is a record, and testimony, of their experience, in the different writing styles the young writers trialled throughout the day. They were compelled to see it wasn't actually a question of whether you could write, or not write, but finding a style of narrative that suited their authorial voice.

## *...Night-time*

*It is night-time and the students are growing anxious to leave this strange place. They just need to be careful not to disturb the brown bear any longer... With the pack leader growing frustrated and the students growing bored in the perpetual waiting game, they finally migrated back to the coach – only thanks to ignoring the Griffin's terrible directions (that would have haphazardly led us into the heartland of the natives).*

*The return journey was a very long one, especially since the designated driver was the ancient tortoise that seemingly followed an A-Z circa 1995. The wildlings thankfully made it home and scurried off into the darkness – cautiously circling away from the raging fire that had broken out in their homeland. Comfort once more*

### What is a narrative game?

A narrative game is just a game but you make the choices in the game by speaking to the players and choosing what to reply back. Each choice changes the way the game plays out:

*Welcome to Sandbridge High I am Principal Jones we hope you fit in great here:*

*Pick your character: girl boy*

*Please enter your name here: Maci*

*Hello Maci, I will show you around and hopefully you'll find your own way round after. Do you know the lesson you have next?*

*A) Yes. B) I'm not quite sure what I have, could help me?*

On the trip to Warwick University in the first session we had to produce our own narrative game and choose the consequences for each action taken. I found this activity really interesting as it had us all thinking about the consequences of what we would say. I think something we could all take away from this is that we should all think about how we respond to people, as different ways we respond have different consequences leading from what we have said. (Created by Maci-Lei Walker)

*It is a bright and cold winter's day here in Coventry and in the heart of Warwick University lies a group of school students who have migrated from their original home, Lyng Hall School.*

*It is feeding time for students here and they seem to have gathered in a rather large crowd. With curious eyes fixated on these wild animals who had recently migrated to their territory, a youngling begins to grow nervous and is in a state of discomfort. She mimics David Attenborough – feeling captured like prey in a far bigger pond than they had grown accustomed to.*  
(Narrated by Rayne Moran)





## Who can write the challenge?

Reported by Benjie Kalala

*On Wednesday 29<sup>th</sup> November, Warwick University offered Lyng Hall School, and other schools, the opportunity to take place in four workshops.. This article reports on the second workshop which was centred on journalism.*

*Ready and enthusiastic, the workshop was led by a male called Shinhi Mararike, who is The Sunday Times' youngest apprentice. His testimony set the tone and inspired the room with a belief that to be great you didn't need to be from a specific background. You needed time, opportunity and investment. Believing that you could do it and taking the time to practice..*

*Lyng Hall and Bablake students had to interview each other and produce a piece of writing on what they had found out; just like journalists. This was difficult for the students as they had to socialise with people they had never spoken to before. However, rising to the challenge Lyng Hall students produced, and performed, articles that illustrated both their ability and vision for the future.. The Young Writers' Day as a whole was a great success. The students learnt new skills in every workshop and enjoyed the facilities of the university*

*Lawrence's talk was both interesting and inspiring – sharing her past experiences and choices and how they had shaped her future path.*

*Although everyone's path as a writer would be different, I believe Lawrence's experience helped me gain a deeper understanding of the career path as an author. She proved that, even from the smallest of ideas that go through our minds on a daily basis, we would be able to transform endless creations into a story as long as we keep our minds to it.*

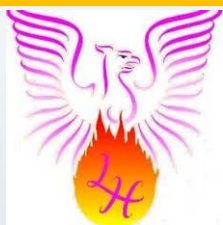
*Having the chance to meet and hear such passionate authors like Lawrence would be a great help and opportunity for many – no matter their gender or age, or even for those who would never consider creative writing for their future.*

*However personally, I really enjoy meeting those with an interest in writing, and from meeting a few previously, I realised how different each author's journey has been. Although they have all inspired me, Lawrence's talk was another great one to hear as she helped me realise further that I should consider creative writing for the future.*

*Overall, I am glad I had the opportunity to hear about Patrice Lawrence's journey as she has helped me understand more about the writing industry.*

*I am also glad to have just discovered her as an author because I was hooked into her stories from just a short explanation so I am looking forward to reading her books...*

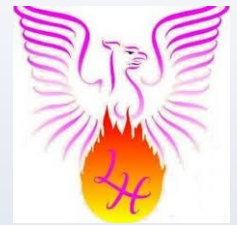
*(Written by Harisa Raja)*



*Dropped off, I was ready to start my day.  
School logo embroidered upon my chest,  
Shook with the rhythm of my heart (ba-dum)  
Although nervous at first, the mood changed fast.  
The workshops were thrilling, but none compared,  
To the wisdom Ben shared.  
An eye-opening perspective on Shakespeare,  
Journeys of long and far to share this view.  
There was much in store for us this evening  
Each time our hands met in applause (clap, clap)  
For this was an amazing performance,  
The most charming of dogs met the crowd's eyes.  
Oh, I have never seen such a flurry!  
All wished to feel her velvety-soft fur,  
Which she enjoyed, too; not shy of any  
So,  
To conclude,  
I most definitely enjoyed my time  
And would love to be invited again!*

*(Composed by Lavize Birzina)*





Lyng Hall is proud of the opportunity that John Mann MP provides each year for 8 Year 11 students every year. The school has become involved through its close links with Coventry Building Society.

Students complete a rigorous selection process. They have been successful in writing an application letter which showcases their skills, talents and experiences. Then they present a speech on a political issues close to their hearts where they will be judged on their researching and communication skills. Following this they are interviewed by Miss Gater and Mrs Smith.

Selected pupils then earn the opportunity to go on the Bassetlaw Summer school. The first day students visit the EDF power station in Bassetlaw. The following week they go to London and experience a range of exciting activities and events to stretch their horizons and teach them more about the world beyond education. This will include visiting: the Houses of Parliament, Clifford Chance (a Golden Circle law Firm), Pentland PLC (a PR and marketing firm), the BBC and many, many more.

Attached is an image of the pupils at the BBC from the 2017 Bassetlaw adventure. Nidhi Himatlal, Year 12 shared, “A life-changing adventure. We went to law firms, such as Clifford Chance, which was a sophisticated building, with many facilities—it was an amazing place.. “ Anisa Mahmood, Year 12, “We met the Prince of Saudi Arabia, at the Saudi Arabian Embassy. We discussed the current situation in their country and enjoyed a marvellous banquet of Arabian food. It was a perfect day.”

*Stepheni Gater*

## Finham Park CPD

**“Learning happens when students have to think hard.”**

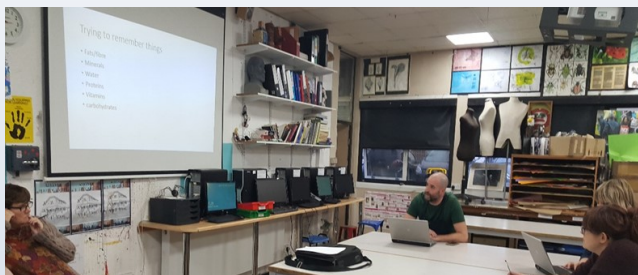
**—Suzanne O’Farrell**

Finham’s Teaching and Learning community groups (TaLk) met again at the end of November for their second workshop. Staff began by reviewing their Personal Action Plans from September – what had gone well? Who had they observed? What might the next steps be?

Following this, all staff were introduced to this session’s ‘New Learning’ – an article by Curriculum and Assessment Specialist Suzanne O’Farrell. In it, Suzanne outlines 12 key points which schools could grasp as they move from modular to linear assessment in the classroom. These include ideas such as spaced intervals within schemes of learning, allowing students time to forget and then forcing them to recall that information later, and the need for us to help students develop the stamina to write and think at speed.

Staff then considered Mike Hughes’ Magenta Principles. Of course, the more active students are the more likely they are to retain information. Again, colleagues used the discussion article to share what strategies they have already tried and what they could perhaps incorporate into their future planning. Mike Hughes’ comment rang particularly true with staff:

“Irrespective of difference in age, ability and subject, one general principle holds true: In order to make sense of information you must do more than simply receive it and reproduce it – **YOU HAVE TO DO SOMETHING TO IT.**”



## Art and Technology

This faculty began by sharing ideas of ways to remember information. Tracie talked about mnemonics in Science. Duncan then explained the changes to the linear Art courses and the impact that is having on their pedagogy.

## SCIENCE

Here, the facilitators, Sampson and Chris, had arranged a guest speaker (Suzie, Director of Maths) to discuss numeracy with the department. Colleagues said they found this really useful for their specific TaLk projects and the outcome was they agreed on three consistent approaches to numeracy that will now be used in Science.



## IT AND BUSINESS

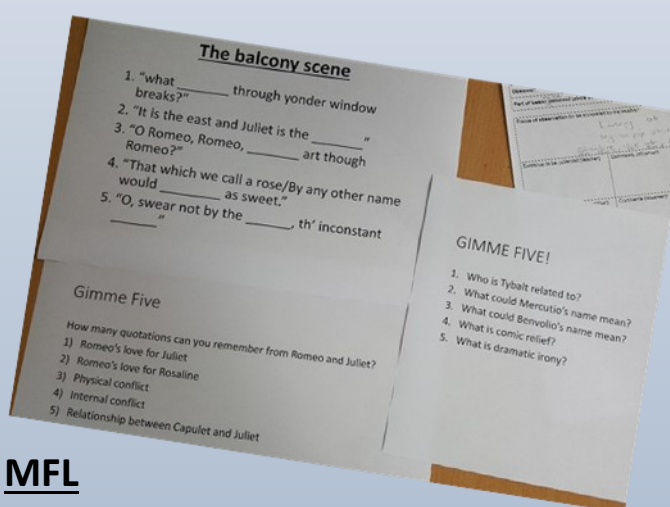
Here colleagues discussed the use of videos and podcasts to aid student retention. Business Studies use acronyms really effectively including the intriguing *PECAN PIE* and *MOPs*.





## ENGLISH

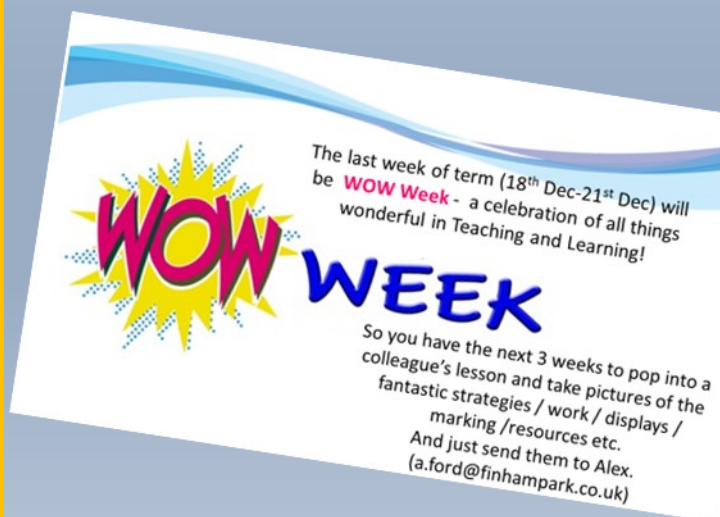
Staff were all focused on their action planning and arranging peer observations. Rehena was showcasing her use of *Gimme Five* where she asks her Year 10s to recall 5 key facts or quotes at the start of each lesson.



## MFL

Given the large amount of content this faculty has to cope with, staff were discussing the use of their Yr11 twilight lessons to improve student recall. Nicky shared how she's going to trial more *low stakes testing* of vocabulary with her exam groups as she feels that often, "we lose sight of these good strategies when we're so keen to just

And finally, facilitators advertised our first Finham WOW Week which will commence the week of the 18<sup>th</sup> December. During this week, the brilliant approaches, resources and strategies that have been seen as part of the peer observation process will be showcased and shared.



**By Alex Ford**

**Some Tweaks of the week at Finham Park have included:**

### **Collaborative Success**

When pupils receive essays back, give pairs photocopied versions of each essay in the class and ask them to splice together the best bits

of each essay to create one super answer. This encourages pupils to edit their work and to unpick reasons why some parts of some answers might be better than others.



### **What's the question?**

Providing students with the answer and allowing them to come up with the questions. It is a quick and fun way to assess understanding e.g. – *"The answer is 'electromagnetic spectrum', how many questions can we generate from today's learning that would have that answer?"*

### **Musical Chairs**

Each pupil writes a question based on the recent learning. Pupils move round the class while the music plays and when it stops they sit and answer the question that is in front of them. When they move again, they must improve on the answer that was written by the pupil before them and so on.



# Teaching and Learning

## DISCUSSION ARTICLE 1: COULD WE TRY ANY OF THESE APPROACHES?

Curriculum and Assessment Specialist **Suzanne O'Farrell** highlights 12 key points schools could grasp as they move from modular to linear assessment in the classroom. [[http://www.leadermagazine.co.uk/articles/modular\\_to\\_linear/](http://www.leadermagazine.co.uk/articles/modular_to_linear/)]

1. Map out what the **central learning points or big ideas** are, so you are clear what a good linguist, historian, scientist or mathematician should know, should understand and should be able to do at the end of the course.
2. Work backwards in designing a curriculum plan so that units of key knowledge and learning build on one another conceptually and logically, ensuring they are systematically **revisited and reinforced** so that pupils have securely mastered them as they approach the end of their studies.
3. Be selective when developing assessments, making sure they require pupils to **recall key knowledge and apply it to new and unfamiliar contexts**. The only way to see if something has been retained over time and transferred to a new context, is to look at what students can do later and elsewhere.

4. Build in **spaced intervals** to revisit key knowledge. Information presented repeatedly in this way is more effective because pupils learn much better than when information is repeated without intervals.

Allow pupils **time to forget** as forgetting increases the likelihood of increased learning. (See: Ebbinghaus' Forgetting Curve.)

5. Build in frequent **low-stakes testing**, as testing under the right conditions can also increase pupils' long-term learning, as it is an important aspect of how pupils recall and remember learning. (See: Test-enhanced Learning: Taking memory tests improves long-term retention, HL Roediger & JD Karpicke, 2006)

6. Learning happens when **pupils have to think hard**, so provide as many opportunities as possible to reduce support, remove scaffolding, take pupils out of their comfort zone and **challenge** pupils to think through questions and explain their thinking. (See: Vygotts, 1978)

*[PLEASE BE MINDFUL OF OUR SEN STUDENTS HERE]*

7. Prioritise **formative assessment techniques** in the classroom so that pupils understand where they are in their learning, what they are secure with in terms of their knowledge, understanding and skills and which areas they need to develop.

8. Support pupils to **write and think at speed**; they face many content-heavy linear exams that will require them to develop stamina and resilience.

# Teaching and Learning

## DISCUSSION ARTICLE 2: COULD WE TRY ANY OF THESE APPROACHES?

Memorise this: how to remember everything, just like Sherlock  
Lucy Rahim [The Telegraph] 10 MARCH 2017

A recent study analysed the brains of 23 memory champions to try to unlock the secret of their impressive powers of recall. As it turns out, their superior ability to remember hundreds of facts and figures is not due to enhanced cognitive power or kryptonite-powered anatomy, but rather learnt through specific strategies.

### 1. Loci – or Sherlock's Mind Palace

Also known as the "mind palace", this ancient technique (referenced by Cicero and Quintilian) was applied during the study to help the average-brained improve their powers of recall. It involves imagining a familiar environment, and associating items within that environment with the data to be remembered, such as numbers or names. When called upon to recall the information, you "walk through" the environment in your mind, and the site of each object should trigger the memory of the associated number.

### 2. Repeated testing

Simple but effective – the more you test yourself on information, the better you remember it. A 2006 study on the best methods for language learning showed that, rather than reading and re-reading vocabulary lists and then doing a test at the end, it's more effective in the long term to study them once, and then test yourself numerous times.

### 3. Elaborative processing

Say you like to make detailed shopping lists but have a tendency to leave it at home. How can you be expected to remember everything on it? A useful technique is known as elaborative processing – **when you associate new information with previously stored information.**

### 4. Acronyms

An oldie but a goodie. Using acronyms to remember information is taught in schools because it really helps. Remember MRS NERG? Movement, respiration, sensitivity, nutrition, excretion, reproduction, growth – the seven processes that determine a living organism. A study involving psychology students showed that those who used acronyms as learning mechanisms did significantly better than their peers when it came to recalling information in exams.

### 5. Rhymes

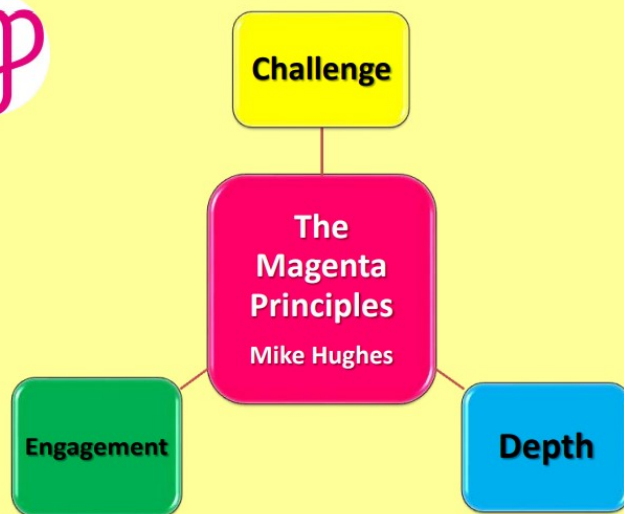
How many days are there in September? Chances are you'll remember that there are 30, because of the much used rhyme "30 days hath September, April, June and November". The saying works because of its use of rhyme – we remember the words because our brains store them through a process called 'acoustic encoding': essentially remembering through hearing. Rhyming words are easier for our brains to encode, and are therefore easier to remember.

### 6. Music

Does it frustrate you that you can remember the lyrics to 100 songs, but you can't remember the names of your partner's siblings? Studies have shown that, when learning a language, singing words can help you remember vocabulary and certain phrases more effectively than merely speaking them.

# Teaching and Learning

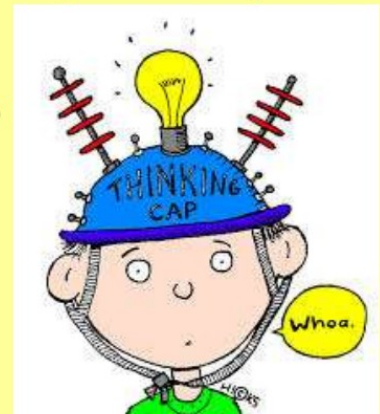
## Active Learners: An Overview of the Magenta Principles



Colleagues at Finham Park have been exploring active learners and the Magenta Principles

The Magenta Principles represent a pedagogy underpinned by a belief that...

- learning is the consequence of thinking... therefore our job is to get them to think
- language is central to thinking... therefore our job is to get them to talk
- learning is an active process... therefore our job is to get them doing

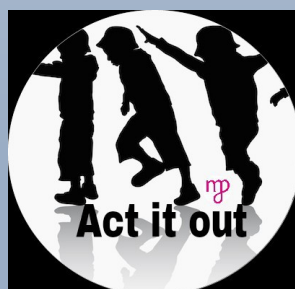
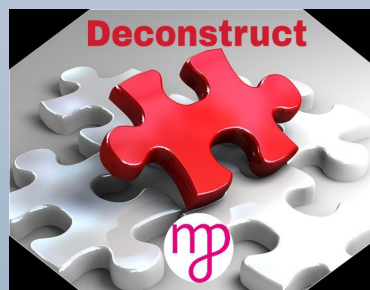
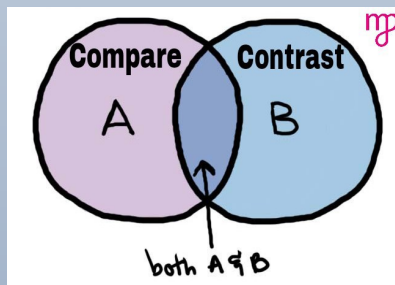
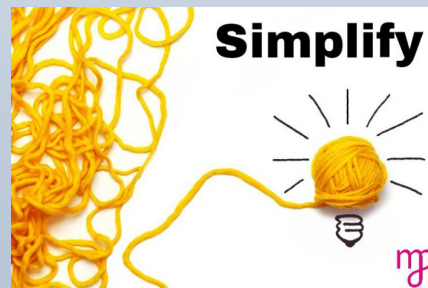
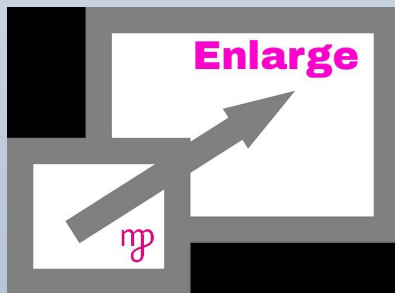
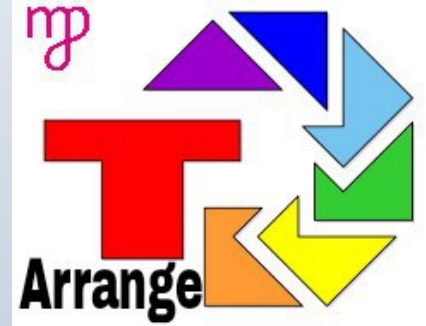


### The Magenta Principles: Mike Hughes

- Reduce it
- Change it
- Assemble it
- Search for it
- Connect it
- Arrange it
- Enlarge it
- Simplify it
- Classify it
- Compare and contrast it
- Deconstruct it
- Apply it
- Prioritise it
- Act it out







You can find more information:

<http://www.mikehughes-ets.co.uk/>

<https://www.trythisteaching.com/2013/04/magenta-principles/>

## Lyng Hall CPD

“Good learning starts with questions not answers” Professor Guy Claxton (Professor of the Learning Sciences) – Bristol University

# How do you compare?

- Valuable exercise to self assess your own teaching practice.
- 4 objectives, each compared to a national average amongst teachers
- From this 4 actions have been put into place
- Follow up collected November 2017

### Baseline data June 2016

Action	National	SF
a-Teacher talk	On average, teachers talk for 50% of lesson time	Talked for 75% of the lesson (45 mins)
b- Student discussion	On average, only 20% of lesson time is devoted to student discussion	8.3% devoted to student discussion (5 mins)
c- Quantity of questions asked	On, average teachers ask around 100 questions per day	33 questions asked
d- Length of time given to respond	Most pupils are only given around 5 seconds to answer a question	All students answered before 5 seconds

### Notes

\*Class observed for 1 hour so should be taken in context of 1 segment of 3 hour session

## Did you know??

- Teachers ask 2 questions a minute, up to 400 in a day, around 70,000 a year or 3 million in a life time.
- Questioning accounts for a third of all teaching time, second only to the time devoted to explanation.
- Most questions are answered in less than a second.
- Increasing the waiting time improves the quality of the responses – three seconds for a lower order question and more than 10 seconds for a higher order question.

## Top Tips if you are doing Q&A

- Allow students time to think before answering - Consider peer discussion or asking the student the question before asking the student the question.
- Cold Call – Call on students regardless of whether they've raised their hands. (Embed/Positive/Data-Driven)
- Call and Response – Ask your class to answer questions in unison or to fill in gaps in answers to questions you pose.

## Four questions

Think of a topic

- Pre-plan the question you need to ask yourself.
- Pre-plan the question every student should be able to answer – remember are you testing skill or content?
- Question you would hope the top end could answer
- Question you hope the lower end could answer.  
(What happens if they can't?)

Teach Like a Champion 2.0 – Doug Lemov

<https://mikegershon.com/resources/download-info/the-whole-class-feedback-guide/>

By David Smith

# Lyng Hall Teaching and Learning

## Skills Academy

*Skills Academy* is a reading comprehension intervention programme which uses football freestyle tricks to motivate students to engage with reading. Throughout the programme students read the novel “Keeper” by Mal Peet, the story of a young boy who becomes a world class goalkeeper after being coached by a spirit in the forest near his home. The 10 hour programme was used as the basis and inspiration of a 24 hour scheme of work developed and adapted specifically for the students of 8Y at Lyng Hall School.



*Skills Academy* provides 30 comprehension challenges which will assess students' understanding of the comprehension skills being taught. Upon completion of each challenge, a freestyle football reward is unlocked including 10 instruction videos.

Outcomes:

Five comprehension skills:

**questioning, clarifying, summarising, predicting and inferring**

Ten **freestyle football tricks**

20 new words

Structure:

Each lesson followed a similar structure due to the nature of the course. As there were five comprehension skills to learn, each skills was practiced for four hours (two double lessons).

In order to measure students' progress, each lesson had three reading and comprehension challenges. The completion of each challenge resulted in the unlocking of a freestyle football skill reward. Their progress was also tracked with stickers on a bookmark. Once each lesson was completed, students unlocked a freestyle football skill to practice in the practical sports lesson at the end of the term.

To encourage responsibility amongst the students for their own learning and progress, students who met certain criteria shown to them at the start of the lesson were awarded the captaincy for the next lesson. The *captain* would be appointed in addition to a *vice-captain*. These roles would be given to students who would not only complete the challenges but also demonstrated conscientious behaviour and teamwork. These students would be given a captain's armband each and invited to take part in the post-match interview plenary at the end of the lesson. Other students who had performed well would be appointed as *reporters*, who would be in charge of asking the questions, and *camera operators*, in charge of filming the interview .

### **Links to National Curriculum**

#### **Reading:**

Reading is a skills that is entirely vital to the academic success fiction and non-fiction, short stories, poems and songs. Due to the use a variety of analytical, transformational and creative tasks completed by the students, they also read critically. Furthermore, students began to understand increasingly challenging texts, facilitated by the learning of new vocabulary and the development of inference. The programme provided 20 new words that students should learn as they progress through the course. challenges and the starter for each lesson. This vocabulary was consolidated at the end of the programme with a spelling test.



# Lyng Hall Teaching and Learning

## Spoken English:

Something that was not on the original *Skills Academy* course was the plenary that was developed for 8Y. At the back of the classroom a “Post-Match Interview” area was set up. At the end of each lesson, *the captain* and *the vice-captain* would give an interview to the *reporters*, answering questions about the novel being studied and the comprehension skill that was developed that lesson. This interview would be filmed by the *camera operator* and then edited for the next lesson. The edited video would then serve as the introduction to the next lesson and a recap of the lesson before. This technique was key in developing their Spoken English as students began to use vocabulary specific to the role they were playing, with the *captain* and *vice-captain* often being informal whilst the *reporters* were formal. Practicing the use of Spoken English is extremely important in the development of overall English ability and this activity allowed students to begin to develop this skill.



Although students are often hesitant to be involved in these sorts of activities, the familiar environment of the classroom combined with the creative setup of the post-match interview made students comfortable and excited enough to take part. Not only did this activity increase the confidence of the students, it also developed their ability to make eye contact with listeners and respond directly to questions being asked. Furthermore, as the post-match interview is something students were aware of, they understood the importance of turn-taking and avoiding interruption.

### Cross Curricular Links:

The *National Teacher Research Panel* found that cross-curricular learning “benefits students of all attainment levels” and facilitates students’ “transferability of skills in a range of subject.” The novel studied throughout the programme is one that has links to many subject areas. Mal Peet’s “Keeper” is linked to Modern Foreign Languages through the use of Spanish by the characters and Geography and Science through the description and subplot of the deforestation in South American countries. However, the most obvious link is to PE.

As the course is based on using freestyle football as a motivational tool for students, the penultimate lesson of the term was hosted in the gym with the help of PE staff. Students gathered all the skills they had unlocked so far and took the tutorials over to the gym where they were allowed to practice their skills and show them to the class. Students were also keen to get into groups and try the skills out together. Students enjoyed this ending to the programme a lot, with one pupil saying “I enjoyed doing sports in English” and another saying they “enjoyed football.” The motivation provided throughout the programme was evident through the eagerness shown by students to unlock freestyle football rewards every lesson.

### Progress:

Students completed skills audits and confidence audits at the beginning and end of the course. Using a skills confidence scale, on average students said that before the programme they were only 46% confident with the five skills. After the course, however, students were on average 89% confident with the skills. Although the data is retrospective and likely prone to social desirability bias, the data does reflect that students made progress with the comprehension skills.

By Lisa Hagan

## **Finham Park 2**

### **CPD at Finham Park 2**

On Monday we held our twilight CPD session. Our speakers included Pauline Parkes (which many of you will remember from Finham Park) who talked about the importance of planning for behaviour and positive behaviour management. She has challenged us to believe not only in our students but also in our own potential to sow the seed of change in our classrooms.

Following on from this our Counsellor, Lisa Bostock-Shelley shared tips about supporting and working with students who are suffering from mental health issues. She introduced the idea of emotional differentiation and asked us to always aim high with the students we worked with, seeking to understand what their barriers to learning may be. She recommends that as teachers we should also look after ourselves and reminded us that there is counselling available through the Education Support Partnership.

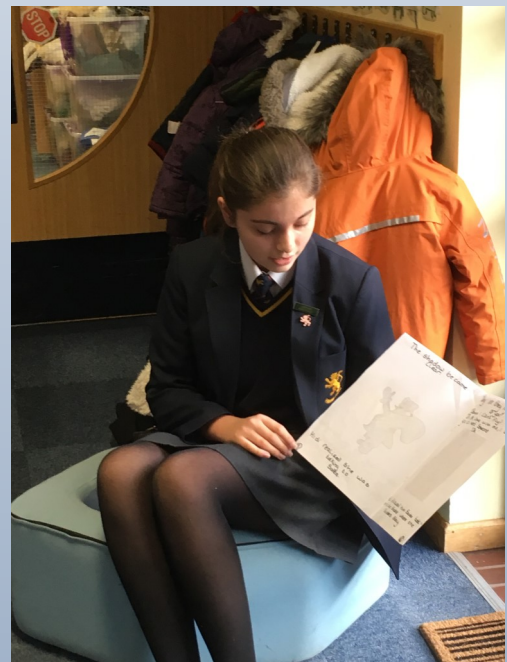
We also looked at lesson planning and bringing variety into our lessons as well as gave time for our amazing NQTs to review their first term with their mentors.

Our last session, led by Liz Allton, involved a Teachmeet style session with teachers asked to share an AfL strategy in 2 minutes. There were lots of brilliant ideas shared including an excellent active engagement AFL strategy with added bounce from Science.

**By Jo Brake and Liz Allton**



Students have produced a range of interesting and creative work this half term, including cuisine; pop art; Christmas stories; photography and sheep eye dissection!

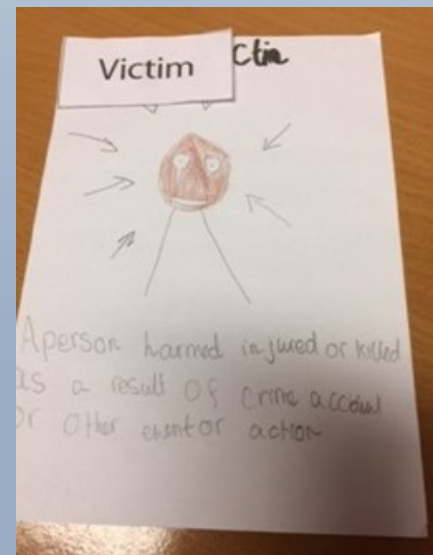
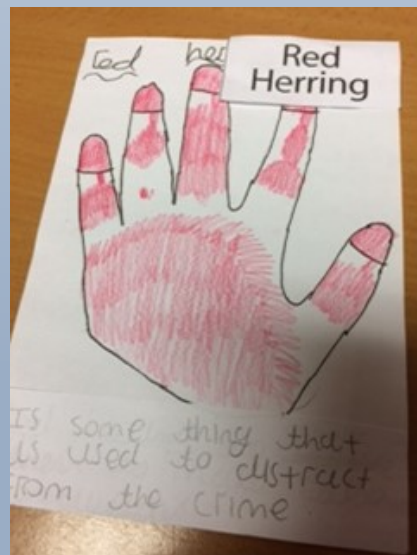




## Foundation Studies Directorate

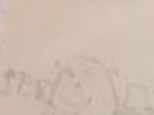
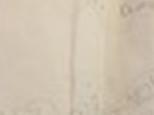
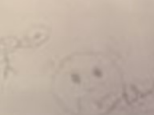
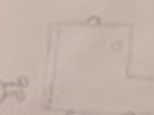
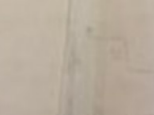
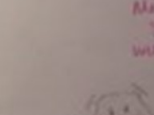
Foundation is the department which works with students with a variety of different abilities, skill sets and mental acuity. The Foundation department and its team are dedicated to dealing with students with a lesser ability to learn in the typical fashion. As such, Foundation can teach students with a wide range of educational drawbacks. This is accomplished through a varied curriculum which utilises versatile and creative methods which can be tailored to a specific child's needs if necessary. This helps to deliver an engaging, fulfilling and effective education. The pupils in year 8/9 are set into two different groups, group 1 and group 2. This work was produced by group 1.

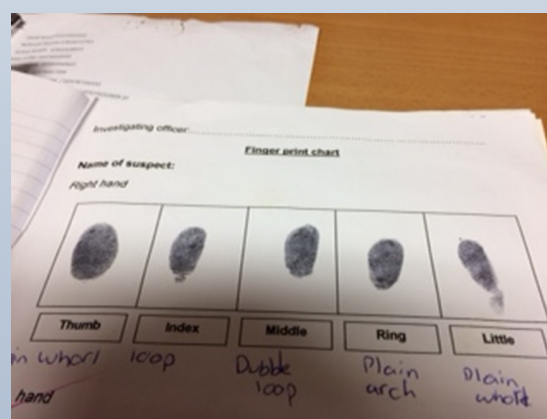
Pupils in Foundation have worked really hard on their detective's project. We started off using key words which pupils had to represent as drawings. These were left on our board for the duration of the topic. All words were differentiated to support the pupils.



Pupils created mysteries out of classic nursery rhymes, using ideas such as did Humpty dumpty fall of the wall or was he pushed? Why did the spoon run away with the dish? Or were they being kidnapped?



 <p>When the computer is not there the work stops and the machine is not working.</p>	 <p>When the computer is not there the work stops and the machine is not working.</p>	 <p>When the computer is not there the work stops and the machine is not working.</p>
 <p>When the computer is not there the work stops and the machine is not working.</p>	 <p>When the computer is not there the work stops and the machine is not working.</p>	 <p>When the computer is not there the work stops and the machine is not working.</p>



Scorby-doo Lying Hall

The gang came to Caernarfon and decided to go back to school and they chose Lying Hall. But they can't bring a dog to school. So he stayed in the car. And then they realised that tomorrow is a working day. And they found a creepy doll.

So they said "Gang, we got a riddle, a real riddle." And Shaggy said "Hermione!" So they set up a trap for the monster to catch the dog. And to see if it's a monster or a teacher.

They went back and watch the footage back and it was a monster. So they have to set a trap to catch it. So they set it up and they waited and waited and waited. And they finally got the monster with help from Shaggy and Scorby.

They finally managed to use the monster and it was my green and made green his life.

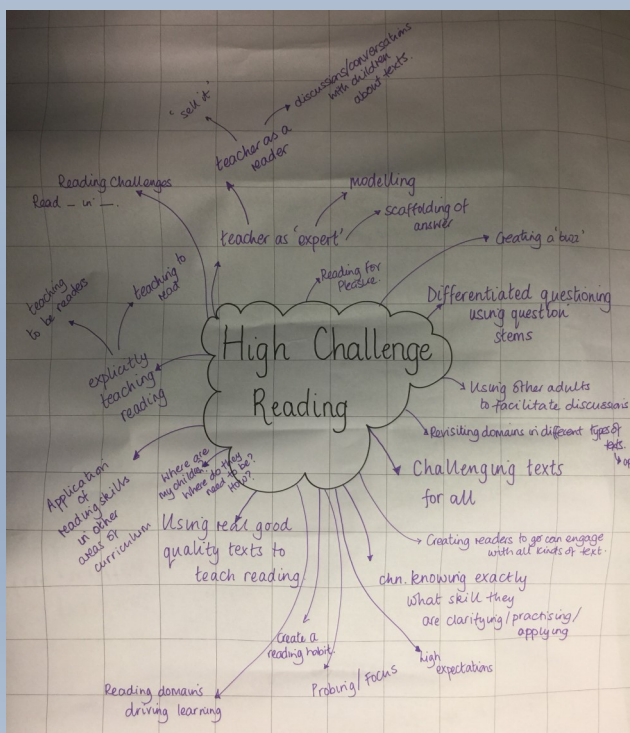
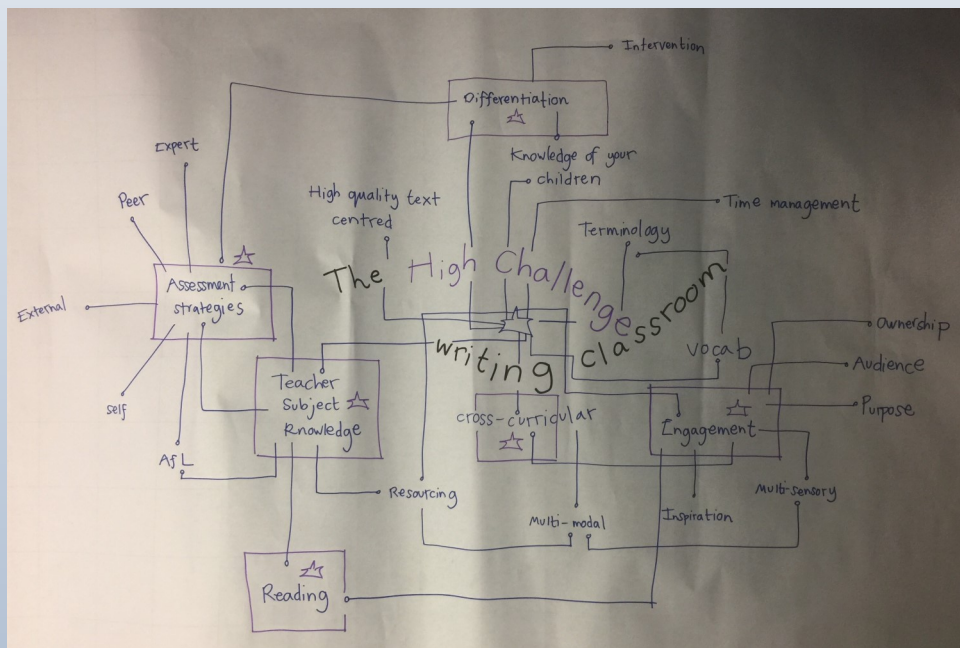
See, an interesting story. The end  
word use 8 paragraphs and speech mark.

paragraph by using the analysis of solving a crime to relate to the different aspects of **PEEL**. So **P** was the crime, **E** was the evidence. **E** was evaluating the evidence and then **L** for linking it altogether and solving the crime. They worked on their story writing techniques using a detective case report to support their planning of the story. They created storyboards to sequence their own mystery.

## Ravinder Bains

# Finham Primary CPD

Colleagues at Finham Primary continue to use the 6 weekly planning cycle which drives forward learning from a class text. They have also looked at key areas this half term, including: literacy, numeracy, technology, and High Challenge Classrooms:



- ⊗ Planning - linking to CM and previous understanding
  - ⊗ Differentiation
  - ⊗ fluid groupings e.g mixed ability groups and similar ability.
  - ⊗ Variety of activities/styles of learning e.g practical activities, problems (word, real life, written maths)
  - ⊗ Pictorial, concrete and abstract.
  - ⊗ Engagement and enthusiasm
  - ⊗ Appropriate use of resources.
  - ⊗ Procedural Variation
  - ⊗ Changing environment e.g outdoor maths, contextual mathematics.
  - ⊗ RPQs and Mastery Challenges
    - accessible
    - to consolidate
    - to challenge
  - ⊗ Discussion + interaction between pupils and teachers.
  - ⊗ Targeted intervention for all abilities
- Homework - link between home and school.



## Bedtime stories

Staff at Finham Primary have gone 'old school Jackanory' and have filmed themselves reading children's stories. The collection of bedtime stories are available on FROG for families to share with their children. Staff have been inventive with their costumes, props and locations, which so far include a tent and a bath!

This links to the school's drive on 'Real Books' this year. You can watch one here: <https://www.youtube.com/watch?v=spxyfNKumiQ>



## Red Pen Questions

Red Pen Questions are used to provide feedback to students. They offer feedback on the child's work and also a challenge or task for the child to complete in response to their work. This allows the teacher to address misconceptions and to consolidate learning. They can even be adapted to be festive too!



**By Sarah Bracken**

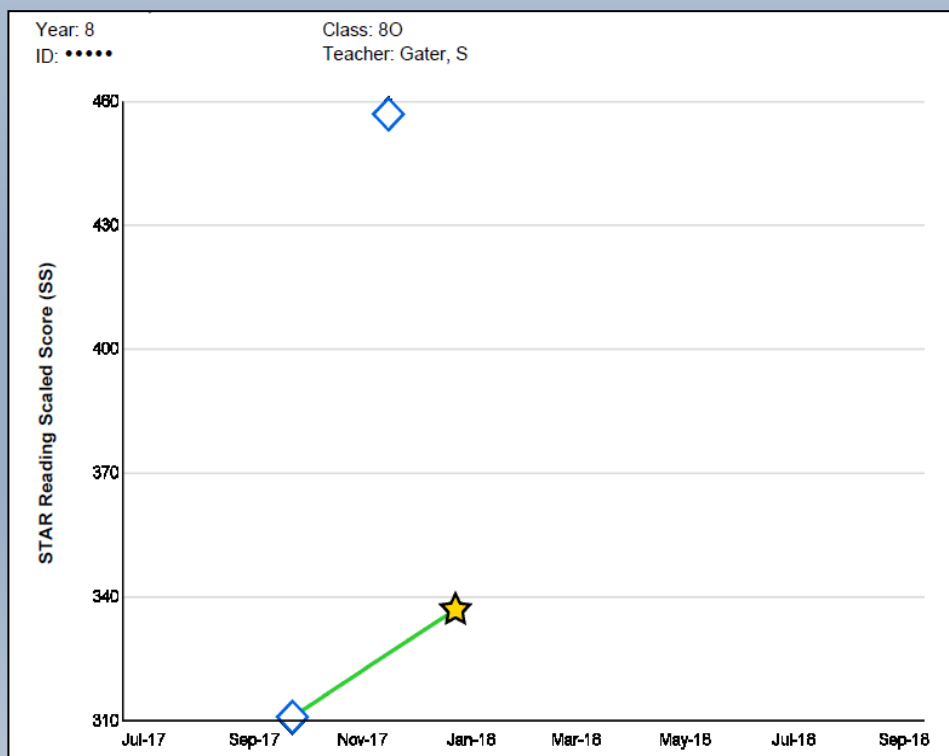
## Accelerated Reader at Lyng Hall School

The *Accelerated Reader Programme* is in full swing at Lyng Hall School. The programme is designed to improve students' reading ages which in turn will in aid them in achieving their best possible grades at GCSE.

Students complete STAR tests which give them a reading age; based on their reading age they choose a reading book from the 6<sup>th</sup> Form Library which will stretch and challenge them as readers. Students read their books: at home, during tutor, in lessons and during free time. Our 6<sup>th</sup> Formers have dedicated their tutor times to come and listen to the pupils read to improve their confidence in reading aloud and their comprehension.

The students have now completed their second STAR test and these have been very beneficial in identifying student who struggle with reading which in turn allows us to put in place extra intervention.

The graph illustrates a student who was involved in one on one reading session with a volunteer and made progress above and beyond the set target.



One on one reading has been implemented since the initial STAR tests with a range of students and this is beginning to show brilliant results as shown above.

The students have been thoroughly engaged with the programme and result so far have been promising but the real extent of the programme's success will be more visible as the year continues.

### Student testimony

In a student voice *Accelerated Reader* was really positively received.

Below is a range of comments made by Year 7 and 8 pupils about Accelerated Reader:

**It has improved my pronunciation**  
**I read more now which means I am getting more confident**  
**It has helped because I wasn't good at reading in primary school**  
**It gives me extra time to read that I wouldn't have at home**  
**It helps because I don't have many books at home**

An example of students reading *Accelerated Reader* books in a lesson.





## School Spotlight



There are currently 4 schools within the Finham Park Multi Academy Trust: Finham Primary; Lyng Hall; Finham Park; and Finham Park 2. 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 Lyng Hall School

The talented Choir have been working hard this term to prepare for two special Christmas performances. They sang in a Christmas Concert at Coventry Cathedral on Monday 11<sup>th</sup> December as part of a massed choir of different local schools. One of our students has been chosen to perform a solo, O Holy Night, during the performance and a special place has been awarded to one of our Year 8 students to read Christmas Thank You, by Mike Gower. The choir has worked hard over the years and this is a wonderful reward and recognition for their achievements.

Our own Christmas Concert will take place on Tuesday 19<sup>th</sup> December. The Keyboard Orchestra, Ukulele Group and various soloists will join the choir for an evening of festive music and refreshments, in aid of Cancer Research and Christmas Dinner in a Box.

Students braved the snow to represent Lyng Hall School, singing at Coventry Cathedral.



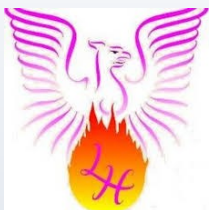
## **SOCIOLOGY IN ACTION DAY AT WARWICK UNIVERSITY**



On Monday 4<sup>th</sup> December, year 12 and 13 pupil's sociology pupils attended a conference at Warwick University called 'Sociology in Action'. The conference included guest speakers, including a talk from Dr Nathaniel Coleman from the University of Southampton about issues of race and ethnicity in a wide range of sociological areas. We also had sessions on 'the importance of education in the UK from a sociological perspective'. 'The effects of growing up and living in unequal countries' and 'risk factors in the criminal justice system'. Each one was looking into a specific area of the sociology curriculum and there was also a workshop on examination skills which was useful.

Each presenter was extremely passionate about what they were discussing and continuously asked if the audience has any queries which they would be happy to answer. This kept the audience engaged within the topic and made the pupils more curious about how the educational system was in the past.

As the trip came to an end, each pupil from year 12 and 13 all agreed that they were glad they attended to the conference due to making them understand more about certain topics within the educational module in sociology. It was also interesting to spend time in an academic institution which all students agreed was beneficial in preparing them for university.



## Teach First Norway visit November 2017

Lyng Hall School has once again hosted a group of **Teach First Norway** trainee Maths and Science teachers, and their subject tutors, from Oslo. The relationship with Teach First Norway has now been established for many years, and this time we were delighted to welcome back a group of trainee teachers who first visited Lyng Hall School two years ago.

Their three day return visit focussed upon collaborative teaching alongside teachers from Lyng Hall School, as well as bespoke workshops looking at questioning, creative group teaching strategies, and assessment. They were very interested to learn more about our Achievement for All ethos, and how we support children and their families.

It was a pleasure to welcome back familiar faces, and to see how much progress the trainees had made. They certainly got involved in many activities, including creating a science digestive system apron- as modelled by our Norwegian teachers below!



We are looking forward to welcoming more new Teach First Norway trainee teachers in the New Year.

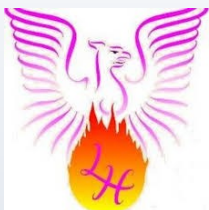
## Indonesian University Visit Lyng Hall School PE Directorate.

On Tuesday 21<sup>st</sup> Nov 2017 Lyng Hall PE Dept hosted a visit from some delegates from an Indonesian University. Universitas Pendidikan Indonesia (UPI) is one of the oldest universities in the country. It is a teacher training university and they have several faculties the largest being Faculty of Sport and Education. The following delegates from Sport and Education Faculty were on a visit to the UK to research our PE national curriculum in order to make developments to their already existing curriculum.

1. Prof. Disman Sastrapraja: Vice Director for Financial Affairs, School of Post Graduate Studies, Universitas Pendidikan Indonesia
2. Prof. Adang Suherman: Dean of Faculty of Sports and Health Education, Universitas Pendidikan Indonesia
3. Dr. Dian Budiana: Vice Dean for Academic Affairs, Faculty of Sports and Health Education, Universitas Pendidikan Indonesia
4. Dr. Vanessa Gaffar: PIC of Universitas Pendidikan Indonesia Delegates, Visiting Academic at Coventry University

They spent the morning at Lyng Hall School where they had the chance to visit some practical lessons and see pupils engaged in their learning. They looked at some Yr 8 boys rugby and also got a glimpse of our Sports Leaders in action as they delivered a tag rugby session to younger pupils. They visited a Yr 9 Sports Science lesson who were learning about first aid focusing on CPR. They also had a meeting with PE Staff to learn about how the PE curriculum is implemented at Lyng Hall School. We also shared good practice about assessment methods, bench marking, curriculum planning and gave them an overview of all the different PE and Sport course we currently offer. They were extremely pleased with their visit and took a lot of resources away with them to look at in further detail. We have built an excellent relationship with this University and hope to do some more collaborative work together in the future.

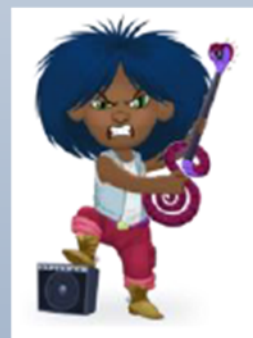




## PIXL, Arithmetic and Problem Solving

At Lyng Hall school we endeavour to make Maths real for our students. We also aim to raise attainment and help our students achieve the best possible grades for the brightest possible futures.

One way to achieve this is by embedding Problem Solving into our teaching and creating scenarios and activities that reflect real life. We have a broad cohort that includes over 30 nationalities and so we strive to incorporate cultures and experiences into our planning and teaching. As GCSE is now all about Problem Solving, this is supporting students to achieve their best not only academically but also in preparation for becoming an adult.



This year so far we have investigated different careers with Year 9 and 10. We looked at salaries that could be earned by a variety of jobs and then how much of that salary would need to be paid in tax and National Insurance and living costs. From this our students became inspired to work harder as they started to realise that to own that big car, go on that fabulous holiday they needed to get that better job. Aspiration for social movement is one of our greatest challenges.

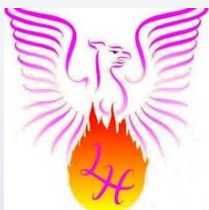


We are currently writing an exciting set of problem solving activities based around the upcoming Winter Olympics. This will feature students learning about events such as Bobsleigh, Ice Hockey, Skating and Curling amongst others. Many of these events feature teams from the home countries of our students. The video clips are exciting and enthuse students to find out more and how maths is integral in all of these sports.

Arithmetic is also a major driving force this year. With 20 % of marks at GCSE being lost due to basic arithmetic errors, we have embraced the importance of practising and embedding these core skills. Our Long Term Plans have all been written with every area of Arithmetic embedded. Our Year 7s have been improving times tables with Times Tables RockStars and in the new year we will be starting a variety of Arithmetic challenges which will lead to Bronze Silver and Gold Medal awards ( again a link back to the Winter Olympics).

With Year 11 always at the forefront of our minds, we are very excited to announce that we are a PIXL school. We have been learning about how Personal Learning Checklists and Smith Proformas will help develop and extend our support and intervention programme for our most vulnerable students. The exciting wealth of resources is excellent and the UNPACK programme for teaching problem solving skills is already showing benefits across the year group.

**Julia Clarke**



## **STEM Initiatives at Lyng Hall School**

### **STEM**

Here at Lyng Hall we have developed two teams of STEM leaders. Our first team comprising of Year 9 students are an excited group of soon to be tech experts and will eventually become Digital Leaders. Our second group are leading our challenge against schools in various robotics competitions, including some against fellow Finham MAT schools!

### **STEM Events**

We are currently entering our second successful year in partnership with The Smallpeice Trust. A charity which look to promote STEM careers in schools and have delivered two full day courses with the third already booked for February. Each day has a key focus and below shows some students actively engaged in soldering as part of their design a speaker challenge.



During this project students had to develop team building skills out of their normal friendship groups to design, build and market a speaker given a set of materials and budget to spend.

### **Engineering Club**

Our newest club which has recently started is a group of Year 8 girls with a very keen interest in STEM based skills, and importantly with a competitive spirit, needed for the various competitions we are taking part in. The first of which being VEXIq robotics challenge, which as shown below we now have the kit ready to practice!



## **STEM Initiatives at Lyng Hall School**

### **Digital Leaders**

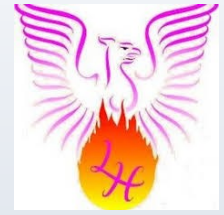
Our final group is working to become experts in the world of tech. They will be supporting the recording of STEM days at Lyng Hall School and in addition to this, following training, will be available to staff to help with tech questions!

### **Lyng Hall YouTube**

Finally should you wish to catch up on STEM events that are taking place at Lyng Hall make sure you take a trip to the our Lyng Hall YouTube channel where the Robotics competitions and future STEM days will be being uploaded.

<https://www.youtube.com/lynghallschoolofficial>

## THE DEBATE TEAM



**Friends, Romans, Countrymen, Lynghallians,**

Lend me you inboxes. It was a cold winter day. Our debate team, comprised of Julia Artewitz and Daud Ahmed, were cold, hungry and tired after having successfully completed a week of mock exams. They had prepared for months for this moment but the odds did not look good.

The enemy was Warwick School. A team of highly skilled and experienced debaters from a one of the top private schools in the West Midlands, whose traditions in rhetoric and debate date back to 914 AD. Our traditions dated back to 9/ 17, that is September 2017.



The stakes were high. Our team was about to enter the ESU Mace Competition, the oldest and most prestigious debate competition in the country. It is said the winners of this competition climb the stairs of the City and the losers walk the steps of Whitehall.



The stage was set, the outcome uncertain. But Julia and Daud stayed calm and focused; they did not give in to the pressure. Julia made a fantastic opening speech which caught the opposition completely off guard, while Daud delivered the final fatal blows in his rebuttal.

Shocked and cornered the opposition's case collapsed. With a new sense of momentum, Julia put the final nail in the coffin for the Warwick Team when she gave her summary speech. 'Let me tell you ladies and gentlemen why we have won this debate, yes we have won the argument!' Julia proudly proclaimed to the gasps of the audience followed by thunderous applause.



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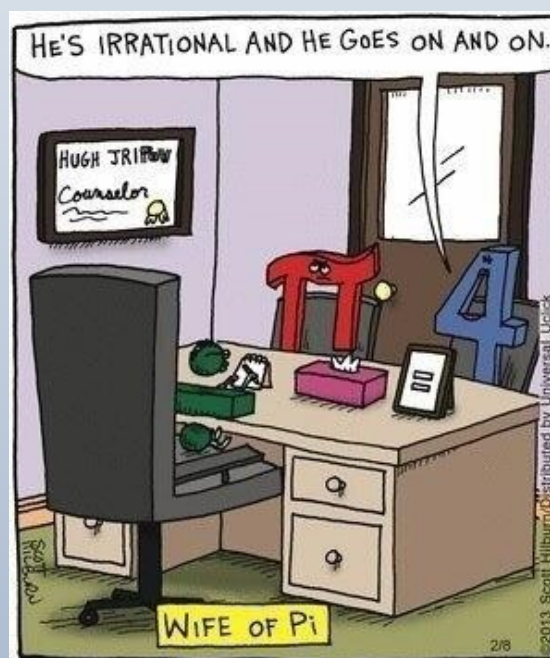
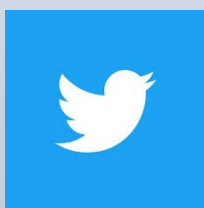
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