

Finham Park Multi Academy Trust

World Class Education

March 2018

Edition 4



Co-construction

Maths Young Apprentice



Guest Writer

David Smith



Teaching and Learning

Public Speaking



School Spotlight

Finham Park



Welcome from Mark Bailie



Dear Colleague

I hope you enjoy a well deserved rest over the Easter break and manage to spend time with your friends and family.

This half term has been short – although in education that often means we simply try to squeeze seven weeks of work into five! However your efforts, and those of colleagues around the MAT are certainly evident in the contents of this newsletter - I am delighted to see that we have a guest writer for this edition and I would like to thank Dave Smith from Lyng Hall for putting his thoughts to paper.

This sort of writing causes us all to reflect on our practice and I certainly hope that Bernadette will have lots of volunteers willing to take up their pen or put finger to keyboard in the future! The job we do is one of the greatest and the more we can all do to attract and encourage new entrants to the profession the better...

Although I deliberately mention Ofsted infrequently, I did attend their national HMI and OI training at Nottingham University this month. Delivery focused on how school leaders and teachers design curricula experiences to bring about learning and impact on progress. Based on research evidence from the field of cognitive psychology, inspectors considered how children learn, including the importance of developing a rich knowledge base from a broad curriculum; in turn supporting their ability to better interpret and comprehend new information in different contexts – this is especially relevant for some children in our schools who are often experience and knowledge poor due to their background. I found all this very refreshing, and a significant shift from what has seemed a relentless focus on the best way to ‘weigh’ and ‘measure’ learning, linked to ever increasing accountability frameworks. Together with the combined announcements in the media from our Secretary of State and HMCI around teacher

recruitment and workload, we can only hope that we may be entering a new era of 'joined up thinking' for education in our country – fingers crossed!!

I hope you enjoy this edition of “World Class Education” and look forward to working together again after the holiday.

Mark Bailie
Executive Headteacher

School Improvement Leader

I have spent this brief half term at Finham Park School following up on aspects from their recent health checks and working with colleagues looking at Teaching and Learning. I have now spent half a term in each of the schools within the FPMAT working alongside colleagues and students. I've really enjoyed getting to know each of the schools and working with colleagues. Thank you for making me feel so welcome. I've also been back to Finham Primary one day a week supporting a focus on reading; stretch and challenge; and preparation for SATs in Years 2 and 6.

In addition to working at Finham Park, I've continued work with schools who have started Accelerated Reading; liaising with each of the schools regarding co-construction; Student Leadership; 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!

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Bernadette Pettman

Public Speaking Champion



Lyng Hall School are celebrating a double award in public speaking.

Year 11_ student, Daud Ahmed, represented Lyng Hall School at the Soroptimist Public Speaking Competition on 17th March 2018. Despite having been through a week of mock exams at school, Daud braved the freezing temperatures and snow to attend the competition. Daud spoke in front of 70 people, including the Mayor of Rugby on his chosen topic, Brexit.

The judges were thoroughly impressed with his skills and as the only candidate to talk about such a controversial political issue as Brexit. He delivered his speech in a way that united the chamber in a round of applause and laughter several times.



Students were given 8 topics to select from and had to speak for 4 minutes on their chosen topic. Marks were awarded for content, delivery and presentation. Any speeches which fell outside of 10 seconds over or under the 4 minute time limit were penalised. Marks were also deducted for anyone using a ready prepared text, excessive use of notes, or memorisation without understanding.

In the end Daud snatched victory out of the hands of 11 other exceptionally strong candidates, becoming the West Midlands Regional Public Speaking Champion. In addition, Daud was awarded the Anne Garvie Award for outstanding achievement in public speaking. Daud received this additional award because the judges were impressed that English was Daud's third language. The Mayor of Rugby presented Daud with his awards.



Lyng Hall were the first school from Coventry to participate in the competition in 4 years and the first one to win it in 16 years!

Mr Ivanov, who leads the Debating Society at Lyng Hall School, accompanied Daud on the day and said, "Daud's performance was inspirational, he was a fabulous ambassador for the school. He has set the bar very high for future competition."

Paul Green, Headteacher, said, "I am incredibly proud of Daud and what he has achieved. English is his third language! He is a young man destined to have a very bright future."

Daud was a special guest live on The Brody Swain Show, BBC Coventry and Warwickshire, on Wednesday 28th March.

Guest Writer

David Smith

“We adapt, we change and we remain open and are ready to begin the whole process again....”

Martin Robinson

Trivium 21c: Preparing young people for the future with lessons from the past.



Regards all!

My name is David Smith and I’m an Assistant Headteacher at Lyng Hall School. Bernadette very kindly asked me to be a guest writer for this edition of the magazine. Just a brief overview of my thoughts on what I love about teaching, my role and experience of the MAT. In 500 words. Wow.

Where to start? Well the quote above from a book I’ve just read helpfully summed up my thoughts on what makes a good teacher. I started teaching in 1997 and have to say the reasons for teaching in 1997 are the same reasons for wanting to teach now. The joy of watching a student understand something new, collaborating with a colleague on developing a concept and sharing these ideas with others perhaps sums up what I love about teaching, my role, Lyng Hall and the MAT.

In my role, I am the Deputy Director of Arts (English, Humanities, TEFL, Languages, Performing Arts and Design and Technology), the Raising Standards Leader for our PiXL approaches, Research and Development, mentoring and CPD with new staff within the Arts and perhaps most importantly whole school Reading. I have a passion for ensuring that students have the ability and tools to effectively communicate on their reading and writing, whether they are new to the country, applying for a red brick university or exploring ideas within and outside of school.

Therefore, the MAT has given me an opportunity to do what I love – exchange ideas with others and watch barriers be removed from the



learning of students in different schools. I have enjoyed exploring how we can successfully embed Accelerated Reading across the MAT and enjoyed sharing what our schools do to promote reading with Helen Cooke at a recent MAT CPD event. However, for me personally, the impact of collaborating on Talk 4 Writing with Finham Park, Finham Park 2 and Finham Primary has been one of the highlights of this academic year. Thanks to working with Alex (FP), Ruth (FP2) and especially Claire (FPrimary) the concepts of Talk 4 Writing are beginning to be embedded across a range of subjects. Becky Patel (FPrimary) has also been instrumental in the success we have seen in our pupil voice and lessons with improving students' ability to communicate.

I am a firm believer in both improving my own practise and helping colleagues reflect so that as a MAT, ***'we adapt, we change and we remain open'***. Did you see what I did there?

If you would like any information on our new classroom displays, Learning Mats, work on improving Reading Ages or Accelerated Reading then please do not hesitate to make contact. Similarly, I'd love to hear on anything that is out there on Reading that I am yet to 'adapt' and 'change'.

A book that improved my teaching:
Why Don't Students Like School? by
Dan Willingham

Have a great Easter,

David Smith

dsmith@lynghallschool.co.uk

A twitter feed that makes my teaching
easier: @ASTsupportAAl

Talk 4 Writing:

For information on:

Laura Calderwood

Literacy and Accelerated Reading and
Literacy: Stepheni Gater

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sgater@lynghallschool.co.uk

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:
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.

We will be releasing details soon of the first FPMAT Teachmeet in the final summer half term.....

Co– Construction

Student Leadership - MATSL

Our fantastic MATSL team have been super busy this term working on our library project and are passionate about supporting both our school and local libraries. The level of commitment we have seen from the students has been truly World Class and our 'board room' style meetings have been vibrant and rich with ideas and initiatives.



The students have to date raised over £1000 and collected reams of second hand books which we have decided to use to create a library for the Myton Hospice.



Our MAT book project is in full swing, students and staff alike are encouraged to submit short stories which will be in the running to be published, the proceeds will then be utilised in projects across the MAT and to support our chosen charities.



Going forward, we will be looking to further improve Teaching and Learning by utilising good practice across our four schools through our MAT Exchange Programme which will be launched in the summer term. More news to follow over the coming weeks. Follow us on Facebook and Twitter for regular updates...

By Chloe Buckenham

Meet the FPMAT Student Leaders

The Finham Park MAT Student Leadership consists of 4 representatives from each of the schools within the MAT. Students were invited to write a letter of application outlining their reasons for applying together with their skills and strengths they would bring to a student leadership team.

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

Finham Park MAT Apprentice Challenge

Gifted and Talented Year 8 students from Lyng Hall School, Finham Park School and Finham Park 2 were eager contenders for the now annual Finham Park MAT Apprentice Challenge. Students took part in a variety of mathematical challenges. The event involved teams designing their own breakfast cereal based on a chosen target market and theme. They then had to research nutritional information and use this to calculate the values for their own products, as well as costing manufacturing and sale prices.

On the second day of the challenge the students then had to create a pitch for their product as well as create a video advert to market it. All of the teams were then judged by a panel of talented mathematicians from Finham Primary School, with Team Crackalicious from Finham Park being crowned overall winners. It was a fantastic couple of days.





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.

Amnesty International

This half term saw the launch of our newly formed Amnesty Group with students from all year groups in attendance. The group was launched in the college assemblies by a small number of Year 9 students who were inspired to start the group after studying the work of Amnesty International in their GCSE RS lessons.



The group met together after school initially, and then over thirty students attended a workshop led by Ken Lowles, who has been a member of International for 42 years.

It was a truly inspiring and humbling workshop in which Ken talked about current human rights issues around the world.



The session culminated in our students writing letters to governments around the world to protest at the treatment of a variety of individuals, including prisoners of conscience and those who have been imprisoned with no fair trial. The group will meet again after Easter to continue to campaign and to raise awareness to the whole school community of the Right to Write initiative which Amnesty International are currently promoting.



By Lucy Madden



Lyng Hall

Robotics STEM Day

On the 12th February The Smallpeice Trust visited Lyng Hall School to deliver a full day programme for Year 9.

Students were put into groups of 6 to design, build and promote their own ROV—Remote Operated Vehicle. In each of the groups a set of materials were on offer, each coming with a cost where students had to try and make their speaker for the smallest cost possible. Scientific understanding, numeracy, design and marketing skills were developed, alongside new practical skills such as soldering.

At the end of the event students had to present their speaker along with the cost and the marketing advert. The competition involved students using their programming skills to allow a Lego robot to follow a specific path. In teams, they had to first build a tower made from paper to hold a specific weight to initiate team work in the group.



Students were shown how to connect their robots to an iPad and taught programming skills. As part of this they learnt how to move motors on the robots independently of each other to allow the robots to turn.



At the end of the day students demonstrated their robots to see how well they met the criteria. Each group then gave a presentation selling why their prototype for an automated car should be chosen.



Coventry University and DELL

A group of 50 mixed Year 7, 8 and 9 students were selected to take part in a program designed by DELL at Coventry University. The day was to engage with technology and see how it enables and transforms our lives every day. On 28th February they were taken to Coventry University where they not only got to work with lots of Dell products, but also to see what life is like at University and the wealth of opportunities available to them.



The day was run by representatives from Dell and both undergraduate and post graduate Ambassadors from the University. We were given a tour of the extensive site around the city centre. We were all impressed with the facilities and equipment

we saw from aircraft and racing car engineering to medical assessment wards, there was a plethora of activities and learning going on.

Students were then tasked with designing an App which would help resolve one of the major social problems in the country. The groups generated various ideas and initiatives to tackle bullying, cyber attacks, poverty and healthcare issues. The winning team of Mia, Harry, Melvin, Sendija and Samuel designed an app to prevent gun crime, an increasingly concerning social problem. They will now go head to head with other schools in the regional finals. The students are looking forward to Dell visiting us at school to show us uses for virtual reality.



The cold never bothered them anyway!

The snow and cold weather didn't dampen the spirits of students who visited Dol Y Moch in Snowdonia, Wales.



The students enjoyed a wide range of activities which challenged them and developed their skills.

They even managed a day on the beach (although a little cloudy and cold)!





Finham Primary

Pupils at Finham Primary were treated to a variety of workshops as part of the launch of the Coventry Young Ambassadors Programme.







FINHAM PARK
SCHOOL

Finham Park CPD

“to make the best choices, we need to be **numerate**”

nationalnumeracy.org

Finham’s Teaching and Learning community groups (TaLk) met for their penultimate workshop in March. Staff began by reviewing their Personal Action Plans from January – 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 **National Numeracy.org** in which the authors outline initially what is meant by numeracy and then some shocking statistics about the proven link between poor numeracy and poor outcomes for schools.

Staff also discussed a range of practical suggestions for embedding numeracy into their lessons (kindly provided by Suzie Green) and shared strategies that work best in their own subject area. Many groups also took this time to establish some exciting cross curricular projects.

Problem solving frame

Problem solving frame

What am I being asked to do?	What are the key words? What are the key words?
What do I know? <ul style="list-style-type: none">• Do I have a rule to help?• Can I use past experience?	What do I need to know? <ul style="list-style-type: none">• Is there a pattern?• Have you ever what I know?
Steps to work it out: <ul style="list-style-type: none">• What do I need to know?• What are the different aspects of the question?• What order do I need to consider things in?• What do I start with?	
My steps (show working process or working out): <ul style="list-style-type: none">• Have many steps are there?• How do I make sure I am on the right track?• When do I need to check? <p>• Before reaching my final answer could I consider the aspects of the problem in more depth?</p>	
My answer:	<ul style="list-style-type: none">• My answer is?• How does it address the aspects of the problem?• Have I explained why?

Numeracy Lesson Ideas

• Idea 1: Scrabble Tiles

Get students to create key words in your lesson using scrabble tiles. Get students to add up the score for each key word. Challenge students to find the highest scoring word for your subject.



• Idea 6: Venn Diagrams



Venn Diagrams can be used to compare any 2 (or more) things. In English, they can be used to compare characters in a book. In Science, they can be used to compare elements. In PE, they can be used to compare sporting events. In History, they can be used to compare historical events. In Geography, they could be used to compare natural disasters. In Music, they can be used to compare songs/bands/artists. In Food, they can be used to compare recipes. And so on... Venn Diagrams can be used as either a starter activity or a plenary. They can also be used for revision purposes if asked to 'compare and contrast...'

MFL

Rachel found that the MFL department has already embedded a host of numeracy strategies in their schemes of learning. Jenny explained that topics such as telling the time and scrabble lend themselves really well to their content. Given MFL's established numeracy links, colleagues spent the meeting sharing how their projects had advanced from January and arranging peer observations.



SOCIAL SCIENCES

Steph and Lauren were leading a lively debate about colleagues' favourite numbers, alongside delicious **homemade goodies** (pictured left). Staff then shared how they'd developed their project areas over the last couple of months.



Rav for example has peer observed Lindsay in Geography while Liz has continued her plethora of memory strategies in History including – Throw-back Thursday which students have now started actively requesting. Katie and Emma attended a Partnership Plus twilight session on *Resilience* which they fed back to the group. Of particular note was the increasing focus on memory strategies at KS3.

ENGLISH

Steve and Lara were leading a lively conversation about the numeracy article, debating how important it is as teachers



to establish a balance between ensuring students are numerate alongside the very many curriculum demands. Hetty queried how many of life's skills students are actually exposed to such as credit cards, etc.

IT and BUSINESS

Mike and Lyndsay were leading a very fiery discussion about problem solving in Computing and the application of the Problem Solving proforma. Susan outlined the intricacies of



problem solving when programming and the differences of a step by step approach versus the more lengthy proforma route.

MATHS

Matt and Becky took a slightly different approach with the Maths department (understandably given their confidence with numeracy!). So in typical Matt style, the department began the session with a team building activity on the field



before agreeing on 3 exciting cross-curricular projects for the summer term. Maths and PE will be engaged in analysing Yr8 fitness data together; using further maths questions as a stretch and challenge activity for Yr8+9 orienteering and in the summer term getting maths students out on the field.

DESIGN TECHNOLOGY and ART

Colleagues felt there was a lot of natural cross over of numeracy into their subjects and it would be increasingly helpful to know what students are able to do in Maths so their departments could tap into that latent knowledge. Duncan commented on the advantage of sharing common student misconceptions across departments and Robyn and Lol agreed to meet up to discuss ways to co-construct schemes around Science and Design.

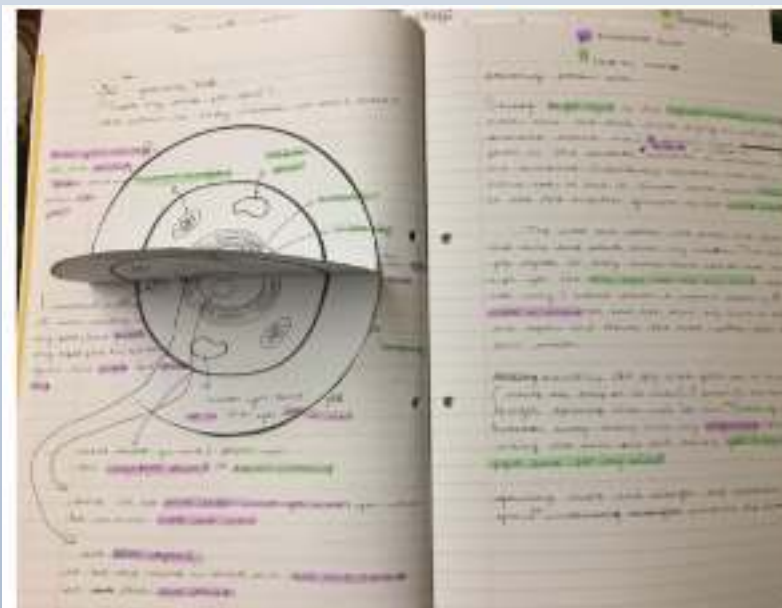
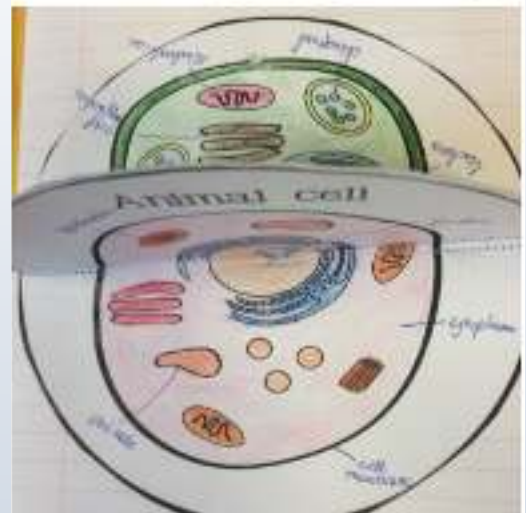


By Alex Ford



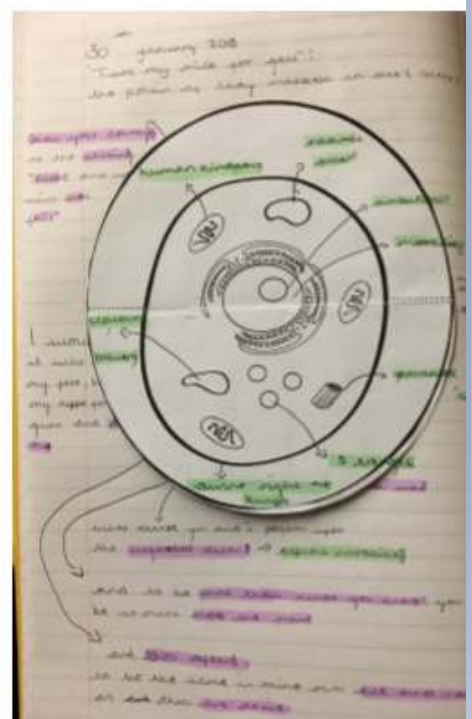
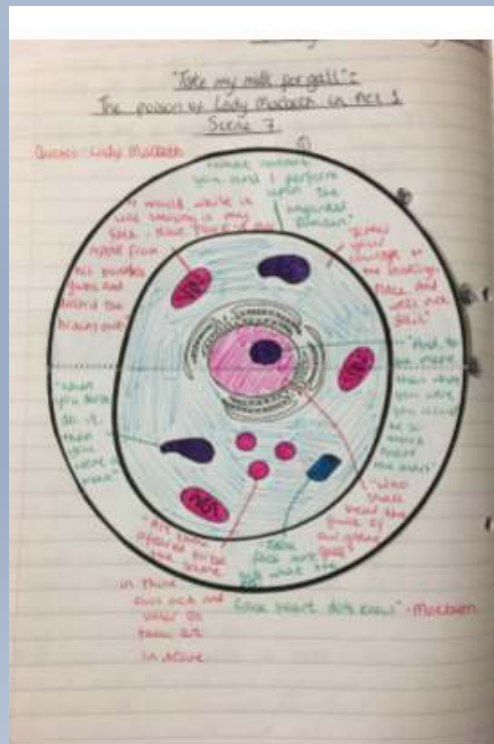
Revision books

Year 11 students in Science have been developing Interactive Science Revision Books (SIRB's).



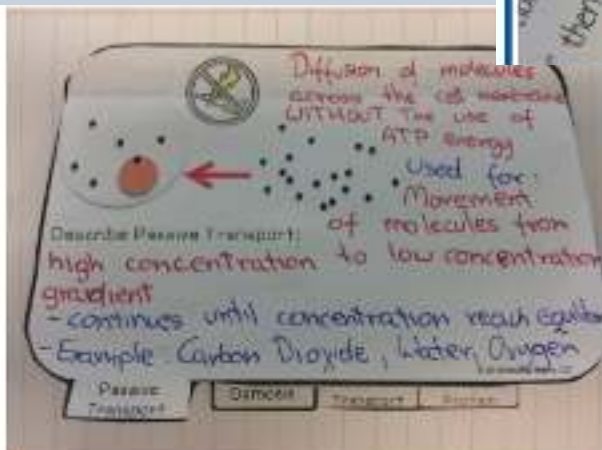
The interactive books use highly visual and kinaesthetic techniques to support the retention of key information. Here the students are identifying similarities and differences between plant and animal cells.

It was interesting how Lisa Hagan developed the interactive cells work when developing students' understanding of the character Lady Macbeth.

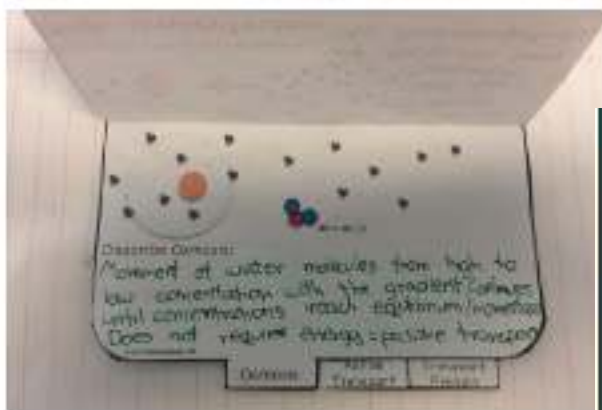


It's easy to get your 'osis' confused!

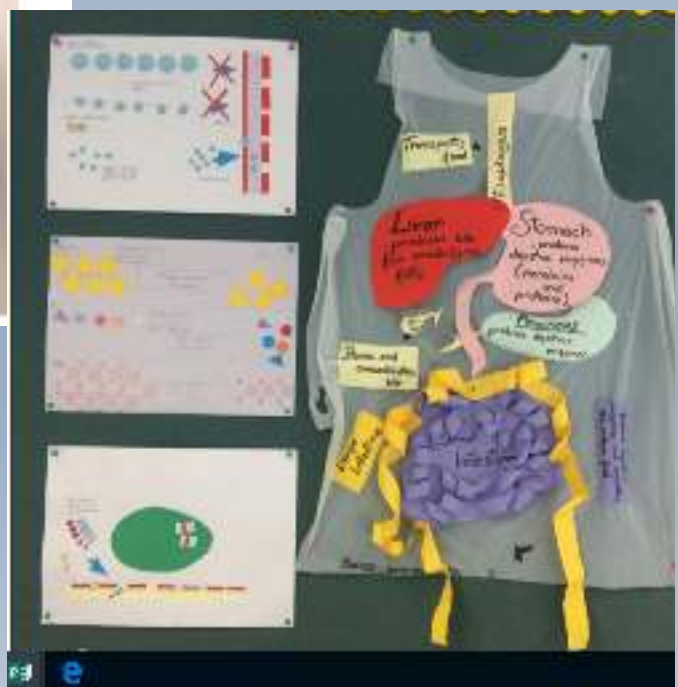
Mitosis and Meiosis are two different ways that cells divide. The interactive wheels above clearly demonstrate the different phases of both processes with text and diagrams.



Year 11 Set 4 interactive fold books capturing diagrams and basic principles of diffusion, osmosis and active transport. A great way to revisit and revise key facts and diagrams.

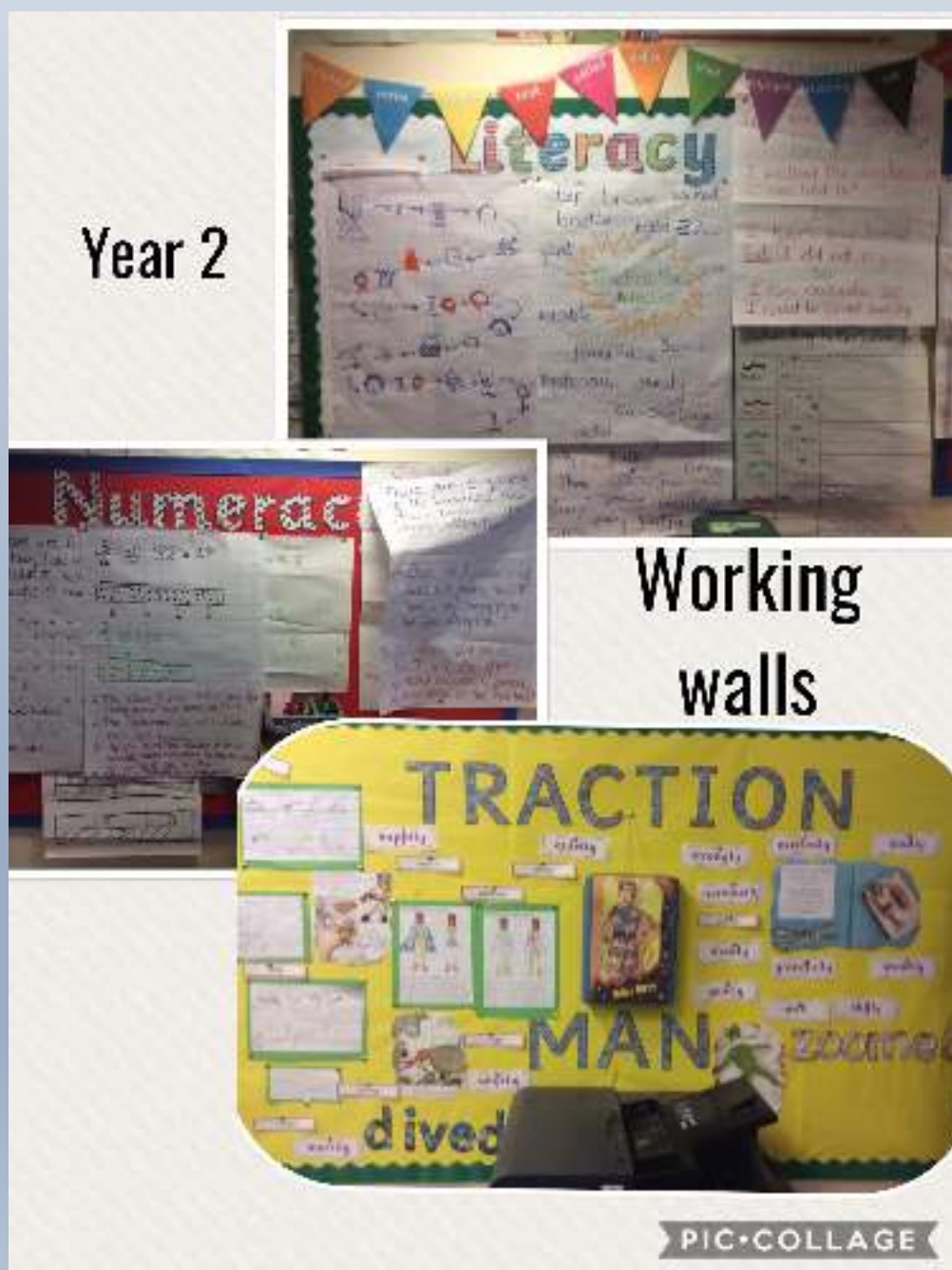


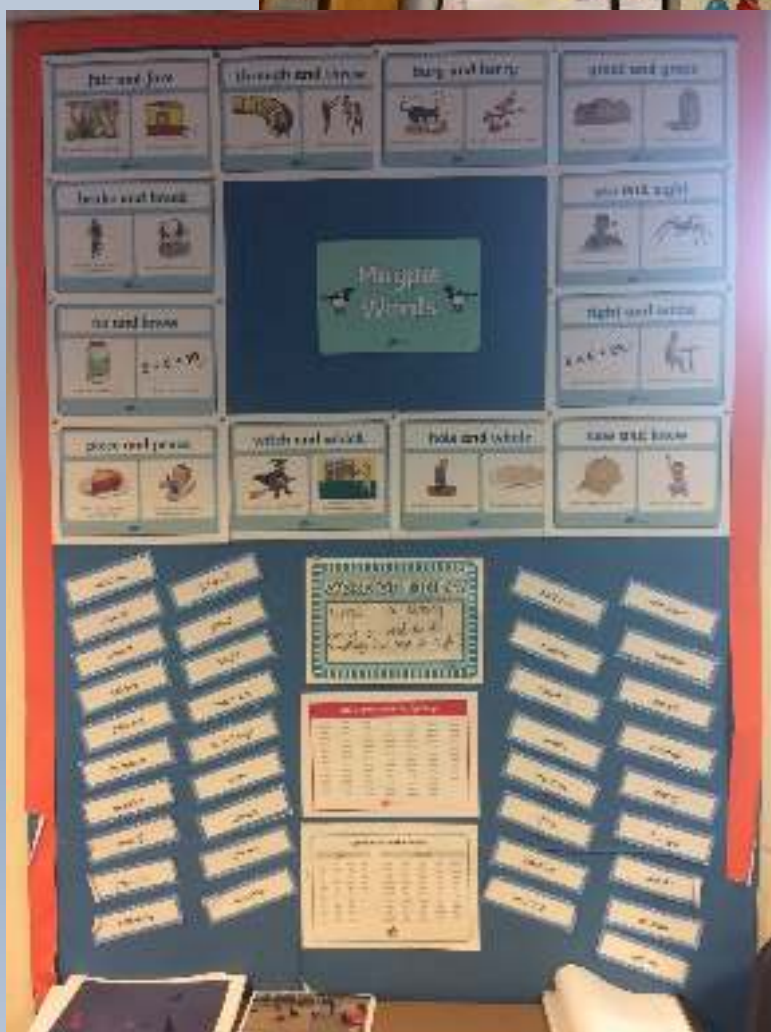
No need to wear your heart on your sleeve—why not wear your digestive system on an apron! Yr10 students worked in pairs to create digestive aprons and diagrams to explain how enzymes work.



Talk for Writing

Lyng Hall School are introducing Talk for Writing techniques to help support Literacy and Oracy across the school. As Talk for Writing techniques have been used at Finham Primary, the two schools are sharing good practice to help support each other. They have started by looking at the benefits of working walls at a primary level and how these could be used and adapted at secondary level—especially to aid recall in all subjects and help in planning for writing processes.





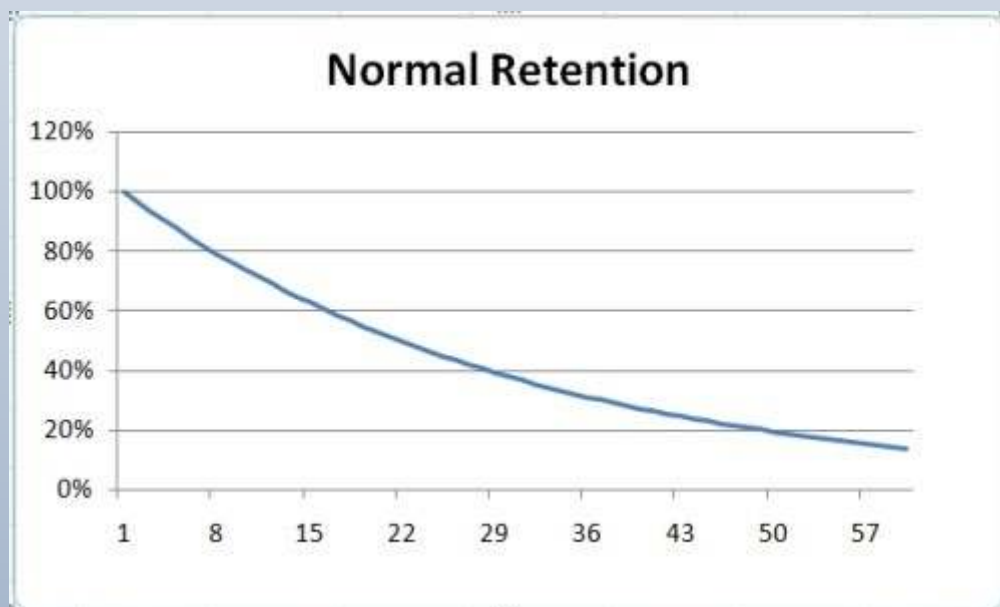
By Becky Patel

Teaching and Learning The Ebbinghaus Forgetting Curve

"I hear and I forget. I see and I remember. I do and I understand."

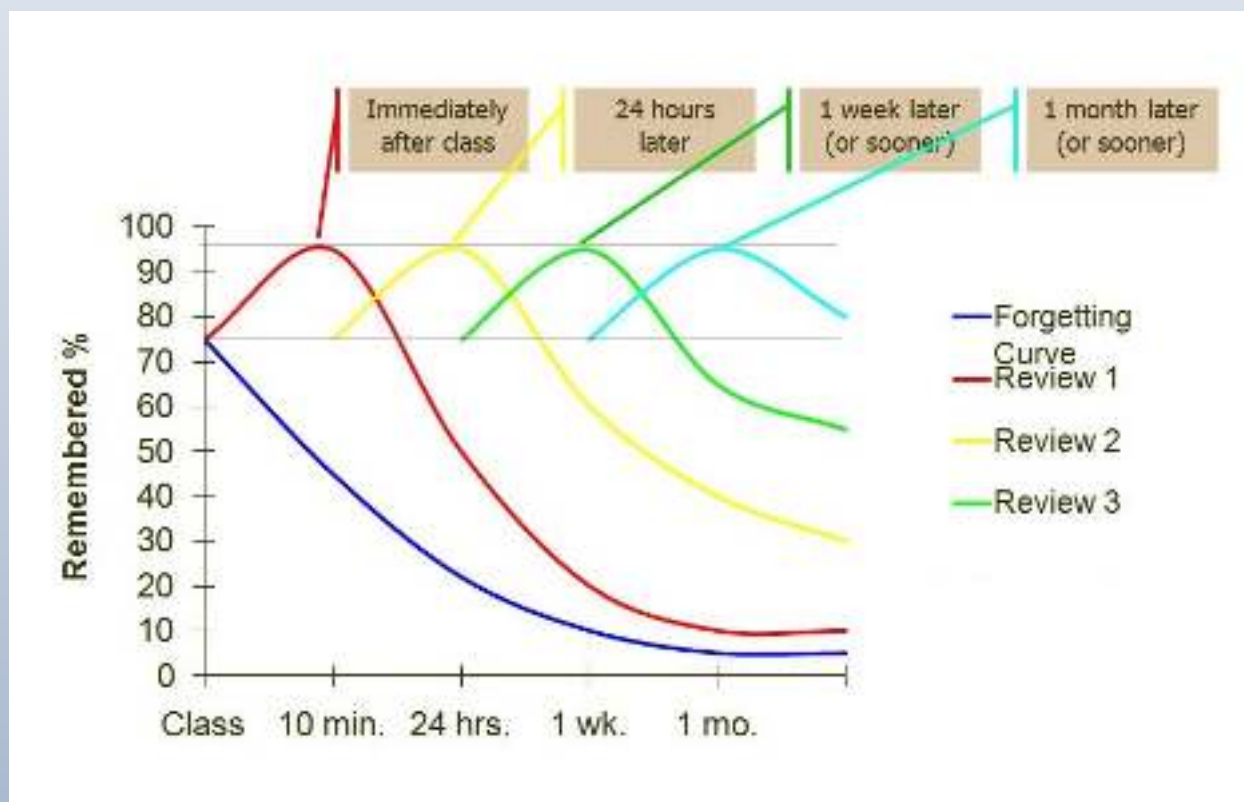
- Confucius

As we enter the summer term, many students will be preparing for exams. Whilst there are a wide range of revision strategies that students are encouraged to apply, which are the most effective? In order to answer that, we perhaps first need to understand how the memory works....



In 1885 Hermann Ebbinghaus' research on memory retention measured time and strength of memory. Over 130 years later Ebbinghaus' Forgetting Curve is still acknowledged. Further studies within education show that 80% of new knowledge is forgotten within 24 hours. With students now examined on linear courses in many subjects, how do we prepare students for examinations?

Regular and routine revisiting in learning has much more impact than cram revising for whole units of learning. Building in opportunities for recall and reviewing in homework, starter activities or review lessons enable students to retain knowledge for longer.



The more frequent the review of the learning, the greater the retention. Therefore frequency is important. However, it is also important to think about the quality of the review and to provide students with opportunities to apply their learning in different ways rather than learning specific sequences so that they have greater understanding rather than being faced with a question which doesn't quite fit the format they have learnt. If students are able to apply their knowledge in a variety of different ways, they will also have greater retention as they will have fully understood their learning.

"I hear and I forget. I see and I remember. I do and I understand."

- Confucius

We learn....

10% of what we read



20% of what we hear



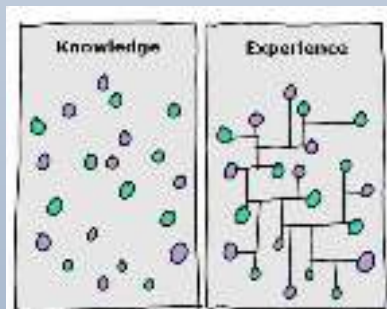
30% of what we see



70% of what we discuss



80% of what we experience



95% of what we teach others



Which strategies are therefore most effective?

Practical and visual resources	Highlighting key words
Key words	Exam questions and mark scheme
Flash cards and self testing	Re –reading
Podcasts	Teaching others in small groups
Making revision games	Mnemonics

Strategies to try

- Put students into small groups, pairs or to work independently and give them one aspect of the learning to teach the rest of the class. This can also be done as speed dating with students moving around the room to have mini lessons on chosen topics.
- Students produce a revision guide on one aspect of learning which is then shared with the rest of the class. E.g. Imagery in Macbeth or the character of Eric in An Inspector Calls.
- Use past exam papers with exemplar answers. Students use the mark scheme to annotate and mark the exemplar answer, justifying their marks.
- Students complete past papers
- When giving students back their mock papers or exam questions, ask them to pair up with someone who got the question right that they got wrong. E.g. I got 2/8 marks on Q4 so I go to someone who got 8/8 on Q4 to see how to improve my answer. Students then write out the correct / improved answer.
- Discussion—students verbally answer a question in pairs, justifying their answer.
- Students create a revision game.
- Students create a 3D, interactive or visual revision resource.

Teaching and Learning

Teachers at Finham Park 2 have been sharing lots of T&L ideas this half term. Weekly WAGOLL Wednesday briefings have been led by different departments and colleagues have shared a variety of ideas from Technology Enhanced Learning apps and software for example Plickers, Quizizz, Padlet & Socrative.

Ideas for student feedback including a spreadsheet that generates subject specific WWWs/EBIs. Recall and retrieval Bell Tasks from Maths and Active Learning ideas from Science.

In a recent Twilight CPD staff explored Questioning techniques, SEND strategies for key student behaviours, Knowledge Rich Curriculums with related T&L ideas and all staff took part in a Speed Date activity to share strategies for challenging activities to stretch the most able.



Termly Risk IT and Open Door weeks will continue next term and we look forward to sharing more about these next time.

By Liz Allton

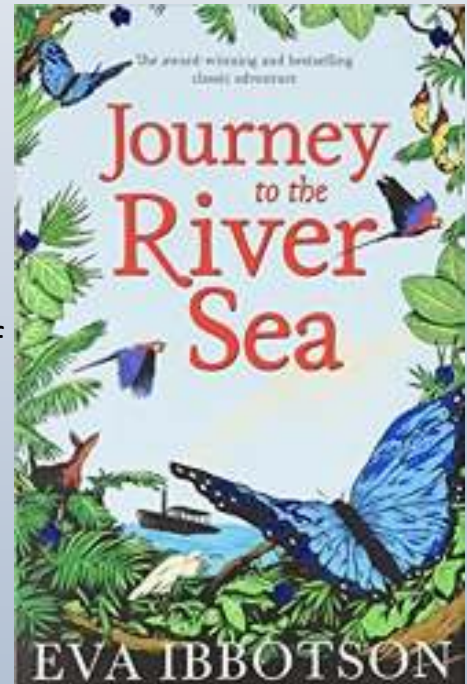
Geographers used music such as Madonna's 'Holiday' to get them in the mood for Tourism.



Students worked hard to create their Pop Portraits.



Year 6 children enjoyed a fabulous day at Birmingham Botanical Gardens. Children have been reading Journey to the River 's Sea by Eva Ibbotson and what better way to immerse themselves in the text than a visit to see some of the amazing plant and animal life featured in the story.







Cipher Challenge



Students from Finham Park have joined forces with the University of Southampton and partners to take part in the annual National Cipher Challenge.

The cipher challenge is a fun annual competition, where budding mathematicians group together and work on weekly ciphered scripts based on people concealing documents and writing to each other in code. Most weeks it will be a letter from person one to another encrypted in a different code. Your task is to uncover what code it is and solve it...

Each week consisted of two challenges, challenge B being more skill demanding than task A. Usually challenge A would bring back previous ciphers, particularly in the more central weeks of the competition, whereas challenge B would often introduce new codes. Task B was therefore the more challenging objective, due to the fact that in order to decipher the code, you had to first recognise the type of cipher.

I remember that in week one it was just two simple Caesar ciphers. However as the weeks progressed so did the complication of each cipher. Throughout the first few weeks, most ciphers we completed during the after-school session, despite our determination, though, many had to be continued on in later days within the week at home. A few were left unfinished... Later on in the competition they incorporated more than one code in the same text *and* the competition organisers created their own cipher, which ruled out the aid of any websites (we could sometimes use these to translate our text, not to cheat).

I learned a lot during this experience about many different ciphers, perseverance, collaboration, more perseverance and a little more perseverance.

Iona Howat (the *Naughty Einsteins* National Cipher Challenge 2018)

Cipher Club

The reason I joined was because I wanted a new exciting experience where I can solve puzzles and crack codes. When I joined everybody was helpful and I instantly knew that this was going to be amazing. You might think that it is just a bunch of people turning letters into other letters however there is a science and technique to perfectly cracking the mystery.

There are loads of different ciphers and mysteries out there with twists and turns that nobody sees coming. You get such a sense of anticipation and excitement from knowing the mystery and trying to crack it all the way through. Even when you think you can't solve it's the need to know what it means that drives you through, determination is just a bonus.

There is also an element of detective work that is needed to contribute to the final result. It starts off with a clue left in the last cipher and you need to figure out a keyword or the type of cipher that it is. Then you have to try all different possible combinations or keywords depending on the cipher. Each mystery linking with the last and leaving a clue for the next telling a story to good to stop. Overall cipher club was a great experience and I would encourage anyone who is interested in it to give it a go.

Samuel Kift (Naughty Einstein-s, The National Cipher Challenge 2018)
By Samson Yap

Can you crack the code?

YBGATF ITKD FNEMB TVTWXFR MKNLM BL PHKEW VETLL

Answer on page 55





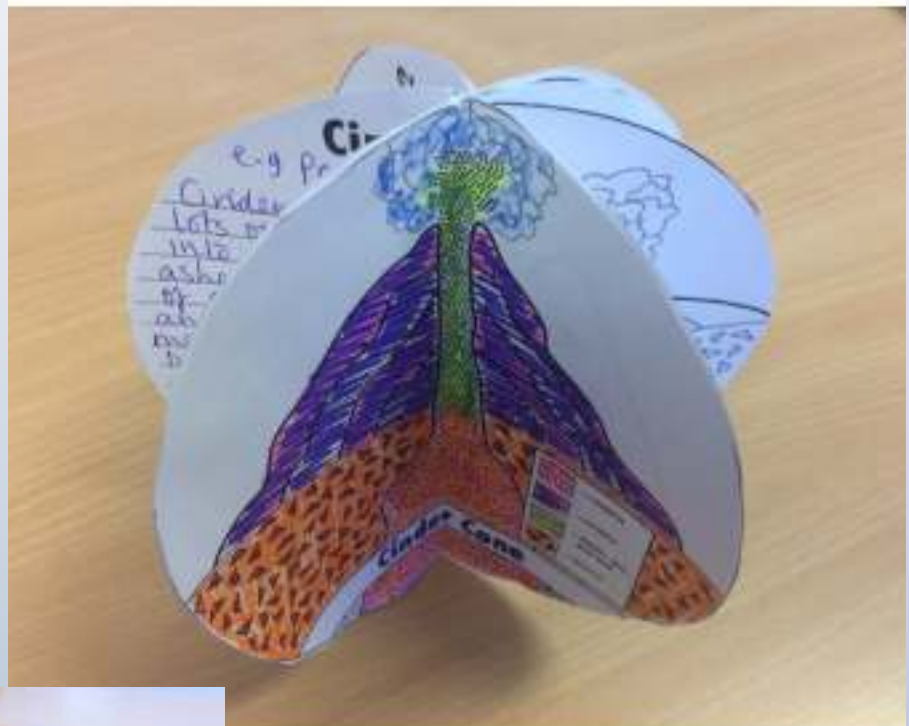
3D Learning

An exciting lesson was had by all when 7R made erupting cinder volcanoes.

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Students then created interactive circular 3D not books that identifies the three main types of volcanoes and key facts and information about each one.



A paper model of Eyjafjallajökull volcano, Iceland, that erupted in 2008 stopping all flights across Europe!





Students at Finham Park 2 were treated to a visit from Alex and Hugh Design Engineers from Triumph Motorcycles.

They worked with students to explore design and engineering.

They even brought in a fine example of design.





Students in OOSHL Jewellery Club were delighted with their Tatty Devine inspired laser cut jewellery.



World Book Day

Children at Finham Primary enjoyed dressing up for World Book Day. They were able to come into school as their favourite character or in PJs ready for story time.

Year 3 students took part in a scavenger hunt to find a variety of words from their book collection.

There was also a World Book Day quiz for children.







FINLIAM PARK
SCHOOL

Drama Club Success

Drama club has proved a big hit this term for our talented year 7, 8 and 9 pupils.



We've been having a lot of fun exploring different drama techniques and devising performances in groups. Students have been working with pupils from different year groups, forging new friendships and learning skills from each other.



In the next coming weeks we will explore a range of scripts, learning how to bring the page to the stage, ready for a live audience of friends and family.

If you would like to join Drama Club just come along to the theatre on Mondays 3-4pm.

By Jenny Spokes



Reading

Bronze

1. I have read 5 books
2. Before you read a book, make a prediction of what it will be about.
3. Design a poster of information about a non-fiction book.
4. Draw an image of your favourite character. Around the outside, write adjectives to describe their personality.
5. Write an alternative ending to one of your books in around 75 words.
6. Write a book review of your favourite book.
7. Re-design the cover of one of your books.
8. Explain the part of the story you like best.
9. Create 5 questions to ask one of the characters in your book.
10. Find 5 interesting words and explain what they mean.

Silver

1. I have read ten books
2. Create a mindmap of information from a non-fiction book.
3. I have read a book that starts with the same letter as my first name.
4. Read an article from a newspaper, write 5 questions to find out more about the topic.
5. Illustrate a poem
6. Write a biography for one of the characters in your story.
7. Re-write the blurb for one of your books.
8. In lesson that 100 words write a summary of one of your books.
9. Write an alternative start to one of your books in around 100 words.
10. Write 10 questions for someone else to answer on one of your books.

Gold

1. I have read 15 books
2. Write at least two paragraphs about the topic of a non-fiction book.
3. I have read a book longer than 300 pages.
4. Rewrite a newspaper article from another perspective.
5. Annotate a poem.
6. Create a 20 question quiz on one topic.
7. I have read an autobiography and written about the person's life.
8. I have read a book set in the past and written about the time.
9. Write an alternative ending to one of your books in around 200 words.
10. Summarise the main ideas from a chapter in your favourite book.

Students at Lyng Hall continue to develop their reading skills and love for reading. Students from Year 7 and Year 8 are part of Accelerated Reader and all students, across the school, take part in dedicated reading time in their lessons.

In addition, students have been set a reading challenge by Mrs Hensman. Once students have completed each level they can bring their work to her to receive their Bronze, Silver or Gold Award!



Finham Park supports Stand Up and Build Technical School in Muyinga, Burundi, Africa

Finham Park School has set itself the goal of raising £6,000 for the year 2017-18



Burundi is one of the world's poorest nations, struggling to emerge from an ethnic-based civil war that left 300,000 people killed. The Burundians suffer from wide scale poverty and poor access to education and health.

Stand Up and Build Charity: This is a local charity which has built a 3 classroom school for 70+ students focusing on developing construction and technical skills as well as reconciliation. Of the students 50% lost one parent in Civil War and 25% lost both. They are committed about their schooling and many walk 20 miles per day to get there in order to provide a future for themselves, their families and the wider community

The Need: The school has teachers and buildings but no textbooks at all, meaning that they are unable to fully thrive.

Our goal: Our goal to ensure that the students have the textbooks that they need as well as books to support improved literacy. The estimated cost to make a difference is £6,000.

What's Happened so far:

1)October 2017. A non-uniform day dressed in Burundian Flag colours raised £1,100.

2)October 2017. Cake sale raised £365.

3)Trustees visit Burundi and the Finham Park banner is up in Muyinga. Letters are exchanged with Year 10 French and students in Burundi December.

3)February 2018. A charity beard shave raised £130

4)World Book Day 2018 second hand book sale raised £25

Total raised to date: £1,600



Plans for the rest of the year:

- Cake Sale 29th March 2018. (Target £400)
- Sponsored run/ walk to raise awareness of long walks to school in Burundi. Summer Term. (Target £1,000)
- Burundian themed Charity Day 18th July.(Target £3,500)

By Mrs Buckley

Finham Park 2 staff surprised students by dressing up as a range of characters from books to celebrate World Book Day.

All students received a free book of their choice and there were various quizzes and competitions throughout the day.





Cross Curricular Learning

Pupils at Finham Primary have been developing their maths skills through PE. They have been practising number bonds to 10 and 20 by throwing beanbags into two hoops.



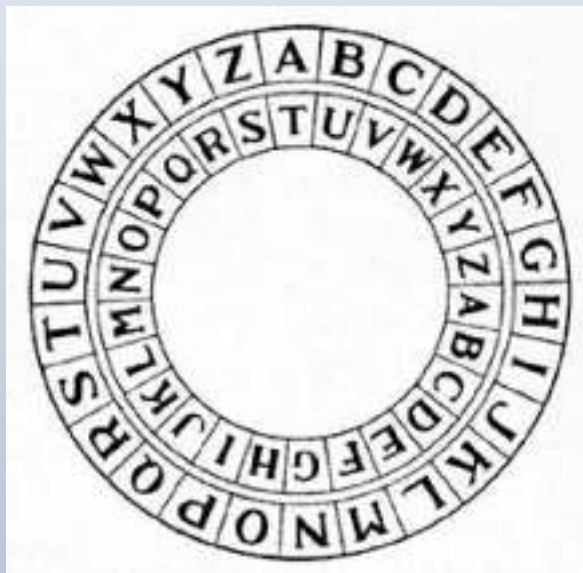
They been learning to count in 2s, 5s and 10s forwards and backwards by jumping, hopping and throwing.

By Carrie Lomax

Answer from page 35

Can you crack the code?

YBGATF ITKD FNEMB TVTWXFR MKNLM BL PHKEW VETLL



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Finham Park Multi Academy Trust

World Class Education



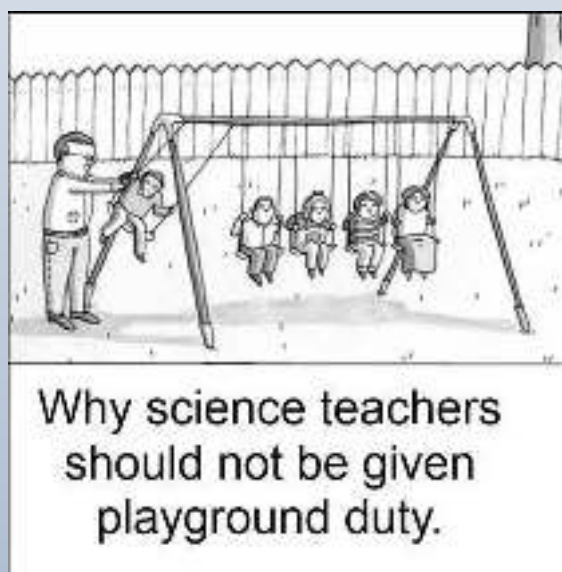
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B Pettman



Think you have a better caption? Have an article to share in the next edition? Prizes for the best articles! Send your entries to:

b.pettman@finhampark.co.uk



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