

Finham Park Multi Academy Trust

World Class Education

February 2018

Edition 3



Co-construction

CPD

Student Leadership



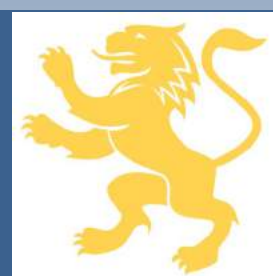
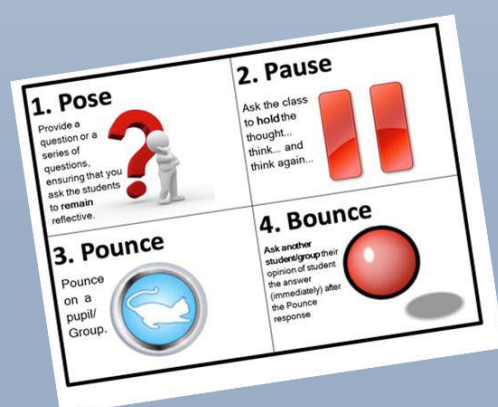
MAT Training Day



Teaching and Learning

School Spotlight

Finham Park 2



Welcome from Mark Bailie



Dear Colleague

Once again, a huge thank you for all your hard work and efforts in supporting the pupils/students in your care.

Our third MAT Training Day in January received extremely positive feedback from both teaching and support staff - the keynote speakers – Amjad Ali and David Kershaw, both presenting highly relevant material that promoted lots of healthy discussion afterwards. Amjad has generated a huge following on Twitter and I feel it was very clear as to why. His suggestions for pedagogical development were entirely grounded in real practice and delivered with a great sense of humour – something we need in spades in our profession!

During the last few months, our Headteachers have been collaborating to prepare a MAT 'Leadership Routes' model. This in-house training will hopefully provide a "World Class" opportunity for those colleagues who are interested in becoming senior school leaders at Assistant Headteacher; Deputy Headteacher or Headteacher level in the future. Our programme will facilitate a range of experiences, including placement at schools in different contexts and phases within our MAT and across our wider partnership networks. 'Leadership Routes' is being piloted this term with a view to initiating the selection process in the summer – more to follow in the next issue!

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Finally, I was delighted to meet our new MAT Student Leaders on 13th February. Students from all our schools have been selected to represent their peers on this forum that I hope will become a vocal point for our work in the future. If the first meeting was anything to go by, they certainly have lots to contribute.

Please enjoy this edition of “World Class Education” and feel free to contact Bernadette Pettman, our School Improvement Leader, with any ideas for articles / sharing practice over the next term

Mark Bailie
Executive Headteacher

School Improvement Leader

The MAT Training Day in January was well supported by colleagues. Thank you to those who planned and delivered workshops. This half term I spent more time at Finham Park 2, working with colleagues supporting teaching and learning; Literacy; and middle leaders. I’ve also been back to Finham Primary one day a week supporting a focus on reading and stretch and challenge.

In addition to working at Finham Park 2, I’ve continued work 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

Bernadette Pettman

Lord Lieutenant Visit to Finham Park School

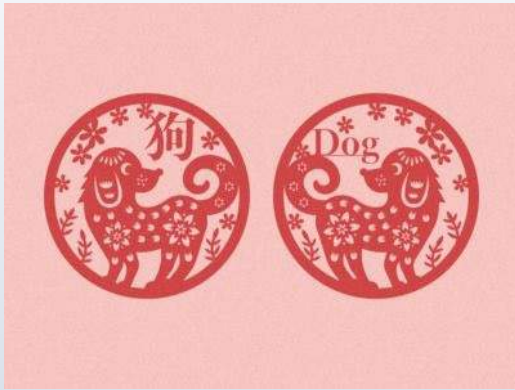


Finham Park School won the prestigious Global Confucius Classroom of the Year award by the Confucius Institute – an educational organisation which aims to support Chinese teaching internationally.

Lord Lieutenant of the West Midlands, *John Crabtree* OBE, and Deputy Lieutenant, Colonel George Marsh TD DL, were guests of honour at the school's annual Confucius Day as they went along to find out more about its dedication to teaching Mandarin and its links to sister schools in Shanghai.

They were given an overview of the school's teaching of Mandarin by Chris Bishop, Headteacher Finham Park School and Mark Bailie, Executive Headteacher of Finham Park Multi Academy Trust, before heading off on a tour to learn more.





Students from across the Finham Park Multi Academy Trust, Finham Park School, Lyng Hall School, and Finham Park 2, are part of the Mandarin Excellence Programme and came together to celebrate Confucius Day and put on displays for the dignitaries.



Students demonstrated Tai Ji Quan and the Lord Lieutenant was keen to join in.



Students from Lyng Hall, Finham Park and Finham Park 2 demonstrated the art of paper cutting and making Chinese lanterns. They also learnt a traditional Chinese dance.



Joining the Lord Lieutenant and Deputy Lieutenant were Peter Burns, MBE, Chair of Finham Park Multi Academy Trust; Alethea Fuller, Chair of Finham Park School Local Governing Body; Sam Gray, Project Manager



UCL IOE Confucius Institute for Schools; and Paul Green, Headteacher of Lyng Hall School.





Guests gathered for an official photograph to celebrate Confucius Day and then enjoyed a delicious 3 course meal cooked by students from Finham Park 2. After lunch Mark Bailie presented the Lord Lieutenant with a framed piece of artwork from one of the students.

In the afternoon students brought together their skills in a showcase in the theatre.





Students from Finham Park 2 had the honour of cooking a three course meal for the Lord Lieutenant, Deputy Lieutenant and VIPs.

All guests commented on how delicious the food was. The menu was carefully chosen to fit with Confucius Day. All food was prepared by the students and cooked from scratch.





The Lord Lieutenant thanked the chefs for an impressive meal.



Students worked well under pressure in the kitchen to get the service out on time.



This year's Finham Park Multi Academy Trust Training Day for teaching staff was held on Monday 8th January 2018 at The Slate Conference Centre, Warwick University. Mark Bailie introduced the day and challenged colleagues to reflect on their practice and try new strategies. Amjad Ali gave a great keynote presentation which combined humour with thought provoking comments, enabling staff to reflect and review their own teaching and learning. It was clear that Amjad has a lot of experience of working in schools and there were several scenarios staff could relate to!



Amjad has developed a free T&L Toolkit which can be found:

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

@ASTsupportAali and **@TryThisTeaching**

The programme for the day was designed to offer colleagues the opportunity to explore teaching and learning pedagogy; share best practice; and build on successful co-construction. Thank you to colleagues who planned and delivered workshops. The feedback was very positive and enabled staff to learn how strategies have been used in different schools.

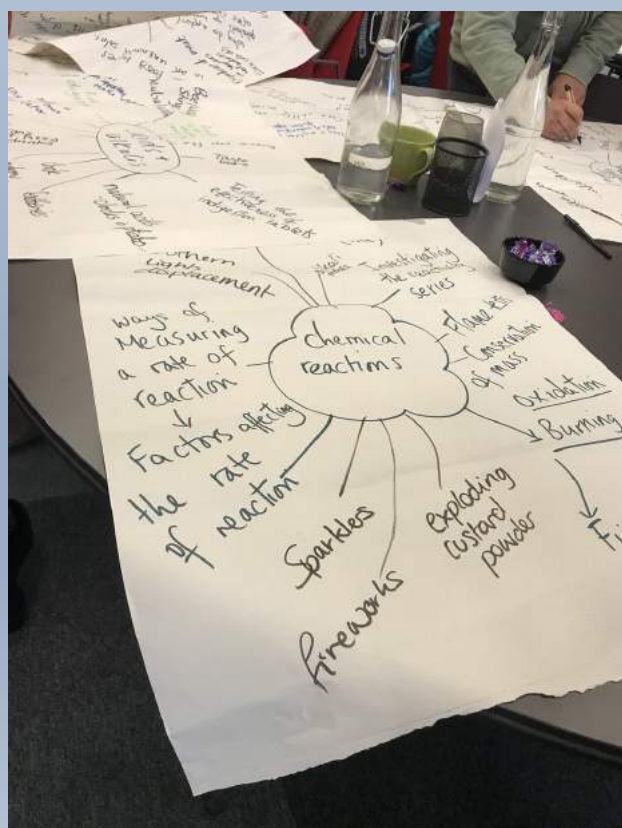
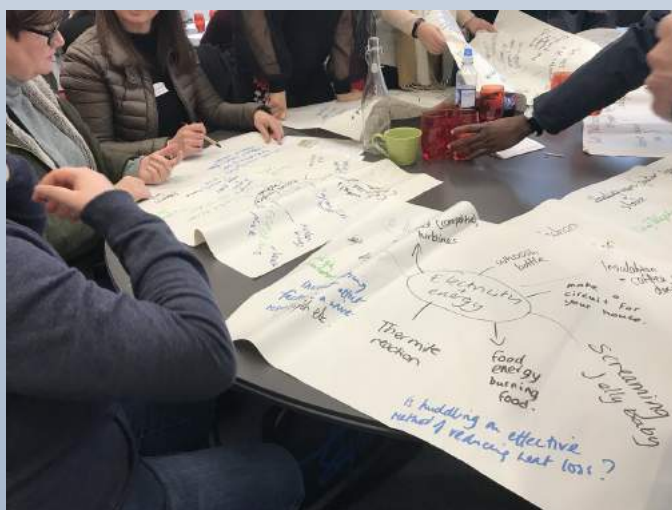
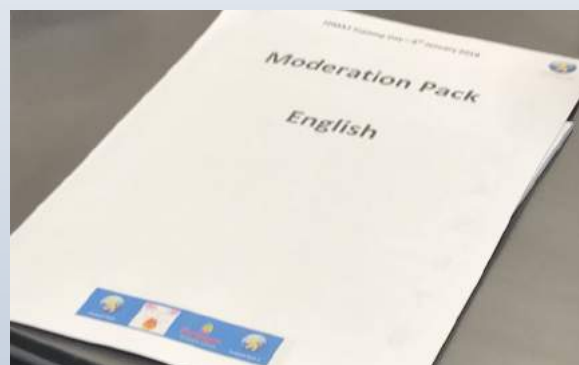
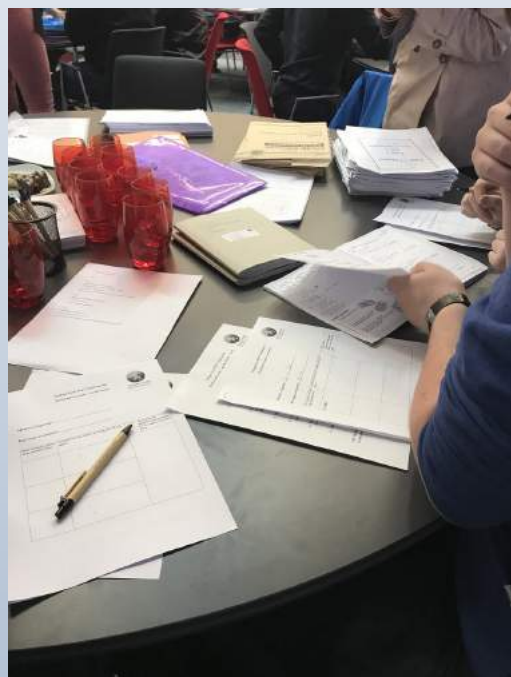


Resources from the sessions will be available for colleagues via the new staff area which is being created Finham Park Multi Academy Trust FROG Connect.

MAT Training Day

Monday 8th January 2018

In the afternoon colleagues worked collaboratively in subjects. They used the time to moderate work which had been collated into moderation packs, plan and then developed co-construction work.



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:
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

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

Student Leadership



The inaugural meeting of the new Finham Park MAT Student Leaders was held on 13th February at the FPMAT Offices. The newly formed Student Leadership team consists of 4 representatives from each of the schools within Finham Park Multi Academy Trust: Finham Park School; Lyng Hall School; Finham Primary; and Finham Park 2.

FPMAT Student Leaders working together to share the vision of the MAT and to involve each school in a range of collaborative initiatives and projects. Each school has their own Student Leaders, with the FPMAT Student Leaders working alongside them.

Students spent the first part of the morning getting to know each other and were welcomed by Mark Bailie who discussed with students the vision for the FPMAT Student Leadership.



They reflected on what it means to be part of Finham Park MAT and also the role they can play as Student Leaders.



Students then worked in small groups to establish the key aims of the Student Leaders and what they hope to achieve. By the end of the morning they had clear actions to take away and work on. Further details and an update will be shared in the next edition.



By Chloe Buckenham

Meet the FPMAT Student Leaders



Lucy Hudson	Finham Primary	6
Simran Heer	Finham Primary	6
Amiya Badesha	Finham Primary	6
Deeksha Balaji	Finham Primary	6
Miriam Dumitrescu	Lyng Hall	9
Sandeep Kaur Balrey	Lyng Hall	9
Amina Mansur	Lyng Hall	7
Nidhi Himatlal	Lyng Hall	12
Marysia Wojcik	Finham Park	12
Kamaldeep Uppal	Finham Park	12
Tegan Bailey	Finham Park	7
Harry Jackson	Finham Park	8
Carly Witten	Finham Park 2	9
Hope Radburn	Finham Park 2	7
James Hendry	Finham Park 2	8
Ariyan Dolati	Finham Park 2	8

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 collaborated to co-deliver a series of workshops for the Finham Park MAT Training Day on 8th January 2018. Subject moderation took place which allowed colleagues the opportunity to agree marks and understand the criteria within their subjects.

Moderation as a MAT

In addition to the workshops, colleagues from all schools in the Finham Park MAT had 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 enabled staff to see a range of work from across different Key Phases. Staff were able to discuss and agree marks for work within their subject. 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.

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 Finham Park 2

Creative Homework

Students have been creative with their homework in a number of subjects.

English Myths
and Legends
brought to life



Year 7 Drama students were asked to research their chosen news story for their Brechtian project and produced this wooden masterpiece!



History project

Volcano cakes for Geography!



Giselle

Students from Finham Park 2 were treated to a performance of the ballet Giselle at the Royal Opera House, London.





Creative Writing Workshop

Year 11 students participated in a Creative Writing Workshop that linked ideas and themes from History, English and RE. They had the amazing opportunity to engage with and reflect on some very complex ideas, delivered by two outstanding academics from Warwick University.



Prof. James Hodgkinson who led the Workshop was extremely impressed with the level of engagement, creativity and ideas our students put forward.



Dr. Carly Hegenbarth who worked in a group with some of our Year 11 girls was so impressed with their ideas and intellectual curiosity, she has expressed a desire to come back and do some voluntary work in History and RE.



The project does not end here, however. Our pupils will have a chance to submit a piece of creative writing inspired by the workshop. All entries will automatically secure a place for the Two Chairs Conference at Oxford University and the winners will receive £250.

Many thanks to Mr and Mrs Smith, Ms Burton, Ms Hagan and Mrs Ingram for their support.

By Ves Ivanov

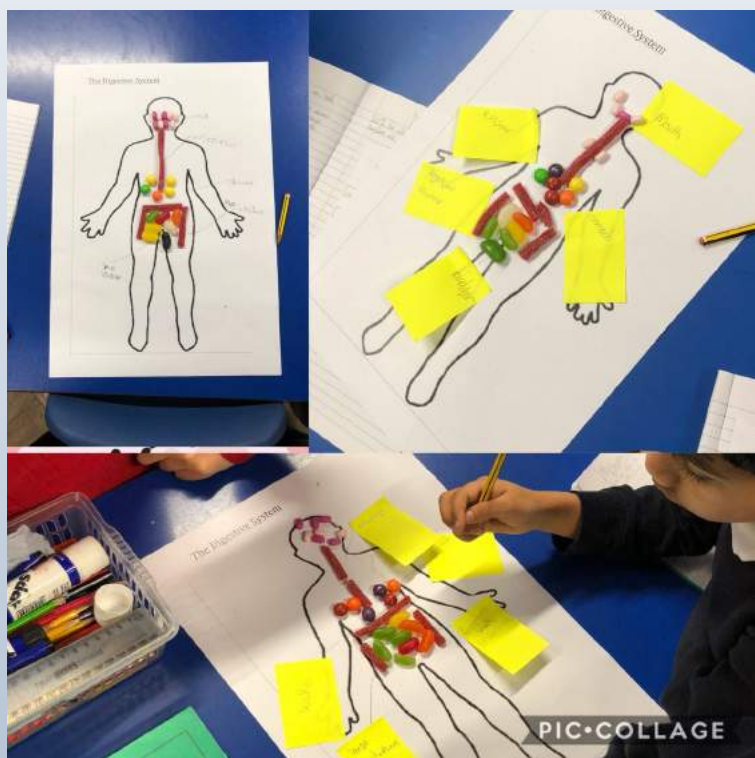
Mind and Logic Learning Games



Number bonds using Lego figures and ice cream cones



Students were learning about the body and the digestive system at Finham Primary. They used creative writing to imagine a journey through the body as well as exploring the features of the digestive system.



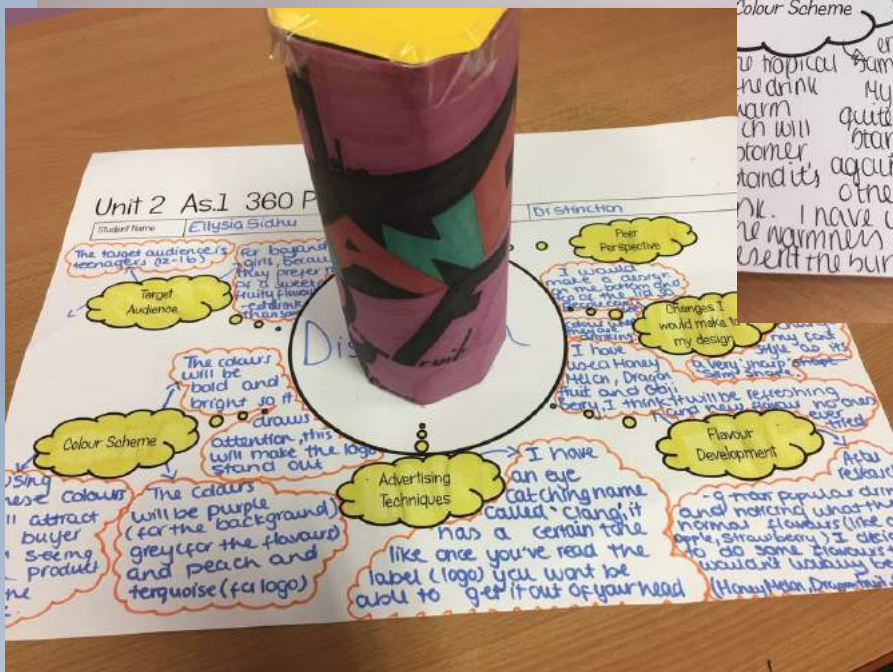
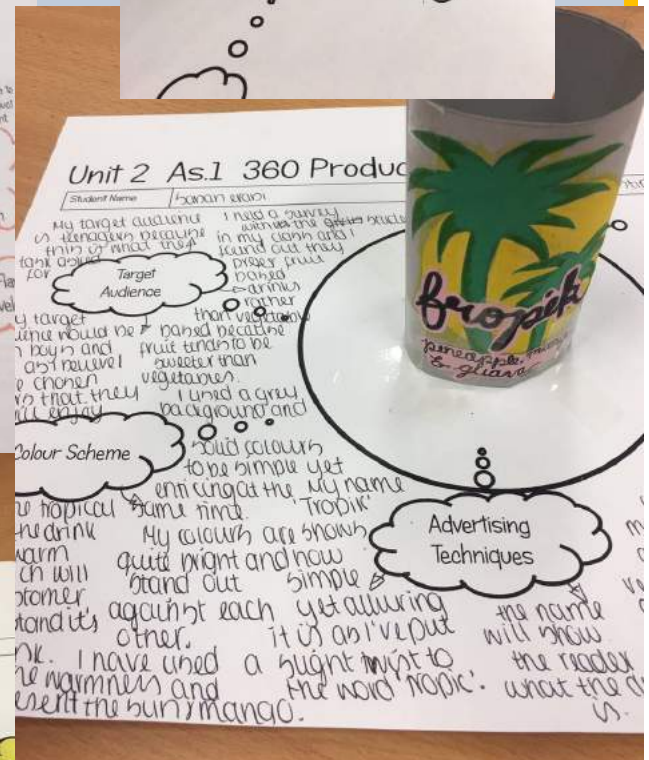
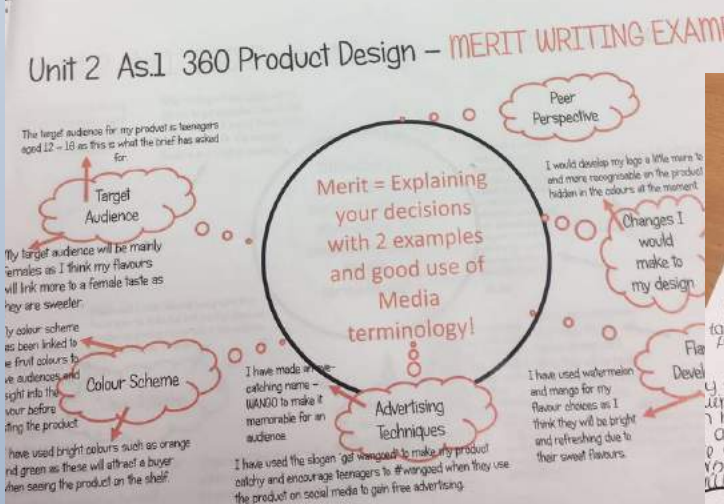
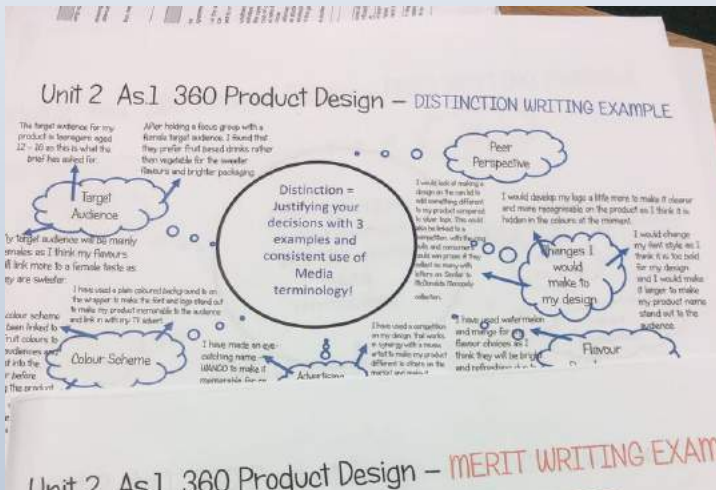
11.01.17. To understand parts of the skeleton body.





Teaching and Learning

Media students learning about product design and advertising



Science case studies in a box



Using source overlays in History





FINHAM PARK
SCHOOL

Foreign and Commonwealth Office Visit

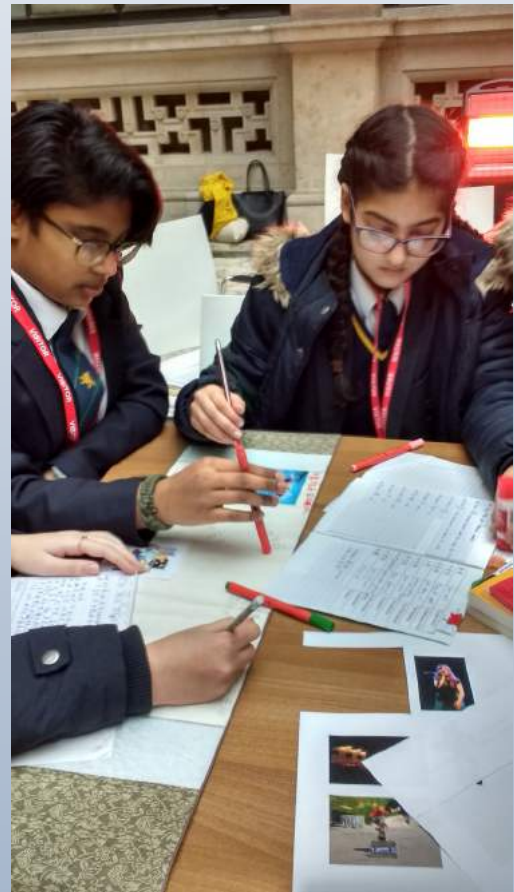
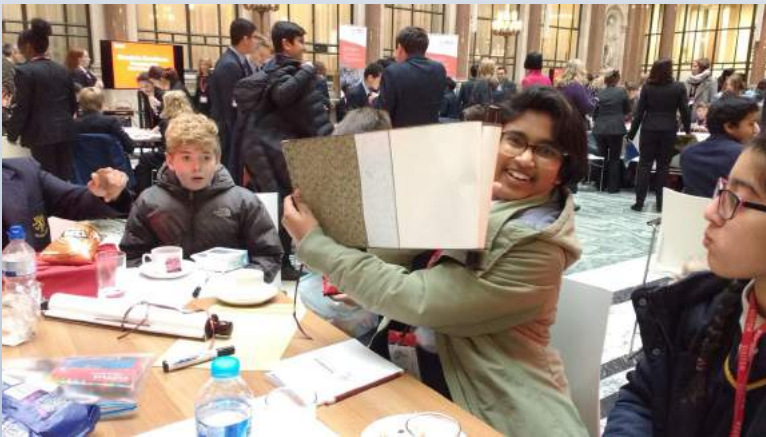
Finham Park School was invited to send 9 Y8 MEP students to a special celebration of the Mandarin Excellence Programme in December last year.



Accompanied by Mrs Lewis and Mrs Darby, our students took part in a range of language learning activities along with MEP students from all over the country, under the gaze of VIPs such as Schools Standards Minister Nick Gibb, Education Secretary Justine Greening and Chinese ministers.

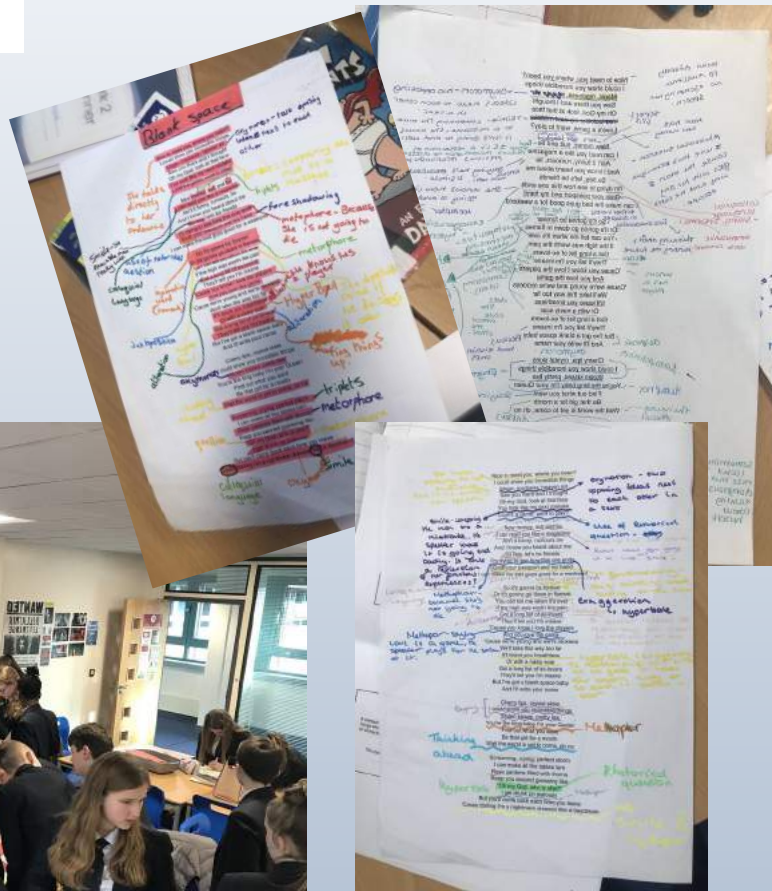


130 pupils from a total of 14 schools gathered in the beautiful and historic Durbar Court at the heart of the Foreign Office in London. During the course of the day our group took part in sentence building challenges. They were also given a gift of two beautiful Chinese scrolls on which to write sentences on the topic of Hobbies. Finally, the group joined with other school groups to try to pass on a record-breaking Chinese whisper!

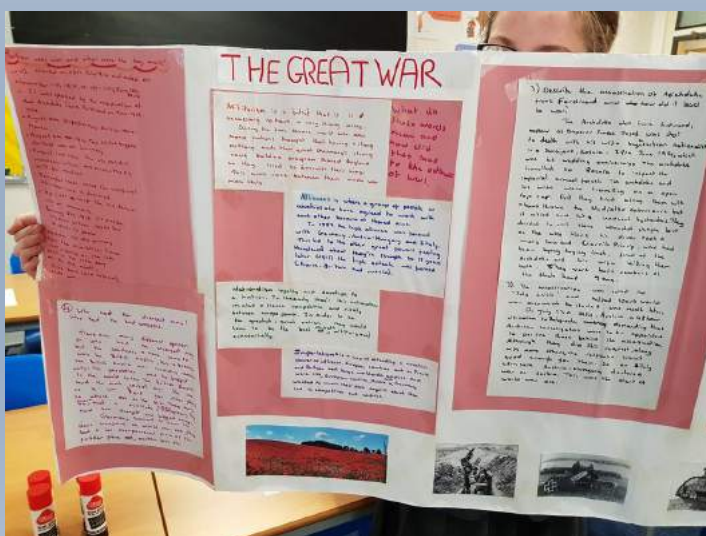




Using music lyrics in
English to identify
language devices



Flipped learning in History



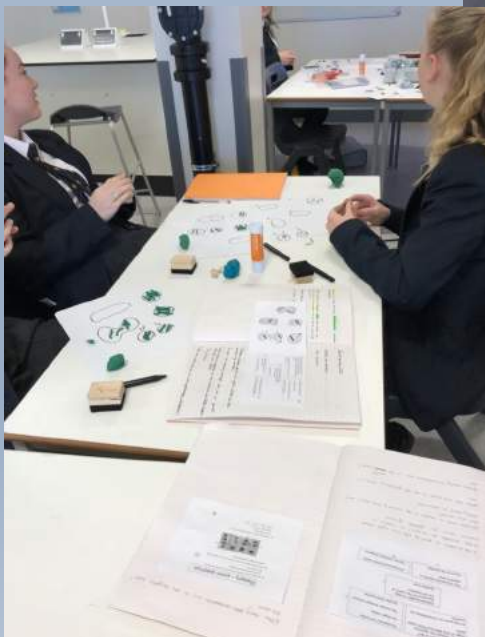
Videos, presentations and
leaflets for the Jet 2 school
visit competition



Finham Park 2 chefs have been busy preparing a variety of foods , learning different techniques and food properties.



Design Technology students have demonstrated a variety of skills using laser cutting; cadcam; and vinyl cutting to bring their designs to life.





FINHAM PARK
SCHOOL

Finham Park CPD

“Talk is the sea upon which all else floats.”

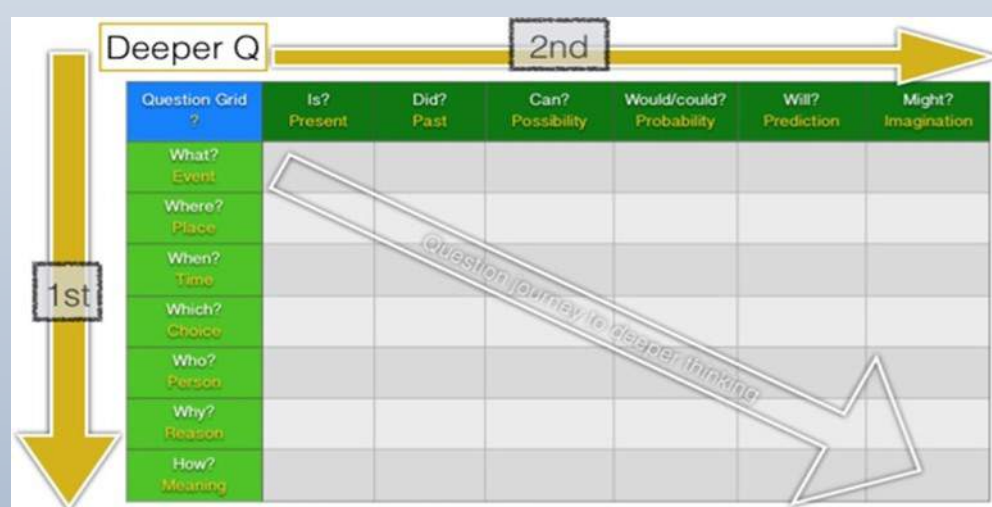
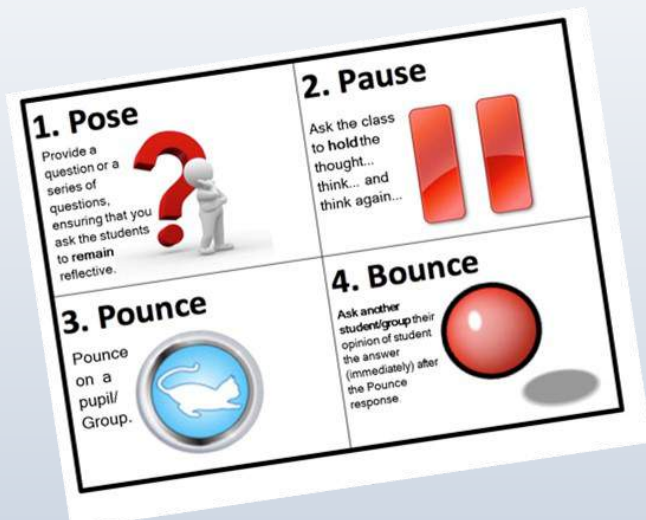
—James Britton

Finham’s Teaching and Learning community groups (TaLk) met for their third workshop at the end of January. Staff began by reviewing their Personal Action Plans from November – 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 from the NSW Centre for Effective Reading in which Beck and McKeown (2002, 1985) suggest that to help identify words for instruction vocabulary can be considered in three tiers. Staff then used Geoff Barton’s resource to test out their own vocabulary and a new found awe for students was certainly found!

Staff also discussed the TES Article, *“Why talk matters”* by Geoff Barton in which the value of group work, provided the word-poor are routinely placed with the word-rich, was outlined along with the need for thinking time and oral rehearsal of answers rather than the “mechanistic reliance on hands up”. There was common agreement with Win Wenger’s comment that:

*“What you express is 10 to 100 times more productive of your learning than what is expressed to you. In other words, it is **talking** rather than listening that develops understanding.”*



Despite being slightly short on the ground due to a Poetry Live Trip, colleagues were engaged in a lively debate about grammar teaching. Following this,

staff shared approaches to *Talk for Writing* where Alex Smith was able to follow up on his highly popular MAT training day session [resources on the MAT website].

MFL



Here, colleagues were discussing in detail the importance of talk to aid retention. Nicky Buckley explained how they routinely ask students to transfer skills across their languages study, spotting patterns where possible. Staff also shared ideas for engaging students in their learning so as to consolidate content. Jenny D and Jenny S shared '*tag team translation*' which sounded like a noisy, fun and highly competitive way to get students thinking quickly!



SOCIAL SCIENCES

Facilitator, Steph Saffrey, led staff discussion of the article, *Why Talk Matters*. Glen Walker echoed the article's concerns over the way we as teachers so often make s judgements based on student's vocabulary. Dan Ratcliffe reminded colleagues that it really is about the precision of students' vocabulary choices. Lucy Madden then widen the discussion to query Geoff Barton's statement – "let's talk **less** as teachers." Surely some teacher talk is of value, especially when modelling the appropriate use of key terms?



Maths

After a fun warm up activity of chasing marbles (led by Matt Amos!), colleagues discussed the need for mixed ability groupings in light of the word-poor and word-rich information. Lewis Baker outlined the necessity for lower ability to be able to **access** the discussions and therefore the need for word banks, question stems, etc

SCIENCE

Sam Annison and Chris Thomas were engaged in a lively conversation about embedding literacy skills not only in Science lessons but also across the school. Sam shared wonderful resources from her previous school including literacy pyramids for students' desks and question stem displays. Watch this space!



By Alex Ford

Teaching and Learning

Oracy

Win Wenger argues that *what you express is 10 to 100 times more productive of your learning than what is expressed to you*. In other words, it is **talking** rather than listening that develops understanding.

“The limits of my language are the limits of my world”* 100 words to sharpen your expression

Which of these words are in your (a) active vocabulary, (b) passive vocabulary, or (c) are not familiar to you



- | | | |
|-----------------|-----------------|------------------|
| 1. aberration | 35. enmity | 69. morose |
| 2. abhor | 36. erudite | 70. myriad |
| 3. acquiesce | 37. extol | 71. nadir |
| 4. alacrity | 38. fabricate | 72. nominal |
| 5. amiable | 39. feral | 73. novice |
| 6. appease | 40. forsake | 74. nuance |
| 7. arcane | 41. fractious | 75. oblivious |
| 8. avarice | 42. furtive | 76. obsequious |
| 9. brazen | 43. gluttony | 77. obtuse |
| 10. brusque | 44. gratuitous | 78. panacea |
| 11. cajole | 45. haughty | 79. parody |
| 12. callous | 46. hypocrisy | 80. penchant |
| 13. candour | 47. impeccable | 81. perusal |
| 14. chide | 48. impertinent | 82. plethora |
| 15. circumspect | 49. implacable | 83. predilection |
| 16. clandestine | 50. implicit | 84. quaint |
| 17. coerce | 51. impudent | 85. rash |
| 18. coherent | 52. incisive | 86. refurbish |
| 19. complacency | 53. indolent | 87. repudiate |
| 20. confidant | 54. inept | 88. rife |
| 21. connive | 55. infamy | 89. salient |
| 22. cumulative | 56. inhibit | 90. serendipity |
| 23. cynical | 57. innate | 91. staid |
| 24. debase | 58. insatiable | 92. superfluous |
| 25. decry | 59. insular | 93. sycophant |
| 26. deferential | 60. intrepid | 94. taciturn |
| 27. demure | 61. inveterate | 95. truculent |
| 28. deride | 62. jubilant | 96. umbrage |
| 29. despot | 63. lithe | 97. venerable |
| 30. diligent | 64. lurid | 98. vociferous |
| 31. elated | 65. maverick | 99. wanton |
| 32. eloquent | 66. maxim | 100. zenith |
| 33. embezzle | 67. meticulous | |
| 34. empathy | 68. modicum | |

http://geoffbarton.co.uk/files/student-resources/GCSE-A*/GB-Top-level-vocab.pdf

Improving classroom talk: questioning

Escaping the shackles of....



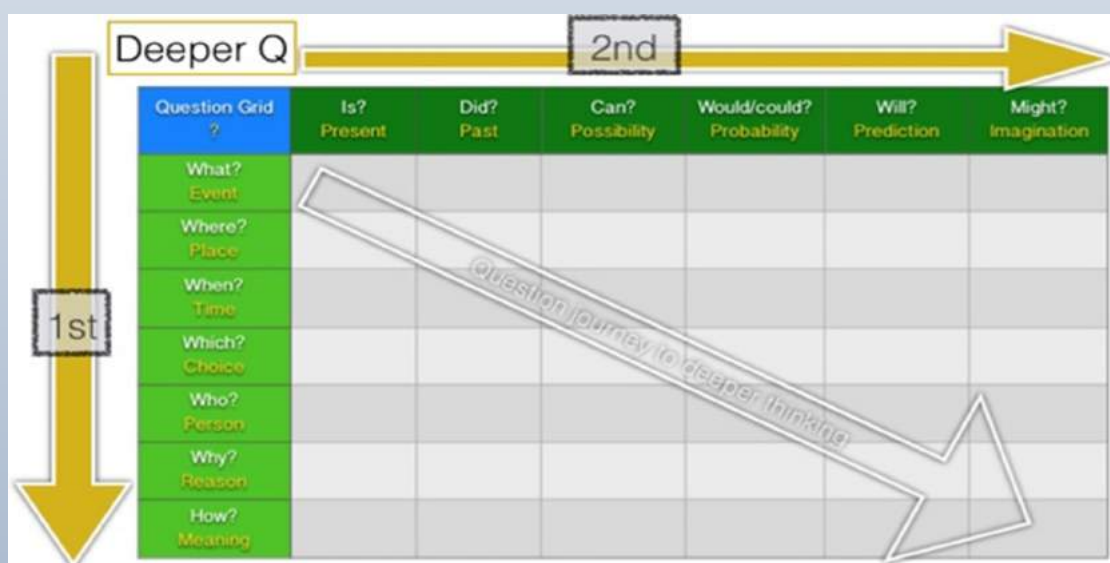
Initiation-Response-Evaluation (IRE) questioning

Teacher: What is the chemical symbol for oxygen?

Student: O

Teacher: Well done.

Instead, try...



The 5 minute Question Plan
....print and scribble your way to Outstanding Questioning!

Objective Questioning

TV style Qs?
Question of Sport
What happens next/before

Blockbusters
Make the Week
If this is answer... What is Q?

Going for Gold
Pointless

Question Wall!
PPPB

Socratic Qs/
Clarify?
Challenge
Evidence for argument
Viewpoints and perspectives

Columbo - What E...?; suppose...? What would change if?

Question Monitoring (pupil names / focus)

Teacher Led	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10

Question continuum

1. Pose

Provide a question or a series of questions, ensuring that you ask the students to remain reflective.



2. Pause

Ask the class to hold the thought... think... and think again...



3. Pounce

Pounce on a pupil/ Group.



4. Bounce

Ask another student/group their opinion of student the answer (immediately) after the Pounce response





Colonial Hangover

Year 11 students visited Warwick University to find out more about the impact and legacy of the British Empire. Students collaborated with distinguished academics from the Politics and History departments at Warwick University on themes and issues surrounding the legacy of empire in Britain.



Some of the topics touched on the influence of religion on the slave trade, international relations and security, orientalism, political geography. They were then divided into workshops to look at different research methods and ways of presenting the outcomes of research including photographic essays, blogs, articles, academic posters and other multimedia platforms.



All of our children really impressed with their ideas and passion about history. So much so that the coordinator for the project has offered us extra funding and exclusive access to the university library and research facilities for students to conduct their work. We are also the only local school involved. Warwick have also offered to come in to the school and do some one on one mentoring with Year 11 both connected to the project and in terms of university and career advice.



Moving forward the participating students will have to submit a research project connected to colonialism by the 28th of April. This will be done in several stages. All will be invited to a networking event at Warwick where they will present and the winner will receive £500. I was told that last year's winner was accepted to Cambridge and most participants gained places at Russel Group universities.

The students left really inspired by the event. I am incredibly proud with how well they interacted with the professors and critically engaged with some very complex topics.

By Ves Ivanov

Teaching and Learning

Reading for Pleasure

Did you know?

**THE
READING
AGENCY**



The MORE
that you read,
the MORE things
you will know.
The MORE that you
Learn,
the MORE places you'll go.

What are the benefits?

- Reading for pleasure is more important for children's cognitive development than their parents' level of education and is a more powerful factor in life achievement than socio-economic background.
- There is a difference in reading performance equivalent to just over a year's schooling between young people who never read for enjoyment and those who read for up to 30 minutes per day.
- Children who read books often at age 10 and more than once a week at age 16 gain higher results in maths, vocabulary and spelling tests at age 16 than those who read less regularly.
- DfE analysis suggests that if all pupils in England read for enjoyment every day or almost every day, the boost to Key Stage 2 performance would be the equivalent of a rise of eight percentage points in the proportion achieving a level 4b (from its current level of 67% to 75%).
- The frequency of reading for pleasure at age 42 is linked to vocabulary skills: those who read every day at 42 have an advantage of 4 percentage points in their vocabulary over those who do not read as frequently.

Strategies to improve independent reading:

- Having access to resources and having books of their own has an impact on children's attainment. There is a positive relationship between the estimated number of books in the home and attainment (Clark 2011). Children who have books of their own enjoy reading more and read more frequently (Clark and Poulton 2011).
- An important factor in developing reading for pleasure is choice; choice and interest are highly related (Schraw et al, 1998; Clark and PythianSence, 2008)
- Literacy-targeted rewards, such as books or book vouchers have been found to be more effective in developing reading motivation than rewards that are unrelated to the activity (Clark and Rumbold, 2006).
- Parents and the home environment are essential to the early teaching of reading and fostering a love of reading; children are more likely to continue to be readers in homes where books and reading are valued (Clark and Rumbold, 2006).
- Reading for pleasure is strongly influenced by relationships between teachers and children, and children and families (Cremin et al, 2009).

Find out more by attending the CPD session on Tuesday 27th February:

Embedding a reading culture in your subject. Finham Park School 3:15—4:15 H Cooke and D Smith

Learn how Lyng Hall, Finham Park and Finham Park 2 are leading Accelerated Reader (pages 28 and 29)

By David Smith and Helen Cooke

Accelerated Reader

Lyng Hall, Finham Park and Finham Park 2 are using Accelerated Reader with their students. The programme is designed to support students in their reading through comprehension quizzes on books they have read and by guiding them to real books which will provide an appropriate level of challenge. By using real books and ensuring students are reading appropriately, students feel confident and develop their love of reading.

Books which are compatible with the Accelerated Reader quizzes include non-fiction and fiction covering all genres.

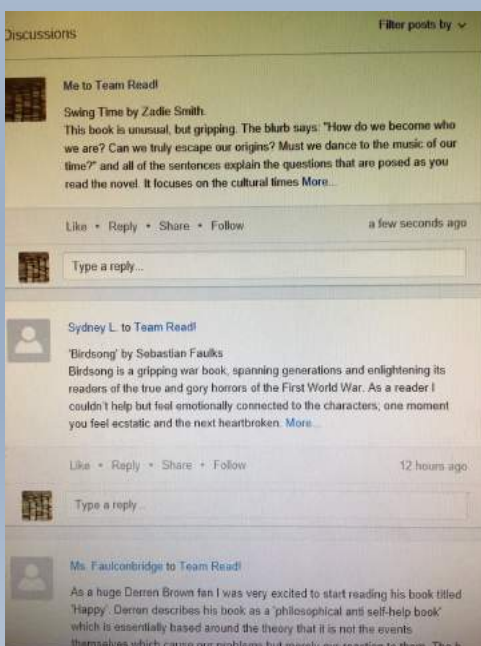
The schools recognise the importance of reading and developing these skills in all students. To compliment the Accelerated Reader Programme, the schools have adopted a range of strategies to support their readers. These include:



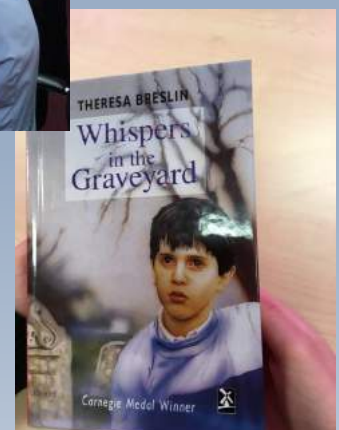
- Letter to parents reminding them that 20 minutes of reading a day is proven to have huge benefits for students' literacy.
- One mentor period per week to be given over to DEAR (Drop Everything And Read)
- Every student to engage with reading something they have chosen themselves
- Newspapers, quality magazines or non fiction can be read
- College library weeks to be held in the Spring Term—mentors booked into the library with groups to ensure all have a book issued
- Book boxes available from the library on request



- Literacy Leaders supporting those identified with lower reading ages
- ReadingWise and Accelerated Reader used to target specific groups of readers
- Spellzone trial and spellings in English—focus on cultural capital, key exam board words and common misconceptions
- Live word walls
- Tier 2/3 vocabulary displays
- Talk for Writing; Vocabulary builders; and reading maps
- Reading aloud in forms and subjects
- DEAR time in Form Time
- KS3 Literacy Ambassadors
- Guidance for reading sent to parents and form part of structured conversations
- 20 minute reading time in lessons
- Pixl Speed—supporting vulnerable students to read faster



Edmodo reading forum
for staff and students



Accelerated Reading



Accelerated Reading is well underway at Finham Park 2. Strategies used include:

- Reading time at the start of every English lesson
- Reading time in Mentor time once a week
- Timetabled English lessons in the Library
- Reward system introduced and celebration assemblies
- AR Master Classes

Students have been incredibly busy this term in English. All students have begun using Accelerated Reader and it took us a huge **twenty minutes** in a recent assembly to hand out certificates to all the students who are currently achieving 85% or above! We also have two 'Word Millionaires' already.....

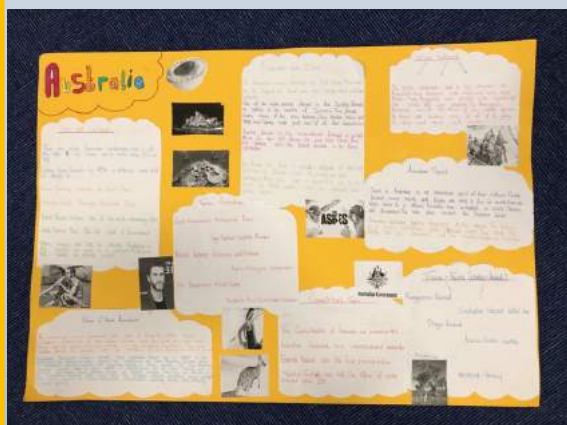
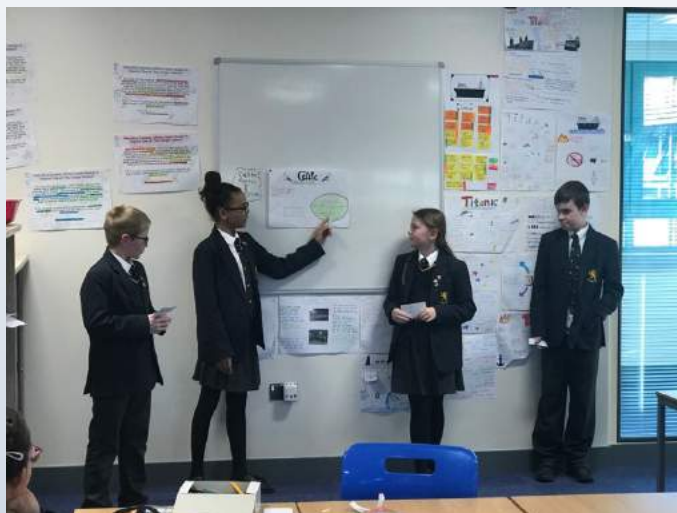
Our new librarian, Mrs Kerr, has been working hard with students in library lessons to ensure everybody has a book that they are enjoying.



Several Year 7 and Year 8 students were also involved in a recent BBC Live Lesson that focussed on the 500 Words short story competition. Several students have been busily producing stories to enter. Fingers crossed for the Tower of London.....

English

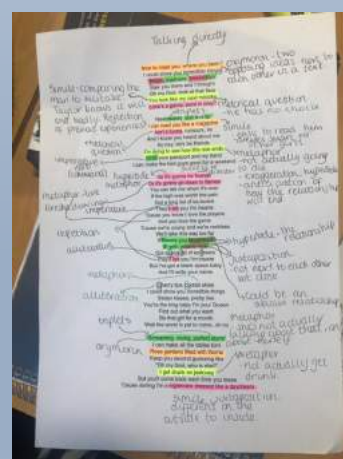
Year 7 have been holding out for a hero this term, researching different mythologies from around the world and producing some fantastic interactive presentations for their classmates. Students explored Roman, Greek, Celtic, Norse and Arthurian mythology. Inspired by their research, they have been producing excellent creative writing.



Year 8 have been busy studying poetry from other cultures. They have been exploring National Anthems, and have even written an anthem for a country of their own, which will come in handy if they establish one of their own in the future....

Through this work and the exploration of another culture, students have thought about what it means to be British and how the values that we think are important are reflected in many other cultures too.

Year 9 have also been working on poetry. Taylor Swift provided a great 'way in' for students getting to grips with the complexities of language techniques. The detail of their annotations left no 'blank space' on the page. Several students have also produced brilliantly thoughtful and sensitive poems of their own. One student not only composed a poem, but also transferred it to a beautiful laser cut wooden plaque. One student even wrote a successful Petrarchan sonnet. Some of these students will be entering their work in the Christopher Tower Poetry competition – watch out for future Poet Laureates.....



By Ruth Kidman

The Library

New Library Team

This term we have a new library team in place at FP2. Mrs Kerr has joined us to head up the library, and has over 15 years of working within both public and school libraries. She is also a Chartered Accountant, speaks French, Spanish and Russian and can drive a tractor, so brings a broad range of experience and skills with her! Mrs Kerr has been joined by a new group of Student Librarians, who have their own desk for issuing and discharging books and answering queries. Over thirty students volunteer in the library, all of whom have a shift pattern and are being trained to use the library computer package, and in the preparation of new books. They will earn badges based on the number of hours volunteered, and further incredible rewards are also planned.



New Books

We have had a massive amount of investment in new library books, and are preparing them to go out on the shelves. This half term we have focussed on preparing the new Accelerated Reader titles. We have added over 200 new books to the shelves, and these books have all been colour coded to help students choose a book which is at a level appropriate to them, and gives details of the associated quiz at the back.



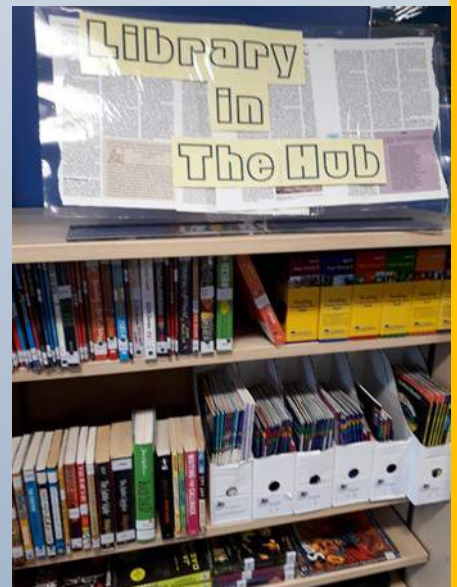
Library visit to meet Katie Thistleton

A group of Year 7 & 8 girls were fortunate enough to be selected to attend an author event at President Kennedy School. The girls were lucky enough to have time to interview Katie Thistleton (CBBC and Radio 1) before her presentation, and spend time with her taking photos and getting copies of her book signed. Katie was very impressed with the way that our students conducted themselves, and has invited a group from FP2 to meet her at the Radio 1 studios. This is a fantastic opportunity.....watch this space!



Library in The Hub

We now have a small library in place in The Hub. As a school, we want as many students as possible to access the fantastic range of books that we have here, so by creating a satellite library in another part of the school we are hoping to encourage more students to read and borrow books and access the library materials. We will continue to add to this library and expand the range of texts available.



Library Twitter Account

The FP2 Library is now on Twitter! Please follow us on @FP2Library to see the latest library news and events.

Libraries working together across the MAT

I was fortunate to spend a morning at Finham Park with Paul and his team who showed me how they operate their library. This partnership working will continue as FP2 is going to offer in house training to all English Departments and libraries across the MAT to discuss AR and how it can be used in a variety of ways, whilst still supporting reading for pleasure.

By Jo Kerr



Chief Inspector Kerry Blakeman visited Finham Primary to talk about the role of the Police and how they help people.

Year 1 children combined learning about road safety with the love of reading when they walked to Finham Library and spent time listening to stories and reading.





Children from Reception, Year 1 and Year 2 took part in Gymnastics Club with the help of Duke of Edinburgh students from Finham Park School. Some children then went on to enter their first KS1 Gymnastic Competition.



Cooking Club children worked on refining their chopping and grating skills and were creative with their French bread pizzas. They also learned about vitamins and minerals found in foods.



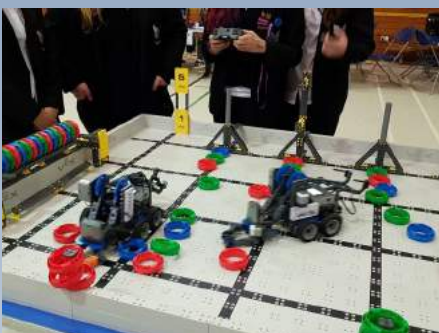
Co-construction: How this benefits students

Coventry Regional VEX IQ Robotics Challenge

On the 13th February Finham Park school hosted the second annual Coventry regional VEX IQ challenge, which was particularly special as it was first competition where all Finham Park MAT schools entered a team. This was due to Finham Park obtaining a grant from Northrop Grumman to become a HUB training school for VEX Robotics. The grant allowed the Finham Park Design & Technology department to train teachers from five Coventry schools and provide them with their own VEX IQ robot and competition add on kit. The Coventry Collaborative C network also supported the event by sponsoring a team from each of the respective network schools, along with Friends of Finham and Comau

The day saw twenty teams competing from both primary and secondary schools from in and around Coventry, with five teams travelling from as far as China. There were three categories of competition, Teamwork Challenge, Driver Skills and Programming.

The Teamwork Challenge formed the focal point for the day with the two highest scoring teams winning the glory of qualification to the National finals. The teams worked collaboratively in pairs to gain the most points on the Ringmaster field. The matches were intense with the Chinese teams leading from the outset.



The Finham Park MAT teams worked tirelessly to improve their scores throughout the day. Ultimately this paid off for the FP2 Team A and the Robro team from FPS as they gained the second highest score in the finals, qualifying for the UK Nationals Championship. Team LORD, also from FPS, was awarded a Judges trophy for their team spirit and commitment to constantly improving their robot.

Watch this space as we now prepare to take on the top 60 robotic teams in the UK National Finals in March!



By Pete Maguire



Finham Primary

Bedtime Stories

Finham Primary Bedtime Stories has gone from strength to strength with staff and special guests going 'old school Jackanory'. The collection of bedtime stories are available on FROG for families to share with their children.

Recent contributions have included Mark Bailie reading 'The Fib' by George Layton;



David Kershaw reading 'A Squash and a Squeeze' by Julia Donaldson;

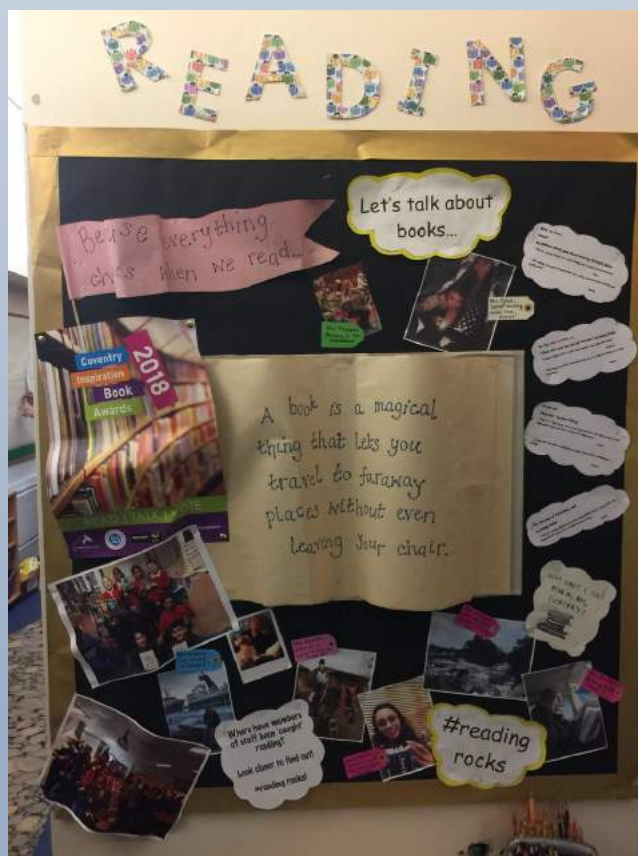
and David Moorcroft reading 'Three Cheers for Errol' by Babette Cole



This links to the school's drive on 'Real Books'. You can watch some of them here:

<https://www.youtube.com/watch?v=9Z80GQvXkRY>

To enhance reading and story telling even more at Finham Primary, parts of the school have been transformed into magical story telling areas, with a theme of hot air balloons and the journey of story telling:





FINHAM PARK
SCHOOL

Harry Potter Studios

Media students from Finham Park joined witches, wizards and muggles at the Harry Potter Studios in London.

They learnt about the set designs, costumes and special effects. The Warner Brother Studios were home to the Harry Potter films for more than ten years.



During the tour of the studios, students were able to step onto iconic sets like the Great Hall and Diagon Alley.



They saw props used in the films and also learnt how they were made. Costumes on display were those used in the series of films and students even managed to try on a few. The Hogwarts Express was waiting on Platform 9^{3/4} for students to experience a journey to school. The visit to the studios gave students an insight into the film industry and in particular what is an iconic series of films. The students had a 'magical' time!

Year 7 students were excited to receive letters from their French pen pals in St Etienne.



Students who had earned 120 stickers received their Gold Awards from Mr Bishop



FINHAM PARK
SCHOOL

Year 11 Revision Sessions 2018



FINHAM PARK
MULTI ACADEMY TRUST

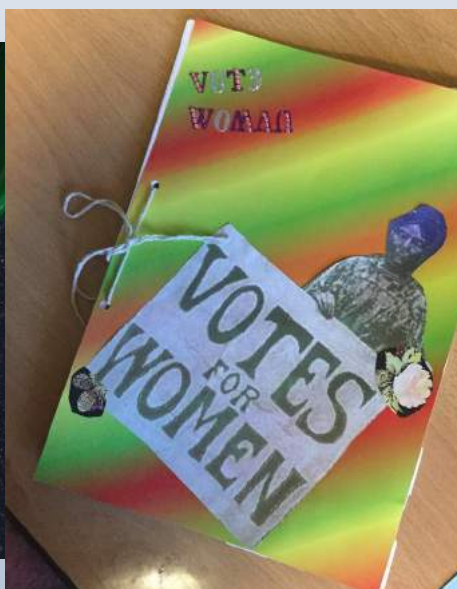
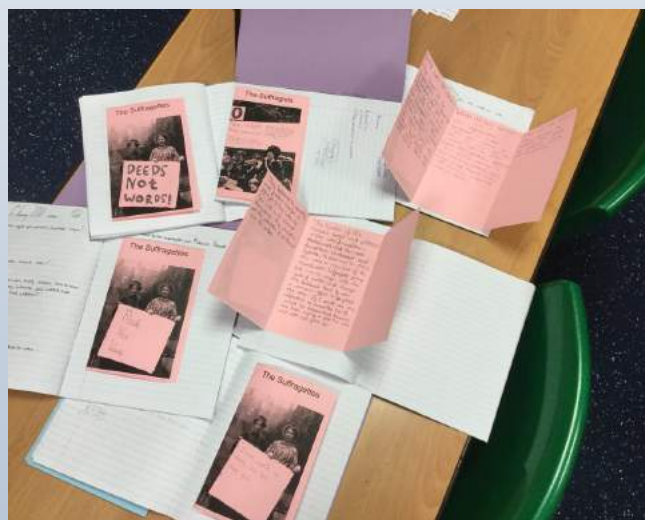
Monday	Tuesday	Wednesday	Thursday	Friday
English 3pm Psychology 3pm	Maths 3pm Science - Biology 3pm Geography 3pm Computing 3pm	Science - Chemistry 3pm Film Studies 3pm Religious Studies 3pm Music 3pm French 3pm Spanish 3pm	Psychology 8am Music 3pm History 3pm Business Studies 3pm	PE 3pm Science - Physics 3pm Film Studies 3pm

Students need to go to each department for specific rooms
Product Design, Engineering, Food and Nutrition, Fine Art, Graphics and Photography all offer drop in sessions every night of the week.



History student at Lyng Hall took time to learn about the rights of women in history and the Suffragette Movement.

They combined learning in the classroom with homework to produce a variety of examples of work which demonstrate their learning and understanding.



Science students showcased their learning with case studies in a box



Dharvi was a finalist for Student of the Year as part of the Employability Programme 2017. She met the Deputy Lord Mayor.



Language students created questioning cubes to help them revise for a speaking and listening presentation.





FINHAM PARK
SCHOOL

Mandarin Excellence Programme Yr8 Students

Year 8 MEP students from Finham Park School spent a day at Finham Park 2 working with teachers from the Confucius

Institute, learning more about China and their visit later this year to Shanghai.



Mandarin
Excellence
Programme

MANDARIN EXCELLENCE PROGRAMME



护照
PASSPORT

Students were given a lesson in Tai Chi by Confucius Institute teacher Wang Fu Rong.

They also learnt traditional Chinese dance with Confucius Institute teacher Cai Ya Ru.



Students learning to play Ma Jiang





Paper cutting with Hanban teacher Yang Lu and Confucius Institute teacher Bai Yi Jing.



Calligraphy with Confucius Institute teacher Shi Yu Bo and Haban teacher Zhang Ting.



By Helen Lewis



Students from Finham Primary were delighted to have lunch with the Lord Mayor on Monday 12th February. The event was to thank students and staff for their efforts in raising over £5000 for local charity, Zoe's Place, Coventry. Part of the money had been raised when Finham Primary students and staff put on their dancing shoes and took part in Finham Does Strictly.



Finham Primary

Headteacher: Richard Machin

Address: Green Lane, Coventry, CV3 6EJ

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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B Pettman



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b.pettman@finhampark.co.uk



Finham Park Multi Academy Trust
Green Lane
Coventry
CV3 6EA

Tel: 024 7641 8135
Fax: 024 7684 0803
Email: executiveheadteacher@finhampark.co.uk
www.finhampark.co.uk

Executive Headteacher: Mark Bailie
Chair of Trustees: Peter Burns MBE JP

